

UNIT 14 - My Favourite Stories

Competences

- Asking and answering questions about the main events in a story
- Asking and answering questions about the favourite character in a story

New Language

- **Phonics:** *crow* *cowshed*
- **Vocabulary:** *fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise*
- **Sentence Patterns:**
 - What happened first?*
 - *The fox asked, "Will you give me some meat?"*
 - What happened finally?*
 - *The fox said, "Yummy, yummy!"*
 - What character do you like?*
 - *I like the fox. It's very clever.*

Resources

- Student's Book *Tiếng Anh 5, Unit 14, Pp. 27 – 33;*
- Audio and visual aids: Recordings and flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about the main events in a story.

Warm-up: Pupils play the game *Flap that Word*, using words for the animals they have learnt such as: *dog, cat, mouse, tiger and lion.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 27. Tell them to read the title of the story and observe the pictures. Get pupils to identify the character animals in the pictures and discuss what is happening in each picture. Set the context: *You are going to read a story between a clever fox and a crow.* Recall the familiar vocabulary and pre-teach the new words: *crow, fox, piece of meat, beak, dropped, picked up.* Write the vocabulary on the board and get pupils to repeat each item a few times. Recall the usage of *first, next, then, finally.* Read the texts and stop at times to check pupils' comprehension.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each sentence.
- Make sure that pupils understand the situation and the language.



2. Point, ask and answer.

- Get pupils to read the chart and the examples. Elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat each sentence a few times.
- Model the task with the whole class, using the examples. Repeat the step a few times. Then call on a few open pairs to continue with the prompts from the chart in the same way.

Notes:

What happened...?	The fox asked/said
1. first	Will you give me some meat?
2. next	Can you dance?
3. then	Can you sing?
4. finally	Yummy, yummy!

- Pupils work in pairs to take turns to ask and answer questions about the sequence of events in the story. Monitor the activity and offer help as necessary.
- Call on some pairs to demonstrate the task in front of the class. Praise the pair if pupils do well.

"asked" is used with a question.

The fox asked, "Will you give me some meat?"

"said" is used with a statement.

The fox said, "Ha ha! Thanks for the meat!"

- Remind pupils of the punctuation in the sentences.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 28 and observe the pictures in each number. Say the listening purpose: *You are going to listen to four dialogues in which two pupils are talking about an animal story. Tick the appropriate pictures as you listen. Point to each picture and elicit pupils' comments.*

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 dialogue for pupils to have sufficient time to select the correct pictures and tick.
- Play the recording again for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again. Read out the correct answers to the class.

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

Tapescripts:

Voice: You are going to listen to four dialogues in which two pupils are talking about an animal story.

1. *Girl: Do you like stories?
Boy: Yes, I do.
Girl: What kind of stories do you like?
Boy: Animal stories. What about you?
Girl: Animal stories too. (Pause)*
2. *Boy: Which animal story do you like best?
Girl: The Clever Fox and the Crow.
Boy: Why do you like it?
Girl: Because I can learn a lesson from it. (Pause)*
3. *Girl: Do you know the story The Clever Fox and the Crow?
Boy: No. Do you?
Girl: Yes.
Boy: Can you tell the story?
Girl: Sure. It was a winter day. There was a crow on a cowshed with a piece of meat in its beak. A hungry fox, standing on the ground, asked the crow to give it some meat. But the crow refused... (Pause)*
4. *Boy: What happened finally?
Girl: The fox was very clever. It asked the crow to sing and the crow dropped the meat on the ground...
Boy: Ha, ha, ha. The fox was very clever.
Girl: Yeah, that's right. (Pause)*



4. Talk.

- Get pupils to open their Student's Book on Page 28, read the texts and observe the pictures. Say: *You are going to read the first part of the story Little Red Riding Hood. Then observe the pictures and tell the rest of the story.* Read the first part of the story. Stop at times to check pupils' comprehension. Teach the new vocabulary: *Little Red Riding Hood, in the other end of the village.* Then get pupils to repeat each sentence a few times. Check if pupils know the story. If they do not, tell the story, using a mixture of English and Vietnamese to help pupils understand the story.
- Do an example with the whole class to give pupils a clear idea of the activity.
Teacher: What story is it?
Pupils: Little Red Riding Hood.
Teacher: What happened in this picture?
Pupils: Little Red Riding Hood met a wolf in the forest.
Teacher: Very good. On the way to her grandmother's cottage Little Red Riding Hood met a wolf in the forest. She told it about her trip.
(Then get pupils to repeat each sentence related to the picture a few times.)

Notes:



a. On the way to her grandmother's cottage, Little Red Riding Hood met a wolf. She told it about her trip.

b. The wolf ran very fast to the grandmother's cottage.

c. It swallowed the grandmother. Then it lay in the bed to pretend Little Red Riding Hood's grandmother.

d. Little Red Riding Hood came to see her grandmother in the bed. The wolf talked to her. Then it jumped out of the bed to swallow her.

e. Luckily, a hunter came. He killed the wolf, and saved Little Red Riding Hood and her grandmother.

- Pupils work in pairs to take turns to tell the rest of the story, using the pictures provided. Monitor the activity and offer help as necessary.
- Select a few pupils to perform the task in front of the class. Praise the pair if pupils do well.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the main events in a story, using *What happened (first/next/then/finally)?*; and
- to listen and tick the pictures.

Homelink

- Pupils select the cover of their favourite story, copy and colour it for the class display in the next lesson. They also prepare answers to possible questions about their favourite story.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **ow** as in cow and that of the letters **ow** as in cowshed; and
- to listen and number the pictures.

Warm-up: Pupils display their favourite story covers. Then they ask and answer questions about the stories of which the covers are displayed.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 29. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **ow** as in cow and that of the letters **ow** as in cowshed. Get pupils to listen and repeat these words a few times.



2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line and check pupils' comprehension. Read the dialogues again and get pupils to clap the focused words: one clap for *snowy, know, slow, crow* and two claps for *cowshed*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into two groups to take turns to repeat the lines from the son and the father.

Tapescripts:

a. Son: *It's snowy today.*
 Father: *Yeah. It's difficult to drive on a snowy day.*
 Son: *Why?*
 Father: *Because you don't know what is on the ground.*

b. Son: *Daddy!*
 Father: *Yes, dear?*
 Son: *Slow down. I see a crow.*
 Father: *Where?*
 Son: *It's on the cowshed over there.*



3. Group and say aloud.

- Ask pupils to look at the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Get pupils to repeat each word a few times. Do the first example with the class.
- Set the time and let pupils do the task independently.
- Pupils 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: **crow:** *show, slow, know, snow*

cowshed: *town, down, tower, now, brown, wow*



4. Listen and number.

- Get pupils to open their Student's Book on Page 30 and observe the characters and the sequence of the pictures. Elicit pupils' comments on the details of the pictures. Tell pupils: *You are going to listen to the story of a cat and a mouse. Listen and number the pictures.* Pre-teach the new vocabulary: *hole, catch, keep, let me out, laugh.* Get pupils to repeat each vocabulary item a few times.

Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

Answers: a. 7 b. 5 c. 4 d. 6 e. 3 f. 1 g. 2

Tapescripts:

The Clever Mouse and the Cat

1. *It was a snowy day. There was a mouse hole in the cowshed. Outside the hole was a hungry cat. (Pause)*
2. *The cat was watching a little mouse in the hole. Suddenly, the mouse ran out of the hole. (Pause)*
3. *The cat ran very fast after the mouse and caught it. (Pause)*
4. *The cat kept the mouse in her mouth. The little mouse begged, "Please let me out. I'll help you some day." (Pause)*
5. *The cat laughed, "How can you help me? Ha, ha, ha! It's very funny. As the cat laughed, she dropped the mouse on the ground. (Pause)*
6. *The clever mouse ran quickly into the hole. (Pause)*
7. *And the cat stood in the cowshed, sad and hungry... (Pause)*



5. Fun time

Line-up Story Game

Materials: 2 sets of 10 pieces of paper. On each set, 10 words are written: *hungry, ground, crow, cowshed, meat, beak, shook, lunch, clever, ran.*

How to play the game: Pupils play the game in 2 groups of 10. They are standing in a line. Each pupil in the two groups has one piece of paper with a particular word written on it. The teacher tells the story *The Clever Fox and the Crow*. While retelling the story, the teacher pauses at times for pupils of the two groups to prompt a missing word. For example, *There was a (pause) fox standing on the (pause)*. The pupils who have the missing words hold up the words and say aloud the words (*hungry, ground*). The teacher then says the complete sentence: *There was a hungry fox standing on the ground* and gets the pupils in the two groups to repeat the sentence. When the teacher finishes the story telling, the group which has the most correct words wins the game.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ow** as in *crow* and that of the letter **ow** as in *cowshed*, and
- to listen and number the pictures.

Homelink

- Pupils select one of the pictures in the listening section, copy and colour it for the class display in the next lesson. They also prepare the answers to possible questions about their displays.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about the favourite character in a story; and
- to read an animal story and complete the speech bubbles for a comic strip.

Warm-up: Pupils display their homework and tell stories, using their pictures displayed.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 31, read the texts and observe the pictures. Elicit pupils' comments on the details of the pictures. Set the context: *Nga and Phong are talking about the story "The Clever Fox and the Crow"*. Recall the familiar vocabulary and pre-teach the word *tricky*. Write the word on the board and get pupils to repeat it a few times. Read the texts in each picture, pausing at times to check pupils' comprehension. Make sure that pupils understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to say the words from Nga and Phong.



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 get pupils to repeat each sentence a few times. Focus on pronunciation and fluency.
- Get pupils to get the information from the chart. Teach the word *talented*. Check their reading comprehension. Then get them to repeat each item from the chart a few times.
- Model the task with the whole class, using the examples. Repeat the step a few times. Call on a few open pairs to continue in the same way, using the information from the chart.
- Pupils work in pairs to take turns to ask and answer questions. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the chart in the Student's Book. Praise the pair if they do well.



3. Read the passage and do the tasks.

Task a.

- Ask pupils to open their Student's Book on Page 32. Get them to observe the pictures, read the title and the tasks. Ask pupils if they understand the title and the tasks. Say: *You are going to read the story of the Tortoise and the Hare* and do the tasks that follow. Read the story, pausing at times to check pupils' comprehension. Teach the key vocabulary: *fastest, race, "Ready, steady, go", pass, rest, fall asleep, win*. Use a mixture of English and Vietnamese to get pupils to understand the words.

Write the new vocabulary on the board and get pupils to repeat each item a few times. Make sure pupils understand the story and the tasks they are going to do.

Notes:

- Set the time for pupils to do Task a. They are to read the word(s) in each line in the left column and find that (those) which can go with them in the right column.
- Pupils work independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class before giving feedback.

1. once upon	a. a rest
2. fell	b. the race
3. have	c. asleep
4. win	d. a time

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

Task b.

- Explain the activity: Pupils are to look at the pictures, guess the winner and scan the story quickly to confirm their guess.
- Set the time. Pupils work independently. Monitor the activity and offer help as necessary.
- Ask a pupil to report the answer to the class.



Answer: b. *Picture a*

Task c.

- Get pupils to read the sentences in Task c carefully to get the information. Then they scan the story quickly to compare the information in the story with that of the sentences provided before deciding to tick *true* or *false*.

Notes:

1. *The tortoise asked the hare to race.*
2. *The tortoise said, "Ready, steady, go!"*
3. *The tortoise rested under a tree.*
4. *The hare said, "I will win the race."*
5. *The animals passed the hare.*
6. *The hare won the race.*

- Pupils work independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class. In case there is disagreement on any answer, ask pupils to reread the part related to the answer.

Answers: c. 1. T 2. F 3. F 4. T 5. F 6. F



4. Write.

- Ask pupils to open their Student's Book on Page 33 and draw their attention to the pictures in this section. Tell them the writing purpose: *You are going to observe the pictures from the story The Tortoise and The Hare to complete the speech bubbles.* Get pupils to observe each picture and guess what each animal character says. Then they scan the story quickly to find the appropriate words for their completion.

Notes:



- Set the time. Pupils work independently. Remind pupils to write a draft before copying onto a clean sheet of paper for the class display later. Monitor the activity and offer help when necessary.
- Call on a few pupils to read their work to the class.

Suggested answers:

Picture b: *Let's have a race.*; Picture c: *Ready, steady, go.*; Picture d: *I will win the race.*



5. Fun time

Do the crossword puzzle.

- Ask pupils to open their Students' Book on Page 33. Stick the large-sized sheet of paper with the puzzle on the board. Get pupils to look at each picture and guess the words to fill in the grid.

Answers:



- Pupils work independently to relate the spelling of each word to the corresponding boxes and complete them.
- Monitor the activity and offer help when necessary.
- Call out some pupils to complete the crossword on the large-sized sheet. Get the class to check the words.
- Call on some pupils to spell the words or play the game *The Spelling Bee* with the class.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the favourite characters in a story; and
- to read an animal story and write words in the speech bubbles for a comic strip.

Homelink

- Pupils select a picture from the story *The Hare and the Tortoise*, copy and colour for the class display in the next lesson. They also prepare the answers to possible questions about their picture.