

# UNIT 20 - Finding the Way

## Competences

- Asking for and giving directions
- Asking and answering questions about how to find the way

## ••New Language

- **Phonics:** *right fire*
- **Vocabulary:** *lost, straight ahead, on the corner, next to, fire station*
- **Sentence Patterns:** *Where's the post office?*
  - *Go along the street. It's by the lake. How can I get to the zoo?*
  - *You can take the 22 bus.*

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 20, Pp. 75 - 81*
- 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 for and give directions.

**Warm-up:** Pupils display their homelink: sentences with *must* and *mustn't* based on the road signs provided and answer possible questions about their writing.



### 1. Look, listen and repeat.

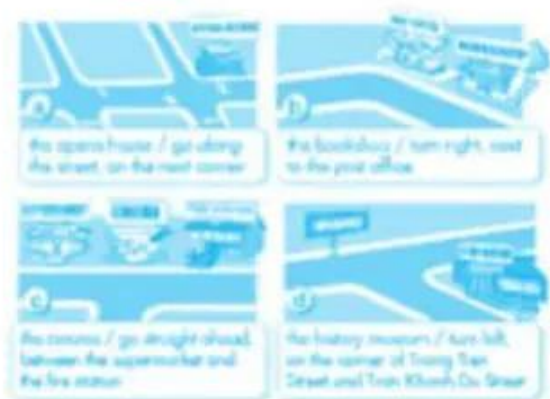
- Ask pupils to open their Student's Book on Page 75. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters and what is happening in each picture. Set the context: *Akio is visiting Ha Noi. She wants to go to many places in the city.* Read each line in the speech bubbles, stopping at times to check pupils' comprehension. Teach the new vocabulary: *corner, two-minute walk, go straight ahead.* 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 Akio and other people.



## 2. Point, ask and answer.

- Get pupils to read the example and observe the street maps. 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 the maps in turns, read the prompts and check pupils' comprehension. Get them to repeat each prompt a few times. Teach the new words: *fire station*, *opera house*, *on the corner*, *go straight ahead*, *turn left*, *turn right*, *history museum*. Write the new vocabulary on the board 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 the rest of the places.
- Pupils work in pairs to take turns to point, ask and answer questions about the places, using the maps. 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 maps in the Student's Book. Praise if the pair do well.



## 3. Listen and complete.

- Get pupils to open their Student's Book on Page 76, observe the pictures and read the texts. Say: *You are going to hear Akira, who is visiting Ha Noi for the first time. He is asking for directions to get to many places in the city. You should listen and complete the sentences with the appropriate information.*

### Notes:

1. \_\_\_\_\_ the street. The bookshop is next to the cinema.
2. \_\_\_\_\_ at the next corner. It's between the opera house and the public library.
3. \_\_\_\_\_ at the traffic lights. The history museum is opposite the park.
4. \_\_\_\_\_ The hospital is next to the stadium.

Play the recording three times: once for pupils to listen all the way through, once for them to do the task, and once for them to check their answers. Pause after each part for pupils to have sufficient time to read and complete each sentence.

- 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. Go along; 2. Turn right; 3. Turn left; 4. Go straight ahead

## Tapescripts:

Akira is visiting Ha Noi for the first time. He is asking for directions to get to many places in the city.

1. Boy: *Where can I buy a street map of Ha Noi, please?*

Girl: *Well, there's a bookshop near here.*

Boy: *How do I get there?*

Girl: *Go along the street. It's next to the cinema at the end of the street.*

Boy: *Along the street, next to the cinema. Thank you very much. (Pause)*

2. Boy: *Excuse me. Where's the cinema, please?*

Girl: *Turn right at the next corner. It's between the opera house and the public library.*

Boy: *Thank you very much.*

Girl: *You're welcome. (Pause)*

3. Boy: *Excuse me. Where's the history museum?*

Girl: *Oh, sorry. I don't know.*

Woman: *History museum? Well, turn left at the traffic lights. The history museum is opposite the park.*

Boy: *Thank you very much.*

Woman: *You're welcome. (Pause)*

4. Boy: *Excuse me. Where's the hospital, please?*

Girl: *Well, go straight ahead. The hospital is next to the stadium.*

Boy: *Thank you very much.*

Girl: *No problem. (Pause)*

## 4. Talk.

- Ask pupils to open their Student's Book on Page 76. Get them to observe the street map and read the guiding questions. Say: *You are going to ask and answer questions about directions. Use the guiding questions and the map provided as you talk.* Get pupils to identify the places and the locations on the map. Select a place and do the first example with the whole class to give them a clear idea of the activity.

### Example

Teacher (points to the girl in the picture): *You are here. You want to go to the park. What do you say?*

Pupils: *Excuse me. Where's the park?*

T: *Good. What do you say to answer the question?*

Pupils: *Go along Oak Street. It's on the corner of Oak Street and Pine Street, on your right.*

T: *Very good. Now work in pairs to take turns to ask for and give directions in the same way.*

### Notes:

- Pupils work in pairs to take turns to ask and answer questions about the places, using the guiding questions and the map in their Student's Book. Monitor the activity and offer help when necessary.



### Summary

In this lesson, pupils have learnt:

- to ask for and give directions, using *Where's (the post office)? – (Go along the street. It's by the lake);* and
- to listen and complete the sentences.

### Homelink

- Pupils select a simple map in this section, copy and colour for the class display in the next lesson. They also prepare the answers to possible questions about their maps.

### LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **ight** as in *right* and those of the letters **ire** as in *fire*; and
- to listen and circle the appropriate answers.

**Warm-up:** Pupils display their homelink work and answer possible questions for directions to get to the places on their maps.



#### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 77. 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 **ight** as in *right* and those of the letters **ire** as in *fire*. 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 dialogues. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get them to repeat each line a few times. Read the dialogues again and get pupils to clap the words in focus: one clap for *right, fighters, knights, fight, bring* and two claps for *fire, firemen, fireman*.

- 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 groups to take turns to repeat the lines from Mai and Akio.

### Tapescripts:

- a. Mai: *Look! The fire station is on your right.*  
 Akio: *Oh, there are a lot of firemen.*  
 Mai: *Maybe there's a fire somewhere.*
- b. Akio: *Well, my brother is also a fireman.*  
 Mai: *Firemen are fire fighters.*  
 Akio: *They're knights who fight against fire.*



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 77. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Teach the new vocabulary: *hire*, *wire*, and *light*. Say each word and get pupils to repeat it 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:

**right:** *night, light, fight, knight, fighter*

**fire:** *wire, hire, fireman*



### 4. Listen and circle the answers.

- Ask pupils to open their Student's Book on Page 78, get them to observe the picture and read the sentences. Get pupils to guess what the answers are. Say: *Jane is an Australian student. She is visiting Ha Noi for the first time. You are going to listen to her dialogues to ask for directions to get to some places. Listen and circle the appropriate answers.*

### Notes:

1. *Where is the history museum?*
  - a. *Opposite the post office.*
  - b. *Opposite the opera house.*
  - c. *Opposite the park.*
2. *Where is the bookshop?*
  - a. *Between the school and the stadium.*
  - b. *Between the museum and the stadium.*
  - c. *Between the hospital and the stadium.*

3. *Where is the public library?*  
 a. *Turn right. It's on the next corner.*  
 b. *Turn left. It's on the next corner.*  
 c. *Go ahead. It's on the next corner.*
4. *Where is the park?*  
 a. *Go along the street. It's next to the post office.*  
 b. *Go straight ahead. It's next to the post office.*  
 c. *Go ahead for two blocks. It's next to the post office.*

- Play the recording twice: once for pupils to listen all the way through and once for them to circle the appropriate answers. Pause after each part for pupils to have sufficient time to read and circle the answers.
- 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.

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

### **Tapescripts:**

*Jane is an Australian student. She is visiting Ha Noi for the first time. Now she is asking for directions to get to some places in the city.*

1. *Girl: Excuse me. Where's the history museum, please?*

*Man: Well, go along the street. It's opposite the post office.*

*Girl: Thank you very much.*

*Man: You're welcome. (Pause)*

2. *Girl: Excuse me. Where's the bookshop, please?*

*Boy: Go straight ahead. It's between the hospital and the stadium.*

*Girl: Thank you very much.*

*Boy: You're welcome. (Pause)*

3. *Girl: Where's the public library, please?*

*Boy: Well, it's near here. Turn left. It's on the next corner, on your right.*

*Girl: Turn left, on the next corner. Thank you very much.*

*Boy: No problem. (Pause)*

4. *Girl: Excuse me.*

*Woman: Yes?*

*Girl: Where's the park, please?*

*Woman: Well, go ahead for two blocks. It's next to the post office.*

*Girl: Thank you very much.*

*Woman: You're welcome. (Pause)*

## 5. Fun time

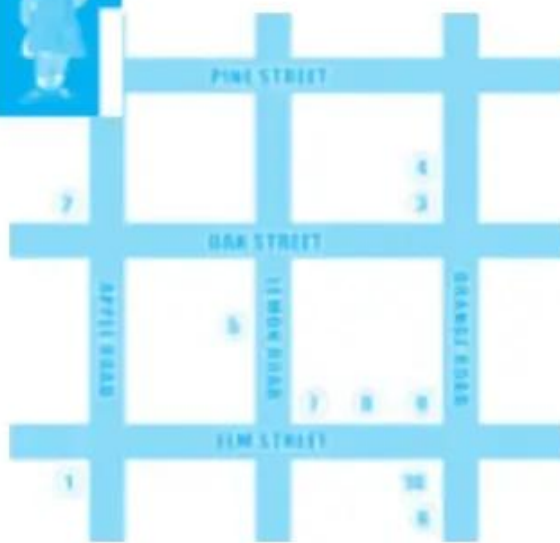
### Giving Directions

(Information gap)

- Ask pupils to open their Student's Book on Page 78 and say: *You're going to play a game of information gap to ask for and give directions. Get pupils to observe the maps and identify the places on the map.*

#### Materials:

- Two identical street maps but having places with different missing names.
- (Refer to Sách Giáo viên Tiếng Anh 5, Tập Một, Pp. 67-68 for the notes on the game of Information Gap.)



#### PUPIL A'S MAP

Ask your partner how to get to the following places:

- The Central Park
- ABC Supermarket
- Rex Cinema
- The History Museum
- The Stadium

1. The Public Library
2. \_\_\_\_\_
3. Regal Opera House
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Galaxy Theatre
7. \_\_\_\_\_
8. Asean Hospital
9. \_\_\_\_\_
10. Ocean Swimming Pool

#### PUPIL B'S MAP

Ask your partner how to get to the following places:

- The Public Library
- Asean Hospital
- Regal Opera House
- Ocean Swimming Pool
- Galaxy Theatre

Fill in the missing names.

1. \_\_\_\_\_
2. The Central Park.
3. \_\_\_\_\_
4. ABC Supermarket
5. Rex Cinema
6. \_\_\_\_\_
7. The History Museum
8. \_\_\_\_\_
9. The Stadium
10. \_\_\_\_\_



### How to play the game:

- Pupil A has a map with the places named The Public Library, Regal Opera House, Galaxy Theatre, Asean Hospital, Ocean Swimming Pool and a list of missing names:

1. The Public Library
2. \_\_\_\_\_
3. Regal Opera House
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Galaxy Theatre
7. \_\_\_\_\_
8. Asean Hospital
9. \_\_\_\_\_
10. Ocean Swimming Pool

- He or She is to ask for directions to get to the places which have the missing names on his or her list. Then he or she writes the names of these places.
- Pupil B has a map with places named *The Central Park, ABC Supermarket, Rex Cinema, The History Museum, The Stadium* and a list of missing names:

1. \_\_\_\_\_
2. The Central Park.
3. \_\_\_\_\_
4. ABC Supermarket
5. Rex Cinema
6. \_\_\_\_\_
7. The History Museum
8. \_\_\_\_\_
9. The Stadium
10. \_\_\_\_\_

He or She is to ask for directions to get to the places which have the missing names on his or her list. Then he or she writes the names of these places.

### Example a

*Pupil A is standing on the corner of Apple Street and Pine Street. He or She wants to get to The Central Park.*

*Pupil A:* Excuse me. Where's The Central Park, please?

*Pupil B:* Go along Apple Road. It's on the corner of this road and Oak Street.  
It's on your right.

*Pupil A:* Thank you very much.

*(He or She puts the name "The Central Park" on his or her map and continues to ask for the other missing names on his or her list.)*



### Example b

*Pupil B is standing on the corner of Apple Street and Pine Street. He or She wants to get to The Pubic Library.*

*Pupil B:* Excuse me. Where's The Public Library, please?

*Pupil A:* Go along this road. It's on the corner of Apple Road and Elm Street, on your left.

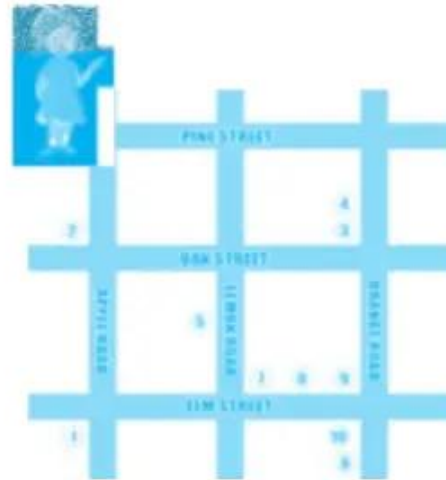
*Pupil B:* Thank you very much.

*(He or She puts the name of The Public Library on his or her map and continues to ask for the rest of the missing names on his or her list.)*

- Set the time. Pupils work in pairs. They have to share the information by asking and answering questions to get to all the places having the missing names on their maps. Pupils in a pair should sit or stand afar so that they cannot peek at the partner's map.
- When the game is finished, ask a few pairs to report the result to the class.

### Answers

1. The Public Library
2. The Central Park
3. Regal Opera House
4. ABC Supermarket
5. Rex Cinema
6. Galaxy Theatre
7. The History Museum
8. Asean Hospital
9. The Stadium
10. Ocean Swimming Pool



### Pupil A's report:

- The Central Park is on the corner of Apple Road and Oak Street.
- ABC Supermarket is on Orange Road, next to Regal Opera House  
Etc.

### Pupil B's report:

- The Public Library is on the corner of Apple Road and Elm Street.
- Regal Opera House is on the corner Oak Street and Orange Road.  
Etc.

### Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ight** as in *fight* and those of the letters **ire** as in *fire*; and
- to listen and circle the answers, and play a game of information gap.

### Homelink

- Pupils draw a simple map from the school to their houses. They also prepare to give directions to get to their houses at request.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about how to find the way; and
- to read an informative text on finding the way to a friend's house, and write simple sentences to give directions to a particular place.

**Warm-up:** Pupils display their homework. Then they give directions to get to their houses at request.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 79. Get them to observe the pictures and read the texts. Say: *You are going to listen to Tony asking for directions to get to the zoo.* Recall the words indicating means of transport that pupils have learnt in Unit 17. Read the lines in the speech bubbles and check pupils' comprehension. Get pupils 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 speech bubbles.



#### 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.
- 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 the rest of the pictures.

#### Notes:



- 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 in the Student's Book. Praise the pair if pupils do well.

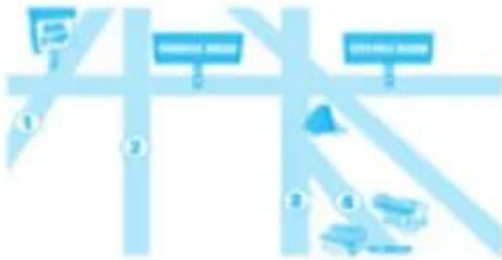


### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 80. Get them to read the title, observe the picture and the map. Ask pupils to guess what they are going to read about. Set the context: *You are going to read a text on finding the way to a house, and do the tasks that follow.* Read the passage, stopping at times to check pupils' comprehension. Make sure that pupils understand the information in the passage and Task a. They should observe the map, identify the streets and quickly scan the passage to find the missing street names.

#### Notes:



- 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 on some pupils to report their answers to the class.

**Answers:** 2. Apple Street 3. Oak Street 4. Pine Street

#### Task b.

- Explain the task: Pupils should read the words in Task b carefully and match the words in the left column with those in the right column.

#### Notes:

- Set the time and get pupils to work independently. Monitor the activity and offer help when necessary.
- Pupils check their answers in pairs. Call on few pupils to read aloud their answers. The rest of the class makes comments.

1. turn	a. phone
2. get	b. station
3. go straight	c. off the bus
4. go	d. right
5. call	e. ahead

**Answers:** 1. d 2. c 3. e 4. b 5. a

#### Task c.

- Get pupils to read the questions in Task c carefully and scan the reading passage quickly to look for the appropriate answers.

## Notes:

1. What bus stops at the corner of West Street and Orange Road?
  2. What is Alex's house like?
  3. Is it next to the gas station?
  4. In what street is Alex's house?
- Set the time. Pupils work independently. Monitor the activity and offer help when necessary.
  - Ask a few pupils to read aloud their answers. The rest of the class makes comments.

### Answers:

1. The 25 bus does.
2. It has got a high green fence.
3. No. It is opposite the gas station.
4. In Pine Street.



## 4. Write.

- Get pupils to open their books on Page 81, observe the map and read the text. Point to the map and say: *You are going to write sentences to show Akio how to get to Hoan Kiem Lake.* Check pupils' comprehension of the map.

### Notes:

- Set the time. Pupils work independently. Monitor the activity and offer help when necessary. Remind pupils to draft their writing before copying it onto their copy-books.
- Call on a few pupils to write their sentences on the boards and read them aloud. The rest of the class comments.
- 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.



### Answers:

Go along Tran Hung Dao Street. Turn right at the corner of Tran Hung Dao Street and Hang Bai Street. Go straight ahead until you get to the corner of Trang Tien Street and Dinh Tien Hoang Street. Hoan Kiem Lake is on your left.

**or**

Go along Phan Chu Trinh Street to the roundabout. Turn left onto Trang Tien Street. Go straight ahead until you get to the corner of Trang Tien Street and Dinh Tien Hoang Street. Turn right onto Dinh Tien Hoang Street. Hoan Kiem Lake is on your left.



### 5. Fun time

- Get pupils to open their Student's Book on Page 81. Stick the large-sized sheet of paper with the song *The Wheels on the Bus* written on it on the board. Discuss the pictures with pupils and check their comprehension of the lyrics.

Tune: **The Wheels on the Bus**

Lyrics:

#### The Wheels on the Bus

*The wheels on the bus go round and round,  
Round and round, round and round.  
The wheels on the bus go round and round  
All through the town.*

*The doors on the bus open and shut,  
Open and shut, open and shut.  
The doors on the bus open and shut  
All through the town.*

- Play the recording three times: once for pupils to listen all the way through, once for them to repeat each line, and once for them to sing along the music.
- Divide the class into two groups. Each group sings half of the song in turn.
- 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.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how to find the way; and
- to read an informative text on finding the way to a house, and write simple sentences giving directions to a particular place, and to sing a song.

### Homelink

- Pupils practise singing *The Wheels on the Bus* at home