

INTRODUCTION

TIẾNG ANH 3 is the first level of the three-level English textbook series for Vietnamese primary school pupils learning English as a foreign language (EFL). The series follows the syllabus approved by the Ministry of Education and Training in August 2010, and covers a systematic, helical and topic-based development of the basic English language skills with emphasis on listening and speaking for early levels.

UNIT COMPONENTS

Tiếng Anh 3, Student's Book follows a sequence of presentation, practice and production to develop English at a basic level through twenty topic-based units and four review units which are richly illustrated and cross-curricular to provide pupils with easy-to-grasp and memorable lessons and an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to one of the four themes: *Me and My Friends*, *Me and My School*, *Me and My Family* and *Me and the World Around*, all of which are designed to invoke a sense of familiarity. The activities are organized to provide training on listening, speaking, reading as well as writing.

Each lesson provides material for two teaching periods (equal to seventy minutes). The lesson contains concise and clear instructions for a wide range of activities arranged in a logical progression, helping pupils to develop critical thinking, coordination and the ability to interact with each other as they learn to understand and use English in both its spoken and written forms.

A variety of extra activities including singing, chanting, TPR (total physical response) activities, exciting games and a creative project at the end of each unit aim to facilitate the pupils' ability to reproduce language in a fun and engaging way.

The Student's Book creates a feeling of familiarity through the appearance of both Vietnamese and foreign characters, such as *Mal*, *Nam*, *Quan*, *Phong*, *Hoa*, *Linda*, *Peter*, *Mary* and *Tony*.

The following is a brief description of how a unit is organized.

LESSON 1

Unit 1 **Hello**

1 Look, listen and repeat.

1. Hello, I'm Mai. Hi, Mai. I'm Nam.
2. Hello, I'm Miss Hien. Hello, Miss Hien. Nice to meet you.

2 Point and say.

Hello, I'm _____.
Hello, I'm _____.

Miss Hien Nam Mai Quan

3 Let's talk.

_____, I'm _____.

Nam Quan Hien Mai Hoa Miss Hien

Hi - Hello
I'm - I'm

Unit 1 Hello

4 Listen and tick.

1.

2.

5 Let's write.

1. Mai: _____, I'm Mai.
Nam: Hi, Mai. _____ Nam.

2. Miss Hien: Hello, _____ Miss Hien.
Class: _____, Miss Hien. Nice to meet you.

I'm
Hello

6 Let's sing.

Hello
Hello, I'm Mai.
Hello, I'm Mai.
Hello, I'm Nam.
Hello, I'm Nam.
Hello, I'm Miss Hien.
Hello, I'm Miss Hien.
Nice to meet you.
Nice to meet you.

Unit 1 Hello

1. Look, listen and repeat.

This section presents key vocabulary and structures in comic form to provide pupils with reading, listening and oral practice.

2. Point and say.

This section provides for the controlled practice of key vocabulary and grammar points. Pupils may do choral and individual repetition of the new vocabulary items and structures supported by visual prompts before practising speaking in pairs. Mechanical drills such as *repetition*, *substitution*, *question-and-answer* and *transformation* help pupils get familiar with vocabulary and grammar structures before they can reproduce the language in wider context.

3. Let's talk.

This section contains different situations in which pupils are free to choose the best English to use. There are illustrations and prompts to encourage and guide the pupils as they interact with their peers.

4. Listen and tick.

This section focuses on improving listening skills. In some units pupils look at each pair of pictures as they listen to the recording and show their comprehension by putting a check (✓) in the appropriate box. In other units, pupils number the pictures while they are listening.

5. Let's write.

This section helps pupils use the vocabulary and structures they have learnt. They are asked to fill the gaps using visual and/or textual prompts.

6. Let's sing/chant/play.

This section contains a variety of ways in which pupils can practise their English, through easy-to-learn songs and chants, games or writing about themselves. The songs/chants and games help pupils practise the pronunciation and rhythm of English through interaction and cooperation with each other, while personal writing allows them to express themselves in simple sentences.

LESSON 2

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



2 16 July 2

The components of the first three activities in Lesson 2, **1. Look, listen and repeat**, **2. Point and say**, and **3. Let's talk**, follow the same pattern as in Lesson 1.

4. Listen and number.

This section presents pupils with another listening activity. Pupils look at the pictures while they are listening and show their comprehension by numbering the boxes in the correct order or ticking "True" or "False".

4 Listen and number.



5 Read and complete.

bye thank you fine goodbye

1. Miss Hien: Goodbye, Nam. 2. Mai: Bye, Nam.
 Nam: (1) _____, Miss Hien. Mai: (2) _____, Mai.

3. Nam: How are you, Gao?
 Gao: (3) _____, thank you. And you?
 Nam: Fine, (4) _____.

6 Let's write.



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5. Read and complete.

This section aims to provide pupils with a simple introduction to reading. Pupils show their understanding of the text through filling the gaps, matching text with pictures, answering the questions or choosing the correct answers.

6. Let's sing/write/play.

As with the final section in Lesson 1, this section allows pupils to reproduce language through singing, playing games or writing based on visual and/or textual prompts.

LESSON 3

Unit 3

1 Listen and repeat. 🎧 🗣️

• **bye** Bye, Nam.

• **hello** Hello, Nam.

2 Listen and write. 🎧 🗣️

1. _____, Nam.

2. _____, Mai.

3 Let's chant. 🗣️

hello

Hello, I'm Mai.
Hello, I'm Mai.

Hi, Mai.
Hi, Mai.
I'm Nam.
I'm Nam.

Nice to meet you.
Nice to meet you.

Hi, Nam.
Hi, Nam.
I'm Mai.
I'm Mai.

Nice to meet you.
Nice to meet you.

30 Tiếng Anh 3

1. Listen and repeat.

This section teaches the phonics which appear frequently in the vocabulary or structures of the unit, which young Vietnamese learners might find problematic. Pupils get familiar with the letters and sounds by listening and repeating.

2. Listen and write.

This section helps pupils practise the phonics they have learnt through a dictation task. Pupils listen and fill the gaps.

3. Let's chant.

This section contains a chant which uses the structure(s) that pupils have learnt in Lessons 1 and 2. Like songs, chants are a helpful way of teaching the rhythm of English, which is very different from Vietnamese.

4 Read and match. 🗣️ 🗣️

1 Hello, I'm Mai. 2 Hello, Nam, I'm Mai.

2 Hi, I'm Nam. 3 Bye, Nam.

3 Bye, Mai. 4 I'm fine, thank.

4 How are you? 5 Hello, Mai. How are you?

5 Read and write. 🗣️ 🗣️

1. _____, I'm Mai.

2. Hi, Mai. _____ Nam.

3. _____ to meet you, Mai.

4. _____ are you?

5. _____, thank.

6 Project 🗣️

Make some cards for you and your friends.
Present them to your class.

School: _____

Class: _____

Name: _____

Unit 3 31

4. Read and match.

This section asks pupils to read and match sentence halves, or questions with the answers.

5. Read and write/complete.

This section asks pupils to read and complete/write sentences. It practises the main sentence structures and/or vocabulary in the unit.

6. Project

This section provides pupils with a creative project to carry out independently or in groups. The purpose of this section is to foster cooperation and interaction among the class.

GENERAL TEACHING SUGGESTIONS

- The following guidelines are for you to refer to when you first use this course book in your class. Feel free to make any adjustments, as it is you who knows your particular teaching conditions and what your pupils need to learn.
- It is advisable to go through the contents of the lesson and the teaching notes before you go into the classroom. This will help you familiarize yourself with the material and know what to prepare for the lesson and what activities to conduct. For complicated activities such as games and crossword puzzles you should consult the answer key before you teach.

WARM-UP

You should do a warm-up activity at the start of every lesson. This is a short activity (only two to five minutes) to draw pupils' attention to the way in which English is used. This activity is a good way to revise the previous lesson and to lead into the new one. The warm-up activities vary so you can choose the most suitable one for you, e.g., you can get pupils to sing a song or play a non-verbal game such as *Simon says*, *Pelmanism*, *Bingo*, *Slap the board*, *Doing actions (Miming)*, or *Charades (guessing game)*.

CLASSROOM MANAGEMENT

• Pair work

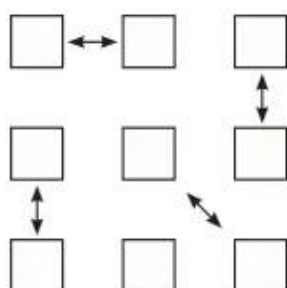
It is advisable to vary the pairs of pupils, as shown in the diagrams below.

If the number of pupils is uneven, two pupils can share one role. Pupils should change their partners regularly in order to change the working atmosphere.

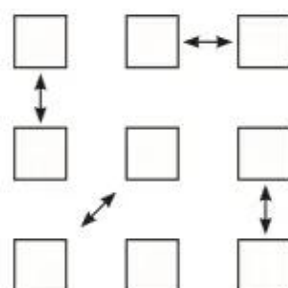
You can get a "closed pair" (two pupils who sit next to each other) or an "open pair" (two pupils who sit apart from each other in the classroom) to demonstrate an activity when necessary.

• Group work

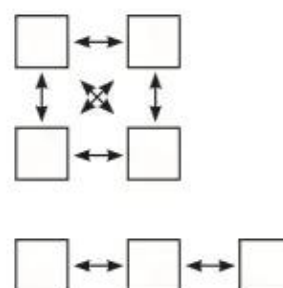
It is useful to divide pupils into groups of four or six according to some criteria, e.g., they are friends, or they have the same birthdays or hobbies. Separate pupils who are disruptive and encourage them by praising them when they cooperate.



Pair work (varied)



Group work of 4 or 6 (varied)



- As pupils work in pairs or in groups, it is important to monitor the activity. Circulate and offer help when necessary, but remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently. Look at their ability to use English, as well as the problems or difficulties they encounter during the activity. This will help you to prepare for revision work later.
- The activities should be timed and should be stopped before pupils lose interest or become distracted. A routine should be established for halting an activity, such as putting your hand up or giving two claps to signal the end of the activity.
- Young learners love to be praised. When pupils perform an activity well, it is a good idea to praise them (*good, very good, great, well done, good job*, etc). If a pupil cannot do a task, it is advisable to encourage him/her (*try again or have another try, not quite right*, etc).

CLASSROOM LANGUAGE

- English should be used as much as possible in instructions and classroom management. This reinforces the language the pupils are learning. In order to help pupils understand English, it is useful to accompany your English with some gestures, or even Vietnamese when you introduce something for the first time.
- The instructions should be simple, clear and consistent to ensure pupils feel comfortable and know what they are required to do. If pupils are confused, Vietnamese should be used to help them understand and to make sure that they can perform the activities successfully.
- Classroom language can be divided into receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and use the productive classroom language when interacting with the teacher or with other pupils. The following phrases are suggested instructions and expressions for use in your class teaching:

Receptive classroom language

Answer this / the question.
Ask a question.
Ask your neighbour / partner a question.
Check your answers in pairs / groups.
Close your books.
Copy it into your notebook / onto a piece / onto a sheet of paper.
Correct / Not quite right / Wrong.
Draw a picture of ...
Goodbye / Good night.
Hello / Hi / Good morning / Good afternoon / Good evening.

Productive classroom language

Not yet. / I've done it.
Can I borrow your pen / pencil / rubber?
I think it's ...
I understand / I don't understand.
I'm sorry. I can't remember.
I'm sorry. I don't know.
Is this / that right?
It's my / your go / turn.
I've got one wrong / two right.
Me too.
Please.

Receptive classroom language

Here it is / you are.

How do you spell it in English?

I don't think so.

Listen to Linda / this / the dialogue / story / dialogue between Nam and Mai.

Listen.

Look at this / the board / picture(s) / photo(s) / puppet(s).

Look.

Open your books.

Put up your hand.

Put your books away.

Quiet, please.

Read this / the word(s) / dialogue aloud.

Repeat after me, please.

Repeat, please.

Say it aloud.

Say it in English.

Say it in Vietnamese.

Say it.

Sit down, please.

Spell it / the word(s).

Stand up, please.

Talk to your partner.

Try again.

Well done / Excellent / That's right / That's not correct.

Work on your own.

Write a question.

Write a sentence of your own.

Write the answer to this / the question.

Write the answers to these / the questions.

Productive classroom language

See you again / tomorrow / on Sunday / next week.

Thank you / Thanks / Many thanks.

What does it / this word / sentence mean?

What's ... in English?

What's number one / two / three / four?

HOW TO END THE LESSON

- In order to establish a classroom routine, it is advisable to end the lesson in a way which suits your teaching situation. If pupils stay in the classroom for other classes, you can give a signal to end the lesson such as putting your hands up, clapping your hands or tapping the board and saying *It's time to stop*, and get pupils to say *Goodbye. See you next time.* when you leave the room.
- If there is time, you can round off the lesson with a song, rhyme, chant or a game that pupils have learnt during the unit.

ACTIVITIES BANK

Spelling and writing

- Give a list of the focus words that you want pupils to spell correctly. Select some pupils to read the words aloud. Individually, pupils look at each word and write it in their notebooks. Pupils check their work in pairs or groups.
- Write the focus words on the board. Assign one word to each pupil to copy down onto a piece of paper. Collect the pieces of paper and put them into a box. Erase the words from the board. Have two teams take turns to pick out a word and say it to a member of the opposing team. This pupil must spell the word correctly to score a point.

Dictation

- Pupils work in pairs or in groups. They take turns to dictate the focus words to each other and check each other's spelling. Another method is to read the dictation and have pupils listen and write. Then pupils work in pairs to correct each other's work.

Word cards

- Prepare word cards for the focus words you wish to check. Use two teams of four pupils in the activity. Pupils from each team take turns to come to the front of the class to pick a card. They act out the word on the card for their team, who have to guess the word, in no more than five tries, to score a point.

TPR (Total Physical Response)

- TPRs are actions done as commanded by the teacher. They help pupils to associate language with particular actions, which enhances their understanding. This is a fun way to help pupils understand the language without putting too much emphasis, at this early stage, on producing accurate English. The procedure of using TPR as a teaching technique is as follows:
- Play the recording or read the text. Do the actions associated with the text. Repeat this step. Play the recording again or read the text without the actions.
- Ask pupils to work in groups to see how much of the text they can remember.
- Get pupils to say the text again without performing the actions. Remind them of the text, if necessary.
- Get pupils to say the text with the actions.

GAMES

Physical line-up (making sentences)

- Make two groups, A and B, and have them sit on chairs facing the rest of the class. Give each group word cards which form different sentences. Read the sentence, e.g. "This is Lan." If the pupils of group A have the word cards containing "this", "is", "Lan" and the full stop, they should stand up and move quickly into a line to show the sentence in the correct order. The members of group B should remain seated. If they stand up when you call group A's sentence, they will lose the game, and vice versa.

Bingo

- Draw a word grid on the board and ask pupils to copy it. Ask pupils to tell you the words they have learnt in their lessons. List them on the board. Each pupil chooses nine words from the list to copy into their grid. While they are doing this, copy each word onto a piece of paper, put the pieces of paper into a bag and mix them up. Select pupils to pick out a piece of paper and call out the word. Pupils with that word in their grid can cross it out. Continue the game until there is a pupil who has all the words in their grid crossed out. That pupil is the winner.

Charades (miming)

- This is a great game to review vocabulary. You may need to do the actions with pupils if they are shy at first. This will help them to feel more comfortable. Divide the class into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they get a point. Switch the teams and let the second team act out a word while the first team guesses.

Simon says ...

- This is a fun and classic game. The teacher (or a pupil) instructs the class to carry out actions by saying, e.g. "Simon says touch your nose" or "Simon says stamp your feet". If the teacher does not begin the instruction with "Simon says ...", pupils should do nothing. Have pupils write down four or five commands (e.g. *stand up, sit down, clap your hands, stamp your feet, touch your ears, etc.*) they have learnt on a sheet of paper. Explain the rules of the game and make sure pupils understand that they must hear "Simon says ..." to perform the action. If not, they should do nothing. You can play a trial game until pupils understand. Pupils should use the commands they have written down. Pupils are eliminated if they do not perform the correct action, or if they perform an action when they have not heard "Simon says ...".

Kim's game

- This is a memory game. Collect a group of items of the same type, e.g. school things. The items should be in the pupils' vocabulary. Arrange the items on a desk and cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth. Have a brief discussion with the class on what might be under the piece of cloth, based on the shape and size of what they can see, etc.
- Divide the class into groups. Do not allow pupils to write anything down. Explain that you will show the class the items under the piece of cloth for 60 seconds. After that, each group must write down the name of as many objects as they can remember.
- Show the items for 60 seconds then cover them with the piece of cloth. In their groups, the pupils try to write down all the items. Groups get a point for a correct guess and another for a correct spelling. The group with the most points wins the game.

Slap the board/word/number

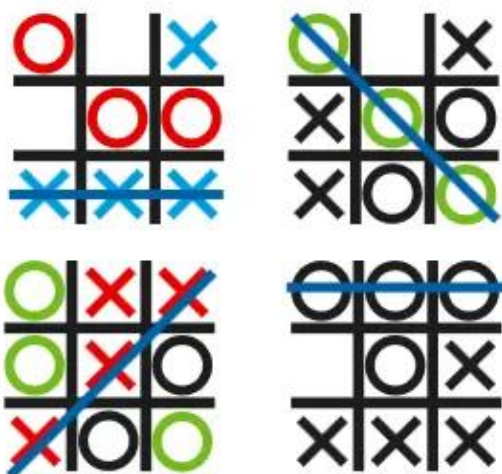
- *Slap the board/word/number* is a fun game you can play with pupils that will help reinforce the association between written and spoken words.
- The goal of the activity is that given a spoken word, the pupil will quickly be able to recognize the word's written form or a corresponding picture.
- You will need these materials: a fly swatter or a rolled-up newspaper, and a word or picture wall (words written/pictures stuck on a chalkboard or whiteboard).
- Call a pupil up to the board. Call out a word and wait for the pupil to slap the word or picture on the board. It is a good idea to give each pupil a time limit. Count the number of words or pictures each pupil slaps correctly within the time limit. The pupil with the highest number is the winner.

Pelmanism

- Call a pupil up to the board. Call out a word and wait for the pupil to slap the word or picture on the board. It is a good idea to give each pupil a time limit. Count the number of words or pictures each pupil slaps correctly within the time limit.
- This is a card game testing concentration in which all of the cards are laid face down on the table. Each player in turn selects two cards and turns them face up. If they are matching (of the same shape/colour/picture), that player wins the pair and plays again. If the cards are not matching, they are turned face down again and play passes to the next player. The game ends when all the cards are gone. The winner is the player with the most pairs.

Tic-Tac-Toe

- This game is a fun way for pupils to practise their English while enjoying some competition. On the board or on a sheet of paper, draw a traditional tic-tac-toe grid of 3x3 squares. In each square, write a language item for pupils to complete, e.g.: *Do you like ...? What lessons ...? Why do you ...?*, etc. Pupils should copy the grid to play the game. They need one grid for each pair of pupils (or teams).
- Pupils play the game in pairs (or in teams in larger classes). Ask them to complete the language items. They score an X (or O) for each sentence that is grammatically correct.
- The pupil or team who succeeds in placing three respective Xs (or Os) in a horizontal, vertical or diagonal row wins the game.



I spy with my little eye ...

- Choose one pupil to be the spy. The spy looks around the room and selects an object which he or she then whispers to the teacher. (With very young pupils, it might be better to have them tell the teacher outside the classroom.) He or she then announces to the class, "I spy with my little eye something [colour]." Pupils then take turns guessing the object the spy has seen (e.g. "Is it the teacher's shirt?") Whoever guesses correctly becomes the next spy.

Spot the differences

- *Spot the differences* (sometimes known as the *Photo hunt game*) tests observation and concentration skills by spotting the differences that exist between two images that seem to be identical. One image has a few more things in it than the other one does, or it is missing things that the other one has.
- To play the game, the teacher sets a certain amount of time and delivers two pairs of pictures either to each pupil, or they can work in groups to find the differences. Pupils should highlight each difference by drawing a circle around it. The group that finishes the game first will be the winner and must then give an oral report of the differences to the class.

There are many more language games that you can find on the Internet or on YouTube. Simply search for ESL or EFL (English as a second language, English as a foreign language) games or video clips.

TEACHING THE UNIT COMPONENTS

1. Look, listen and repeat.

- It is very important to inform the class of the objectives of the lesson because pupils can only perform well if they understand what is expected. Say the unit title a few times and check pupils' comprehension of the title, using simple and easy questions, or even Vietnamese for the first few classes. Using Vietnamese makes what you mean clear, but later on, increase your use of English, and only give a short explanation in Vietnamese if necessary.
- Hold up the Student's Book, point to each of the pictures in the story in turn and briefly discuss with the class what they think is happening in each picture. Elicit the answers by asking: *What can you see in the picture? Who is the speaker? or Who are the speakers? Do you understand what he/she is saying? or Do you understand what they are*

saying? *What does he/she want?* or *What do they want?* *What is he/she doing?* or *What are they doing?* etc. Encourage pupils to guess the meaning of the key vocabulary, using the pictures or flashcards. You can teach the key terms if they are abstract nouns or difficult notions for pupils to guess from the visual prompts.

- Play the recording for pupils to listen and follow silently in their books.
- Play it again for pupils to do choral and individual repetition until they feel confident.

2. Point and say.

- Inform the class of the objectives of this section: pupils are going to learn the pronunciation of new words and sentences. Give a few moments for pupils to look at the pictures and read the text in silence. Point to each word and say it slowly and clearly. Check pupils' comprehension of the vocabulary and give explanations if necessary using flashcards and gestures. Get pupils to do choral repetition, using the flashcards or picture cards as prompts. When pupils are confident enough, get different individuals to take turns saying the sentences or asking and answering the questions.
 - Write the gapped sentences on the board and elicit the words to fill the gaps. Point to each sentence and say it slowly and clearly before having pupils do choral and individual repetition or drilling, using the words and pictures as prompts.
 - If the task is drilling a question and answer, drill the answer first. When you have finished drilling the answer, drill the question in the same procedure. Finally, combine the question and answer together. Do choral and individual drilling respectively.
 - Get pupils to interact in pairs. Have them point to each picture, asking and answering respectively. Go around offering help with pronunciation, if necessary.
- Call on several open pairs to act out the dialogue.
 - Follow-up activity: let pupils read the story in *Look, listen and repeat* to themselves. Ask different individuals to come to the front of the class to act out the story either with or without their books, depending on how confident they feel.

3. Let's talk.

- Use flashcards or pictures to revise the vocabulary and structures in the previous section. Pupils can look at the Student's Book and imagine they are the characters in the story to ask and answer the questions provided or they can also role-play the focus language, using real facts and people.
- Elicit the language to fill the gapped sentences. Write the complete sentences on the board and have pupils repeat them a few times.
- Encourage pupils to write their own exchanges and call some open pairs to act out the dialogue in front of the class.

4. Listen and tick.

- Inform the class of the objective of this activity: they are going to listen and tick the appropriate box to show their comprehension.
- Give pupils a few moments to look at the pictures. Draw pupils' attention to specific details in the picture, and check comprehension by saying: *Describe what you see in the picture* or *What can you see in the picture? What do you suppose this speaker (boy/girl/person) is saying?* Remind pupils not to worry if they do not understand every word, and that they should associate what they are hearing with the pictures.
- Play the recording all the way through for pupils to listen to as they are looking at the pictures. Play it again for them to check the

appropriate box. Play the recording the third time for pupils to check their answers.

- Have pupils swap their answers before calling different individuals to report theirs. If there are more than three pupils with incorrect answers, ask these pupils to explain how they selected the answers (in Vietnamese if they cannot express their ideas in English), and explain the correct answer to them.

5. Listen and number/complete.

- The procedure is the same as *Listen and tick*. However, here the pupils' task is either numbering the pictures in the order in which they have heard them, or filling the gapped sentences.

6. Read and match/complete/answer.

- Inform the class of the objective of this section: they are going to read the texts and show their comprehension by matching the texts with the pictures, filling the gapped sentences or answering the questions.
- Read or play the recording and let pupils read the text in silence. Check their comprehension and give the meaning of any new vocabulary, if necessary.
- Set time for pupils to read in silence and do the task.
- Get pupils to swap and check their answers before checking as a class.

7. Let's write./Look and write.

- Inform pupils of the objective of this activity: they are going to write words or phrases using the prompts (texts or pictures). Show pupils how to carry out the task.
- Give a few seconds for pupils to look at the pictures or read the text in silence. Then check comprehension by asking simple and

easy questions (See *Look, listen and repeat*).

- Have pupils do the task independently. Move around offering help.
- Have pupils swap and check their answers before checking as a class. Give explanations if there is more than one pupil making the same mistake.

8. Listen and repeat (Phonics).

- Inform the class of the objective of the activity: pupils are going to practise saying the sounds of the focus letters in words and sentences. Hold the phonics flashcards or point to the letters in red in the Student's Book in such a way that the whole class can see. Pronounce the letters slowly and clearly a few times before saying the words.
- Do choral and individual repetition until pupils feel confident to say the words by themselves.
- Draw pupils' attention to the sentences. Check their comprehension before reading each sentence clearly. Have pupils do choral and individual repetition, using the word cards as prompts.

9. Listen and write.

- Inform pupils of the objective of this activity: this is a dictation. Give a few seconds for pupils to read the gapped sentences in silence.
- Read the sentences slowly, pausing regularly to allow time for the pupils to write.
- Have pupils swap their answers before checking as a class.
- Draw pupils' attention to capital letters and the punctuation in a sentence (comma, full stop, question mark, etc.).

10. Let's chant/sing.

- Chants and songs are engaging and help pupils practise the pronunciation and rhythm of English in a fun way. The songs and chants in **Tiếng Anh 3** are a component of every unit. You can learn them first at home before you teach.
- Get pupils to read the lyrics or the texts in silence. Check their comprehension. Explain new vocabulary if necessary.
- Sing or play the recording all the way through a few times. Have pupils repeat each line of the lyrics or the chant a few times before having them chant or sing along until they feel confident to sing or chant without the book.
- When pupils can sing or chant with confidence, get them to do the actions (mime) as they are singing or chanting, as this will help reinforce the meaning of the language and make the activity more enjoyable.

11. Let's play (a game).

- There are different kinds of games in **Tiếng Anh 3** such as *Line-up (making sentences)*, *Bingo*, *Simon says*, *Kim's game (memory game)*, *Pelmanism (concentration game)* and *Charades (miming)* (See *Activities Bank, Games*).
- Make sure pupils know the name of the game and understand clearly how to play it by demonstrating the game in front of the class with a few pupils, and have a practice round before starting the game.
- Team games are more competitive and more exciting. Keep the score on the board and encourage a spirit of cooperation.

12. Project

- Projects occur at the end of most units. Through creativity, the projects help pupils to reinforce what they have learnt and foster cooperation and interaction.
- If there is not enough class time, teachers can give the project as homework.
- It is very important to end the unit with a song, chant, or a game because it makes learning English a fun and memorable experience for pupils.