

UNIT 17 - My Hometown

Competences

- Asking and answering questions about means of transport
- Asking and answering questions about a trip duration from one place to another

New Language

- **Phonics:** *coach north*
- **Vocabulary:** *hometown, taxi, coach, motorbike, underground, scenery, hour, minute, far*
- **Sentence Patterns:** *How did you get to your hometown?*
 - *By coach.**How long does it take to get there by train?*
 - *Two hours.*

Resources

- Student's Book *Tiếng Anh 5, Tập Hai, Unit 17, Pp. 54-60*
- Audio and visual aids: Recordings, 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 means of transport.

Warm-up: Get pupils to display their homelink writing about the weather and seasons. Then pupils play the game *Jumbled letters*, using the words indicating means of transport they have learnt previously such as *car, bus, bike, plane, boat, and ship*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 54 and get them to read the title and observe the pictures to identify the characters. Set the context: *Tony is meeting Nam at school after Tet. You are going to listen to their dialogues about the trips to their hometowns.* Pre-teach the new vocabulary: *hometown, province, coach* and *far*. Write the words on the board and get pupils to say each of them a few times. Read the lines in the pictures, pausing at times to check pupils' comprehension. Use a mixture of English and Vietnamese to ensure 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. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Tony and Nam.



2. Point, ask and answer.

- Ask pupils to open their Students' Book on Page 54. Get them to observe the pictures and read the example. Then 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. Pre-teach the new vocabulary: *taxi*, *motorbike* and recall the words that the pupils have known. Go through the prompts under the pictures and get pupils to repeat each item a few times.
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue with all the pictures in the same way.
- Pupils work in pairs to take turns to ask and answer questions, using the pictures. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair if pupils do well.



3. Listen and circle.

- Ask pupils to open their Student's Book on Page 55. Tell them the listening purpose: *You are going to listen to some pupils talking about their trips to their hometowns or villages. You should circle the letters indicating the appropriate answers as you listen.* Get pupils to read the sentences provided and check their comprehension. Ask them to guess the answers.

Notes:

1. Nga went to see her grandparents by _____.
a. bus b. motorbike c. coach
2. Linda went to her hometown by _____.
a. train b. coach c. plane
3. Linh went to her home village by _____.
a. motorbike b. train c. ship
4. Mai went to her hometown by _____.
a. boat b. taxi c. plane

- 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 read and circle the appropriate letters indicating the answers.
- Replay the recording for pupils to check their answers. Get pupils to correct their answers in pairs. Ask some 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 answer to the class.

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

Tapescripts:

1. Hello. My name's Nga. I live in Ha Noi, but my grandparents live in a village in Nam Dinh Province. Last weekend, we went back to Nam Dinh by motorbike.
2. Hi. I'm Linda. My hometown is in the north of England. It's a small town. I went there by train on my last holiday.
3. Hello, everyone. My name is Linh. I live in a small village. Last summer I went back to my village with some friends by ship.
4. Hello. My name's Mai. My hometown is in the south of Viet Nam. It's by the sea. I go back to my hometown once or twice a year. Last month, I went there by plane.



4. Talk.

- Ask pupils to open their Student's Book on Page 55 and get them to read the guiding questions and observe the pictures. Make sure pupils understand the activity: They are to select two places on the map – one for their current location and one for their hometown. Then they ask and answer questions about the means of transport they take from their current location to the hometown, using the guiding questions.
- Pupils work in pairs. They make use of the language they have learnt together with the new one in the lesson.
- Call on an open pair to perform the task in front of the class. Praise the pair if they do well.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about means of transport, using *How did you get to your hometown? – By (coach).;* and
- to listen and circle the letters indicating the missing information in the sentences.

Homelink

- Pupils select a simple picture of means of transport in their Student's Book, copy and colour it for the class display in the next lesson. They also prepare the answers for possible questions asked by their classmates.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **ch** as in *coach* and that of the letters **th** as in *north*; and
- to listen and complete a chart.

Warm-up: Pupils display their homelink drawings and answer possible questions. Then they play the game *Slap that Picture*, using the displayed pictures.



1. Listen and repeat.

- Get pupils to open their Student's Book on Page 56. 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 **ch** as in *coach* and that of the letters **th** as in *north*. Have pupils repeat these two words a few times.



2. Listen and read together.

- Get pupils to observe the pictures, read the dialogues and notice the words in focus. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get them to repeat each sentence a few times. Read the dialogues again and get pupils to clap the focused words: one clap for *much*, *coach*, and two claps for *Beth*, *month* and *north*.
- 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 Beth and Ruth.

Tapescripts:

Ruth: Hi, Beth. Where did you go last month?

Beth: I went to my home village.

Ruth: Did you have a good time?

Beth: Yes. I had much fun there.

Ruth: Where is your home village?

Beth: It's in the north of England.

Ruth: How did you last get there?

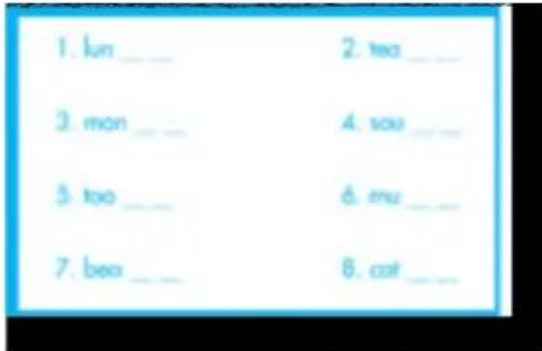
Beth: By coach.



3. Listen, complete and say aloud.

- Ask pupils to open their Student's Book on Page 56. Get them to read the texts and make sure they understand the task. They are to listen and complete the words provided with **ch** or **th**. 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 word for pupils to have sufficient time to read and complete each word.
- Have 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 completed.

Tapescripts:

1. lunch 2. teach 3. month 4. south
5. tooth 6. much 7. beach 8. catch

Answers:

1. ch 2. ch 3. th 4. th
5. th 6. ch 7. ch 8. ch



4. Listen and complete.

- Ask pupils to open their books on Page 57 and observe the chart. Tell them the listening purpose: *You are going to listen to four dialogues. The speakers talk about the trips to their hometowns or villages and the means of transport to get there. You should complete the chart with the missing information as you listen.*

Notes:

Name	Place	By
1. Mark	west of the Dock
2. Hong	New Dock, Riverside
3. Sam	Avonville
4. Miss West	south of the Hill

- 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 read and complete the missing information.
- Replay the recording for pupils to check their answers. Get pupils to exchange their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement, play the recording related to the answer again.

Answers: 1. coach 2. train 3. plane 4. motorbike

Tapescripts:

1. Tom: *How often do you go to your hometown, Minh?*
Minh: *Not very often. It is very far from here. It's in the north of Ha Tinh.*
Tom: *How did you go there the last time?*
Minh: *By coach. (Pause)*
2. Linda: *Where is your hometown, Hung?*
Hung: *In Nam Dinh Province.*
Linda: *How did you go there the last time?*
Hung: *By train.*
3. Thu: *Where is your home country, Lisa?*
Lisa: *It's Australia.*
Thu: *How did you go there the last time?*
Lisa: *By plane, of course.*
4. Mr Loc: *What do you often do in your free time, Miss Hien?*
Miss Hien: *I go to my home village.*
Mr Loc: *Is it far from here?*
Miss Hien: *No. It's in the south of Ha Noi.*
Mr Loc: *How did you go there the last time?*
Miss Hien: *By motorbike.*



5. Fun time

Tune: **The Finger Family (Nursery rhyme)**

Lyrics:

To-My-Home-Town Song

*I went by bus,
I went by bus
To my hometown.
I had fun,
I had fun
All the way home.*

*I went by train,
I went by train
To my hometown.
I had fun,
I had fun
All the way home.*

- Ask pupils to open their Student's Book on Page 57. Stick the large-sized sheet of paper with the song *To-My-Home-Town* written on it on the board. Discuss the pictures with pupils and check their comprehension of the lyrics.
- Play the recording three times: once for pupils to listen all the way through, once for them to repeat each line a few times and once for them to sing along the music.
- Divide the class into groups to take turns to sing each half of the song.
- Pupils practise singing in groups and doing actions. Call on a few groups to sing the song in front of the class. The rest of the class claps the beats.

Follow-up

- Pupils sing the song at home, replacing *bus* and *train* with other means of transport such as *bike, boat, ship* and *plane* in turns.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ch** as in *coach* and that of the letters **th** as in *north*; and
- to listen and complete a chart; and sing the *To-My-Home-Town Song*.

Homelink

- Pupils practise singing the *To-My-Home-Town Song*, replacing words indicating means of transport in turns.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about a trip duration from one place to another; and
- to read and write a passage about their hometown trips.

Warm-up: Pupils sing *To- My-Home-Town Song*, replacing *bus* and *train* with different words indicating means of transport in turns.



1. Look, listen and repeat.

- Get pupils to open their Student's Book on Page 58, observe the pictures and read the texts to identify the characters. Set the context: *Nga is meeting Linda after the weekend. You are going to listen to their dialogues. Read the lines in the speech bubbles. Stop at times to check pupils' comprehension. Make sure that they 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. The groups take turns to say the words from Nga and Linda.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 58, get them to observe the pictures and read the example. Elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat each sentence a few times.
- Ask pupils to look at the picture and the chart under the example. Elicit their answers related to the means of transport in the left column and the duration of the trips provided in the right column.
- Model the task with the whole class, using the chart. Say: *Imagine you are going from Ho Chi Minh City to Can Tho. Point to Picture a: How long does it take to get there by car? Pupils: Three hours. Repeat the step a few times. Then call on some open pairs to continue with the rest of the pictures in the same way.*

- Pupils work in pairs to take turns to ask and answer questions, using the pictures in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class. Praise if the pair has a good job.

Notes:



3. Read the passage and do the tasks.

Task a.

- Ask pupils to open their Student's Book on Page 59 and get them to observe the pictures, read the title, and the tasks. Say: *You are going to read the passage and find the words that "They" and "there" refer to.* Recall the familiar vocabulary and pre-teach the key words: *London King's Cross railway station, Underground, scenery, on the way, local.* Write the new words on the board and get pupils to repeat them a few times. Tell pupils to identify the words in focus in the passage. Explain that *they* and *there* can replace a noun or a noun phrase. Give pupils a few examples in which these two words are used.
- Set the time for pupils to scan Lines 3 and 7 of the passage quickly for the words that *they* and *there* replace. Pupils work independently.
- Ask a few pupils to report their answers to the class and get them to explain how they come to the result (they can say in Vietnamese when necessary).

Answers:

they (line 3): Lisa's grandparents
there (line 7): Lisa's hometown

Task b.

- Tell pupils about the task: They are to read the questions in Task b carefully, and scan the passage quickly for the appropriate information for the answers.

Notes:

1. *Where is Lisa's hometown?*
2. *How does she get to London King's Cross railway station?*
3. *How does she get from London King's Cross railway station to her hometown?*
4. *How long does it take her to travel there by train?*
5. *Why does she prefer travelling there by train?*

- Set the time and get pupils to work independently. Monitor the activity and offer help when necessary.
- Pupils check their answers in pairs. Ask a few pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the part related to the answer.

Answers:

1. *In the north of England.*
2. *By Underground.*
3. *By train.*
4. *Four hours.*
5. *Because she can enjoy the beautiful scenery on the way.*



4. Write.

- Get pupils to open their Student's Book on Page 60, observe the picture and read the guiding questions. Check pupils' reading comprehension and show them how to do the task: They are to think about the means of transport they might use to get to their (imaginary) hometown and the trip duration to get there. They should base their writing on the guiding questions. Remind pupils of drafting before copying onto their copy-books.
- Set the time for pupils to write independently. Monitor the activity and offer help as necessary. 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 the class display in the next lesson.
- Have pupils display their writing work for their classmates to read and comment.

The answers vary according to individual writing.



5. Fun time

Bingo

- Ask pupils to open their Student's Book on Page 60 and set the context: *You're going to play the game Bingo.* (Read the instructions for the game Bingo on P. 19, *Introduction*)
- Call out the words at random and tell pupils to delete the word they hear. The first pupil who deletes the three words on any straight line calls out "Bingo". He or she is the winner of the game. Then the game starts again.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about a trip duration from one place to another; and
- to read and write a passage about their hometown trip.

Homelink

- Pupils complete their writing task at home and copy onto a clean sheet of paper for the class in the next lesson. They also get ready for an oral presentation to their classmates at request.