

# UNIT 10 - How I Learn English

## Competences

- Asking and answering questions about one's favourite school subject
- Asking and answering questions about how one learns English

## New Language

- **Phonics:** *count how*
- **Vocabulary:** *translator, difficult, count, down, again, downtown, towel, vocabulary, practise, grammar, foreign*
- **Sentence Patterns:** *What subject do you like best?*
  - *Science.*
  - How do you learn to speak English?*
    - *I practise speaking English every day.*

## Resources

- Student's Book *Tiếng Anh 5, Unit 10, Pp. 76 - 82*
- 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 one's favourite school subject.

**Warm-up:** Pupils sing the song *My Dear Teacher* from Unit 9.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 76. Tell them to look at the title of the unit and the pictures. Get them to identify the characters in the pictures. Then say: *You are going to hear Tony, Phong, Mai and Mei Mei talking about the subjects they like learning.* Recall the familiar vocabulary and pre-teach the new words: *translator, difficult.* Write the words on the board and get pupils to repeat each of them a few times. Remind pupils that *How about you?* and *What about you?* have the same meaning.
- Make sure that pupils can understand the situation and the language in this section. Read the lines in each picture, pausing 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. Pause after each line for pupils to repeat.

- Divide the class into groups. Tell the groups to take turns to say the lines from Tony, Phong, Mai and Mei Mei.



## 2. Point, ask and answer.

- Draw pupils' attention to the book covers. Point to each cover and ask pupils to say it in English. Then say: *You are going to practise asking and answering questions about the school subject you like best. Imagine these are your favourite subjects.* Have pupils read the example and elicit their prompts to complete the lines in the speech bubbles.
- Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Model the task with the whole class. Point to Picture a and ask: *What subject do you like best?* Class: *Vietnamese.* Call on a few open pairs to go through the rest of the covers in the same way.

### Notes:

Picture a. *Vietnamese;*                      Picture b. *Art;*                      Picture c. *Music;*  
 Picture d. *Mathematics or Maths;*      Picture e. *English*

- Pair work. Pupils take turns to point, ask and answer questions about their favourite subjects, using the pictures in this section or real books. 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 have a good performance of pronunciation or language usage.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 77. Draw their attention to the pictures in each number. Then point to each picture to elicit pupils' responses to the information indicated by the picture. Explain the listening purpose: *Look at the pictures. You are going to hear four dialogues in which children are talking about their favourite school subjects. You should listen and tick the appropriate pictures.* Pre-teach the key listening words: *mathematician, spoken English, pianist.* Use Vietnamese as necessary to help pupils understand the meanings of the words. Write the words on the board and get pupils to repeat each of them a few times. Do the first example with the whole class.

### Notes:

- 1a. *a girl learning English;* 1b. *a Maths textbook;* 1c. *a Music textbook;*  
 2a. *a boy drawing;* 2b. *a girl singing;* 2c. *a girl at the board solving a Maths problem;*  
 3a. *an English textbook;* 3b. *a Vietnamese textbook;* 3c. *a Science textbook*  
 4a. *a girl playing the piano;* 4b. *a teacher writing on the board;*  
 4c. *two children doing morning exercise*
- 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 and tick the box.
  - 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 the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again for a correct decision.

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

### **Tapecripts:**

*Voice: You are going to hear some children talking about their favourite school subject.*

1. *Boy: What subject do you like best?*

*Girl: English.*

*Boy: Why do you like it?*

*Girl: Because I want to be a teacher of English. (Pause)*

2. *Boy: How about your favourite subject?*

*Girl: Maths.*

*Boy: Why do you like it?*

*Girl: Because I want to be a mathematician some day. (Pause)*

3. *Girl: Do you like English?*

*Boy: No, I don't.*

*Girl: Why not?*

*Boy: Because I am not good at it.*

*Girl: What subject do you like?*

*Boy: Science.*

*Girl: Why do you like it?*

*Boy: Because I like learning about animals and plants.*

4. *Girl: Your spoken English is good.*

*Boy: Thank you. Do you like English?*

*Girl: No. I like music.*

*Boy: Why?*

*Girl: Because I like playing the piano and to be a pianist. (Pause)*

### **4. Talk.**

- Draw pupils' attention to all the textbook covers on this page. Ask pupils to say the names of the subjects in English and read the guiding questions. Check their comprehension. Then set the context: *You are going to talk about your favourite school subjects and why you like them. Work with a partner, select your favourite school subjects. Then ask and answer questions about them.*

- Model the activity with a pupil to give pupils a clear idea of the task. Call on a pupil and ask:

*T: What subject do you like best? P: Music.*

*T: Why do you like it? P: Because I want to become a musician.*

**Or:**

*T: Do you like English? P: Yes, I do.*

*T: Why do you like it? P: Because I want to become an English translator, etc.*

- Pair work. Pupils take turns to ask and answer questions about their favourite subjects and give the reasons. Pupils can use true facts in their talking.
- Select some pairs to role-play in front of the class. Praise the pair if pupils have a good performance of pronunciation and language usage.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about one's favourite subjects, using the question *What subject do you like best?* – (*I like*) *Science*; and
- to listen and tick the pictures.

## Homelink

- Pupils prepare a list of their favourite school subjects and the reasons why they like them for the class display in the next lesson.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letters **ou** as in *count* and that of the letters **ow** as in *how*; and
- to listen and complete a chart.

**Warm-up:** Pupils display their homelink work for their classmates to read. Then they ask and answer questions about the information on the lists, using their learnt language.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 78. 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 **ou** as in *count* and that of the letters **ow** as in *how*. Get pupils to repeat these words a few times.



### 2. Listen and read together.

- Draw pupils' attention to the pictures and get them to talk about the information indicated by each picture. Ask pupils to guess what the poems are about. Set the context: *You are going to listen to the dialogues and clap the words: one clap for the words with "ou" pronounced as in "count" and two claps for the words with "ow" pronounced as in "how".* Read the poem, pausing at times to check pupils' comprehension. Teach the key words: *count down, downtown, tower, bought, towel*. Get pupils to repeat each item a few times.
- Model the task. Read Dialogue a, clapping: *count* (1 clap); *down* (2 claps); *how* (2 claps); *aloud* (1 clap); *count* (1 clap). Read Dialogue b, clapping: *downtown* (2 claps); *downtown* (2 claps); *tower* (2 claps); *towel* (2 claps). Read the poems again but let pupils clap the words in focus.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the words in focus.

### Tapescripts:

- a. A: *Let's count down.*  
B: *How?*  
A: *5, 4, 3, 2, 1.*  
B: *5, 4, 3, 2, 1.*  
A: *Say it aloud again.*  
B: *5, 4, 3, 2, 1.*  
*I can count down now.*
- b. A: *Did you go downtown yesterday?*  
B: *Yes, I did. I went downtown.*  
*I saw the city tower.*  
*And I bought a big towel.*



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 78. Get them to look at the chart and the word box. Check if pupils understand the activity and the meaning of the words in focus. Recall the meaning of the words and pre-teach: *ounce* and *sound*. Get pupils to repeat each word a few times. Do the first example with the class.
- Set 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:

**count:** *about, ounce, shout, sound, aloud*

**how:** *now, towel, town, tower, down*



### 4. Listen and complete.

- Tell pupils to open their Student's Book on Page 79. Draw their attention to the chart of character names and the school subjects. Ask pupils to guess what they are going to hear. Then tell them: *You are going to hear Alex, Tony, Linda and Lucy talking about their favourite school subjects. Listen and complete the chart with the subject corresponding to each speaker.*
- Recall the familiar vocabulary (e.g. *Maths, Art, Music, Science*) and teach the new words: *artist, I can see*. Have pupils repeat each item a few times. Then remind them to look at the spelling of the words on the top row as they listen.
- Play the recording twice: once for pupils to listen all the way through and once for them to select the words on the top row to complete the chart.
- 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 part again for clarification.

## Tapescripts:

**Voice:** You are going to hear Alex, Tony, Linda and Lucy talking about their favourite school subjects.

1. **Tony:** What subject do you like best, Alex?

**Alex:** I like Maths.

**Tony:** Why do you like it?

**Alex:** Because I want to be an astronaut in the future! (Pause)

2. **Alex:** What about you, Tony? Do you like Maths?

**Tony:** Well, I don't like Maths. I like Science.

**Linda:** Why do you like Science?

**Tony:** Because I like learning about animals and plants. (Pause)

3. **Alex:** What about you, Linda? What's your favourite subject?

**Linda:** Well, I like Art. I want to be a famous artist in the future.

**Alex:** I can see why you like Art. You're good at drawing in our class. (Pause)

4. **Linda:** Thank you, Alex. And how about you, Lucy?

What's your favourite subject?

**Lucy:** I like Music. I want to be a singer.

**Tony:** I'm sure you will. You're very good at singing and dancing! (Pause)

## Answers:

Alex	Maths
Tony	Science
Linda	Art
Lucy	Music

## 5. Fun time

### Do the crossword puzzle.

- Get pupils to open their Student's Book on Page 79. Stick the large-sized sheet of paper with the crossword puzzle on the board. Draw pupils' attention to the crossword puzzle. Explain the context: *You are going to do a crossword puzzle. You should read the prompts provided and guess the words to fill the boxes.* Let pupils read the prompts for a few seconds. Then read each of them and check pupils' comprehension. Ask pupils to spell the words and compare the number of the letters of each word with the number of boxes to fill.

## Notes

### Down:

1. You learn it to become a musician.
2. You learn it to draw pictures.
3. The first language that British people speak.

### Across:

4. You learn it to calculate.
5. The first language that Vietnamese people speak.
6. You learn it to become a scientist.

- Individual work. Pupils read prompts, make guesses and do the crossword. For slower pupils, get them to work in pairs.
- Call on some pupils to go to the board to complete the boxes. Correct the errors and get pupils to say all the words together.

### Answers:

**Down:** 1. *Music*; 2. *Art*; 3. *English*;

**Cross:** 4. *Maths*; 5. *Vietnamese*; 6. *Science*

### Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ou** as in *count* and that of **ow** as in the word *how*;
- to listen and complete a chart; and
- to do a crossword puzzle.

### Homelink

- Pupils make sentences with the words from the crossword puzzle to display in the classroom in the next lesson.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about how one learns English;
- to read a comprehension text on how someone learns English; and
- to write a description of how one learns English.

**Warm-up:** Pupils display their homelink writing. Then they read, ask and answer questions about the writing.



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

- Ask pupils to open their Student's Book on Page 80. Draw pupils' attention to the pictures and read the context sentence. Then elicit the names of the characters and what they are talking about. Set the context: *You are going to hear Tony asking Mai about her way of learning English.* Then read the lines in each picture, pausing at times to check pupils' comprehension. Explain the phrase: *practise + speaking/writing ...* Get pupils to make a few sentences with *practise*.
- 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. Tell the groups to take turns to say the lines from Tony and Mai.



## 2. Point, ask and answer.

- Draw pupils' attention to the example and set the context: *You are going to practise talking about your way of learning English.* Ask pupils to read the example. Then get their prompts to complete the lines in 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 repeat each prompt under the picture. Recall the familiar vocabulary and teach the new words: *vocabulary, grammar, pen friend.* Get pupils to repeat each prompt a few times.
- Model the task with the class. Point to Picture a and ask: *How do you learn to speak English?* Class: *I watch cartoons on TV.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures.

### Notes:

Picture a. *learn to speak English/watch cartoons on TV;*

Picture b. *learn English vocabulary/write new words;*

Picture c. *learn English grammar/practise making sentences;*

Picture d. *learn to write English/write letters to pen friends*

- Pair work. Pupils take turns to point to the pictures and to ask and answer questions about the ways of learning English. 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 the Student's Book or pupils' true facts. Praise the pair if pupils have a good performance of pronunciation or language usage.



## 3. Read and do the tasks.

### 1. Tick Yes or No.

### 2. Find the words that...

- Ask pupils to open their Student's Book on Page 81. Get them to read the title and look at the pictures. Then have them guess what they are going to read about. Point to the pictures to elicit pupils' answers to identify the characters (Nam, Mai), the location and what they are doing. Set the context: *You are going to read a passage on some ways of learning English and do the tasks that follow.* Give pupils a few seconds to read through the tasks.
- Read the passage, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the key words: *maybe, join.* Use a mixture of English and Vietnamese to get pupils to understand the words and phrases. Write the words and phrases on the board and get pupils to repeat each item a few times. Draw pupils' attention to the personal pronouns in focus in Task b and explain their function in a sentence. The comprehension questions should focus on the ideas related to the sentences in Task a such as *Do Mai and Nam learn English in the same way? Do they both like speaking English? Does Mai like chatting with foreign friends? What does Nam watch every day? What will Nam try to improve in the future?*
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Make sure pupils understand the task and the language.



- Individual work. Set time. Pupils do the tasks independently. For slower pupils, get them to work in pairs. 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 related part in the passage for clarification.

### Answers:

**Task 1:** 1.No 2.No 3.No 4.No 5. Yes

**Task 2:** I → Nam; she → Mai

them → new words; they → Tony, Tom, Linda



## 4. Write about how you learn English.

- Ask pupils to open their Student's Book on Page 82. Get them to read the guiding questions. Check their comprehension. Say the writing purpose: *You are going to write about your way of learning English.* Point to the questions and say: *You should read the guiding questions and write your own answers.* Do the first example with the class. e.g. *How do you learn to speak English? I practise speaking every day.*
- Individual work. Set time and remind pupils to write a draft before copying it onto a clean sheet of paper to display later. Monitor the activity and offer help when necessary.
- Call on a few pupils to read their work to the class. Then get pupils to display their writing.



## 5. Fun time

### How We Learn English (Charades)

- Draw pupils' attention to the picture in this section and ask them to guess what the children are doing. Recall how to play Charades. Call on a few pupils to do examples. Make sure pupils understand the theme and how to play the game. Prepare strips of paper for pupils to draw and do actions.
- Divide the class into groups. Let the groups discuss which group will be the first to mime and each group selects the leader and the doer. (Refer to Page 21, TB).
- Set time. Pupils play the game, relying on the content of the strips of paper they draw out of a container or assigned by the teacher.
- Call on some pairs to perform the game in front of the class. Praise the pairs if the pupils have a good performance or good guesses.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how one learns English;
- to read a text on ways of learning English and decide on Yes or No statements; and
- to write a description of how one learns English.

### Homelink

- Pupils write sentences, describing how they learn English (*speak, listen, read and write*) for the class display in the next lesson.