

# UNIT 5 - Our Picnic to the Seaside

## Competences

- Asking and answering questions about what people will do in the future
- Asking and answering questions about what one will be in the future

## New Language

- **Phonics:** *will small*
- **Vocabulary:** *explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet*
- **Sentence Patterns:**
  - What will we do in the morning?*
    - *We'll cruise around the islands.*
  - What will you be in the future?*
    - *I'll be a singer.*

## Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 5, Pp. 34 – 40*
- 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 people will do in the future.

**Warm-up:** Pupils display their homelink version of the song *This Is the Way We Do Things* from Unit 4 and sing their songs.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 34. Tell pupils to look at the title of the unit, the text and the pictures. Elicit their answers to identify the people in the pictures. Set the context: *Mai, Linda, Peter and Tony are planning their picnic to Ha Long Bay next week.* Recall the familiar vocabulary and pre-teach the new words: *cruise around the islands, seafood.* Have pupils repeat the new vocabulary items a few times. Read the exchanges in each picture, pausing at times to check pupils' comprehension.

**Notes:** Picture a: *Linda, Tony and Mai are discussing the picnic location – Ha Long Bay;*  
Picture b: *Tony wants to know what they will do in the morning;*  
Picture c: *Tony wants to know what they will do in the afternoon;*  
Picture d: *Peter wants to know what they will eat.*

- 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 the lines from Linda, Tony, Mai and Peter.
- 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 34. Get pupils to read the example and look at the pictures. Set up the context: *Imagine you are going to plan a picnic in Ha Long Bay for a few days. You will do a lot of things there.* Elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board. Get pupils to repeat the question and answer a few times in turns. Ask pupils to look at the rest of the pictures in this section and read the prompts under them. Teach the new vocabulary: *beach, aquarium, sunbathe, set up a campfire.* Get pupils to repeat the prompt under each picture a few times.
- Model the example with the whole class. Say: *Imagine we are going to have a picnic together.* Point to Picture a and ask: *What will we do in the morning?* Class: *We'll run on the beach.* Repeat the step a few times. Focus on pronunciation and fluency. Call on some open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point, ask and answer questions about what they will do on a planned picnic. 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 if they have a good performance of pronunciation and language.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 35. Tell pupils the listening purpose: *You're going to hear some children planning their food, activities and games for their picnic. You should listen and tick the appropriate picture.* Point to each picture and elicit pupils' answers to identify the food or the activity illustrated.

**Notes:** 1. a. *some bananas and some loaves of bread on a table;* b. *some loaves of bread and sausages for a picnic meal;* c. *some loaves of bread and chicken on a table*  
2. a. *Children hiking;* b. *Children cooking their picnic meal;* c. *Children exploring a cave.*  
3. a. *Children building a sandcastle;* b. *Children swimming;* c. *Children flying kites*

- Pre-teach the new vocabulary: *sugar bun, sausage, sandcastle building contest, join.* Write them on the board and get pupils to repeat them a few times. 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 their 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.

### Tapescripts:

1. *Voice: You are going to hear some children discussing their food and activities for their picnic.*  
*Boy: Where will we have our lunch?*  
*Girl: We'll go to a restaurant.*  
*Boy: What will we have for lunch?*  
*Girl: I'll have some sugar buns and bananas. What about you?*  
*Boy: I'll have some bread and bananas too.*
2. *Girl: What will we do in the afternoon?*  
*Boy: We'll have a boat cruise and explore some caves.*  
*Girl: It sounds nice!*
3. *Girl: There's a sandcastle building contest this morning. Will you join that?*  
*Boy: Yes, I will. What about you?*  
*Girl: I won't. I'll be busy then.*

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

### 4. Talk.

- Ask pupils to look at the picture in this section. Get them to read the instruction and make sure they understand the task: *You will work in pairs to choose a picture. Then you'll ask and answer questions about the location and guess the four activities that the picnic goers will do.* Point to each picture and elicit pupils' answers for the picnic location and four activities that the picnic goers will have. Use the guiding questions in the Student's Book. Write a list of pupils' prompts on the board. Get pupils to repeat each sentence a few times. Do the first example with the whole class to give them a clear idea of how the activity works. Elicit pupils' answers: *Where will the children go? What will they do there? Will they swim in the sea? Will they sunbathe?, etc.*
- For slower pupils, write an open dialogue on the board for them to practise as follows:

A (points to Picture a): Where will they go? (1)

B: \_\_\_\_\_.

A: Will they swim in the sea? (2)

B: \_\_\_\_\_.

A: Will they cruise around the islands? (3)

B: \_\_\_\_\_.

A: Will they explore some caves? (4)

B: \_\_\_\_\_.

A: Will they visit an aquarium? (5)

B: \_\_\_\_\_.

- Pair work. Set time. Pupils take turns to select, ask and answer the questions about the pictures. Monitor the activity and offer help as necessary.
- Call on some pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation or language usage.

### Summary

- In this lesson, pupils have learnt to ask and answer questions about what people will do in the future, using: – *What will we do in the morning / afternoon / evening? – We will (cruise around the islands.)*

### Homelink

- Pupils write a list of four things they plan to do on a picnic. They will display them in the next lesson.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters *ill* as in *will* and that of the letters *all* as in *small*; and
- to listen and number the pictures.

**Warm-up:** Pupils display their homelink writing and read the sentences aloud to their classmates as the teacher assigns them to do so.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 36. 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 *ill* as in *will* and that of the letters *all* as in *small*. Get pupils to repeat these two words a few times.



### 2. Listen and read together.

- Draw pupils' attention to the picture and get them to read the instruction. Set the context: *This is a dialogue between Mai and Quan. They are on the beach. You're going to listen to the dialogue and clap the words with "ill" or "all". Teach the new vocabulary: windmill. Ask pupils to repeat the word a few times. Read the dialogue, pausing at times to check pupils' comprehension. Then get them to repeat each line of the dialogue a few times.*
- Model: Read the dialogue again, clapping: *will* (1 clap); *will* (1 clap); *small* (2 claps); *windmill* (1 clap); *Will* (1 clap); *will* (1 clap)

### Tapescripts:

Mai: *What will we do in the morning?*

Quan: *We'll build some sandcastles.*

Mai: *What will we do in the afternoon?*

Quan: *We'll visit a small windmill.*

Mai: *Will we cruise around the islands?*

Quan: *Yes, we will.*

- Get pupils to clap the focused words as you read the dialogue again. Then ask them to repeat each line of the dialogue.
- 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 two groups to take turns to say and clap the dialogue.
- Call on a few groups to perform the task in front of the class. Praise the pair if they have a good performance.



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

- Get pupils to read the instruction and make sure they understand it. Ask them to guess all the complete words. Then do the first example with them.
- Play the recording or read 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.
- 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. hill 2. wall/will 3. small 4. tall 5. will/wall 6. mill



### 4. Listen and number.

- Get pupils to open their Student's Book on Page 37. Tell them the listening purpose: *You are going to listen to the recording and number the pictures.* Tell pupils to look at each picture and ask them to say what they see.

**Notes:** Picture a: *Two of the children on the beach are going to swim.*

Picture b: *The father and the son are planning to go to Ha Long Bay.*

Picture c: *A boat is cruising around the islands.*

Picture d: *A girl, her father and her friend are building a sandcastle.*

Picture e: *Linda and Tom are eating seafood in a restaurant.*

- Remind pupils not to worry if they do not understand every word. They should focus on the order of the text and the contextual information of the pictures.
- 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. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the related part again.



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

### Tapescripts:

- Voice:** A father and his son are discussing the location for their weekend picnic.  
**Son:** Dad, will we go for a picnic this weekend?  
**Man:** Yes, son.  
**Son:** Where will we go?  
**Man:** We'll go to Bai Chay, Ha Long Bay.  
**Son:** Great! I like Ha Long Bay.
- Voice:** A girl and her friend are discussing their lunch at the seaside.  
**Girl:** What will we eat there?  
**Boy:** We'll have seafood and noodles in a restaurant.  
**Girl:** Great! I love seafood.
- Voice:** A girl and her father are at the seaside.  
**Girl:** Will we explore some caves, Dad?  
**Man:** No. Not now. We'll all do it tomorrow. And we'll build sandcastles with your friends.
- Voice:** Two friends are at the seaside. They are talking about their activities after breakfast.  
**Girl:** What will you do after breakfast? Will you go sunbathing?  
**Boy:** No, I won't. I'll go swimming.
- Voice:** A man and his daughter are at Ha Long Bay. They are talking about cruising the bay.  
**Girl:** Will we cruise around the bay, Dad?  
**Man:** Yes, we will.  
**Girl:** When will we do it?  
**Man:** When we arrive at Ha Long Bay.

## 5. Fun time

### What Will You Do ...?

**Pupil A's picture**



**Pupil B's picture**



- The aim of this game is to develop pupils' observation ability and give them an opportunity to interact in communication. Pupils observe their pictures and share the information by asking and answering questions to find out the differences. They will take notes for their report later.
- Pupils work in pairs. They have to share the information by asking and answering questions but not to look at each other's picture. Pupils in a pair should sit/stand so that they cannot peek at their partner's picture.
- Distribute the worksheets. Ask pupils in each pair to look at the picture and decide who will be the first to ask questions about the location, number of people and what they are doing. Then the asker takes notes on his worksheet to report later. When the asker finishes his / her turn, the other repeats the same step. Each of them will report to the class when the pair is assigned to do so by the teacher.

### Example

*S1's questions: How many people are there in your picture?*

*How many men / women / children are there?*

*Where are they?*

*What is the man / woman / boy / girl doing?*

*Is there anything more in your picture?*

*S2 answers the questions in turns.*

- Set time and get pupils to play in pairs.
- When time is up, ask the pupils in a pair to take turns to report the result.

### Example

**Pupil A:** *There are four people in Pupil B's picture: a man, a woman, a boy and a girl. They must be a family. The family is on the beach. The father and the son are playing a ball game. The mother and the daughter are building a sandcastle.*

T writes all the sentences on the board. When the teacher finishes the writing, Pupil B shows his / her picture to the class to check the sentences. Every correct sentence (the idea and the language usage) scores one point.

The pupil who has the most points wins the game.

- Get the class to repeat all the correct sentences on the board.

### Summary

In this lesson, pupils have learnt:

- to pronounce the sounds of the letters *ill* as in *will* and that of the letters *all* as in *small*;
- to listen and number the pictures; and
- to play an information gap game.

### Homelink

- Pupils select and make a copy of one of the pictures in this section to colour and write the words under it for a class display in the next lesson.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about what one will be in the future;
- to read a comprehension text on a girl's dream job; and
- to write about their dream jobs.

**Warm-up:** Pupils display their homelink pictures on the board. Then they ask and answer questions about these pictures.



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

- Ask pupils to open their Student's Book on Page 38. Get pupils to read the context sentence. Elicit their answers to identify the location and the characters in each picture. Set the context: *You are going to hear Linda and Tony talking about their future jobs.* Pre-teach the new vocabulary: *future, mechanic.* Write them on the board and get pupils to repeat a few times. Read the exchange in each picture, stopping 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 two groups to take turns to say the lines from Tony and Linda.



#### 2. Point, ask and answer.

- Draw pupils' attention to the picture next to the example in this section and say: *Imagine you are the speakers in this example.* 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. Recall the familiar vocabulary and pre-teach the new words: *astronaut, dentist, nurse, architect, business person.* Get pupils to repeat the prompt 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 will you be in the future?* Class: *I'll be an astronaut.* Then call on some open pairs to repeat the step with the rest of the pictures. Focus on pronunciation and fluency.

**Notes:** Picture a. *an astronaut;*      Picture b. *a dancer;*      Picture c. *a dentist;*  
Picture d. *a nurse;*      Picture e. *an architect;*      Picture f. *a business person*

- Pair work. Pupils take turns to ask and answer questions about their future jobs. Monitor the activity and offer help when necessary.
- Call on a few pairs to perform the task in front of the class. Praise if the pair has a good performance of pronunciation or language usage.





### 3. Read and do the tasks.

#### a. Tick T (True) or F (False).

- Ask pupils to open their Student's Book on Page 39. Get pupils to look at the picture and read the title and instruction for Task a. Elicit pupils' answers to set the reading purpose: *Do you understand the title of the reading? What is the passage about?* Get pupils to look at the picture and elicit their answer to identify the characters and the jobs. Recall the familiar words and pre-teach the new vocabulary: *some day, space, spaceship, engineer, technician, scientist, special, travel, planet, exciting, dream*. Use pictures, gestures or even Vietnamese to teach the meaning of the words. Write the key words on the board and get pupils to repeat a few times. Play the recording or read the passage, pausing at times to check pupils' comprehension: *What is Mai's dream job? Will she be a dentist on a spaceship? Will she travel around the world? Will she visit other planets?* Read the passage again and get pupils to repeat each line. Make sure pupils understand the task. Ask them to read the sentences in Task a and read the passage silently, scanning the reading for the information related to sentences in Task a.
- Individual work. Set time for pupils to read and do Task a. Monitor the activity and offer help as necessary.
- Have pupils check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any sentence, ask pupils to read the related part in the passage again.

**Answers:** 1. T 2. F 3. F 4. T

#### b. Interview two of your classmates...

Get pupils to read the instruction. Draw an interview chart on the board.

Name	Dream job

- Call on one pupil and elicit his / her answers: *What's your name? What will you do in the future? or What's your dream job?*, etc. Write the answers in the chart. Repeat the step with another pupil. Then report the result to the class: *I interviewed two pupils for their dream jobs. And here's the result. (Linh)'s dream job is a ... and (Minh)'s dream job is a ...*, etc. Get pupils to repeat each line of the report.
- Group work. Each group draws a chart and decides who will be the interviewer and the reporter to the class. Then they carry out the task. Monitor the activity and offer help when necessary.
- Call on a few groups to report their result to the class. Praise if the group has done a good job.



#### 4. Write about your dream job.

- Get pupils to open their Student's Book on Page 40. Get pupils to read the instruction and the lines in the writing frame. Stick the large-sized sheet of paper with the writing frame on the board. Have a brief discussion with the class about the writing purpose: *What are you going to write about? What's your dream job? What will you do in your dream job?*, etc.
- Do an example with the class in case of weak pupils. Fill in the writing frame on the board with prompts from the pupils. Then get them to repeat each line.
- Individual work. Remind pupils to write a draft before copying onto a clean sheet of paper for the class display later.
- Call on a few pupils to read their work to the class.
- Pupils display their works for their classmates to read.



#### 5. Fun time

Tune: **The Bear Will Go Over the Mountain**

Lyrics:

##### **We Will Go Over the Mountain**

*We will go over the mountain*

*We will go over the mountain*

*We will go over the mountain*

*To see what we will see*

*To see what we will see*

*To see what we will see.*

*The other side of the mountain*

*The other side of the mountain*

*The other side of the mountain*

*Will be what we will see.*

- Stick the large-sized sheet of paper with the song *We Will Go Over the Mountain* on the board. Point to the picture and elicit pupils' answers: *What are the children doing?* Pre-teach the words: *go over, mountain, side, other*. Ask pupils to repeat these words a few times. Read the lyrics and check pupils' comprehension. Get pupils to repeat each line of the song.
- 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 you and 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 what one will be in the future, using *What will you be in the future? – I'll be \_\_\_\_.*;
- to read a comprehension text on a girl's dream job; and
- to write a personal dream job.

#### **Homelink**

- Pupils practise singing the song *We Will Go Over the Mountain* at home.