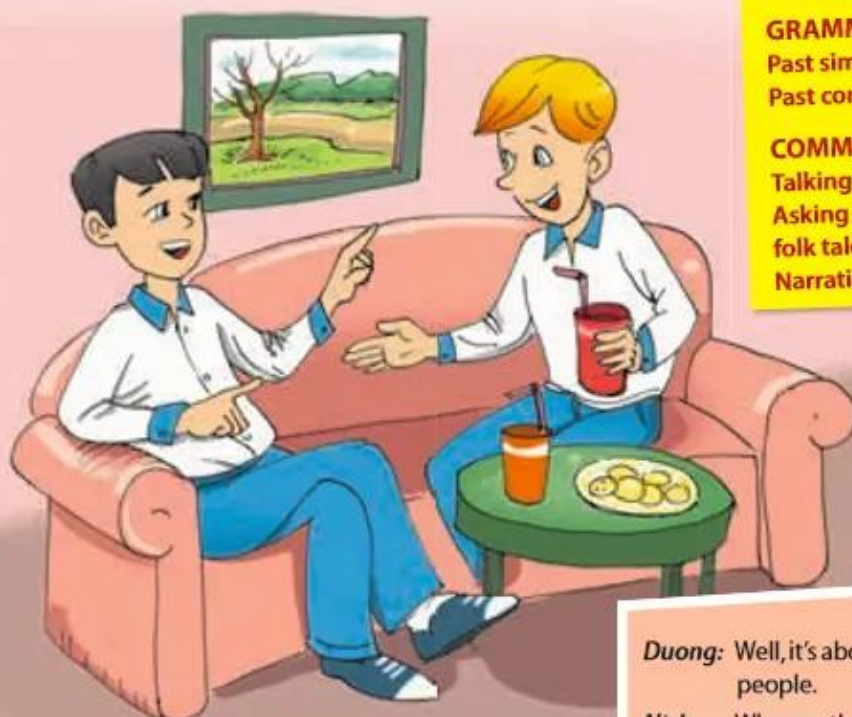


## GETTING STARTED

## A suggestion for Nick's project



## THIS UNIT INCLUDES:

## VOCABULARY

Characters in a folk tale  
Adjectives describing characters

## PRONUNCIATION

Intonation in exclamatory sentences

## GRAMMAR

Past simple: review  
Past continuous

## COMMUNICATION

Talking about folk tales  
Asking and answering questions about folk tales  
Narrating a folk tale

## 1 Listen and read.

**Duong:** I phoned you around 9 p.m. last night, but no reply.

**Nick:** Oh, I was doing some Internet research on Vietnamese legends for my project.

**Duong:** Have you found one you like yet?

**Nick:** Not really. Can you suggest anything?

**Duong:** We have lots of legends, folk tales, and fables. A popular one is the legend of *Lac Long Quan and Au Co*.

**Nick:** Oh yeah? What's it about?

**Duong:** Well, it's about the origins of the Vietnamese people.

**Nick:** Who are the main characters?

**Duong:** Lac Long Quan – the dragon king of the ocean, Au Co – a fairy, and their sons.

**Nick:** And what's the story?

**Duong:** Let me see... Lac Long Quan married Au Co. She gave birth to a bag of one hundred eggs, which produced one hundred baby boys.

**Nick:** One hundred baby boys? That's a lot.

**Duong:** And some years later, Lac Long Quan missed the sea so he took fifty of their sons to the sea, and Au Co took the others to the mountains. Those boys were the ancestors of the Vietnamese.

**Nick:** What an interesting legend it is! I think I've found the subject of my project!

## Objectives:

By the end of this unit, students can:

- use an exclamatory sentence with the correct intonation
- use the lexical items related to the topic of 'Folk tales'
- use the past continuous tense correctly
- distinguish between the past continuous tense and the simple past tense
- read for specific information in a fairy tale
- talk about a legend/ folk tale/ fairy tale/ fable (its plot, main characters, etc.)
- listen for specific information in a fairy tale
- write a narrative of a legend/ folk tale/ fairy tale/ fable

## GETTING STARTED

### A suggestion for Nick's project

#### Introduction

- Before Ss open their books, review the previous unit by asking them to take part in a small game. Ss work in two big groups A and B. Each student calls out the name of a Vietnamese festival, then points at one student from group B. This student has to call out the name of another Vietnamese festival. The game stops when a group cannot give the name of any Vietnamese festival or when the time is up. The group with more names of Vietnamese festivals wins. Focus on the topic in Unit 5 and key language and structures learnt.
- Write the Unit title on the board '*Folk Tales*'. Elicit any information Ss know about folk tales by asking about types of folk tales they know, their favourite folk tales and characters.
- Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

#### 1 Ask Ss questions about the picture:

*Where are Duong and Nick?*

*What are they doing?*

*What are they talking about?*

T may ask Ss to guess what Vietnamese legend Duong would suggest for Nick's project.

T may also ask Ss to share any famous Vietnamese legends they have read:

*Have you ever read or been told a famous Vietnamese legend?*

*What is its title?*

*What is it about?*

*What are the main characters in it?*

Play the recording. Ss listen and read. T can play the recording more than once. Then come back to the questions and have Ss answer them. Do not give correction at this stage.



**a Read the conversation again and choose the correct answers.**

- What was Duong doing at 9 p.m. last night?
  - He was coming to Nick's house.
  - He was phoning Nick.
  - He was talking to Nick.
- What was Nick doing at 9 p.m. last night?
  - He was watching a TV show.
  - He was talking about his project.
  - He was searching for information on the Web.
- What legend did Duong recommend to Nick?
  - A legend about how Viet Nam began.
  - A legend about Vietnamese people being original
  - A legend that isn't well-known
- Who was Lac Long Quan?
  - A fairy
  - Au Co's father
  - The dragon king of the ocean
- Where did Au Co take half of the sons?
  - To the mountains
  - To the sea
  - To Lac Long Quan's land

**b Match the words to their meanings.**

- |                    |                                  |
|--------------------|----------------------------------|
| 1. title           | a. the people the story is about |
| 2. genre           | b. the content of the story      |
| 3. main characters | c. the name of the story         |
| 4. plot            | d. the type of story it is       |

**c Find the information in the conversation to complete the table.**

Title	<i>Lac Long Quan and Au Co</i>
Genre	
Main characters	
Plot	- Lac Long Quan married Au Co. - - -

**d What does this sentence from the conversation express?**

Nick: What an interesting legend it is!

Do you know what kind of sentence it is?

**Remember!**

Exclamatory sentences are used to express surprise or strong feelings. We use *what* in exclamatory sentences:

- What + a / an + adjective + N (singular countable) + S + V!

Example: What a naughty boy he is!

- What + adjective + N (uncountable/ plural countable) + S + V!

Example: What naughty boys they are!  
What beautiful weather it is!

We don't always use an adjective or a subject and a verb in exclamatory sentences.

Example: What a day!



**2 Match the words with their definitions. Then listen, check and repeat.**

- |                        |   |
|------------------------|---|
| <b>A</b><br>legend     | 1. traditional, imaginary short story that teaches a moral lesson; typically using animal characters              |
| <b>B</b><br>folk tale  | 2. an imaginary story typically involving magic or fairies, usually for children                                  |
| <b>C</b><br>fable      | 3. a very old, traditional story from a particular place that was originally passed on to people in a spoken form |
| <b>D</b><br>fairy tale | 4. an ancient story about brave people or magical events that are probably not true                               |

**3 GAME: GUESS THE STORY**

**a Think of a legend, folk tale, fable or fairy tale you know. Complete the table below.**

Title	
Genre	
Main characters	
Plot	

**b Work in pairs. Interview each other and try to guess the title of the story.**

Example:

A: What kind of story is it?

B: It's a fairy tale.

A: Who are the main characters?

B: Cinderella, her stepsisters, her stepmother, and a prince.

A: What's it about?

B: It's about Cinderella, a kind and beautiful girl who finally gets married to a prince.

A: Is it *Cinderella*?

B: Yes!

- a** First, have Ss work independently. Then ask them to share answers before discussing as a class.

**Key:** 1. B      2. C      3. A      4. C      5. A

- b** Have Ss work in pairs to match the words to their meanings. Then ask them to share answers before discussing as a class.

**Key:** 1. c      2. d      3. a      4. b

- c** Again, ask Ss not to look at the book and try to remember the information about the legend of Lac Long Quan and Au Co, and complete the table. Then ask Ss to open their books and check their answers.

**Key:**

<b>Title</b>	<i>Lac Long Quan and Au Co</i>
<b>Genre</b>	Legend
<b>Main characters</b>	Lac Long Quan, Au Co, and their sons
<b>Plot</b>	<ul style="list-style-type: none"> <li>- Lac Long Quan married Au Co.</li> <li>- Au Co gave birth to one hundred baby boys.</li> <li>- Lac Long Quan missed the sea.</li> <li>- Lac Long Quan took fifty of their sons to the sea.</li> <li>- Au Co took the others to the mountains.</li> </ul>

- d** Have Ss discuss the question in pairs. Then, draw Ss' attention to the structure, meaning and use of exclamatory sentences by analysing the instruction and examples in the **Remember!** box. Write the following on the board:

1. *handsome/ man* =
2. *interesting/ game* =
3. *good/ news* =
4. *lovely/ dogs* =
5. *brave/ women* =

**Key:**

1. What a handsome man (he is)!
2. What an interesting game (it is)!
3. What good news (it is)!
4. What lovely dogs (they are)!
5. What brave women (they are)!

Elicit the first answer from Ss. Then give Ss a minute to write out the rest of the sentences. Check the answers with the class.

- 2** Have Ss quickly match the types of stories with their definitions. Then play the recording for Ss to check their answers. Now put Ss into pairs to think of an example of each type of story. You can add a time limit to increase the fun. Ss raise their hands when they have completed their lists. Check them with the class.

**Key:** 1. C      2. D      3. B      4. A



**Audio script:**

1. A very old, traditional story from a particular place that was originally passed on to people in a spoken form - fable
2. An ancient story about brave people or magical events that are probably not true - fairy tale
3. An imaginary story typically involving magic or fairies, usually for children - folk tale
4. Traditional, imaginary short story that teaches a moral lesson; typically using animal characters - legend

### **3 Game: Guess the Story**

- a** Have Ss work independently, filling the table with the information of the legend, folk tale, fable or fairy tale they know.
- b** First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to help Ss. Call some pairs to practise in front of the class.



## A CLOSER LOOK 1

### Vocabulary

**1** These are popular characters in folk tales. Match the characters with the pictures. Can you add more?

A. woodcutter B. emperor C. Buddha D. knight  
E. fairy F. princess G. giant H. witch



**2** These creatures are popular characters in folk tales. Match the creatures with the pictures. Can you add more?

A. dragon B. wolf C. hare D. fox  
E. tortoise F. lion G. ogre H. eagle



**3a** The adjectives in the box are often used to describe characters in folk tales. Put them into the correct columns. Can you add more?

cheerful generous greedy mean  
evil cunning wicked kind  
fierce cruel brave

Positive	Negative

**b** Now use these adjectives to describe some characters in one of your favourite folk tales.

*Example:*

There's a wolf in *Little Red Riding Hood*. He's cunning and wicked.

### Pronunciation

Intonation in exclamatory sentences

**4** Listen and repeat the sentences, paying attention to intonation. Do they have rising or falling intonation?

1. What a colourful hat she is wearing!
2. What a time we've had today!
3. What beautiful eyes she has!
4. What a nice day it is!
5. What good news it is!

### Remember!

We use falling intonation for exclamatory sentences.



**5** Practise these sentences. Then listen and repeat.

1. What a beautiful princess she is!
2. What brave knights they are!
3. What a big nose the wolf has!
4. What a fierce ogre it is!
5. What a handsome prince he is!

## A CLOSER LOOK 1

### Vocabulary

- 1** First, have Ss work independently. Then, ask them to share their answers with one or more partners. T may wish to ask Ss to call out some folk tales that include one of these characters. If there is enough time, T can ask some Ss to write their answers on the board.

**Key:** 1. G 2. C 3. E 4. B 5. H 6. A 7. D 8. F

- 2** Have Ss work independently. Ask them to share their answers with one or more partners. Then ask Ss to categorise the creatures into typically 'good' and 'bad'. There may be some disagreement in the class. Encourage this – it is good for discussion. If time allows, do the same exercise with the character vocabulary.

**Key:** 1. G 2. F 3. A 4. E 5. B 6. C 7. H 8. D

- 3a** Have Ss complete the table individually. Then have some Ss write their answers on the board before checking with the whole class. T may ask for translation of some adjectives to check their understanding.

**Key:**

Positive	Negative
cheerful	cruel
generous	mean
brave	evil
kind	greedy
	wicked
	fierce
	cunning

- b** Ask Ss to do the exercise in pairs, using the adjectives in **a** to describe characters in one of their favourite folk tales. Then ask some Ss to say their sentences in front of the class.

### Pronunciation

#### Intonation in exclamatory sentences

- 4** T plays the recording and asks Ss to listen and repeat the sentences, paying attention to the intonation of each sentence. T may play the recording as many times as necessary. Remind Ss that they use falling intonation for exclamatory sentences.



**Audio script:**

- What a colourful hat she is wearing!
- What a time we've had today!
- What beautiful eyes she has!
- What a nice day it is!
- What good news it is!

- 5** First, ask Ss to work in pairs, practise saying the sentences. Call some Ss to practise in front of the class. Then ask Ss to listen while T plays the recording. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation.



**Audio script:**

- What a beautiful princess she is!
- What brave knights they are!
- What a big nose the wolf has!
- What a fierce ogre it is!
- What a handsome prince he is!



## A CLOSER LOOK 2

### Grammar

#### Past continuous

- 1a** Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Duong:** I phoned you around 9 p.m. last night, but no reply.

**Nick:** Oh, I was doing some Internet research on Vietnamese legends for my project.

#### Form of the past continuous

##### (+) Positive

I / he / she / it + was + V-ing  
we / you / they + were + V-ing

##### (-) Negative

I / he / she / it + was not / wasn't + V-ing  
we / you / they + were not / weren't + V-ing

##### (?) Questions:

was + I / he / she / it + V-ing?  
were + we / you / they + V-ing?

##### \* Short answers to Yes/No questions:

(+) Yes, I / he / she / it was.  
Yes, we / you / they were.  
(-) No, I / he / she / it wasn't.  
No, we / you / they weren't.

- b** When do we use the past continuous?  
Can you think of the rule?

We use the past continuous to describe an action that was in progress at a stated time in the past.

#### Example:

At 3.30 the tortoise was running ahead of the hare.



We use the past continuous to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past).

#### Example:

She was crying when a fairy appeared.  
A fairy appeared while she was crying.



- 2** Complete the following sentences by putting the verbs in brackets in the correct form.

- When the prince saw Cinderella at the party, she (wear) \_\_\_\_\_ a beautiful gown.
- What (you/ do) \_\_\_\_\_ this time yesterday?
- When Jack (go) \_\_\_\_\_ to the market, he met a magician.
- While the hare was sleeping, the tortoise (run) \_\_\_\_\_ to the finish as fast as he could.
- When the princess returned, the prince (not wait) \_\_\_\_\_ for her.



- 3a** Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.



1. servant/ spin/ in the woods



2. girl/ pick flowers/ by the side of the road



3. knights/ ride horses/ to the castle



4. Cinderella/ dance/ with the prince



5. Saint Giong/ fly/ to heaven



6. ogre/ roar/ with anger

## A CLOSER LOOK 2

### Grammar

#### Past continuous

- 1a** Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined part. Either explain or elicit from Ss the form and use of the past continuous tense.
- b** Before Ss read the rules and the examples, see if T can elicit any rules from them. Then ask Ss to read the **Grammar** box. Draw Ss' attention to the use of the past continuous tense by analysing the examples in the **Grammar** box. Then ask some more able Ss to give some examples.
- 2** Ask Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.

#### Key:

- |                           |                   |
|---------------------------|-------------------|
| 1. was wearing            | 2. were you doing |
| 3. was going              | 4. ran            |
| 5. was not/wasn't waiting |                   |

- 3a** Ask Ss to do the grammar exercises individually, using the suggested words to write sentences to describe what was happening in each picture. Remind them to look back at the **Grammar** box if necessary. Then have Ss compare answers in pairs before checking with the whole class.

#### Key:

1. The servant was spinning in the woods.
2. The girl was picking flowers by the side of the road.
3. The knights were riding (their) horses to the castle.
4. Cinderella was dancing with the prince.
5. Saint Giong was flying to heaven.
6. The ogre was roaring with anger.



- b** Work in pairs. Ask and answer questions about the pictures in **a**.

**Example:**

**A:** What was the servant doing?

**B:** She was spinning.

### Look out!

We use the past simple for a succession of actions.

**Example:**

When Tom *heard* the news, he *ran* to his car, *jumped* in it and *drove* home.



- 4** Write the correct form of each verb. Use the past continuous or the past simple.

1. The prince (walk) \_\_\_\_\_ along the road when he met a princess, so he (stop) \_\_\_\_\_ and (have) \_\_\_\_\_ a chat with her.



2. When Saint Giong (lie) \_\_\_\_\_ on the bed, he (hear) \_\_\_\_\_ an announcement that the emperor (need) \_\_\_\_\_ brave men to protect his land.



3. Alice was walking alone in the woods when she suddenly (hear) \_\_\_\_\_ footsteps behind her. Someone (follow) \_\_\_\_\_ her. She was frightened and she (start) \_\_\_\_\_ to run.



4. When the crow (drop) \_\_\_\_\_ the cheese, the fox (eat) \_\_\_\_\_ it.



5. They (dance) \_\_\_\_\_ merrily when Cinderella suddenly (leave) \_\_\_\_\_ the party.



6. Lac Long Quan (miss) \_\_\_\_\_ his life under the sea, so he (decide) \_\_\_\_\_ to take fifty of his sons back there.



- 5a** Read the fable and put the verbs in brackets into the past simple or the past continuous.

It was a nice day. The sun (1. shine) \_\_\_\_\_ and a tortoise (2. sleep) \_\_\_\_\_ in the sun. He opened his eyes and saw that an eagle was flying in the sky. "I want to fly like that!" the tortoise said. The eagle heard him and agreed to help. The eagle picked up the tortoise, and off they (3. go) \_\_\_\_\_. When they (4. fly) \_\_\_\_\_ very high in the sky, the eagle (5. open) \_\_\_\_\_ his claws for the tortoise to fly. But the poor tortoise (6. fall) \_\_\_\_\_ all the way down to earth.



- b** What is the moral of the fable?

- 6a** Guess what your partner was doing last Sunday at these times.



**Example:**

I think Minh was having breakfast at 7 a.m. last Sunday.

- b** Ask your partner to check your guesses.

**Example:**

**A:** Were you having breakfast at 7 a.m. last Sunday?

**B:** Yes, I was./ No, I wasn't.

- b** First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.

**Key:**

- |   |  |
|---|--|
| <p>2. What was the girl doing?<br/>She was picking flowers by the side of the road.</p> <p>4. What was Cinderella doing?<br/>She was dancing with the prince.</p> <p>6. What was the ogre doing?<br/>It was roaring with anger.</p> | <p>3. What were the knights doing?<br/>They were riding (their) horses to the castle.</p> <p>5. What was Saint Giong doing?<br/>He was flying to heaven.</p> |
|---|--|

### Look out!

Ask Ss to read the **Look out!** box. Draw Ss' attention to this use of the past simple tense by analysing the instruction and examples in the **Grammar** box. T may give a comparison between the simple past tense and the past continuous tense. Then ask some more able Ss to give some examples.



- 4** Ask Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and the **Look out!** box. Then have Ss compare answers in pairs before checking with the whole class.

**Key:**

1. was walking, stopped, had
2. was lying, heard, needed
3. heard, was following, started
4. dropped, ate
5. were dancing, left
6. was missing/missed, decided

- 5a** T may do the first sentence as an example for Ss then have them do the exercise individually. Then have Ss compare answers in pairs before checking with the whole class.

**Key:**

1. was shining    2. was sleeping    3. went    4. were flying    5. opened    6. fell

- b** Have Ss discuss the question in pairs. Then ask some pairs to give their answers to the whole class. T may give comments or invite comments from other Ss.

**Suggested answer:** Be happy/content with what you have.

- 6a** Ask Ss to do the grammar exercises individually, guessing what their partner was doing at the times on the clocks. Remind them to make a note of their guesses.
- b** Now model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to demonstrate in front of the class.



## COMMUNICATION



**1a** Look at pictures. Then put the parts of the fairy tale in order.



①



②



③



④



⑤



⑥



⑦



⑧

### Extra vocabulary

granny

scream

swallowed

- a. ☐ When she was picking some flowers on the side of the path, she met a wicked wolf. He asked, "Where are you going?" "I'm going to see my grandmother," she said.
- b. ☐ A woodcutter was working in the woods. He heard a loud scream and ran to the house.
- c. ☐ Finally she said, "Granny, what big teeth you have!" "All the better to eat you with!" shouted the wolf.
- d. ☐ Then she said, "Granny, what big ears you have!" "All the better to hear you with!" he replied.
- e. ☐ So the wolf had a plan. He ran to Granny's house and swallowed Granny. He got into Granny's bed.
- f. ☐ A little later, Little Red Riding Hood reached the house. She looked at the wolf and said, "Granny, what big eyes you have!" "All the better to see you with!" he replied.
- g. ☐ He hit the wolf on the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away.
- h. ☐ Little Red Riding Hood lived in a wood. One day, she went to visit her granny.

**b** Work in pairs. Compare your answers with a partner's. Discuss any differences.

**2** Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group.

**3** Work in groups. Discuss and write an ending for the fairy tale. Share it with other groups.



## COMMUNICATION

### Introduction

Before Ss open their books, ask them what fairy tales they liked to read when they were little. Now get Ss to think about how fairy tales are structured. T can say: *Today, we are going to do some activities with a fairy tale. Please think of what information is normally at the beginning, in the middle, and at the end of a fairy tale.*

- 1a** First help Ss understand the meanings of the words in **Extra vocabulary** by using pictures or examples. Then have Ss work independently, looking at the pictures and putting parts of the fairy tale in order. Tell Ss that the pictures are in the correct order but the text (a-h) is jumbled. Give Ss a time limit to keep a lively pace to the lesson.

**Key:** 1. h    2. a    3. e    4. f    5. d    6. c    7. b    8. g

- b** Allow Ss to work in pairs, comparing their answers and discuss any differences. Then discuss as a class.
- 2** Ask Ss to work in groups of six, in turn retelling the fairy tale to their group members in their own words. Set a three-minute time limit per story and have one group member keep time. Then Ss can choose the best storyteller in their group.
- 3** Ask Ss to work in the same groups again, discussing and writing their own ending for the fairy tale. Encourage them to have fun and be creative. Choose a student from each group to read the ending to the whole class. After each student has finished, invite some comment from Ss in other groups. Then T makes comments and corrects Ss' mistakes if there are any. Finally, T may have Ss vote for the best fairytale ending.



## SKILLS 1

### Reading

- 1** Read the fable *The Starfruit Tree*. Then find the following words and underline them in the story. What do they mean?

fortune	starfruit tree	ripe
filled	load	repay

Once upon a time, there was a rich man living in a village. When he died, he left his two sons a fortune. But the elder brother gave his brother only a starfruit tree. When the fruit was ripe, an eagle came and ate the fruit. The younger brother begged the eagle not to. The eagle promised to repay him in gold and told him to make a bag to carry it. The eagle took him on its back to a place of gold. There, he filled the bag with gold. When he got home he was rich. The elder brother was surprised, so he asked his brother to explain. After hearing the story, he offered to swap his fortune for the starfruit tree, and his kind brother accepted. When the eagle came, the elder brother asked it to take him to the place of gold. The greedy brother filled a very large bag and all his pockets with gold. On the way home, because the load was too heavy, the eagle got tired and dropped him into the sea.

- 2** Read the story again and answer the questions.

- What did the older brother give his younger brother?
- What did the eagle promise to the younger brother?
- What did the elder brother do when he found out how his younger brother became rich?
- What did the elder brother do when he got to the place of gold?
- What happened to the elder brother in the end?

- 3** Now complete the details of the fable.

Main characters	Character 1: The younger brother. He is kind and honest. Character 2: The elder brother. He is (1) _____. Character 3: The eagle. It is grateful.
Plot: beginning	Once upon a (2) _____, there was a rich man living in a village.
Plot: middle	The man left his two sons a (3) _____ but the elder brother gave his brother only a starfruit tree. An eagle came and ate the fruit. It repaid the younger brother by taking him to a place of (4) _____. He brought home some gold and became very rich. The elder brother (5) _____ his fortune for his brother's tree. The eagle helped the elder brother take gold.
Plot: end	As the eagle was flying back, the load was too heavy. The eagle got tired and (6) _____ the elder brother into the sea.

### Speaking

- 4** Read the story summaries below. Decide which story you would like to read.

Title: *Saint Giong*

Genre: legend

Main characters: Thanh Giong

Plot: Thanh Giong lived in the village of Phu Dong. He was already three years old, but he couldn't sit up or say any words. However, when the enemy invaded his country, he helped Emperor Hung Vuong the Sixth defeat the enemy and save the country. He flew to heaven and became a Saint.



Title: *The Tortoise and the Hare*

Genre: fable

Main characters: a hare and a tortoise

Plot: The hare always boasted about how fast he could run. The tortoise challenged him to a race. The hare soon left the tortoise behind. The hare believed that he would win, and he stopped to take a nap. When he woke up, he found that the tortoise arrived before him.

Title: *Chung Cakes, Day Cakes*

Genre: folk tale

Main characters: Prince Tiet Lieu, his wife, and Emperor Hung Vuong

Plot: Emperor Hung Vuong announced that the prince who made the most delicious food would become the new emperor. Prince Tiet Lieu and his wife pleased the emperor by creating two types of rice cakes that represented Heaven and Earth. Emperor Hung Vuong made Tiet Lieu the new emperor.



- 5** Work in pairs. Ask and answer questions about the stories.

Example:

A: I want to read *Saint Giong*.

B: What kind of story is it?

A: It's a legend.

B: Who are the main characters in it?

A: ...

- 6** GAME: WHO AM I?

Work in groups. One student imagines he/ she is a character in a story in **4**. The others can ask three Yes/ No questions to guess which character he/ she is.

## SKILLS 1

### Reading

- 1** Ask Ss to scan the passage to find where the words *fortune*, *starfruit tree*, *ripe*, *filled*, *load*, and *repay* are in the story. T helps Ss work out the meanings of these words from the context.

**Key:**

fortune – *a large amount of money*

starfruit tree – *tree with green fruit shaped like a star*

ripe – *ready to be eaten*

filled – *put gold into the bag until there is no more space*

repay – *pay back*

load – *something that is being carried*

- 2** T may set a longer time limit for Ss to read the story again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

**Key:**

1. He gave his younger brother only a starfruit tree.
2. The eagle promised to repay him in gold.
3. He offered to swap his fortune for his brother's starfruit tree.
4. He filled a very large bag and all his pockets with gold.
5. He was dropped (by the eagle) into the sea.

- 3** First, have Ss work independently, completing the details of the fable *The Starfruit Tree*. Then allow them to share answers before discussing as a class.

**Key:**

1. greedy      2. time      3. fortune      4. gold      5. swapped      6. dropped

### Speaking

- 4** First, ask Ss to work individually to read every story summary. T may help with any new vocabulary.
- 5** Now ask Ss to work in pairs, asking and answering about the stories in **4**. T goes around to provide help if necessary. After finishing, T may call some pairs to practise in front of the class.
- 6 Game: Who am I?**

First, remind Ss of the words to describe characters or creatures in fairy tales/ legends/ fables. Ss may refer to the words and phrases in **A Closer Look 1**. Then, ask Ss to play this game in groups of about five. Each member chooses a character in any of the stories in **4**. The others ask Yes/ No questions to discover who that person is. For example, 'Are you evil?' 'Do you live in a castle?' 'Do you have long hair?'. T may go around to provide support if necessary.



## SKILLS 2

### Listening

**1** Listen to the fairy tale *The Princess and the Dragon* and correct the following statements.

1. Once upon a time, there was a king, a queen and a prince.
2. One night, a giant captured the princess and put her in his tower.
3. One day, a dragon heard the princess sing for help.
4. At the end of the story, the dragon made friends with the princess.



**2** Listen again. Fill the missing words.

Once upon a time, there was a king and a queen who lived in a (1) \_\_\_\_\_ with their beautiful daughter. One night an ugly ogre captured the princess and put her in his tall, dark tower. The king and the queen were very sad. They promised to (2) \_\_\_\_\_ to the knight that rescued the princess. Many knights wanted to rescue her. But they all ran away when they reached the tower and saw the ogre roaring (3) \_\_\_\_\_. One day a dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery (4) \_\_\_\_\_ and blew the ogre far away. The dragon rescued the princess from the tower and gently put her on his (5) \_\_\_\_\_. They flew back to the castle. The king and the queen were so happy. The dragon turned into a handsome prince and married the princess. They all lived happily ever after.

### Writing

**3** Make notes about one of your favourite fairy tales. You can invent your own story.

Title:	
Main characters:	
Plot: beginning	
Plot: middle	
Plot: end	

**4a** Use your notes in **3** to write the fairy tale. Use *The Princess and the Dragon* as a model.

#### Remember!

Fairy tales always begin with *Once upon a time...* and end with *... lived happily ever after.*



**b** Swap stories with your classmates and read each other's stories.

## SKILLS 2

### Introduction

Ask Ss to look at the pictures and make some guesses about the fairy tale *The Princess and the Dragon*. Ask them: *What/Who do you think may be the main characters in the fairy tale? What may happen in the fairy tale?*

### Listening

- 1** First, have Ss cover the right side of the page where the story is written out in the green box. Ask Ss to read the statements carefully and underline the keywords. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check their answers.

#### Key:

1. Once upon a time, there was a king, a queen and a **princess**.
2. One night **an ugly ogre** captured the princess and put her in his tower.
3. One day a dragon heard the princess **cry** for help.
4. At the end of the story, the dragon **married** the princess.



#### Audio script:

Once upon a time, there was a king and a queen who lived in a castle with their beautiful daughter. One night an ugly ogre captured the princess and put her in his tall, dark tower. The king and the queen were very sad. They promised to give gold to the knight that rescued the princess. Many knights wanted to rescue her. But they all ran away when they reached the tower and saw the ogre roaring with anger. One day a dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery breath and blew the ogre far away. The dragon rescued the princess from the tower and gently put her on his strong back. They flew back to the castle. The king and the queen were so happy. The dragon turned into a handsome prince and married the princess. They all lived happily ever after.

- 2** Ask Ss to read the story carefully. Ss may work in pairs to discuss what may be missing by using the information they heard in **1**.

Play the recording again and have Ss find the missing words as they listen. Ss can share their answers with their partners. T may play the recording more times until Ss have chosen all their answers. Call some Ss to write their answers on the board.

Key: **1.** castle    **2.** give gold    **3.** with anger    **4.** breath    **5.** strong back

### Writing

- 3** Ask Ss to make notes about one of their favourite fairy tales or invent their own fairy tale. Remind them that they do not have to write full sentences and they can use abbreviations.

**4 a and b**

Ask Ss to refer back to the reading passage in **Skills 1** for useful language and ideas, and note some necessary expressions and language on the board.

Ask Ss to work individually to write the first draft. T can display all or some of the stories on the wall/board. Other Ss and T give comments. Ss edit and revise their stories as homework.



## LOOKING BACK

### Vocabulary

- 1** Think of an example for each type of story in the box.

legend    folk tale    fairy tale    fable

**Example:**

*The Adventures of Robin Hood* is a legend.

- 2** Write the correct words under the pictures.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

- 3** Put the words in the box into the correct columns.

woodcutter	fairy	generous	emperor	brave	eagle
knight	witch	giant	cunning	ogre	mean
tortoise	hare	cheerful	dragon	evil	cruel
greedy	wicked	kind	fierce	Buddha	

Characters	Personality

### Grammar

- 4** The following people were at home at 5 p.m. yesterday. What were they doing? Work in pairs, ask and answer questions.



- Nam/ play video games  
A: Was Nam playing video games?  
B: No, he wasn't. He was playing the piano.
- Mrs Lan/ do the gardening
- Mr Hung/ write a letter
- Hoa and Hai/ play table tennis
- Duong/ listen to music
- Mai/ do homework

- 5** What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.

- At 10 p.m. yesterday evening  
A: What were you doing at ten o'clock yesterday evening?  
B: I was watching TV.
- At 5 a.m. this morning
- This time last week
- At lunchtime yesterday
- Two hours ago

- 6** Work in pairs. Make exclamatory sentences about your partner or other classmates.

**Example:**

What a lovely shirt you're wearing!

## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

### Vocabulary

- 1 Ask Ss to think of as many examples of different types of stories as possible. Then ask some Ss to say their examples in front of the class.
- 2 and 3 Ask Ss to do these exercises individually at first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

Key:

2

1. witch    2. hare    3. knight    4. ogre    5. fairy    6. tortoise    7. giant    8. dragon

3

Characters	Personality
woodcutter	cruel
witch	kind
dragon	generous
fairy	mean
giant	wicked
hare	cheerful
emperor	fierce
tortoise	evil
knight	cunning
ogre	brave
eagle	greedy
Buddha	

### Grammar

- 4 First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help if necessary. Call some pairs to practise in front of the class.

Key:

- |   |  |
|---|--|
| 2. A: Was Mrs Lan doing the gardening?        | 5. A: Was Duong listening to music?            |
| B: No, she wasn't. She was cooking.           | B: No, he wasn't. He was watching TV.          |
| 3. A: Was Mr Hung writing a letter?           | 6. A: Was Mai doing her homework?              |
| B: No, he wasn't. He was reading a newspaper. | B: No, she wasn't. She was sweeping the floor. |
| 4. A: Were Hoa and Hai playing table tennis?  |  |
| B: Yes, they were.                            |  |

- 5 and 6 Model these activities with a more able student first. Then ask Ss to work in pairs. T may go around to provide help if necessary. Call some pairs to practise in front of the class.



## Communication

### 7 Number the lines of the dialogue in the correct order.

_____	A. I tried to call you. What film did you see?
_____	B. It's about a green ogre named Shrek. He rescues a princess named Fiona.
_____	C. Shrek.
_____	D. What were you doing yesterday afternoon around 3 p.m.?
_____	E. Not exactly. The characters are really funny and the story is surprising. You should see it.
_____	F. I don't know it.
_____	G. It sounds like a typical fairy tale.
_____	H. It's a cartoon. It was really good.
_____	I. Yesterday afternoon? I was watching a film. Why?
_____	J. What's it about?

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for different characters in folk tales			
• use the past continuous and distinguish it from the simple past			
• use exclamatory sentences to express emotions			
• talk about favourite folk tales			
• write a narrative of a fairy tale			

## PROJECT

### ENTRIES IN MY DIARY

#### 1 Read the fairy tale *Sleeping Beauty*.



Once upon a time, there lived a good king and his queen. They had no children for many years and were very sad. Then one day, the queen gave birth to a lovely baby girl. The king was very happy. He held a big celebration and all the fairies in his land were invited. But the king forgot to invite an old and wicked fairy. She came to the celebration anyway

but was very angry. She came near the baby and said, "When you are sixteen, you will touch a spindle and die!" A good fairy quickly chanted a magic spell to change the curse. "The princess will fall into a deep sleep instead of dying." When the princess was sixteen, she became a very beautiful girl. Her mother was always careful to keep her away from spindles. But one day, the princess saw an old servant spinning and so she sat down to spin. When the princess touched the spindle she fell into a deep sleep. At that moment, everyone in the castle was also put to sleep. The princess slept for one hundred years until a prince arrived at the castle. He kissed her, and she woke up. They fell in love, got married, and lived happily ever after.

#### 2 Imagine you are a character in *Sleeping Beauty*. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.

##### Example:

12<sup>th</sup> October

My father and mother were away. I had nothing to do. When I was wandering through the castle, I saw an old servant spinning. I asked her, "What is this? May I try?" "Of course, my pretty little girl," said the old lady. I sat down to spin ...



#### 3 Share your entries with your classmates.

## Communication

- 7** First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners.

Key:

1. D    2. I    3. A    4. C    5. F    6. H    7. J    8. B    9. G    10. E

## Finished!

Finally ask Ss to complete the self-assessment box. Identify any difficulties and weak areas and provide further practice.

## PROJECT

### Entries in my Diary

- 1** Ask Ss to read the fairy tale *Sleeping Beauty*. Each student may make notes about the main characters and the plot of the fairy tale.
- 2** Ask each student to imagine he/ she is one of the characters and write two or more entries in the diary from the point of view of this character. Remind Ss to study the given example carefully because it may help them understand what they should do. Note the use of the past simple and the past continuous in the example. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.
- 3** When Ss have finished their entries, Ask them to display their work on the wall/board. T may choose some of the entries and ask Ss to read them out and take questions from the class. Praise all attempts at creativity.