

UNIT 15 - My Dream House

Competences

- Asking and answering questions about a dream house
- Asking and answering questions about facilities in a dream house

New Language

- **Phonics:** *village comfortable*
- **Vocabulary:** *modern, comfortable, hi-fi stereo, cable TV, fridge, view, bus stop, in front of, behind*
- **Sentence Patterns:**
 - What will your dream house be like?*
 - *It'll be a large house in the countryside.*
 - It's got a yard in the front.*
 - What will there be in your dream house?*
 - *There will be a robot. I'll use it to do the housework.*

Resources

- Student's Book *Tiếng Anh 5, Unit 15, Pp. 34 - 40*
- Audio and visual aids: Recordings and flashcards, sticky tape, and large-sized sheets of paper for teaching points and the dialogues on Page 36 and the song on Page 40.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about a dream house.

Warm-up: Pupils play the game *Slap that word*, using the words related to the topic they have learnt from Unit 2 such as: *house, cottage, flat, block of flats, garden, floor and balcony*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 34, observe the pictures and read the texts. Get them to identify the characters in the pictures. Then say: *It is Mr Loc's Art class. Mai and Nam are drawing and talking about their dream houses.* Recall the familiar vocabulary and teach the new words: *dream house, yard, view, in the front, by the sea.* Write the vocabulary on the board and get pupils to

repeat each item a few times. Read the lines in the pictures, pausing at times to check pupils' comprehension. Make sure that pupils can understand the situation and the 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.
- Divide the class into groups to take turns to say the lines from Nam and Mai.



2. Point, ask and answer.

- Get pupils to observe the chart. Say: *You are going to practise asking and answering questions about your dream house. Imagine these will be your dream houses.* Have pupils read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Teach the new words: *comfortable, modern, facilities, view, in the mountains.* Write the words on the board and get pupils to repeat each item a few times.

Notes:

a. a large house, village, nice view

b. a modern flat, city, modern facilities

c. a comfortable cottage, mountains, beautiful view



- Model the task with the whole class, 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 ask and answer questions about their dream houses, using the pictures in this section or the true facts of their houses. Monitor the activity and offer help as necessary.
- Select some pairs to demonstrate this task in front of the class. Praise the pair if the pupils do well.



3. Listen and circle.

- Ask pupils to open their Student's Book on Page 35 and get them to observe the pictures. Say the listening purpose: *You are going to listen to four dialogues in which children are talking about their dream houses. You should listen and circle the letter indicating the appropriate picture.* Remind pupils of some key words: *cottage, flat, house, village, countryside, mountains, by the sea* and get pupils to repeat each item a few times. Do the first example with the whole class.

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 observe and circle the pictures.
- Play the recording again for pupils to check their answers.
- Get pupils to check their answers in pairs. Then 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.

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

Tapescripts:

Voice: You are going to listen to some children talking about their dream houses.

1. *Mai: What are you doing, Tom?*

Tom: I'm drawing my dream house.

Mai: What will it be like?

Tom: It'll be a cottage in the countryside. (Pause)

2. *Mai: What about you, Linda? What will your dream house be like?*

Linda: It'll be a large and comfortable flat.

Mai: Where will it be?

Linda: It'll be in a big city, of course. (Pause)

3. *Mai: And you, Tony? What will your dream house be like?*

Tony: It'll be a cottage.

Mai: Where will it be?

Tony: It'll be in a village. (Pause)

4. *Tony: How about you, Mai? What will your dream house be like?*

Mai: Well, it'll be a large house in the countryside.

There will be a pond in the front of the house. (Pause)

4. Talk.

- Get pupils to observe the pictures of houses in this section and get their comments. Tell them that they are going to ask and answer questions about their dream houses, using the guiding questions.
- Model the activity with a pupil to give pupils a clear idea about the activity.

T: A, look at these pictures. Which type of houses do you like?

A: (points to Picture b): This one, the cottage.

T: What will your dream cottage be like?

A: It'll be large and beautiful. It's got a nice view.

T: Where will it be?

A: It'll be in the mountains.

- Pupils work in pairs to take turns to ask and answer questions about their dream houses, using either the pictures in their Student's Book or the facts of their imaginary dream houses.
- Select some pairs to role play 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 their dream houses, using *What will your dream house be like? – It will be (a large house.), in the (countryside). It's got (a yard in the front). ;* and
- to listen and tick the pictures.

Homelink

- Pupils draw their dream houses and colour them for the class display in the next lesson. They also prepare the answers to possible questions about their drawings.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink work. Then they ask and answer questions about the houses in the pictures.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 36. 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 **ge** as in *village* and that of the letters **ble** as in *comfortable*. Get pupils to read these words a few times.



2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get pupils to repeat each sentence a few times. Read the dialogues again and get pupils to clap the words in focus: one clap for *cottage*, *village* and two claps for *stable*, *comfortable*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the dialogues.

Tapescripts:

a. Mai: *What will your dream house be like, Tom?*

Tom: *It will be a comfortable cottage. It's got a stable fence around it.*

b. Tom: *What about your dream house?*

Mai: *It will be a comfortable house.*

Tom: *Where will it be?*

Mai: *It will be in a village.*



3. Group and say aloud.

- Ask pupils to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words and teach the new vocabulary: *age*, *stable*, *cable* and *able*. Get pupils to repeat each item 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 all the words in each column in chorus.

Answers:

village: *large, cottage, age, sausage*

comfortable: *table, stable, cable, able*



4. Listen and number.

- Ask pupils to open their Student's Book on Page 37 and get them to observe the pictures. Ask pupils to guess what they are going to hear. Then say: *You are going to listen to Quan's talking about his dream house. Listen and number the pictures in the order.*

Notes:

- Play the recording twice: once for pupils to listen all the way through and once for them to number the pictures.
- 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. 2 b. 4 c. 5 d. 1 e. 3

Tapescripts:

Voice: Quan is talking about his dream house.

1. Hi. I am Quan. I'm living in a flat in a big city. I do not like my flat because it's small and very noisy. (Pause)
2. I dream to have a new house. It will be in the countryside. It will be large and comfortable in a quiet place. (Pause)
3. There will be a garden in the front of my house. I will grow flowers in the garden. (Pause)
4. There will be many rooms in my house. The living room will be large and there will be a cable TV, a hi-fi stereo and a computer. (Pause)
5. There will be a modern car in my dream house. It will be a fast and smart car. (Pause)



5. Fun time

Find Someone Who Has ...

Materials: 4 picture cards include: 1. a house near the seaside 2. a house in the mountains 3. a house in the countryside 4. a house in the city.

- 4 word cards on which pupils write phrases such as *a dream house near the seaside*, *a dream house in the mountains*, etc.

How to play the game: Pupils play the game in groups of eight. Each group is then divided into two sub-groups of four. Each pupil in the sub-groups has either a picture card or a word card.

- Pupils move to ask and answer questions to match the word cards with the picture cards, e.g. *What will your dream house be like? Where will it be?* The first group that has all their word cards and picture cards matched is the winner. The class says "Congratulations!" to the group.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*; and
- to listen and number the pictures.

Homelink

- Pupils make some word cards on which they write names of the facilities or pieces of furniture in their dream houses for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about facilities in a dream house; and
- to read and write about a dream house.

Warm-up: Pupils display their homelink work. Then they ask and answer questions about the facilities or pieces of furniture in their dream houses.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 38, observe the pictures and read the texts. Set the context: *Tom and Nga are talking about things in their dream houses.* Recall the familiar vocabulary. Write the new vocabulary: *do the housework, learn English* on the board and get pupils to repeat each item a few times. Read the lines in each picture, pausing at times to check pupils' comprehension. Make sure that pupils can understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line.
- Divide the class into two groups to take turns to say the lines from Tom and Nga.



2. Point, ask and answer.

- Get pupils to observe the pictures and read the example. Set the context: *You are going to practise asking and answering questions about facilities in a dream house.* Then get pupils' 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. Recall the familiar vocabulary and teach: *cable TV, hi-fi stereo, fridge, keep food fresh.* Get pupils to repeat each item a few times.
- Model the task with the class, 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. They take turns to point, ask and answer questions about things in their dream houses. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the prompts in this section or the language of their own. Praise the pair if pupils do well.



3. Read the passage and do the tasks.

Task a.

- Ask pupils to open their Student's Book on Page 39. Get them to observe the pictures, read the title and the tasks. Have them guess what they are going to read about. Point to the pictures and elicit pupils' comments on the appearance of the house and the robot. Say: *You are going to read a passage about the facilities in Quan's dream house and do the tasks that follow.* Give pupils a few seconds to read through the tasks and scan the passage. Read the passage, pausing at times to check pupils' comprehension. Teach the key words: *do the cooking or cleaning, relax, ideal.* Use a mixture of English and Vietnamese to get pupils to understand

the vocabulary. Write the words on the board and get pupils to repeat each item a few times. Make sure that pupils understand the passage and Task a: They are to read the words in focus and find words that can go together. Suggest pupils refer to the reading passage when necessary. Do the first item as an example.

- Set the time. Pupils work independently. Monitor the activity and offer help when necessary. For slow pupils, get them to work in pairs.
- Pupils check their answers in pairs. Call on a few pupils to report the answers to the class.

Answers: 1. c 2. a 3. d4. b

Task b.

- Get pupils to read the information in the left column of the chart. Tell them to scan the reading passage quickly to find out the appropriate information to complete the chart.
- Set the time and let pupils do the task 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:

Things	Where
house	<i>In the countryside</i>
garden	<i>In front of the house</i>
computer	<i>In the study</i>
cable TV	<i>In the bedroom</i>
hi-fi stereo	<i>In the bedroom</i>

Task c.

- Get pupils to read the questions in this task carefully. Then they are to scan the reading passage quickly to find the appropriate information to answer the questions.
- Set the time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on a few pupils to report their answers to the class. Then ask and answer the questions orally.

Answers:

- It will be a modern and comfortable house.*
- It will be in the countryside.*
- There will be twelve rooms.*



4. Write.

- Ask pupils to open their Student's Book on Page 40 and get them to read the information in the guide. Say the writing purpose: *You are going to write about your*

dream house. You should read the guide and complete sentences about your dream house.

Do the first example with the class: *My dream house will be a large cottage.*

- Set the time and let pupils work independently. Remind them 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. The rest of the pupils listen and give their comments.



5. Fun time

Tune: **There's a Hole in the Bucket**

Lyrics:

There's a Car in the Garage

*There's a car in the garage,
Dear Linda, dear Linda.
There's a car in the garage,
Dear Linda, there's a car.*

*Then drive it, dear Tony,
Dear Tony, dear Tony.
Then drive it, dear Tony,
Dear Tony, drive it.*

*With what shall I drive it,
Dear Linda, dear Linda?
With what shall I drive it,
Dear Linda, with what?*

*With your hands, dear Tony,
Dear Tony, dear Tony.
With your hands, dear Tony,
Dear Tony, with your hands.*

- Ask pupils to open their Students' Book on Page 40. Stick the large-sized sheet of paper with the song written on it on the board. Tell pupils to observe the picture and read the song lyrics. Ask them to guess what the song is about. Then say: *You are going to sing a song about how to drive a car.* Read each line of the lyrics and check pupils' comprehension. Teach the question *With what shall I drive it?*
- Play the recording three times: once for pupils to listen all the way through, once for them to repeat and once for them to sing along the music. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to sing the lines from Linda and Tony.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about facilities in a dream house; and
- to read and write about a dream house.

Homelink

- Pupils sing the song *There's a Car in the Garage* at home.