

# UNIT 13 - Accident Prevention

## Competences

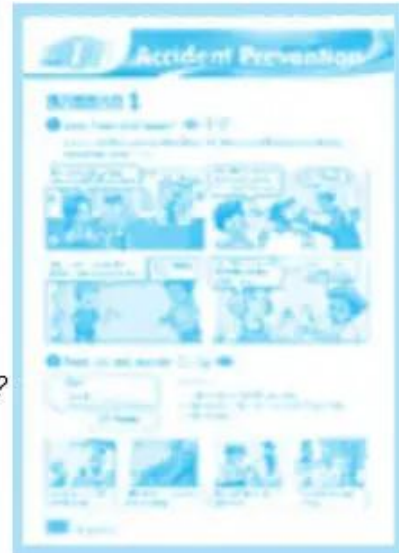
- Expressing concerns with possible accidents and giving responses
- Asking and answering questions about accident prevention

## New Language

- **Phonics:** *ride Jim*
- **Vocabulary:** *accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown*
- **Sentence Patterns:** *Don't ride too fast. You may fall off your bike.*
  - *OK. Thanks.*
  - Why shouldn't they jump into the river?*
  - *Because they may drown.*

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 13, Pp. 20 - 26*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about possible accidents and give responses.

**Warm-up:** Play the game of *Simon Says*. Expressions to be used: *Simon says touch your head (nose/eyes/ears/arms/legs/feet)*. Then discuss with pupils common accidents which can happen to their body parts.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 20, observe the pictures, read the title and the texts. Elicit their answers to identify the characters and get their comments on the pictures. Read each line in the pictures, stopping at times to check pupils' comprehension using English or Vietnamese when necessary.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat.
- Divide the class into groups to take turns to say the lines from Mai, Jim, Nam, Tony and Jim's mother.



## 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Then ask pupils to repeat each sentence a few times. Point to the pictures, read the prompts and check pupils' comprehension. Teach the new vocabulary: *swing*, *fall off*, *glide*, *bite* and get pupils to repeat each item a few times.

### Notes:



- Model the task, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions about possible accidents. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 21 and get them to observe the picture. Elicit their comments on possible accidents which can happen to the characters in the pictures. Say the listening purpose: *You are going to listen and tick the appropriate pictures*. Do the first example with pupils.

### Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to observe the pictures and do their ticking.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. Ask some pupils to report their answers to the class. If there is disagreement on any answer, play the part related to the answer again.

**Answers:** 1. c      2. c      3. b4. c

## Tapescripts:

1. *Linda and her mother are in the kitchen.*  
Mother: *What are you doing, Linda?*  
Linda: *I'm cutting potatoes.*  
Mother: *Don't use that knife. It's very sharp. You may get a cut.*  
Linda: *OK. Thanks, Mum. I'll change the knife.*
2. *Peter and Tom are swinging in the yard.*  
Peter: *Tom, can you swing like me?*  
Tom: *OK. Let's see.*  
Mrs Green: *Peter! Tom! Don't swing too fast. You may fall off the swing.*  
Peter: *Don't worry, Mum. We are OK.*
3. *Mary is playing with a dog of her neighbour in the front yard.*  
Mary: *Lucky, Lucky, cute dog. Come here with me, Lucky.*  
Mother: *Mary!*  
Mary: *Yes, Mum?*  
Mother: *Don't play with the neighbour's dog. It may bite you.*  
Mary: *Don't worry, Mum. It is friendly.*
4. *Jane is helping her mother in the kitchen.*  
Jane: *What can I do for you, Mum?*  
Mother: *Well, I'm busy cleaning the floor. Can you watch the electric kettle?*  
Jane: *OK, Mum.*  
Mother: *Don't touch the kettle. You may get a burn.*  
Jane: *OK. Thanks, Mum.*

## 4. Talk.

- Ask pupils to open their Student's Book on Page 21, observe the pictures. Make sure they understand the activity: They are to practise expressing concerns with possible accidents and giving responses.

## Notes:



## Guiding questions

- *What is he/she doing? / What are they doing?*
  - *What may happen to him / her / them?*
  - *What advice can you give him / her / them?*
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

## Summary

In this lesson, pupils have learnt:

- to express concerns with possible accidents and give responses, using *Don't (ride too fast). You may (fall off the bike).* – *OK. Thanks.*; and
- to listen and tick the pictures.

## Homelink

- Pupils select a picture of accidents in their Student's Book, copy and colour for the class display in the next lesson.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **ide** as in *ride* and those of the letters **im** as in *Jim*; and
- to listen and number the pictures.

**Warm-up:** Pupils display their homelink pictures: some types of common accidents. Then they use the pictures to ask and answer questions about possible accidents.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 22. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **ide** as in *ride* and those of the letters **im** as in *Jim*. Get pupils to listen and repeat these two words a few times.



### 2. Listen and read together.

- Get pupils to observe the pictures and read the chant. Elicit their comments on the pictures and the texts. Read the chant, stopping at times to check pupils' comprehension. Read the chant again and get pupils to clap the words in focus: one clap for *bike* and two claps for *Jim, him, Tim*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.

### Tapescripts:

*Look at Jim.  
What's the matter with him?  
He's riding too fast.  
He may fall off his bike.*

*Look at Tim.  
What's the matter with him?  
He's swinging too fast.  
He may fall off the swing.*



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 22, observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Teach the words: *side, glide, slide, decide*, using the appropriate techniques. Say each word and get pupils to repeat a few times.
- Set the time and let pupils do the task individually. Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

#### Answers:

**ride:** *side, glide, decide, slide*

**Jim:** *slim, Tim, swim, him*



### 4. Listen and number.

- Get pupils to open their Students' books on Page 23, and observe the pictures. Tell them the listening purpose. Then elicit pupils' comments on the pictures and draw their attention to the main points of the listening comprehension.

#### Notes:



- Play the recording three times: once for pupils to listen all the way through; once for them to observe and number the pictures in the order and once for them to check their answers.
- Get pupils to check the answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the answer again.

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

#### Tapescripts:

1. *Woman:* Look at this picture. What is the girl doing?  
*Boy:* She's cutting potatoes with a sharp knife.  
*Woman:* What may happen to her?  
*Boy:* She may get a bad cut. (Pause)
2. *Woman:* What are the boys in this picture doing?  
*Boy:* They're climbing up the tree in the garden.  
*Woman:* What may happen to them?  
*Boy:* They may fall down on the ground. (Pause)
3. *Man:* Look at this picture. What is the boy doing?  
*Girl:* He's playing with a cat.  
*Man:* What may happen to him?  
*Girl:* The cat may scratch his face. (Pause)

4. *Man: What are the girls in this picture doing?*  
*Girl: They are playing with a lighter and candles.*  
*Man: What may happen to them?*  
*Girl: They may get a burn or start a big fire.*

 **5. Fun time**

**A Matching Game**

- Ask pupils to open their Student's Book on Page 23 and set the context: *You're going to play a matching game about Accident prevention. Do you know how to play it?* Explain how to play the game.

**Materials:** Sets of word cards on which phrases such as *play with a lighter, get a burn, ride too fast, fall off your bike, glide down the staircase, play with your neighbour's dog or cat, and break your leg* are written.

**How to play the game:** Pupils stick the cards in *Don't* or *You/It may* column corresponding to the content of their word cards.

**Example**

DON'T	YOU / IT MAY
play with a lighter	get a burn
ride too fast	fall off your bike
glide down the staircase	break your legs
play with your neighbour's cat	scratch you

- Set the time. Pupils play in pairs.
- Get some pairs to take turns to read the phrases in *Don't* and *You / It may* columns.

**Summary**

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ide** in *ride* and those of the letters **im** as in *Jim*; and
- to listen and number the pictures; and play a matching game.

**Homelink**

- Pupils make some word cards and colour them for the matching game to be played in the next lesson.

**LESSON 3**

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about accident prevention; and
- to read an informative text on fall prevention for younger children and write a message.

**Warm-up:** Pupils display their word cards and use these cards to play a game of matching.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 24 and observe the pictures. Elicit their comments on the pictures and set the context: *The pupils in Mr Loc's class are having a lesson on "Accident Prevention for Children".* Read the lines in the pictures and check pupils' comprehension. Teach the word *drown* and have pupils repeat it a few times.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Divide the class into groups to take turns to say the lines in the pictures.



### 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and ask pupils to repeat each sentence a few times.
- Point to the pictures, read the prompts and check pupils' comprehension. Teach the new vocabulary: *barefoot, knife, lighter, start*. Get pupils to repeat each word a few times.
- Model the task, using the example. Repeat the step a few times. Call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions about the seasons. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.

#### Notes:



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

#### Task a.

- Ask pupils to open their Student's Book on Page 25, observe the picture and read the texts. Elicit pupils' comments on the picture and set the context: *You are going to read a passage about common accidents which may happen to young children.* Teach the vocabulary: *roll off, a cradle, a car seat carrier, crawl up or down*. Write the words on the board and get pupils to repeat them a few times.
- Check if pupils understand the passage and Task a. They should skim the passage to get the general idea to select the suitable title.

- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
  - Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class. Ask pupils to explain how to get to their answer.

**Answer:** B

### Task b.

- Get pupils to read the words in focus. Check their comprehension and tell them about the task: They are to scan the passage quickly to find the words which have the meaning given.

**Notes:**

1. *move slowly on hands and knees* \_\_\_\_\_
2. *very bad, dangerous* \_\_\_\_\_
3. *widely found* \_\_\_\_\_
4. *ensure* \_\_\_\_\_

- Set the time. Monitor the activity and offer help as necessary.
- Call on a pupil to read the answers to the class.

**Answers:** 1. *crawl* 2. *serious* 3. *most common* 4. *make sure*

### Task c.

Get pupils to read the questions in Task c carefully. Then they scan the passage to find the appropriate information to answer the questions.

**Notes**

1. *Where in the home can accidents happen to babies?*
2. *What is the most common type of accident to babies?*
3. *What is the biggest danger for babies?*

- Set the time and let pupils do the task independently. Call on a few pupils to report the answers to the class. If there is any disagreement, get pupils to read the text related to the answer again.

**Answers:**

1. *Accidents can happen to babies anywhere in the home.*
2. *Fall is the most common type of accident to babies.*
3. *The biggest danger for babies is falling down the balcony, the stairs or out of a window.*

### Follow-up

- Pupils copy the correct answers onto their copy-books; then they ask and answer the questions orally.





#### 4. Write.

- Get pupils to open their books on Page 26 and read the guiding questions. Check their comprehension and show them how to do the task: They should finish the writing frame relying on the dialogues in Lesson 1. Remind pupils of drafting before copying onto their copy-books.
- If there is not enough class time, turn it into a homelink activity: Pupils do their writing at home and copy it onto a clean sheet of paper for a class display in the next lesson.

#### Suggested answer:

Dear Jim,

You always ride your bike too fast. You should not do that because you may fall off your bike.

You also like to climb up trees. You should not do that because you may fall down on the ground. You are my best friend and I want you to avoid serious accidents.

Linda



#### 5. Fun time

##### Do the crossword puzzle.

- Ask pupils to open their Student's Book on Page 26. Stick the large-sized sheet of paper with the crossword puzzle written on it on the board. Discuss the pictures with pupils and elicit their suggestions for the words in the grid.
- Set the time and let pupils play the game independently or in pairs. Monitor the activity and offer help as necessary.

#### Answers:



#### Follow-up

- Pupils play the game *The Spelling Bee* to spell all the words in the grid of the crossword puzzle.

#### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the accident prevention, using *Why shouldn't (they jump into the river)? Because (they may drown)*; and
- to read an informative text on fall prevention for babies and write a message to remind a friend of possible accidents.

#### Homelink

- Pupils do their writing task at home for the class display in the next lesson.