

## INTRODUCTION

*Tieng Anh 5* is the third of the three-level English coursebooks for Vietnamese primary school pupils learning English as a foreign language (EFL). The book follows a systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in August, 2010, which covers a thorough development of skills but gives particular emphasis to listening and speaking at the early stages.

## UNIT COMPONENTS

The whole *Tieng Anh 5 - Student's Book* – reflects the carefully sequenced pedagogy of warm-up, presentation, practice, and application to develop English for basic levels and skills through the twenty units and four reviews. The twenty richly illustrated, cross-curricular and theme-based units focus on offering pupils motivation, memorable lessons and a joyful learning experience of English.

The characters in the Student's Book are built up from *Tieng Anh 3* and *Tieng Anh 4* creating a feeling of child-friendly and familiar contact.

Clear lessons follow a logical progression and include a wide range of activities that help pupils develop interaction, coordination, critical thinking, and pre-language skills as they learn to understand and use English in its spoken and written forms.

Each unit contains three lessons which are organized around a topic under one of the themes – *Me and My Friends*, *Me and My School*, *Me and My Family*, and *Me and the World Around* – and offers pupils a sense of security through predictable activities which are systematically sequenced from listening to speaking, reading and writing. Each lesson provides materials for two periods (or eighty minutes) of class contact.

Singing activities, total physical response (TPR), chants, and exciting games are included to reinforce previously learnt English, motivate and support pupils in building their confidence in communicating.

The following is a brief description of how a unit is organized and the purpose of each part of the lesson.



## LESSON 1

### 1. Look, listen and repeat.

The aim of this section is to present some new language to pupils in a context. After a warm-up activity, Lesson 1 introduces pupils to the new (target) language and vocabulary through a series of dialogues. These are usually connected to a particular situation (context) which helps pupils understand the purposes for using the new language and the meanings of the dialogues. The context is created through the attractive illustrations, using child characters many of whom pupils already know. The language is presented in comic speech bubbles to attract pupils' interest.

The dialogues contain the new words and structures which pupils are expected to understand and use in their communication. The teacher can use a mixture of Vietnamese and English, where necessary, when helping pupils understand the context for the dialogues.

**15 My Dream House**

**Lesson 1**

**Look, listen and repeat**

It's Mr. Lee's 4th class. They and Peter are talking about their dream houses.

**Comic Strip:**

- Panel 1: Mr. Lee: What are you thinking about?
- Panel 2: Peter: I'm thinking about my dream house.
- Panel 3: Mr. Lee: What will your dream house be like?
- Panel 4: Peter: It'll be a large house in the countryside. It'll get a garden for me.

**Point, ask and answer**

What will your dream house be like?

It'll be...

Feature	Example	Question
Large house, countryside	It'll be a large house in the countryside.	What will your dream house be like?
Get a garden for me	It'll get a garden for me.	What will your dream house be like?
Get a garden for me	It'll get a garden for me.	What will your dream house be like?

**Questions:**

- What will your dream house be like?
- What will your dream house be like?
- What will your dream house be like?

### 2. Point, ask and answer.

The aim of this section is to practise the new vocabulary, structure(s) and competence(s) introduced in *Look, listen and repeat* in different contexts. New vocabulary is introduced through sentence and picture prompts for practice in communicative and controlled frameworks. Pupils will produce this new language in the later activities such as listening, speaking, reading and writing. With sufficient support and careful preparation from the teacher, the activity offers pupils the feelings of security, achievement and confidence in interactive practice and using the new language.



### 3. Listen and circle.

The aim of this section is to provide listening practice embedding the new language structures and vocabulary. Listening is an important part of communicating with others. Pupils need to understand what someone says so that they can respond appropriately. This is why in *Tieng Anh 5* we give a lot of importance to listening. The development of listening skills follows the pattern established in *Tieng Anh 3* and *Tieng Anh 4* - a listening task in Lesson 1 and another in Lesson 2. The tasks are varied from *Listen and tick* in most of the units to *Listen and circle* or *Listen and complete* in later units which require non-verbal or verbal responses. In non-verbal responses, pupils tick or circle one of the prompted pictures which are motivating and provide helpful support for listening. In verbal responses pupils read words/sentences and circle the correct answers or fill incomplete sentences with the correct prompts or the information from the recording.



### 4. Talk.

The aim of this section is to provide practice for developing pupils' speaking skills. Pupils are given opportunities to practise using the learnt language in less controlled situations. For example, in Unit 1, they will choose one of the foreign pupils in the pictures and introduce her/him to a partner. In Units 7, 10, and in some of the later units, pupils ask each other about their favourite sports, or dream house, or about their own village, using the new language they have learnt and role play a given situation with their partners, and so on.

These activities create interest, allow some choice and possibility of extemporizing and personalizing language and provide some options in using creatively the language they have learnt in oral interaction.

## LESSON 2

### 1. Listen and repeat.

The aim of this section is to provide a useful tool for pupils to practise English spelling. Pupils are exposed explicitly to an aspect of English pronunciation via the spelling. Troublesome sounds to Vietnamese are carefully selected to be treated, usually two features at a time (except Unit 6), through words, dialogues or chants. Phonics is a useful tool for pupils to rely on when they come across new vocabulary in listening, speaking, reading and spelling, e.g. Unit 1 (*Vietnamese, Indonesian*), Unit 2 (*flat, block*), Unit 6 (*played, visited, watched*), etc.

**Unit 2**

**1 Listen and repeat**

village      comfortable

**2 Listen and read together**

**3 Group and say aloud**

large   cottage      village      comfortable

inside   inside

age   message

outside   skin

Play with 2

### 2 & 3.

The activities in these sections require pupils to listen and respond in different ways such as *clapping, grouping, saying aloud*, and *completing the missing letters in the words provided*.

#### 4. Listen and number.

This section exposes pupils to a listening activity for the second time. Pupils number the pictures or events according to the order in which they hear from the recording.

The skill here is also listening for details but this type of task is more demanding than the earlier one in Lesson 1, in most units from Unit 1 to Unit 10, pupils listen to the recording and then number the pictures. The types of task are varied in later units such as *Listen and complete* and *Listen and answer*. The responses vary from simple (one word) to more complex (phrases) which are graded gradually: from monologues to dialogues, and within dialogues, from short dialogues to long ones.

The activity is supported through pictures or verbal contexts in the Student's Book and through the teacher's explanation.



#### 5. Fun time

This section aims to provide more sources of spoken input including chants, poems, songs and games to encourage pupils to participate in the use of English for entertainment.

Most *Fun time* activities in this section are games such as *Bingo*, *information gap*, *funny story* or *crossword puzzle* to change the learning pace from previous activities. The responses are varied, from non-verbal, e.g. in *Bingo*, *TPR*, *information gap*, *matching*, etc., to verbal, e.g. *fun story*, *guessing* and *flash card game*. There are also *crossword puzzles* in 8 units, and they vary in type from picture-clued base to word-clued base.



## LESSON 3

### 1. Look, listen and repeat.

Like the *Look, listen and repeat* in Lesson 1, this section aims to provide additional and contextualized language input. The extra language is also presented in comic format and is sequenced or linked to Lessons 1 and 2 with familiar characters but in new situations which create contexts in which the language is used. (Read more in the similar section in Lesson 1.)

### 2. Point, ask and answer.

This section is similar to the *Point, ask and answer* section in Lesson 1. It aims to provide pupils with an opportunity to practise, using the additional language in the same way as they have done in Lesson 1. Pupils use the new language structure and vocabulary together with the language that they have learnt in a variety of activities such as reading and writing as well as speaking and listening. (Read more in the similar section in Lesson 1.)



### 3. Read the passage and do the tasks.

This section aims to provide a communicative and purposeful context for pupils to practise reading. It also helps to motivate pupils and to provide real language use with a title and richly illustrated texts.

The reading tasks are read alone or combined with a writing activity. They are designed to develop pupils' reading skills such as *reading for specific information, reading for gist, deciding on True or False statements or Yes-No, sequencing, completing, transferring, writing the answers to the questions and referencing*.

In many units, the follow-up oral tasks help pupils apply the new content and language to speaking or discussing in order to lead into writing. Pupils can express their own experience in relation to the topic via communicative interactions.

#### 4. Write.

This section aims to develop pupils' writing skills. Pupils practise writing to reinforce their ability to use the English that they have acquired through oral and aural activities in the previous sections. Through the writing tasks, pupils are given opportunities to make use of the vocabulary and the sentence patterns they have learnt to express their ideas and experience in relation to the topic of the unit.

At this level, pupils are required to write simple sentences with supports provided such as a controlled writing framework, useful expressions, and guiding questions.



## 5. Fun time

This section aims to make pupils learn English better through singing. Pupils enjoy songs because they provide fun and bring about a different experience of language besides the formal practice in *Look, listen and repeat*. Songs occur in 12 out of 20 units and are spread across the textbook to change the pace from reading and writing activities. Most of the song lyrics are adapted from the original ones to suit the language and the topic of the unit (*Units 1, 3, 5, 9, etc.*) and the Vietnamese teaching and learning contexts.

# NOTES ON TEACHING ENGLISH IN PRIMARY CLASSES

The following notes aim to give support to the teacher and are not mandatory.

To suit the teaching and learning context of each school/province/region, the teaching of every unit or lesson can be varied and the teaching steps can be adapted. However, there are some key steps the teacher should keep in mind.

## 1. Preparation and timing (Lesson plan)

- It is important to go through the content(s) of the lesson and the teaching notes before you go into the class. This will help you familiarize yourself with the materials and know what materials to prepare for the lesson and what activities to conduct at the lesson. You should look for the answer key for rather complicated activities such as games and crossword puzzles before you teach.
- For some activities you should prepare some teaching materials which are not part of the normal classroom materials such as an atlas for use in *Unit 1*, some felt-tip coloured pens for *Units 2, 3, 4*, etc., family photos (*Unit 4*), postcards (*Unit 5*), animal cut-outs from magazines (*Unit 6*), some students' books (*Unit 8*), etc.

## 2. Warm-up

- You should do a warm-up activity at the beginning of every lesson. This is a short activity (which is normally from two to five minutes) to draw pupils' attention to the use of English. This activity is a good way to revise the old lesson and to lead in the new one. The warm-up activities can vary in some way to suit the teaching purpose, for example, the teacher can get pupils to sing a known song or play a non-verbal game such as *Simon says*, *Flower game (hangman)*, *Bingo*, *Slap the board*, *Doing actions*, *Charades (guessing game)*, etc.

## 3. Classroom management

### • Pair work

It is advisable to get pupils to work in varied pairs as shown in the diagrams below. In case 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.

The teacher can get a "closed pair" (two pupils sit next to each other) or an "open pair" (two pupils sit apart from each other in the classroom) to model an activity as necessary.



### • Group work

It is useful to divide pupils into groups of four or six or according to some criteria such as: they are friends or those who have the same birthdays and hobbies. Separate pupils who are disruptive.



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 and remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently and observe their ability to use English as well as the problems or difficulties they encounter during the activity to prepare for remedial work later.
- The activity should be timed and stopped before pupils lose interest or become distracted. Class routines should be established for that such as putting hands up or giving two claps to signal stopping the activity.
- Young learners do love praise. When pupils do well in front of the class or do a good job, it is useful 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.

## 4. Classroom language

- English should be used as much as possible in instructions and classroom management. This is a systematic approach to establish the interaction between the teacher and the pupils and to reinforce the language the pupils have learnt. In order to help pupils understand English, it is useful to accompany your English with some gestures, movement, or even Vietnamese for the first times.
- The instructions should be simple, clear and consistent to help pupils feel secure and know what they are required to do. If pupils are confused, Vietnamese should be used to make them understand and to check their understanding to make sure that they can perform the activities successfully.
- Classroom language can be considered as receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and understand and use the productive classroom language in order to express what they mean in interactions with the teacher or with other pupils.
- The following phrases are suggested instructions and expressions for use in *Tieng Anh 3, 4 and 5*:

### 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 copybook / onto a piece / onto a sheet of paper.*

*Correct / Not quite right / Wrong.*

*Draw a picture of ...*

*Goodbye/Good night.*

*Hello / Hi / Good morning / afternoon / evening.*

*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

*Already. / 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.*

*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?*

## 5. How to end the lesson

- In order to establish the classroom routine, it is advisable to end the lesson in some way to suit your teaching situations and the level of your pupils. If pupils stay in the classroom for other classes, you can signal to end the lesson by putting hands up, clapping hands or tapping the board and saying *It's time to stop*, and getting pupils to say *Goodbye. See you the next time* when you leave the room.
- If there is time, you can round off the lesson with a song/rhyme or a chant that pupils have learnt during the unit.



# TEACHING LANGUAGE SKILLS IN TIENG ANH 5

## 1. TEACHING LISTENING

- Listening plays a very important part in early language learning. Through listening, pupils become familiar with the sounds, rhythms and intonation of English. When they listen, they use their natural instinct to understand and work out what the words might mean. It is, therefore, important to present listening activities in a context in which the purpose of the activity makes sense and in which the teacher provides plenty of support for understanding such as using gestures, actions, pictures, puppets, real objects, and even Vietnamese.
- Pupils can respond *non-verbally* in the early stages of listening with ticking/circling or colouring/ drawing simple pictures or doing actions. In later stages, pupils can respond *verbally* with reading and selecting or completing simple statements or giving answers to particular questions.
- Here is a three-staged approach to teaching listening:

### a. Before listening

- Focus pupils' attention on the title of the unit or the task instruction and set up the context or the purpose of the activity. Go through each dialogue or picture and the target language or the word prompts. Elicit any words or ideas that pupils know related to a particular situation, *Do you understand the title of the unit? What can you see in this picture? Who is this? What is it? Do you know it/him/her/them? What's he/she doing? What's happening?*, etc.
- Make sure pupils understand what the task is (*Listen and repeat, Listen and tick / match / circle / complete / number / answer*, etc.) and what words or phrases to focus on as they listen. Tell pupils that they do not need to understand every word to carry out the activity.
- Pre-teach any words that pupils need to understand the listening text. Make use of the pictures in the coursebook, flashcards, real objects (realia), puppets, posters, gestures, movements or even Vietnamese. Then write the new words/phrases on the board and have pupils repeat them a few times.
- Do the first example with pupils and check whether they know what to do and what to listen for.

### b. While listening

- Play the recording three times: once for pupils to listen to the whole text, once for them to do the task, and once for them to check their answers. Leave enough time between the listenings for pupils to do what they are required to.
- Monitor the activity and check whether pupils are doing the right thing. If they seem confused, do the first example with them.



### c. After listening

- Get pupils to show and compare their answers. It is advisable to ask individual pupils to explain how they come to the answers (pupils can use Vietnamese to explain) because they need to share their listening strategy with their classmates.
- If many pupils have got an item wrong, replay the recording and help them understand.

## 2. TEACHING SPEAKING

Like listening, speaking plays a very important part in early language learning. Pupils can use their appropriate English to express what they mean in interactions with the teacher or with their peers. Here is a three-staged approach to teaching speaking.

### a. Before speaking

- Put the activity in context: focus pupils' attention on the picture(s) or the dialogue(s) (*Look, listen and repeat; Point, ask and answer; Talk*). Point to each picture and elicit pupils' answers to prediction questions such as *What is this? Who's this? Where is he/ she? What does this mean? When do you use it?*, etc. or ask pupils to prompt the words to complete the sentences in the speech bubbles or ask them to work in closed pairs (read more in *Class Management*) or in groups.
- Use a variety of appropriate techniques which suit the level of the pupils to teach the meaning of the new vocabulary. Encourage pupils to guess the meaning through pictures and context.

### b. While speaking

- Make sure pupils understand what the task is (*Repeat, Point, Ask and answer, Talk, Sing, Chant, Recite a poem*, etc.).
- Play the recording or read the text twice (*Look, listen and repeat*): once for students to listen all the way through and once for them to follow in their books. Check their comprehension through gist questions.
- Get pupils to read the example(s) (*Point, ask and answer*) before they work in pairs or groups.
- Model the example with the whole class or use an "open pair" or a "closed pair" for the first time.
- Divide the class into groups/pairs, with each group/pair having a different role in the dialogue/exchange. Play the recording or read the text. Each group/pupil says the assigned character/line. Encourage pupils to perform actions as they speak.
- Repeat the step without the recording and encourage pupils to remember their lines.
- Move on to practise in pairs or in groups. Monitor the activity and offer help when necessary. Focus on the pronunciation and, in particular, the stress and intonation patterns.

### c. After speaking

- Call groups/pairs to the front of the class to act out the dialogues or say the topic required.
- Follow up the activity with freer activities based on the language of the current unit and the earlier ones to provide pupils with good opportunities to communicate by relating

the language to their own situation, or create their own messages (*Talk, Discussion, Survey, Say the differences, Guess, Information gap, etc.*). This also includes teacher instructions and teacher-pupil interaction at the beginning or at the end of lessons.

**Notes:** The dialogues in each unit in *Tieng Anh 5* contain both productive and receptive English. Pupils are expected to learn and produce only the productive language and to understand the receptive one. They do not need to remember and reproduce all the words and structures in the unit. The productive speaking and listening are mostly in the *Point, Ask and answer, Talk, Role-play, Game(s), Chant(s), Poem(s), Song(s)* sections and in the interactions between the teacher and pupils and among pupils themselves.

### 3. TEACHING READING

The reading texts in *Tieng Anh 5* are based on the familiar language materials that have been orally/aurally practised, and the use of whole-word sign recognition as well as phonics. In addition, the written words will support pupils' understanding in listening and speaking and make them feel more secure and get familiar with conventions of print and text.

The procedure of teaching *reading for specific information* (reading for details) and *reading for gist* (reading for general idea) in class can be staged into before, while and after reading.

#### a. Before reading

- Set up the context and prepare a motivating and interesting atmosphere. Elicit pupils' responses to questions about the title and the pictures in their books. Encourage pupils to guess what the text is about before they start their reading.
- Encourage pupils to work out the meaning of new words through contexts or relate their clues together to understand the meaning of the text. Pre-teach the key words that pupils cannot guess, using pictures, gestures, antonyms, synonyms and even Vietnamese for abstract notions. Write the key words on the board and get pupils to repeat them a few times.
- Make sure pupils understand the tasks before they start reading. Encourage pupils to work independently.

#### b. While reading

- It is advisable to establish a classroom routine in the earlier lessons in which pupils put up their hand in case they need the teacher's support as they do the reading tasks.
- Tell pupils not to worry if they cannot understand every single word because that does not prevent them from doing the tasks. Ask some simple questions to check if they understand the general point of the text (*reading for gist*) and the details (*reading for specific information*).
- Give pupils sufficient time to read the text and let them work in silence. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs or in groups. In case pupils in a pair or a group disagree with each other on any answer, tell them to read the instructions and the text again.



### c. After reading

- Check the answers with the whole class. Ask some individual pupils how they come to the answers. They can explain in Vietnamese.
- Get some pupils to write the answers on the board if time is available.
- Conduct an oral practice of questions and answers without looking at the lines in their books.
- Do any follow-up activity/extension suggested in the Teacher's Book.

## 4. TEACHING WRITING

In *Tieng Anh 5*, initial writing emphasis is on supporting and reinforcing oral-aural work, particularly the spelling of familiar vocabulary and sentence patterns. The writing tasks often follow a model text or relate what the pupils have read to their personal experience, interests and hobbies. Pupils love to see their work displayed and read by their peers and the teacher.

### a. Before writing

- Set the context or the purpose of writing: elicit pupils' answers to the questions related to the writing content. Be sure that pupils know what they are going to write. In case they have no idea, get them to read the reading passage or the model text carefully in order to piece together the ideas that they need for their writing task.
- Elicit pupils' answers to check their comprehension of the related language. Write on the board the key words or structures necessary for pupils to do the task. For some tasks, pupils have to discuss in pairs or in groups before they work individually.
- Get pupils to be aware of spelling, punctuation and capitalization.

### b. While writing

- It is useful to suggest that pupils should write their draft before they copy their work onto a neat and clean sheet of paper because good pieces of writing will be used for class display later.
- Pupils work individually. Monitor the activity and help pupils correct any mistakes.

### c. After writing

- Get pupils to exchange their work in pairs. Ask a few individual pupils to read their work to the class.
- Have a classroom display, make use of the board or the space in a corner of the classroom.

## 5. TEACHING VOCABULARY

Teaching vocabulary helps pupils understand, memorise and use the words/phrases appropriately in specific contexts. Young pupils learn English words and chunks (words/ phrases) that combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give pupils plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Teach the form of the word (sound and spelling) as well as its meaning and other related aspects of words such as grammatical changes in forms and collocations (words that go together).

- Use a picture/ puppet/real object/a flashcard/gestures or even Vietnamese (for abstract meaning) to help pupils recognise the meaning of the word/phrase.
- Say/Play the recording for pupils to listen and repeat the word/phrase a few times.
- Get pupils to practise using the word in a wide range of spoken or written activities in pairs or in groups.



## 6. TEACHING PRONUNCIATION

In *Tieng Anh 5*, the pronunciation activities relate the language introduced in the unit to the language in the earlier ones. They vary in types: *phonics*, *songs*, *rhymes*, *chants*, and *games*.

### a. Phonics

Phonics enables pupils to recognise the relationship between letters or letter combinations and the sounds they make, e.g. *blue*, *flat* (Unit 2), *watched*, *visited*, *played* (Unit 6), etc. With the knowledge of phonics, pupils are able to improve their speaking and reading skills because they can identify the spelling and the pronunciation patterns of the text they hear and decode them quickly.

- Draw pupils' attention to the letter(s) and its/their sound(s) in words, and model the new sound(s) a few times for pupils to repeat.
- Elicit pupils' answers to check their comprehension of the dialogues/chants/poems. Show them how to respond as they listen to the recording (e.g. to repeat or to do actions). Play the recording or read the text twice: once for pupils to listen to the text all the way through, and once for them to clap the focused sounds or to repeat each line.
- Divide the class into groups to say different lines or roles in the dialogues with or without the recording.
- Make sure pupils understand the follow-up activities before they do them.
- Call on some individual pupils to report the answers orally or write on the board.
- Get the class to read together the answers.

### b. Songs/rhymes/chants

Songs/rhymes/chants aim to provide additional resources that help pupils listen to natural English and speak it fluently.

- It is advisable to set the context and teach new vocabulary, using flashcards, realia, pictures, etc; and mime the lines if possible.
- Elicit pupils' answers to check their comprehension of the text.
- Play the recording a few times for pupils to repeat each line of the song/rhyme/chant with or without their books opened.
- Divide the class into groups to practise the song/rhyme/chant(s)/poem(s). Pupils should tap their hands on the desk or stamp their feet to keep the rhythm.
- Get a few groups to perform the task in front of the class with actions.
- It is advisable to incorporate songs/rhymes/chants into each lesson. Use them to warm up or round up a lesson to motivate pupils.

### c. Other activities

#### Spelling and writing

- Give a list of the words in focus that you want the pupils to spell correctly. Select some pupils to read the words aloud. Individually, pupils look at each word, say it, and write it down into their notebooks. Pupils check their work in pairs or groups.
- Write the focused words on the board. Assign one word to each pupil to copy it onto a small piece of paper. Collect the pieces of paper and mix them up. Put them into a box. Have two teams take turns to pick out a word and say it to their opponent team member. 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 focused words to each other and check each other's spelling. Another way is that the teacher dictates and all pupils listen and write the dictation. Then pupils work in pairs to correct their products.

### Word cards

Prepare word cards for the focused words you wish to check. Involve 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 has to guess the word, up to five tries, to score a point.

### TPR (*Total Physical Response*)

TPR are actions done as commanded to associate the language with the movement to provide pupils with a strong support to understand the language. It provides a physical and fun context for the successful understanding of the key language, without the need to produce accurate English at an early stage of learning. The procedure of using TPR as a teaching technique is as follows:

- Play the recording or say the text. Do the actions associated with the text. Repeat the step. Play the recording again without actions.
- Ask pupils to share ideas within a group to see how much of the text they can remember.
- Get pupils to say the text again without actions.

### Games

#### Bingo

Draw a word grid on the board and ask pupils to copy it. Pupils tell you the words they have studied in their lessons. List them on the board. Pupils choose the words from the list to copy into their grid. While they are doing this, copy each word into a strip of paper, put the strips of paper onto a bag and mix them up. Select pupils to pick out a strip of paper and to call out the word. Pupils with that word in their grid put a cross on it. Continue the game until there is a pupil who has all the words on a straight line crossed out.

#### 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 and secure. Divide the class into two teams. Show the first team a vocabulary word. 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) tells pupils to carry out actions by saying: "*Simon says ... touch your nose/stamp your feet*", etc. If the teacher does not say "*Simon says...*" the pupils should do nothing. Have pupils write four or five commands they have learnt on a sheet of paper (e.g. *stand up, sit down, clap your hands, stamp your feet, touch your ears*, etc.). Explain the rules of the game and make sure pupils understand that they must hear "*Simon says...*" to perform the action. If not, they do nothing. You can play a trial game until pupils have understood. 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 do not hear "*Simon says...*".

#### Kim's game

This is a memory game. Collect together a group of items in the same semantic field, e.g. school things or pictures of things in a room. The pupils should be familiar with



the 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 any pupil to write anything down. Explain that you will show the class the things under the piece of cloth for 60 seconds in silence. 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. Back in their groups, the pupils try to remember what they have just seen. Groups can get a point for a correct guess and another for a correct spelling and so on. The group with the most points wins the game.

### **Find your partner**

- Write on the board the sentences in focus in the unit, e.g. *I broke my leg. I got a scratch on my face. I spilled hot water on my feet*, etc. Divide the class into groups. Each pupil in half of the group selects and copies a sentence onto a strip of paper and keeps it secret. Each pupil in the other half keeps a picture card containing the corresponding accident.
- The teacher sets the time and says *Go!* Pupils move and ask the question *What happened to you?* to search for the pupil who has the correct picture.

S1 (has the sentence *I broke my leg.*): *What happened to you?*

S2: *I've got a bad cut.*

S1: *Sorry. Wrong person.*

S1 goes on asking until he/she finds the right pupil and says *You are my partner!*

The two pupils slap their hands and stand side by side until the rest of the group finds their partners. The group that finishes the activity first wins the game. Beware of cheating!

### **Find someone who ...**

This is an alternative game of *Find your partner*. For example, use the picture cards of the locations of a dream house which is near the seaside / on a mountain / in the country / in the city / in town / by a lake / by a river, etc., to search for someone who wants to have a dream house in the right location. The idea of this game is the same as in the "Find your partner" game.

S1 (has the picture of a dream house): *Where will your dream house be?*

S2: *It will be on a mountain.*

S1: *What will it be like?*

S2: *It will be a big house...*

S1 moves and asks until he / she finds the right pupil who wants his / her house.

### **Weather sentences (sentence making)**

- This is a card game. There are sets of weather cards, days (today or tomorrow) and temperature cards for H (hot), C (cold), W (warm), Co (cool).
- Pupils play in pairs. Pupil A selects and arranges one weather card, one day card and one temperature card on the desk, e.g. one sunny card, one day card, (today) and one



H card. Pupil A asks: *What's the weather like today?* Pupil B answers: *It's hot and sunny today.* Or Pupil A arranges one windy card, one day card, and one C card. Then he / she asks: *What will the weather be like tomorrow?* Pupil B answers: *It will be cold and windy tomorrow.*

- If Pupil B gives an incorrect answer, Pupil A keeps the lead. If Pupil B makes a correct answer, he/she will be the lead in the next round. Every correct answer scores one point. The one who has the most points is the winner.

### **Slap the board / that word**

- *Slap the board/that word* is a fun game you can play with children that will help them associate and reinforce written and spoken words that have been introduced during your lessons.
- The goal of the activity is that given a spoken word, the student 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 newspaper rolled as a tube, word or picture wall (words written/pictures stuck on a chalkboard or white board).

### **Tic-Tac-Toe**

- This game is a fun way for students to practise their English while enjoying some competition. The exercise is rather intuitive:
- Distribute the tic-tac-toe sheet, e.g.:

Do you like ....?	What lessons ...?	Why do you ...?
What do you...?	Who likes ...?	What colour is....?
What colour are ...?	Have you got ...?	How many ...?

Students complete the questions (or statements).

Students score an X or O for each sentence that is grammatically correct and makes sense.

This game is best played in class with the teacher checking answers. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answers.

### **I Spy With My Little Eye ...**

Choose one student 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 students, it might be better to have them tell a teacher outside of the classroom.) He or she then announces to the class, "I spy with my little eye something [color]." Students then take turns guessing the object the spy has seen (i.e. "Is it the teacher's shirt?") Whoever guesses correctly becomes the next spy.

# BOOK MAP

## Me and My Family

Unit 11. What's the Matter with You?			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about common health problems</li> <li>Expressing health problems and giving responses</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What's the matter with you?</li> <li>I've got a headache.</li> <li>I've got a sore throat.</li> <li>You should see the doctor.</li> <li>You shouldn't eat ice-cream.</li> </ul>	<b>Vocabulary</b> <p>arm, headache, earache, sore eyes, stomachache, toothache, backache, sore throat, temperature, cold, matter, should</p>	<b>Phonics</b> <p>arm ear</p>
Unit 12. Our Free-time Activities			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about free-time activities</li> <li>Asking and answering questions about free-time activities in the past</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What do you do in your free time?</li> <li>I often draw pictures.</li> <li>What did you do in Nha Trang?</li> <li>First, I went to Tri Nguyen Aquarium. Then I visited Vinpearl Land.</li> </ul>	<b>Vocabulary</b> <p>starfruit, resort, cable car, palace, go sightseeing, go camping, go skating</p>	<b>Phonics</b> <p>draw star</p>
Unit 13. Accident Prevention			
<b>Competences</b> <ul style="list-style-type: none"> <li>Expressing concerns with possible accidents and giving responses</li> <li>Asking and answering questions about accident prevention</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>Don't ride too fast. You may fall off your bike.</li> <li>OK. Thanks.</li> <li>Why shouldn't they jump into the river?</li> <li>Because they may drown.</li> </ul>	<b>Vocabulary</b> <p>accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown</p>	<b>Phonics</b> <p>ride Jim</p>
Unit 14. My Favourite Stories			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about the main events in a story</li> <li>Asking and answering questions about the favourite character in a story</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What happened first?</li> <li>The fox asked, "Will you give me some meat?"</li> <li>What happened finally?</li> <li>The fox said, "Yummy, yummy!"</li> <li>What character do you like?</li> <li>I like the fox. It's very clever.</li> </ul>	<b>Vocabulary</b> <p>fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise</p>	<b>Phonics</b> <p>crow cowshed</p>
Unit 15. My Dream House			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about a dream house</li> <li>Asking and answering questions about facilities in a dream house</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What will your dream house be like?</li> <li>It'll be a large house in the countryside. It's got a yard in the front.</li> <li>What will there be in your dream house?</li> <li>There will be a robot. I'll use it to do the housework.</li> </ul>	<b>Vocabulary</b> <p>modern, comfortable, hi-fi stereo, cable TV, fridge, view, in front of, behind</p>	<b>Phonics</b> <p>village comfortable</p>
Review 3			

# Me and the World Around

Unit 16. The Weather and Seasons			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about the weather</li> <li>Asking and answering questions about the seasons</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What will the weather be like tomorrow?                             <ul style="list-style-type: none"> <li>It'll be cold and stormy.</li> </ul> </li> <li>What's summer like in your country?                             <ul style="list-style-type: none"> <li>It's often hot. There is much rain.</li> </ul> </li> </ul>	<b>Vocabulary</b> forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons	<b>Phonics</b> stormy cold
Unit 17. My Hometown			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about means of transport</li> <li>Asking and answering questions about a trip duration from one place to another</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>How did you get to your hometown?                             <ul style="list-style-type: none"> <li>By coach.</li> </ul> </li> <li>How long does it take to get there by train?                             <ul style="list-style-type: none"> <li>Two hours.</li> </ul> </li> </ul>	<b>Vocabulary</b> hometown, taxi, coach, motorbike, Underground, scenery, hour, minute, far	<b>Phonics</b> coach north
Unit 18. Life in the Village and City			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about what a village / town / city is like</li> <li>Asking and answering questions about how to compare two places or things</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What's London like?                             <ul style="list-style-type: none"> <li>It's beautiful. It's got a lot of parks and public gardens.</li> </ul> </li> <li>Which city is bigger, Tokyo or London?                             <ul style="list-style-type: none"> <li>Tokyo is.</li> </ul> </li> </ul>	<b>Vocabulary</b> life, mount, bridge, traffic, high, noisy, peaceful, quiet	<b>Phonics</b> go got
Unit 19. Road Signs			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about road signs</li> <li>Asking and answering questions about how to be safe in the street</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What does this sign mean?                             <ul style="list-style-type: none"> <li>It means we must stop.</li> <li>It means we mustn't ride a bike in this street.</li> </ul> </li> <li>How did it happen?                             <ul style="list-style-type: none"> <li>A motorbike rider hit me.</li> </ul> </li> </ul>	<b>Vocabulary</b> mean, zebra crossing, helmet, get on, get off, cross, across, road sign, observe, slow down, hit	<b>Phonics</b> zebra crossing
Unit 20. Finding the Way			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking for and giving directions</li> <li>Asking and answering questions about how to find the way</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>Where's the post office?                             <ul style="list-style-type: none"> <li>Go along the street. It's by the lake.</li> </ul> </li> <li>How can I get to the zoo?                             <ul style="list-style-type: none"> <li>You can take the 22 bus.</li> </ul> </li> </ul>	<b>Vocabulary</b> lost, straight ahead, on the corner, next to, fire station	<b>Phonics</b> right fire
Review 4			
Glossary			