

UNIT 8 - My Favourite Books

Competences

- Asking and answering questions about what book one is reading
- Asking and answering questions about what a story character is like

New Language

- **Phonics:** *watermelon dragon*
- **Vocabulary:** *legend, character, thief (thieves), starfruit, magic lamp, dwarf, dragon, watermelon, main, intelligent, brave, patriotic, clever, brilliant, good-natured, gentle, miserable*
- **Sentence Patterns:** *What book are you reading?*
 - *I'm reading 'The Legend of Hoan Kiem Lake'.*
 - What is Son Goku like?*
 - *He is intelligent and brave.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 8, Pp. 62 – 68*
- Audio and visual aids: Recordings, 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 what book one is reading.

Warm-up: Get pupils to play *Jumbled Words*, using the names of the characters they know so far: *Tom, Jenny, Linda, Akio, Azmi, Zack, Nam, Mai, Quan, Mary, Phong, Lucy, and Alex.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 62. Tell them to look at the title of the unit and the pictures. Get pupils to identify the characters in the pictures. Set the context: *You are going to hear Tom talking to Nam on the phone. Tom wants to know what Nam is doing.* Read the lines in each picture, pausing at times to check pupils' comprehension. Recall the meaning of the familiar vocabulary and pre-teach the new words: *legend, borrow.* Use pictures, gestures and Vietnamese as necessary. Write the words on the board and get pupils to repeat each item a few times. Make sure that pupils can understand the situation and the 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.
- Divide the class into groups. Tell the groups to take turns to say the lines from Tom and Nam.



2. Point, ask and answer.

- Draw pupils' attention to the pictures in this section and say: *Imagine you are reading these books. You are going to practise asking and answering questions about them.* Have pupils read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Focus on pronunciation and fluency. Then point to each picture and check if pupils know these books. Get pupils to repeat each title a few times. Pre-teach the new vocabulary: *starfruit tree, magic lamp, dragon ball, watermelon, thief (thieves) dwarf (dwarfs/dwarves)*, using pictures, gestures and even Vietnamese when necessary. Make sure pupils understand the stories in general and can say the titles of the books in English.
- Model the task with the whole class. Point to Picture a and ask: *What book are you reading?* Class: *I'm reading The Starfruit Tree.* Repeat the step a few times. Call on a few open pairs to go through the rest of the titles in the same way.

Notes: Picture a. *The Starfruit Tree*; Picture b. *Aladdin and the Magic Lamp*;
 Picture c. *Dragon Balls*; Picture d. *The Legend of Watermelon*;
 Picture e. *Ali Baba and the Forty Thieves*; Picture f. *Snow White and the Seven Dwarfs*.

- Pair work. Pupils take turns to point to the pictures, and to ask and answer questions about the titles of the books. Monitor the activity and offer help when 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 usage.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 63 and say the listening purpose: *It's the story telling hour in Nam's class. You are going to hear some pupils talking about the books they are reading or about their favourite books. You should listen and tick the appropriate picture.* Point to each book cover and ask pupils to identify the titles.

Notes: Picture a. *Dragon Balls*; Picture b. *Aladdin and the Magic Lamp*;
 Picture c. *The Starfruit Tree*; Picture d. *Snow White and the Seven Dwarfs*

- 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 picture.
- 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 their answers to the class. In case there is disagreement on any answer, play the recording related to the dialogue again.

Answers:

1. Nam: *Aladdin and the Magic Lamp*
2. Mai: *Snow White and the Seven Dwarfs*
3. Quan: *Dragon Balls*
4. Mary: *The Starfruit Tree*

Tapescripts:

1. Voice: *It's the story telling hour. Nam, Mai, Quan and Nga are talking to the class about their favourite story books.
Hello. My name is Nam. I like to read story books in my free time.
My favourite book is 'Aladdin and the Magic Lamp'... (Pause)*
2. Hi. *My name is Mai. I often stay at home at weekends and read books. My favourite book is 'Snow White and the Seven Dwarfs'... (Pause)*
3. Hello, everybody. *My name's Quan. I often read books in my free time. My favourite book is 'Dragon Balls'... (Pause)*
4. Hi, everyone. *My name is Mary. I like reading children's stories. My favourite book is 'The Starfruit Tree'... (Pause)*



4. Talk.

- Ask pupils to open their Student's Book on Page 63. Draw pupils' attention to the pictures and ask them to read the instruction. Check to make sure pupils understand the task and the book titles. Set the context: *You are going to choose a book from these ones and talk with your partner about it.* Point to each book and get pupils to say the title together. Model the task to give pupils a clear idea of the activity. Select a pupil and start a conversation, using the guiding questions. Teach pupils negative responses: *Not yet; I don't know the name; I haven't read it; I have no idea,...*

Notes: Main characters:

Picture a. *Aladdin*

Picture b. *King Le Loi*

Picture c. *Son Goku*

Picture d. *Ali Baba*

Picture e. *An Tiem*

Picture f. *Two brothers*

- Pair work. Pupils take turns to select, ask and answer questions about the book they have selected.
- Select a couple of pupils to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Summary

- In this lesson, pupils have learnt to ask and answer questions about what book one is reading, using *What book are you reading? – I'm reading...*

Homelink

- Pupils write a list of books they have read and prepare two books from their list 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 letter **a** as in *watermelon* and that of the letter **a** as in *dragon*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink work for their classmates to see. Then they ask and answer questions about the books displayed, using the questions they have learnt so far.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 64. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letter **a** as in *watermelon* and that of the letter **a** as in *dragon*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures and elicit the names of the characters in each picture and guess what the dialogues are about. Set the context: *You're listening to two dialogues. Clap the words in focus: one clap for the words with "a" pronounced as in watermelon and two claps for the words with "a" pronounced as in "dragon".* Read each line in Dialogue a and check pupils' comprehension. Repeat the step with Dialogue b. Recall the key vocabulary to understand the texts. Play the recording twice: once for pupils to listen all the way through; once for them to repeat. Pause after each line for pupils to repeat a few times.
- Model the task. Read the dialogues, clapping: *watermelon* (1 clap); *dragon* (2 claps); *dragon* (2 claps); *Dragon* (2 claps). Then repeat the step, but let pupils clap as you read.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap their hands at the words in focus.

Tapescripts:

a. Mai: *I'm reading a book.*

Nam: *What book are you reading?*

Mai: *The Legend of Watermelon.*

b. Mai: *What are you doing?*

Quan: *I'm drawing a dragon.*

It's the dragon in "Dragon Balls".



3. Group and say aloud.

- Get pupils to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. 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:

watermelon: *tall, small, talk, volleyball, fall*

dragon: *Saturday, family, dad, bad, bag*

Follow-up

- Get pupils to read and put an accent (ˈ) before the stressed syllable of each word in the above task, e.g. ˈwa.ter.me.lon. 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:

ˈtall	ˈfa.mi.ly
ˈsmall	ˈSat.ur.day
ˈtalk	ˈdad
ˈfall	ˈbad
ˈvol.ley.ball	ˈbag



1 2 3
4

4. Listen and number.

- Get pupils to open their books on Page 65. Tell them the listening purpose: *This is an interview with four pupils at Binh Minh Primary School. The interviewer wants to know the books that these pupils often read in their free time. You're going to listen and number the books. Point at each book and get pupils to say the title. Then remind pupils that they should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Do the first item as an example with pupils.*

Notes: Picture a: *Aladdin and the Magic Lamp*; Picture b: *The Legend of Watermelon*;
Picture c: *The Starfruit Tree*; Picture d: *Ali Baba and the Forty Thieves*

- 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. Ask 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.3 b.1 c.4 d.2

Tapescripts:

1. Reporter: ... And now, we're going to interview some Vietnamese pupils at Binh Minh Primary School. Let's start with Mai.

Reporter: What do you often do in your free time, Mai?

Mai: Er... I often read books.

Reporter: What's your favourite book, Mai?

Mai: Umm... I love reading 'The Legend of Watermelon'.

Reporter: That's great! Thank you, Mai. (Pause)
2. Reporter: And what about you, Nam? Do you like reading books?

Nam: Yes, I do.

Reporter: What's your favourite book?

Nam: I like 'Ali Baba and the Forty Thieves'.

Reporter: I see. Thank you, Nam. (Pause)
3. Reporter: And the next pupil, Nga. What do you often do in your free time?

Nga: I love reading books too.

Reporter: What's your favourite book?

Nga: 'Aladdin and the Magic Lamp'. It's exciting and thrilling.

Reporter: OK. Thank you, Nga. (Pause)
4. Reporter: And what about you, Quan? Do you often read books in your free time?

Quan: Yes, I do.

Reporter: What's your favourite book?

Quan: I like reading 'The Starfruit Tree'.

Reporter: Great! Thank you, Quan. (Pause)

5. Fun time

What Are not Their Hobbies?

- Ask pupils to open their Student's Book on Page 65. Set the context: *You are going to play the game "What are not their hobbies?". The pupils in the picture are talking about their hobbies. You should listen and spot three hobbies that do not belong to each character.*
- Stick the large-sized sheet of paper with the game on it on the board. Then ask four pupils to go to the board. Give each of them a strip of paper on which there is a statement about a specific character's hobby. In turn, pupils at the board read out the statement on his/her strip of paper. The rest of the class listen and spot three hobbies which do not belong to each character.
- Set time. Pupils spot the hobbies on the board as they observe the pictures and listen to the four pupils reading in turn. Monitor the activity and offer help as necessary.

Answers:

1st character on the left: cycling, reading a book, watching TV

2nd character: playing on the computer, playing football, playing table tennis

3rd character: reading Harry Potter, flying a kite, playing computer games

4th character: playing badminton, playing table tennis, reading a book

Tapescripts:

1. *At the weekend I like playing badminton.*
2. *I like listening to pop music in my free time.*
3. *I like reading Doraemon on Sundays.*
4. *I like playing computer games in my free time.*

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letter **a** as in *watermelon* and that of **a** as in *dragon*;
- to listen and number the books; and
- to play the game *What are not their hobbies?*

Homelink

- Pupils draw a table with two columns: one for the title of the book they have read and one for the main character's name in each book for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what a story character is like;
- to read a comprehension text on a favourite character and write about a favourite book character.

Warm-up: Pupils display their homelink work. Then they ask and answer questions about the books and characters displayed, using the language they have learnt.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 66. Get them to look at the pictures and read the lines in each picture. Point to each picture and elicit the names of the characters and the location. Set the context: *Mai and Tony are in the library. They are looking for some story books. You are going to hear them talking about these books.* Then read the lines in each picture, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the new words: *main character, brave, intelligent.* Get pupils to repeat the words a few times.
- Play the recording twice: one 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 Mai and Tony.



2. Point, ask and answer.

- Draw pupils' attention to the picture on the right of the example. Point to the picture of Son Goku and ask pupils to read the example. Then set the context: *Imagine you are reading this book. Let's practise talking about the character in this book.* Get pupils' 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 or teach the new vocabulary: *brave, patriotic, good-natured, hard-working, intelligent, gentle, miserable*, using Vietnamese for the adjectives. Get pupils to repeat each adjective a few times.
- Model the task with the class. Point to Picture a and ask: *What's Thanh Giong like?* Class: *He's brave and patriotic.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures.

Notes:

Picture a. *Thanh Giong/brave, patriotic;*

Picture b. *Harry Potter / good-natured, intelligent;*

Picture c. *An Tiem / hard-working, miserable;*

Picture d. *Ali Baba / clever, brave;* Picture e. *Snow White / beautiful, gentle*

- Pair work. Pupils in pairs take turns to point to the pictures and ask and answer questions about the quality of the characters in the stories in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using the pictures in the Student's Book or the books displayed. Praise if the pair has a good performance of pronunciation or language usage.

Culture notes:

- **Thanh Giong** or Phu Dong Thien Vuong: a child god in Giong Village who helped King Hung to defend the country from northern invaders.
- **Harry Potter**: a series of seven fantasy novels written by the British author J. K. Rowling. The books chronicle the adventures of a young wizard and his friends.
- **Snow White and the Seven Dwarfs**: a German fairy tale about an orphan princess living with her stepmother Queen who was wicked and jealous of her beauty.



3. Read and do the tasks.

a. Tick Yes or No.

- Ask pupils to open their Student's Book on Page 67 and get them to read the title of the story and look at the picture. Ask pupils to guess what they are going to read about. Then point to the picture to elicit the name of the character and what he is thinking about. Set the context: *You are going to read a passage and do the tasks that follow.* Give pupils a few seconds to look through the tasks. Read the passage, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the key words to understand the passage: *free, e-book, case,*

detective, series, change, fight, organization. Use Vietnamese when necessary. Write the words on the board and get pupils to repeat them a few times. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the ideas in Task a: *What does Tom like doing in his free time? Is "Case Closed" Japanese funny story? Who is the main character in the series? What is the new name of the detective? Is the detective a gentle and good-looking man?*

- 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.
- Pair work. Set time. Pupils do the task. For slower pupils, get them to work in pairs. Monitor the activity and offer help as necessary.
- Call on a few pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage.

Answers: 1. Yes 2. No 3. Yes 4. Yes 5. No

b. Write short answers.

- Discuss with pupils the questions in Task b. *Write short answers.* Elicit their answers. Then set time and let pupils work in pairs. Monitor the activity.
- Ask a few pupils to read their answers to the class. Discuss with the class the way how to come to the answer.

Answers:

1. "Case closed" series.
2. Jimmy Kudo.
3. Very intelligent and brave.



4. Write about your favourite book.

- Ask pupils to open their Student's Book on Page 68 and get them to read the task and the Guide as a writing frame. Say the writing purpose: *You are going to write about your favourite book.* Point to the incomplete passage and say: *You should read and complete the passage about your favourite book with support from the Guide.* Do the first example with the class. Write the writing frame on the board and elicit pupils' answers to complete the passage, using the prompts supplied by pupils.
- Individual work. Set time and ask pupils to fill the blanks with their appropriate information before copying onto a clean sheet of paper for the class display later. Monitor the activity and offer help as necessary.
- Call on a few pupils to read their work to the class. Then have the class display.

5. Fun time

Complete the crossword puzzle with the adjectives in the box.

- Stick the large sheet of paper with the crossword puzzle on the board. Draw pupils' attention to the crossword. Set the context: *You are going to do a crossword puzzle. You should read all the adjectives in the box. Look at the letters provided and think about the rest of the letters to fill the boxes.*
- Check pupils' comprehension of the adjectives. Then get them to repeat each adjective a few times.
- Individual work. Pupils read, select and do the crossword independently. For slower pupils, get them to work in pairs.
- Call on a few pupils to go to the board to write the letters in the boxes. Correct any mistakes and get pupils to read aloud these adjectives.

Answers:

1. *patriotic* 2. *miserable* 3. *beautiful* 4. *intelligent* 5. *brilliant* 6. *brave* 7. *gentle*

Summary

- In this lesson, pupils have learnt to ask and answer questions about what a story character is like, using *What is he / she like? - He / She...* (adjective); and
- to read a comprehension text on a favourite character and write about a favourite book character.

Homelink

- Pupils look for pictures (magazine cut-outs, drawings, toys, etc.) related to their favourite books for the class display in the next lesson.