

# UNIT 2 - My Friend's House

## Competences

- Asking and answering questions about where one lives
- Asking and answering questions about one's house

## New Language

- **Phonics:** flat block
- **Vocabulary:** cardinal numbers: 50-100  
avenue, road, lane, flat, block, top,  
ground, floor, gate, yard, roof, balcony,  
fence, favourite, cottage, town, village
- **Sentence Patterns:** Where do you live?  
– I live at 52 Ba Trieu Street.  
– I live on the second floor of  
Ha Noi Tower.  
What's your house like?  
– It's a big house. It's got a green gate.

## Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 2, Pp. 13-19*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the *Phonics* on Page 15, the crossword puzzle on Page 16 and a street map of Ha Noi.



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about where one lives.

**Warm-up:** Pupils play *Bingo* with numbers 21-50. (Refer to Page 20, Teacher's Book)



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 13. Get them to look at the title of the unit and the four pictures to identify the characters in each picture. Elicit their answers: *Who is this? What's her / his name? Where are they? What are they talking about in Pictures a/b/c/d?* Write the new vocabulary: 52, 61, same area, street, floor, tower on the board and get pupils to say them a few times. Use both English and Vietnamese to help pupils understand the context if they seem confused. Read the exchange in each picture. Stop at times to check pupils' comprehension. Make sure that pupils can understand the situation and language in each picture.

- 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 of Mai and Tony.



## 2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 13. Set up the context: *We're going to practise asking and answering about addresses.* Ask pupils to pretend to be Tony or Mai. Read the lines in the speech bubbles and elicit pupils' prompts to complete these lines. Write the question and answer on the board and get pupils to repeat them a few times. Use the pictures in this section or a street map of Ha Noi to pre-teach the vocabulary: *avenue, road, lane* and the numbers related to this section: 74, 51, 72. Go through the prompts under the pictures and get pupils to repeat each of them a few times.

**Notes:** *road (đường)* is a wide way for use by vehicle

*street (phố)* is a road, typically with buildings on one or both sides. Sometimes, these words can be used interchangeably.

*avenue (đại lộ)* is a road lined with trees.

*lane (đường làng, ngõ hẹp)* is a narrow road.

There is some useful vocabulary that can be used to talk about addresses, e.g. district (*quận*), alley (*ngõ, hẻm*), commune (*xã*), ward (*phường*), slash (*/*), etc...

- Model the task with the whole class. Point to the prompt *2<sup>nd</sup> floor / Ha Noi Tower* and say: *Imagine this is your address.* Then have pupils look at the example and ask: *Where do you live?* Class: *I live on the 2<sup>nd</sup> floor of Ha Noi Tower.* Ask some open pairs to repeat the step, using Pictures a, b, c and d.
- Pair work. Pupils take turns to point to the pictures, ask and answer about addresses, using the pictures in this section. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using a street map or flashcards. Praise the pair if pupils have a good performance of pronunciation and using the map.



## 3. Listen and match.

- Ask pupils to open their Student's Book on Page 14. Tell them the listening purpose: *You are going to listen and match the boy / girl to his / her address.* Then get pupils to look at the characters and identify them. Have pupils repeat the characters' names (*Alex, Paul, Jim, Jenny*) a few times. Point to the picture under each character, elicit pupils' answers to questions: *Where is this house? What number is it?* Have pupils repeat the numbers: 38, 52, 26, 73 a few times. Tell them to make guesses where the characters live before playing the recording.
- 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 check the picture.

- 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. In case there is disagreement on any answer, play the recording related to the part again. Read out the correct answers to the class.

### Tapescripts:

*Kate lives in a small town. She has got some classmates: Alex, Jim, Paul and Jenny. Now she is talking about their addresses.*

1. *Hi, my name is Kate. I live in a small town.  
Alex, Jim, Paul and Jenny are my classmates.  
Alex lives in my area. He lives at 52 South Street. (Pause)*
2. *Jenny also lives in my area. She lives at 26 High Street.  
We go to school together every morning. (Pause)*
3. *Jim does not live in my area. He lives at 73 Green Road. (Pause)*
4. *And Paul does not live in the city. He lives at 38 Park Village. (Pause)*

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



### 4. Talk.

- Ask pupils to open their Student's Book on Page 14. Get them to read the instruction and look at the picture. Make sure they understand the activity: Pupils should ask and answer about their real addresses, then they should choose a boy or a girl from the pictures, identify his / her address by asking and answering questions about their addresses, using the guiding questions in this section.
- Point to each character and elicit pupils' answers to identify the name and the location where he / she lives, e.g. T (points to Tony): *What's his name?* P: *His name's Tony.* T: *Where does he live?* P: *He lives at 74 Spring Lane.*
- Pair work. Pupils take turns to ask and answer questions, using the pictures in this section. They can freely make use of the language they have learnt previously combined with the new language in the unit.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they add some extra language based on what they know or compose their exchanges based on the true facts related to real pupils in class.

### Summary

- In this lesson, pupils have learnt to ask and answer questions about where one lives, using *Where do you live? – I live at / on \_\_\_\_\_.*

### Homelink

- Each pupil draws his / her house and writes the address under the picture 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 **fl** as in *flat* and that of the letters **bl** as in *block*; and
- to listen and number the pictures in the order they hear.

**Warm-up:** Pupils display their drawings on the board or in a corner of the classroom. Then they ask and answer questions related to the addresses.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 15. Stick the large-sized sheet of paper with the text written on it on the board. Draw pupils' attention to the sound of the letters **fl** as in *flat* and that of the letters **bl** as in *block*. Get pupils to repeat these two words a few times.



### 2. Listen and read together.

- Draw pupils' attention to the pictures in this section and ask them to identify the characters and the focused words. Set the context: *Nga and her friends live in the same block of flats. They live on different floors.* Pre-teach the new vocabulary, pointing to the specific floor: *top / fourth / third / ground floor.* Write the new words on the board and get pupils to repeat them a few times. Ask pupils to predict what the passage is about. Read the passage, stop at times to check pupils' comprehension. Then have them repeat each line. Tell pupils that they are going to listen to the passage and clap their hands at the focused words: one clap for the words with "fl" and two claps for the words with "bl".
- Model: Read the text again, clapping: *block* (two claps), *flats* (one clap), *blue* (two claps), *block* (two claps), *flats* (one clap), *floor* (one clap), *floor* (one clap), *floor* (one clap), *floor* (one clap). Get pupils to clap in the same way as you read the passage again. Then ask pupils to repeat each line of the passage.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap their hands at the focused words.

**Notes:** Explain the way of numbering floors in English-speaking countries and their equivalents of Vietnamese.

British English	American English	Vietnamese
Ground floor (G)	First floor (1 <sup>st</sup> F) — there is no ground floor in Am.E.	Tầng trệt (miền Nam)/ Tầng 1 (miền Bắc)
First floor	Second floor	Tầng 1 (miền Nam)/ Tầng 2 (miền Bắc)

### Tapescripts:

I'm Nga. I live in a block of flats. It is big and its colour is blue. My friends live in the same block of flats. Linh lives on the top floor. Huong lives on the fourth floor. Hung lives on the third floor. Phong lives on the second floor. And I live on the first floor.



### 3. Listen, complete and say aloud.

- Ask pupils to open their Student's Book on Page 15. Get pupils to read the instruction and make sure they understand it. Ask them to guess all the complete words and do the first example with pupils.
- Set time and get pupils to work independently.
- Have pupils check their answers in pairs. Then ask some pupils to report their answers to the class.
- Have the class read in chorus all the completed words.

**Answers:** 1. fl 2. bl 3. bl 4. fl 5. bl 6. bl 7. fl 8. fl

### Tapescripts:

1. flat 2. black 3. blue 4. fly  
5. blouse 6. block 7. flamingo 8. flower

### Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the passage, e.g. *fla.'min.go*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

### Notes:

'blouse	'flat
'black	'fly
'blue	fla.'min.go
'block	'flow.er



1  
2  
3  
4

### 4. Listen and number.

- Get pupils to open their books on Page 16. Tell them the purpose of listening: *You are going to listen to the recording and number the pictures.* Get pupils to focus on the addresses and their order as they hear. Point to each picture and elicit their answers: *Where does this girl / boy live?* Write the addresses (location words and numbers) on the board and get pupils to repeat them a few times.

**Notes:** Picture a: 73 South Avenue; Picture b: 64 Green Lane; Picture c: 82 Park Street;  
Picture d: 92 High Street; Picture e: 74 South Road

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.

- Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

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

### Tapescripts:

1. Boy: Are you new here?  
 Girl: Yes, I am. My name's Anna.  
 Boy: My name's Sam. Nice to meet you. Do you live in this area?  
 Girl: No. I live far from here, at 64 Green Lane. (Pause)
2. Man: Can I have your name?  
 Boy: My name's Harry.  
 Man: H-A-R-R-Y. OK. Where do you live?  
 Boy: At 92 High Street.  
 Man: That's OK. Thank you. (Pause)
3. Girl: Who's that?  
 Boy: It's Lucy, my new friend.  
 Girl: Lucy? A nice name. Where does she live?  
 Boy: In this area. At 73 South Avenue. (Pause)
4. Boy: Where do you live?  
 Girl: I live at 74 South Road.  
 Boy: Oh, I live in the same area. Let's go home together.  
 Girl: OK. (Pause)
5. Girl: Welcome to our summer camp. What's your name?  
 Boy: My name is Bean.  
 Girl: Are you American?  
 Boy: Yes, I am. I live in New York.  
 Girl: Where in New York do you live?  
 Boy: At 82 Park Street. (Pause)

## 5. Fun time

### Do the crossword puzzle.

- Ask pupils to open their Student's Book on Page 16. Stick the large-sized sheet of paper with the puzzle on the board. Get pupils to look at the crossword puzzle. Point to each picture to elicit pupils' answers, e.g. Point to Picture 1 and ask: *What number is it? How do you spell the number?* Get pupils to repeat the spelling a few times. Repeat the step with the rest of the pictures.
- Make sure pupils understand how to play the game. They should relate the spelling of each word to the corresponding picture and fill in the box.
- Pupils can play in pairs or in groups. Monitor the activities and offer help when necessary.
- Call out some pupils to complete the puzzle on the large-sized sheet. Get the class to check the words. Call out some pupils to spell the words or play the game *The Spelling Bee* with the class.

**Answers:** 1. twenty 2. cottage 3. lane 4. seventy  
 5. town 6. red 7. gate 8. kitchen

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **fl** as in *flat* and that of the letters **bl** as in *block*;
- to listen and number the pictures; and
- to do a crossword puzzle.

## Homelink

- Pupils make sentences with the words from the crossword puzzle for the class display in the next lesson.

## LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about a friend's house;
- to read a description of a house; and
- to write about a friend's house.

**Warm-up:** Pupils display their homelink sentences and play *Slap that word*, using the flashcards: *street, road, avenue, lane, house, flat, floor*.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 17. Get them to read the context sentence above the pictures and identify the characters in the pictures. Set the context: Point to Picture a to elicit pupils' answers: *What is Mai doing? Who's asking her?* Repeat the step with Picture b: *What colour is Mai's house? Is it big /small?* Pre-teach the new vocabulary: *gate, what... like?* Write the words on the board and get pupils to repeat a few times. Read each dialogue. Stop at times to check pupils' comprehension. Make sure that they can understand the situation and language in each picture.
- 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 each group to take turns to say the exchanges between Mr Loc and Mai.



### 2. Point, ask and answer.

- Draw pupils' attention to the picture next to the example in this section and say: *Imagine this is your house. We're going to ask and answer about your house.* Ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Pre-teach the new vocabulary: *cottage, yard, pond, roof, balcony, large*, using pictures or drawings / gestures. Get pupils to repeat the prompts under each picture a few times and make sure they understand them.

- Model the task with the whole class: Point to Picture a and ask: *What's your house like?* Class: *It's a large cottage. It's got a large pond.* Call on some open pairs to repeat the step with the rest of the pictures.

**Notes:** Picture b. *a small house with a small yard*; Picture c. *a big house with a red roof*; Picture d. *a big flat with a big balcony*; Picture e. *a block of flats with green windows.*

- Pair work. Pupils take turns to ask and answer questions about the houses in this section. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class. Praise if the pair has a good performance of pronunciation or of using their own phrases.



### 3. Read and tick the right picture.

- Ask pupils to open their Student's Book on Page 18. Get them to look at the pictures and read the title and instruction. Tell them the reading purpose: *You are going to read the passage and tick the right picture.* Recall the familiar words and pre-teach the new vocabulary: *comfortable, fence, violet, go fishing.* Write the new words on the board and get pupils to repeat them a few times. Play the recording or read the passage, pausing at times to check pupils' comprehension: *What colour is the roof? What colour is the fence? What colour are the walls? Where's the pond? Can you see it?* etc. Ask pupils to repeat each line of the passage.
- Get pupils to do the task. Give sufficient time for them to carry it out. Move around to monitor the activity.
- Have pupils check their answers in pairs. Then get some pupils to report their answers. Provide feedback if necessary.

**Answer:** b



### 4. Write about your friend's house.

- Get pupils to open their Student's Book on Page 19. Get them to read the passage, the title and instruction. Tell them the writing purpose: *You are going to read the description of one's friend's house and choose the appropriate words from the box to complete the passage.* Have a brief discussion with the class about the passage: *What is the passage about? What's the friend's name? Where does he live? What's the house like?* etc.
- Individual work. Pupils read and choose the words from the box to complete the sentences. Set time for pupils to write independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class.

**Answers:** 1. house 2. weekend 3. large 4. bedrooms 5. garden



## 5. Fun time

### Draw your house, then colour it.

- Ask pupils to open their Student's Book on Page 19. Tell them that they are going to draw their house. Draw pupils' attention to the main details of a house such as *roof, walls, door(s), window(s)*, etc. Tell pupils to refer to the pictures in the unit as models.
- Individual work. Pupils draw their houses, then colour them. Monitor the activity and offer help when necessary.
- Call out some pupils to show and talk about their drawings. The rest of the class observe and give comments.

**Note:** Turn the fun time activity into a homelink activity if there is not enough class time to carry it out.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about one's house, using *What's your house like? It's a \_\_\_\_\_ . It's got \_\_\_\_\_;*
- to read about a house description and write about a friend's house; and
- to draw and colour their houses.

### Homelink

- Pupils finish their drawing for the class display in the next lesson.