

UNIT 18 - Life in the Village and City

Competences

- Asking and answering questions about what a village / town / city is like
- Asking and answering questions about how to compare two places or things

New Language

- **Phonics:** go got
- **Vocabulary:** life, mount, bridge, traffic, high, noisy, peaceful, quiet
- **Sentence Patterns:** What's London like?
 - It's beautiful. It's got a lot of parks and public gardens.
 - Which city is bigger, Tokyo or London?
 - Tokyo is.

Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 18, Pp. 61 - 67*
- 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 what a village / town / city is like.

Warm-up: Get pupils to brainstorm what they know about life in the countryside and in the city, using pictures related to people and things in these places.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 61. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters in each picture and what is happening in each picture. Set the context: *Linda is showing Thu a photo of her house in London. You are going to hear them talk about their hometowns.* Read each line in the pictures, stopping at times to check pupils' comprehension, using English or Vietnamese when necessary. 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. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Linda and Thu.



2. Point, ask and answer.

- Get pupils to observe the pictures. Say: *You are going to practise asking and answering questions about what a city/a town/a village is like.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then ask pupils to say each sentence a few times.
- Point to each picture in this part, read the prompt and check pupils' comprehension. Get them to repeat each prompt 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 in the same way with all the pictures.

Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about the village, town or city in the pictures. 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 complete.

- Ask pupils to open their Student's Book on Page 62, observe the pictures and read the texts. Say the listening purpose: *Mai is meeting Anna from Australia. You are going to listen to the dialogues between the two girls. You should read the sentences and complete the sentences provided.* Give pupils a few minutes to read the sentences. Check their comprehension and explain the key words.

Notes:

1. Anna's home village is in the _____ of Australia.
2. It is about _____ kilometres from Sydney.
3. Anna's village has got many _____.
4. The people in her village are very _____.

- Play the recording twice: once for pupils to listen all the way through and once for them to read and complete the sentences. Pause after each part for pupils to have sufficient time for their reading and completing.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few 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:

1. south 2. 500 3. farms 4. nice and friendly

Tapescripts:

Anna is an Australian girl. This is her first visit to Ha Noi, the capital of Viet Nam. She meets Mai and they are talking about Anna's hometown.

1. Mai: Hello. My name's Mai.
Anna: Hi. I'm Anna.
Mai: Where are you from, Anna?
Anna: I'm from Australia.
Mai: Where do you live?
Anna: I live in a village in the south of Australia. (Pause)
2. Mai: How far is your village from Sydney?
Anna: It's about 500 kilometres.
Mai: Oh, it's very far! (Pause)
3. Mai: What's your village like?
Anna: It's large. It has got many farms.
Mai: Really? Has your family got a farm?
Anna: Yes. We've got a very large farm. (Pause)
4. Mai: Has your village got many schools and shops?
Anna: No. Only one school and one shop.
Mai: Are there a lot of people in your village?
Anna: Not many. But they are very nice and friendly.
Mai: I'd like to visit your village some day. (Pause)



4. Talk.

- Ask pupils to open their Student's Book on Page 62. Get them to observe the pictures and read the guiding questions. Say: *You are going to ask and answer questions about your hometowns.* Do the first example with the whole class to give them a clear idea of the activity.

Example

- Pupil A: *What's your village like, B?*
Pupil B: *It is small and quiet. It hasn't got many people. And where do you live, A?*
Pupil A: *Oh! I live in a town far from here.*
Pupil B: *What's it like?*
Pupil A: *It's large. It's got a lot of people and it's very noisy.*

- Pupils work in pairs to take turns to ask and answer questions about their hometowns, using the guiding questions. Monitor the activity and offer help when necessary.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what a village / a town / a city is like, using *What's your (village/town/city) like? It's (beautiful). It (has got a lot of parks and public gardens).*; and
- to listen and complete the sentences.

Homelink

- Pupils prepare a photo or picture of their own hometown for the class display in the next lesson. They also prepare answers to possible questions about their photo or picture.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letter **o** as in *go* and that of the letter **o** as in *got*; and
- to listen and tick a chart.

Warm-up: Pupils display their homelink work and answer possible questions about their photos or pictures.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 63. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letter **o** as in *go* and that of the letter **o** as in *got*. 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 texts. Tell them about the activity.
- 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 words in focus: one clap for *go*, *hometown* and two claps for *got*, *hot*.
- 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 Tony and Nam.

Tapescripts:

- a. Tony: *Where's your hometown?* b. Nam: *And where is your hometown, Tony?*
Nam: *It's on an island.* Tony: *It's near the centre of Australia.*
Tony: *How do you go there?* Nam: *What's it like?*
Nam: *By ferry boat.* Tony: *Well, it's hot. It hasn't got many farms.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 63. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Say each word and get pupils to repeat a few times.
- 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:

go: rope, nose, cold, close, home

got: lot, pot, not, holiday, hot



4. Listen and tick.

- Ask pupils to open their Student's Book on Page 64 and get them to observe the pictures and get the information from the chart. Ask pupils to guess what they are going to hear. Say: *You are going to listen to four children talking about their hometowns. Tick the appropriate boxes in the chart as you listen. Do the first example with pupils.*
- 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, read the texts and do their ticking.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, 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.

Notes:

Where do they live?

	Tom	Laura	Nam	David
a. In a village.				
b. In the mountains.				
c. In a big city.				
d. Near the seaside.				

Answers: a. Nam b. David c. Tom d. Laura

Tapescripts:

You are going to listen to four children talking about their hometowns.

1. *Hi, everybody. My name is Tom. I'm from England. I live in London. It's a big and noisy city with a lot of people, parks and public gardens. (Pause)*

2. *Hello. I'm Laura. I'm from Australia. My hometown is by the seaside. It is a quiet and peaceful place. There are a lot of green trees and stones in my hometown. (Pause)*

3. Hi. My name is Nam. I'm from Viet Nam. I live in a village. There are not many people and shops. And there is not much traffic. My village is a quiet and beautiful place. (Pause)

4. Hello. I'm David. I'm from the USA. I live in a small town in the mountains. There are not many people in my town. The town is a quiet place. (Pause)

5. Fun time

Word Maze

- Ask pupils to open their Student's Book on Page 64 and say: *You're going to play the game Word Maze.* Explain how to play the game: Pupils are to find the letters in the grid that make a specific word such as *village, countryside, building, house, people, traffic, river, noisy, quiet, peaceful* and *school.* When identifying the word, they circle it. Ask pupils to observe the example *town* which is circled.
- Set the time for pupils to play the game in groups. Monitor the activity and offer help when necessary.
- Pupils check their answers in groups. Then call on a few groups to report the answers to the class.

Answers:



Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letter **o** as in *go* and that of the letter **o** as in *got*, and
- to listen and tick the chart; and play the game *Word Maze*.

Homelink

- Pupils collect some photos or cut-outs of big capital cities in the world such as: *Tokyo, London, Paris*, etc. for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about how to compare two places or things; and
- to read about life in a village or a city and write a short paragraph to describe their hometowns.

Warm-up: Pupils display their homework. Then they play the game *Slap that Picture*, using the photos or cut-outs displayed.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 65. Get them to observe the pictures and read the texts. Say: *Akio is showing some photos of her last holiday to Nam.* Recall the meaning and usage of *which* and the comparative forms of the short adjectives such as *bigger*, *longer* and *higher*. Read the lines in the speech bubbles and check pupils' comprehension. Then get them to repeat each line 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 observe the pictures and read the example. Elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and have pupils repeat each sentence a few times.
- Point to each picture in this section, read the prompts and check pupils' comprehension. Teach the new vocabulary: *bridge*, *mount*, *high* and get pupils to repeat each item a few times.

Notes:



- 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 in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions, using the pictures in their Student's Book. 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 available. 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 66. Get pupils to observe the pictures, read the titles and the texts in Task a, b and c. Ask pupils to guess what they are reading about. Set the context: *You are going to read about life in the village and life in a town. Then do the tasks that follow.* Teach the key vocabulary: *life*. Write the word on the board and get pupils to repeat it a few times. Read the passages, stopping at times to check pupils' comprehension. Make sure that pupils understand the information in the passage and Task a: They should scan the passages to find the opposites of *noisy*, *small* and *peaceful*.
- Set the time and let pupils do the task independently. Monitor the activity and offer help when necessary.
- Have pupils check their answers in pairs before calling some pupils to report their answers to the class.

Answers:

noisy # quiet
small # big
peaceful # exciting

Task b.

- Explain the task: Pupils should scan the passages quickly to find the words that the three "if" replace.
- Set the time and get pupils to work independently. Monitor the activity.
- Pupils check their answers in pairs. Call on a few pupils to read out their answers. The rest of the class makes comments.

Answers: 1. b 2. c 3. a

Task c.

- Get pupils to read the questions in Task c carefully; then they scan the passages quickly to find the appropriate information to answer the questions.
- Pupils work in pairs to ask and answer.
- Set the time and monitor the activity. Offer help when necessary.
- Ask a few pupils to read out their answers. The rest of the class makes comments.

Answers:

1. *She lives in Binh Minh Village in Thai Binh Province.*
2. *He lives in Nam Giang Town in Nam Dinh Province.*
3. *Because his hometown is exciting.*



4. Write.

- Get pupils to open their books on Page 67 and read the guiding questions. Check their comprehension and show them how to do the task: Pupils should use the writing frame to write about their hometowns or villages. Remind pupils to refer to the passages to get the ideas and necessary words or phrases for their writing. Pupils should draft their writing before copying it onto their copy-books.
- If there is not enough class time, turn the writing task 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.



5. Fun time

A Card Game

Materials: 12 word cards on which separated words or phrases are written such as: *quiet, peaceful, noisy, not many cars, a lot of trees, not many people, countryside, a lot of traffic, exciting, a lot of shops, and many schools.*

- Get pupils to open their books on Page 67 and set the context: *You are going to play a game of word cards.* Then explain how to play the game.

How to play the game: There are two teams of 6 pupils. Each pupil in the teams has one of the word cards. The pupils in each team take turns to stick their word cards in the appropriate column on the board. They can get one point if they stick their card in the right column.

- Do the first two examples, as provided, to show how the game is played.
- Set the time. Pupils play the game. The team that finishes the game with the most points (the maximum score is 5 points) is the winner.

Suggested answers:

VILLAGE	CITY/TOWN
<i>quiet</i>	<i>noisy</i>
<i>not many cars</i>	<i>a lot of traffic</i>
<i>peaceful</i>	<i>exciting</i>
<i>trees</i>	<i>many people</i>
<i>not many people</i>	<i>a lot of shops</i>
<i>countryside</i>	<i>many schools</i>

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how to compare two places or things; and
- to read about life in a village or a city and write a short paragraph about their hometown, village or city.

Homelink

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