

UNIT 4 - Mai's Day

Competences

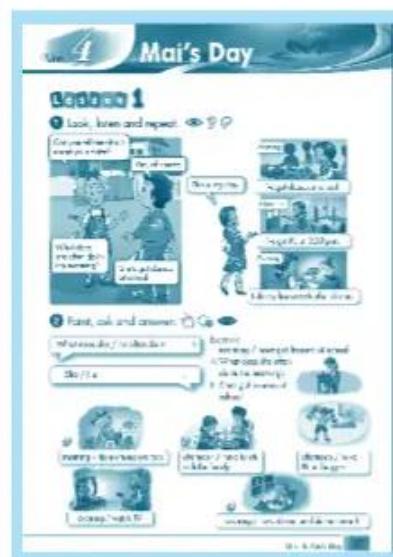
- Asking and answering questions about daily activities
- Asking and answering questions about past activities

New Language

- **Phonics:** *afternoon brush*
- **Vocabulary:** *have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project*
- **Sentence Patterns:**
 - What does she often do in the morning?*
 - *She's got classes at school.*
 - What did you do last night?*
 - *I surfed the Internet for my school project.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 4, Pp. 27-33*
- 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 someone's daily activities.

Warm-up: Get pupils to do a TPR activity with commands such as: *put up your hands, put down your hands, clap your hands, stand up, sit down, open your book, close your book, etc.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 27. Tell them to look at the title of the unit and the pictures. Elicit their answers to identify the people in the picture: *Who is this? Who's this boy / girl?* Recall the familiar vocabulary and pre-teach the new words: *have / has got classes*. Have pupils repeat each new word a few times. Then set the context: *Linda's asking Phong what Mai, his sister, often does in the morning. He said that Mai has got classes at school. Now listen to Mai talking about what she often does in the morning/afternoon/evening.* Read each line, pausing at times to check pupils' comprehension.

Notes: Picture a: (Morning) Mai has got classes at school; Picture b: (Afternoon) Mai has got PE at 3.30 p.m.; Picture c: (Evening) Mai does her homework after dinner.

- Play the recording or read the lines 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. Get the groups to take turns to say different lines from Linda, Phong and Mai.
- Make sure that pupils can understand the situations and the language.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 27. Set up the context: *Imagine you are Linda. You are asking your partner about these characters' daily activities from Picture a to Picture e.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Ask pupils to repeat these sentences a few times in turns. Get them to look at the pictures in this section. Recall the familiar vocabulary and teach the new words: *gym, morning exercise.* Get pupils to repeat the prompts under each picture a few times.
- Model the example with the whole class. Point to the picture next to the example, and ask: *What does she often do in the morning?* Class: *She's got classes at school.* Repeat the step a few times. Focus on pronunciation and fluency. Call on a few open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point, ask and answer questions about the daily activities, using the pictures in this section. Move around the classroom to monitor the activity and offer help if necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair(s) if they have a good performance of pronunciation and actions.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 28. Tell them the listening purpose: *You're going to hear Mary, an Australian girl, talking about her daily activities. You should read each sentence in your book, listen and tick the appropriate picture for what Mary does.* If pupils do not understand, explain the task in Vietnamese. Pre-teach the new vocabulary: *far, take a bus, canteen, short rest, sports centre.* Get pupils to read each sentence and guess the picture to tick. Tell pupils not to worry if they do not understand every word. They should make guesses, based on the pictures and the contextual clues as they 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 select and tick the box.
- Replay the recording for pupils to check the answers. Get pupils to correct their answers in pairs. Then 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.

Notes: 1a. Mary jogging 1b. Mary riding a bike 1c. Mary doing morning exercise
 2a. a library 2b. a classroom 2c. a bedroom
 3a. Mary playing badminton 3b. Mary playing volleyball 3c. Mary playing table tennis
 4a. Mary listening to music 4b. Mary watching TV 4c. Mary playing computer games

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

Tapescripts:

1. *Mary is an Australian girl. She lives in the countryside. Now she is talking about her daily activities. (Pause) Hello. My name is Mary. I live in Australia. Every morning I get up early. I do morning exercise with a bike. I ride around my area... (Pause)*
2. *My school is far from my house, I take a bus to my school. I have always got classes from 8.30 a.m. to 12.30 p.m. I often have lunch with my classmates in the school canteen and then I have a short rest. In the afternoon, I go to work in the library. (Pause)*
3. *After school, I often go to the sports centre near my house and play volleyball. (Pause)*
4. *In the evening, I have dinner and often do my homework after that. I play computer games sometimes. I often go to bed early and get up early the next morning. (Pause)*



4. Talk.

- Ask pupils to open their Student's Book on Page 28. Get them to read the instruction. Make sure they understand the task. Point to each picture to elicit their answers, using the guiding expressions in the Student's Book. Do the first example with the whole class in order to give them a clear idea of how the activity works. Point to Picture a and ask: *What does she often do in the morning?* Class: *She goes / walks to school.* Write the question and answer on the board and ask pupils to repeat these sentences a few times. Focus on pronunciation and fluency. Call on some pairs of pupils to go through the task with the rest of the pictures.

Notes: Picture b. *She watches TV in the evening;* Picture c. *He has got PE in the gym in the afternoon.* Picture d. *He goes swimming in the afternoon.* Picture e. *He plays table tennis in the afternoon;* Picture f: *She does her homework in the evening.*

- Pair work. Pupils take turns to select, ask and answer questions about the daily activities of the characters in the pictures.
- Select a pair of pupils to demonstrate the task in front of the class. Praise them for their good performance of pronunciation and actions.

Summary

- In this lesson, pupils have learnt to ask and answer questions about someone's daily activities, using *What does he / she often do in the morning / afternoon / evening?* – *He / She _____.*

Homelink

- Pupils make a list of their daily activities for the class to display in the next class. They practise asking and answering the questions about the items on the list.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **oo** as in *afternoon* and that of the letters **br** as in *brush*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink writing. Then they ask and answer questions related to the items on the list.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 29. 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 **oo** as in *afternoon* and that of the letters **br** as in *brush*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section. Set the context. Point to Picture a and say: *Nga's mother is asking about her school activity.* Point to Picture b and say: *We should clean our teeth before bedtime. In this picture, the mother is reminding her son to brush his teeth before bedtime.* If pupils do not understand, you can use a mixture of English and Vietnamese to explain the situation and language. Teach the key words: *brush, remember* and *bedtime*. Write these words on the board and get pupils to repeat them a few times.
Read each dialogue and stop at times to check pupils' comprehension. Then have them repeat each line of the dialogues. Tell them that they are going to listen and clap the words with "oo" and "br".
- Model: Read Dialogue a, clapping: *school* (1 clap), *afternoon* (1 clap). Read Dialogue b, clapping: *brush* (two claps). Get pupils to clap these words as you read each dialogue again.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the focused words.
- Divide the class into groups to take turns to read the lines from Nga and her mother; and from the mother and the son.

Tapescripts:

1. Mother: What do you often do at school in the afternoon?
Nga: I have PE in the gym.
2. Mother: It's bedtime. Remember to brush your teeth.
Son: Yes, Mum. I'll do it now.



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 29. Get them to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Teach the new words, using appropriate techniques. Say each word and get pupils to repeat it a few times. Do the first example with the class if they seem to get confused.
- 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 in chorus all the words in each column.

Answers: **afternoon:** *soon, school, moon, cool*

brush: *breakfast, brown, break, bring*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above task, e.g. 'break.fast. 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:

'soon	'break.fast
'school	'brown
'cool	'break
'moon	'bring



4. Listen and number.

- Get pupils to open their Student's Book on Page 30. Tell them the listening purpose: *This is an interview of four pupils at Rose Primary School. The interviewer wants to know about their school activities. You're going to listen and number. Point and elicit pupils' answer to each picture, e.g. What do you see in Picture a/b/c/d?*

Notes: Picture a: *a girl's having PE in the gym;* Picture b: *a boy's swimming;*
Picture c: *a boy's doing his homework;* Picture d: *a girl's having her classes.*

- Recall the key words to understand the text and write them on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they hear and rely on the contextual information to number the pictures. Do the first item as an example with pupils if they seem to get confused.
- 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 to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few 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. 2 b. 4 c. 3 d. 1

Tapescripts:

1. Reporter: We interviewed four pupils at Rose Primary School. And here are their answers. Let's begin with Linda. What do you often do in the morning, Linda?
Linda: Err... I have my classes at school as you know.
Reporter: Thank you, Linda. (Pause)
2. Reporter: And here's Jane. What do you often do in the afternoon, Jane?
Jane: I have my PE in the gym.
Reporter: Great! Thank you, Jane. (Pause)
3. Reporter: And now Alex. What do you often do in the evening, Alex?
Alex: I often do my homework after dinner.
Reporter: Thank you, Alex. (Pause)
4. Reporter: And the last one, Sam. What do you often do on Sundays, Sam?
Sam: I go swimming or play badminton with my friends.
Reporter: That's great! Thank you, Sam. (Pause)



5. Fun time

Do the crossword puzzle.

- Ask pupils to open their Student's Book on Page 30 and stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to play the game. They should relate the base form of the verb phrase to the corresponding pictures. Then use the letters from the spelling of each verb phrase to complete the boxes. Get pupils to look at the crossword puzzle and the pictures 1- 9. Point to each picture to elicit pupils' prompts. Write the prompts on the board and ask pupils to check whether the spelling fits the boxes in the puzzle. Repeat the step for the rest of the pictures.

Notes: 1. get dressed 2. cook dinner 3. have lunch 4. do homework 5. go home
6. go to bed 7. listen to music 8. get up 9. go to school

- Pupils can work independently or in pairs. Monitor the activity and offer help when necessary.
- Call on some pupils to the board to complete the crossword puzzle on the large-sized sheet and read out the words to the class.

Follow-up

- Pupils work in groups to say sentences with the words from the puzzle or play *The Spelling Bee*.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **oo** as in *afternoon* and that of the letters **br** as in *brush*; and
- to do a crossword puzzle.

Homelink

- Pupils select and copy one picture from the crossword puzzle and colour it for a classroom display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about past activities; and
- to read a comprehension text on a girl's Sunday and write a diary.

Warm-up: Pupils display their homelink work and play *Slap the board* with these pictures. The teacher says aloud a sentence describing an activity. Pupils from two groups move to the board to slap the corresponding picture. The first pupil who slaps the correct picture gets a point for his / her group. The group with the most points wins the game.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 31. Focus their attention on the pictures and the text. Set the context: *Nam and Hoa are having breakfast with their family. They look sleepy.* Point to Hoa in Picture a to elicit pupils' answer: *Who is she? How does she look? Why?* Repeat the step with Picture b, pointing to Nam and elicit pupils' answer. Pre-teach the new words: *surf the Internet, school project.* Write them on the board and get pupils to repeat them a few times.
- Make sure that pupils can understand the situation and language before playing 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. Tell the groups to take turns to say the question and answer in each picture.

Note: *surf the Internet or surf the Net*



2. Point, ask and answer.

- Draw pupils' attention to the picture on the right of the example and set the context: *Last night this boy surfed the Internet for his school project.* Ask pupils to read the example and imagine they are that boy. Then 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. Focus on pronunciation and fluency. Pre-teach the prompts under Pictures a, b, c, and d. Get pupils to repeat each prompt a few times.
- Model the task with the whole class. Tell the class to imagine they are the boy in Picture a and ask: *What did you do last night?* Class: *I went to the cinema.* Call on a few open pairs to repeat the step with the rest of the pictures in this section.
- Pair work. Pupils take turns to point, ask and answer questions about what the characters in the pictures did in the past. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation or of using new phrases.



3. Read and complete.

- Ask pupils to open their Student's Book on Page 32. Set the context: *You're going to read a passage and fill in the blanks. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Then tell pupils that the passage is about Linh's daily activities and what she did last Sunday. Go through the words in the box above the passage and make sure pupils understand them. Recall the meaning of the key words to understand the passage: *go out, take a bus* (use Vietnamese if necessary). Then read the passage, pausing at times to check pupils' comprehension and ask for their prompts to complete the passage. Read the complete passage and get pupils to repeat each line.
- Individual work. Pupils read and complete the passage independently. For slower pupils, get them to work in pairs.
- Get pupils to check their answers in pairs. Then call on a few pupils to take turns to read each completed sentence.

Answers: 1. got up 2. have 3. went out 4. went 5. watched 6. had

Follow-up

- Get the whole class to read each line of the passage in chorus. Focus on pronunciation and fluency.



4. Write your diary about what you did yesterday.

- Ask pupils to open their Student's Book on Page 33. Draw pupils' attention to the writing frame and get them to read the instruction and the lines in the diary. Set the writing purpose: *Imagine you are going to write your diary about what you did the day before. You should remember what you did in the morning, afternoon and evening to write down here (point to specific lines).* Then elicit pupils' answers: *What day is it today? What day was it yesterday?* Write the diary model on the board, call on a pupil to ask: *What did you do yesterday morning / afternoon / evening?* Write his / her answers on the board. Then do the first example with the whole class. Let the called pupil do the rest of the lines. Have the whole class repeat each line a few times.
- Individual work. Pupils do their task independently. Remind them to write a draft before copying it onto a clean sheet of paper. Monitor the activity and offer help when necessary.
- Get a few pupils to read their work to the class and have a class display after that.

Answers: (Answers vary according to individuals)



5. Fun time

Tune: **This is the Way We Go to School**

Lyrics:

This Is the Way We Do Things

This is the way we brush our teeth,

Brush our teeth, brush our teeth.

This is the way we brush our teeth,

So early in the morning.

This is the way we wash our face,

Wash our face, wash our face.

This is the way we wash our face,

So early in the morning.

This is the way we eat breakfast,

Eat breakfast, eat breakfast.

This is the way we eat breakfast,

So early in the morning.

- Ask pupils to open their Student's Book on Page 33. Stick the large-sized sheet of paper with the song *This Is the Way We Do Things* on the board. Tell pupils the activity purpose: *You are going to sing a song about the way you do things every day.* Point to each picture and elicit pupils' answers: *What is he doing?* Pre-teach the words: *tooth (teeth), brush the teeth, wash the face.* Read the lyrics again and ask pupils to do related actions.
- 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.
- Play the recording again for pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about past activities, using *What did you do last...? I _____.*
- to read about a day of a girl; and
- to write a personal diary.

Homelink

- Ask pupils to copy the song lyrics and replace the activities in the original lyrics with their own version for the class display in the next lesson.