**UNIT 2: OUR HOMES**

**Lesson 1: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

-Use the words *building, flat, house, tower* and the numbers *23, 38, 93*, and *116* in relation to the topic “Our homes”;

- Correctly say the words and use *Do you live in this / that?* – *Yes, I do. / No, I don’t.* to ask and answer questions about someone’s home;

- Use *Do you live in \_\_\_\_? – Yes, / No, \_\_\_\_.* in a freer context.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: **Collect the letters**

- Greet the class. Ask pupils to look at the pictures and guess the words (*street, road, village, city*).

If students can correctly say and spell the word, they get a letter. After guessing all of the words, they look at the letters, unscramble to find out the key word of the lesson.

- Get pupils to open their books at page 16 and look at *Unit 2, Lesson 1, Activity 1*. Write the title *Our homes* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

**Activity 1: Look, listen and repeat**

**-** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they can see in the pictures.

**-** Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese where necessary, then repeat in English after the teacher.

**-** Play the recording and encourage pupils to point at the characters while listening.

**-** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

**-** Draw their attention to the question *Do you live in this building?* and the answers *Yes, I do. I live in that flat.* Tell pupils that the question and answer are used to ask and answer about someone’s home.

Extension: Invite a few pairs of pupils to stand up at their places, listen to and repeat the Exchanges **a** and **b**.

**Activity 2: Listen, point and say**

-Have pupils look at Pictures **a**, **b**, **c** and **d**, say what they can see in the pictures. Point at each picture / word for pupils to look at and say the word and its meaning. Explain that *tower* is another word referring to a tall building in this context.

**-** Play the first part of the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident. Use the flash cards for the class to practise speaking.

**-**Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

**-** Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary.

**-** Invite a few pairs to stand up and point at each picture in their books to ask and answer the questions.

Extension:Invite a few pairs of pupils to the front of the class to ask and answer questions about their homes.

**Activity 3: Let’s talk.**

**-** Draw pupils’ attention to the picture. Ask questions to revise the relevant words (*see Input*).

**-** Elicit pupils’ answers to the questions and write them on the board. Get pupils to say the completed sentences.

**-**Put pupils into pairs to ask and answer questions about each home type in the illustration. Go around the classroom to offer support where necessary.

**-** Invite a few pairs to the front of the classroom. They can use the pictures in relation to this section to ask and answer questions about their homes.

**Fun corner and wrap-up:**

Game: Pass the teddy bears

- Give two different colored teddy bears to two pupils, a black teddy bear (*ask the question*) and a white teddy bear (*answer the question*).

- Ask pupils to listen to music and pass the teddy bears.

- Stop music suddenly. Have the pupil with a black teddy bear make a question. Have the pupil with a white teddy bear answer the question.

e.g.Pupil A: *Do you live in this house?*

Pupil B: *Yes, I do.*

- Repeat the game several times.

**IV. REGULATION**

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**UNIT 2: OUR HOMES**

**Lesson 2: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

-Listen to and understand four communicative contexts in which speakers ask and answer questions about their homes and number the pictures;

- Complete four gapped exchanges with the help of picture cues;

- Reinforce understanding of the words and sentences related to the topic “Our homes” by playing *Guessing* game*.*

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Game: **Slap the board**

- Ask pupils if they remember the words and sentence structures to ask and answer questions about someone’s homes.

- Show the questions and answer choices on the screen.

- If the screen is not big enough, teachers write A, B, C on the board.

**Activity 4: Listen and number.**

**-** Draw pupils’ attention to the pictures and ask questions to elicit the home in the pictures, for example, *What can you see in this picture? Is it a house? Is it a tower?*

**-** Play the recording all the way through. Then play it again for pupils to listen and number the pictures.

**-** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

\* **Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**Activity 5: Read and complete.**

**-** Model Exchange 1 as an example. Have pupils read the question and answer, and guess the missing word in the question. Draw their attention to the picture, and explain that pupils should pay attention to the hand pointing at the house to decide the missing word to fill in the gap (*this*). For Exchanges **3** and **4**, point at each picture in focus to elicit the words *flat* and *building*.

**-** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

**-** Get pupils to swap books with a partner to check their answers before checking as a class. Invite a pupil to write the answers on the board.   
Extension: Invite four pairs of pupils to act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

**Activity 6: Let’s play**

**-** Draw pupils’ attention to the game input on the board. Introduce and explain how to play the game: The class is divided into groups A and B. Each member in Group A and B writes a question to guess the home type that his / her counterpart in the other group lives in. Their work should be written on paper slips and handed to the teacher when the time limit is over. After that, the teacher invites two groups at random to interact using the questions and answers.

**-** Give pupils a time limit for the class to prepare for the game and go around the class to offer help where necessary.

**-** When the time is over, nominate a pair from different groups to check their interaction. Have the counterpart group stand up at their places, make the guesses, and encourage the rest of pupils to cheer up whenever the guess is correct.

**Fun corner and wrap-up:**

**Game:** Roll the dice

- Divide the class into groups of six. Have each pupil count the numbers from one to six.

- Ask a pupil from each group to roll the dice to choose a pupil asking the question.

- Ask that pupil to put up a picture and ask the question and invite another pupil of the group to answer the question about their homes.

e.g. Pupil *A: Do you live in this house?*

Pupil *B:* *Yes, I do.*

- The pupil who answers the correct answers will continue rolling the dice.

**IV. REGULATION**

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**Lesson 2: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s home and address;

- correctly say the words and use *What’s your address?* – *It’s* \_\_\_\_.to ask and answer questions about someone’s address;

- use What’s your address? – It’s \_\_\_\_\_\_\_\_\_\_. to ask and answer questions about someone’s address;

- use *Do you live in \_\_\_? Yes, / No, \_\_\_.* and *What’s your address?* *– It’s \_\_\_\_.* in a freer context.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: **Slap the board**

- Prepare pictures of different types of homes (*tower, building, flat, that house, this building, that tower).*

- Divide the class into 3 teams. Number pupils in each team.

- Focus pupils on the sentences and pictures on the screen.

- Call out a number and ask pupil to slap the correct answer on the board.

- Check the answer with the whole class.

**Activity 1: Look, listen and repeat.**

**Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they are talking about.

**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and follow the language. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

**Step 3:** Invite a few pairs to the front of the classroom to listen and repeat the questions and answers of the Exchanges **a** and **b**.

**Extension:** Draw pupils’ attention to the question *What’s your address?* and the answer *It’s 45 Ba Trieu Street.* Explain how to use capital letters in addresses in English, and how to read the numbers in addresses (45 → forty-five).

**Activity 2: Listen, point and say.**

**Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and d and say what they can see in each picture.

**Step 2:** Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards to practise saying the numbers 116 (one sixteen), 38 (thirty-eight), 93 (ninety-three), 23 (twenty-three) and the street names.

**Notes:**   
We say: 116: one-sixteen OR one-one-six.

DO NOT SAY: one hundred and sixteen

**Step 3:** Point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

**Step 4:** Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary. Invite a few pairs to act out the exchanges in front of the class.

**Activity 3: Let’s talk.**

**Step 1:** Ask pupils to look at the pictures and elicit the addresses. Ask questions to help them identify the context (see Input).

**Step 2:** Point at the ﬁrst building and elicit the question in the ﬁrst speech bubble *Do you live in \_\_?* and the answer in the second speech bubble *Yes, / No, \_\_\_\_.* as an example. If the answer is *No*, then point at the question *What’s your address?* Write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.

**Step 3:** Give pupils time to work in pairs and take turns pointing at each picture to ask and answer using *Do you live in \_\_\_\_?   
– Yes,* / *No, \_\_\_\_.* and *What’s your address?* *–* *\_\_\_\_*.

**Step 4:** Invite a few pairs to come to the front of the classroom and act out the exchanges.

**Fun corner and wrap-up:**

Game **Game: Racing**

- Divide the class into three groups. Each group has equal numbers of pupils.

- Ask pupils to stand in lines. Set the timer.

- Ask the first pupil from each line *What’s your address?* he/ she must answer and in turn ask the second pupil in the line. The second pupil then answers and asks the third, and so on.

- The group which has the shortest time to finish asking and answering wins the game.

**IV. REGULATION**

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**UNIT 2: OUR HOMES**

**Lesson 2: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand two communicative contexts in which speakers ask and answer questions about their addresses and circle the correct pictures;

- complete two gapped dialogues with the help of picture cues;

- listen to and complete the song *Homes* and to sing it with the correct pronunciation, rhythm and melody.

- Show their pride in their personal information and where they live.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Sing a song

**Activity 4: Listen and circle**

**Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit the addresses. Remind them to pay attention to the numbers of the addresses. Have pupils predict  
which picture is referred to in Conversation 1 (Picture b).

**Step 2:** Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and circle the correct picture.

**Step 3:** Repeat **Steps 1** and **2** for Conversation 2.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

**Extension:** If time allows, play the recording, sentence by sentence, for pupils to  
listen and repeat individually and in chorus. Correct their pronunciation where  
necessary.

\* **Key:** *1. b 2. a*

**Activity 5: Read and complete**

**Step 1:** Do the first gapped dialogue with the class as example. Have pupils read the dialogue. Draw pupils’ attention to the address and the distance from the address to the place where they are before guessing the missing words. Remind pupils of the collocation *far from*.

**Step 2:** Read the second dialogue. Point at the building and draw pupils’ attention to the boy’s hand toward the building on the left-hand side. Elicit the missing word (*that*). For other missing words, tell pupils to rely on the context of the questions and answers.

**Step 3:** Give pupils a time limit to read the gapped dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

**Extension:** Invite two pairs of pupils to act out the completed dialogues. Check pronunciation where necessary.

**Activity 6: Listen, complete and sing**

**Step 1:** Have pupils read the song lyrics and guess the missing words with the help of the picture. Give Number 1 as an example (**building**). Fill in the gap.

**Step 2:** Repeat **Step 1** for Number 2 (*tower*) and Number 3 (*19*).

**Step 3:** Give a time limit for pupils to read and fill the gaps. Then play the recording again for  
them to check the answers.

**Step 4:** Play the recording again for pupils to listen and sing along before they practise singing the song.

**Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

**Game: Game: Interview**

- Teacher gives a pupil a handout.

- Pupils go around the class and ask 5 friends: *What’s your address?* and write the answers on the handout in 5 minutes.

- Teacher calls some pupils to come to the front and talk about their address and their friends’ addresses.

**HANDOUT**

Name: …………………………………. Class: ………

|  |  |  |
| --- | --- | --- |
|  | Name | Address |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

**IV. REGULATION**

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**UNIT 2: OUR HOMES**

**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly pronounce the two-syllable words with the stress on the second syllable as in *ﬁf’teen* and *six’teen* in isolation and as in the sentences *I live at fifteen Ba Dinh Street*; *She lives at sixteen London Street*;

-identify the stress on some two-syllable words and circle the word with a diﬀerent stress pattern from the other two words;

- say the chant with the correct pronunciation, word stress and rhythm.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Song: **Big numbers**

- Greet the class, then have the class listen and sing the song *Big Numbers*.

- Review numbers *Matching Game.*

Explain how to play the game: Pupils take turns to open two cards, trying to find the pairs of numbers (as numbers and words). If the cards don’t match, teacher clicks to turn them back. If the cards match, praise students and give them points for their team.

**Activity 1: Listen and repeat**

**Step 1:** Have pupils point at the word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.

**Step 2:** Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.

**Step 3:** Repeat Steps 1 and 2 for the word *six'teen* and the sentence *She lives at six'teen London Street.* Go around the classroom and correct pupils’ pronunciation where necessary.

**Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences.

**Activity 2: Circle, listen and check**

**Step 1:** Tell pupils that this is an odd-one-out exercise. Pupils circle the word having a different stress from each line. Then listen to the recording to check their answers.

**Step 2:** Set a time for pupils to do the task.

**Step 3:** Play the recording, once or twice, for pupils to listen and check their answers. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

**\* Key:** *1. c 2. a 3. a*

**Extension:** Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary.

**Activity 3: Let’s chant**

**Step 1:** Have pupils look at the pictures and identify the addresses.

**Step 2:** Get pupils to read the first verse of the chant and draw their attention to the numbers 15 (*fif'teen)* and 16 (*six'teen)*. Check comprehension.

**Step 3:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.

**Step 4:** Repeat Steps **2** and **3** for the second verse of the chant but draw their attention to the numbers 18 *(eigh'teen)* and 19 *(nine'teen)*.

**Step 5:** Play the recording all the way through for pupils to chant and clap their hands.

**Extension:** Invite two groups of pupils to take turns chanting the questions and answers in the two verses, replacing *fifteen, sixteen* with *thirteen* and *fourteen; eighteen, nineteen* with *fifteen* and *sixteen.*

**Fun corner and wrap-up:**

Game: **Jumping**

- Tell pupils they are going to play the game *Jumping*. If teacher reads a word that is the same as what she writes on the board, pupils jump. If it is not, they keep still. Ask them to say the word written on the board.

- Ask pupils to stand at their desks.

- Write a number from the lesson and say a word. Have pupils play the game.

**IV. REGULATION**

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**UNIT 2: OUR HOMES**

**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read a letter and show understanding by deciding if the sentences are true or false;

- write the answers to the guiding questions based on their personal information;

- present the results of a survey of pupils’ homes to the class.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Game: **Who’s faster?**

- Show the hidden pictures and let pupils look, guess and say aloud the words: *tower, house, building, flat, street*

**Activity 4: Read and tick True or False.**

**Step 1:** Tell pupils the goal of the activity and explain that they should read the letter and tick *True* or *False* for the sentences provided. Check comprehension.

**Step 2:** Give an example with Number 1. Have pupils read the sentence Number 1; then scan the letter above quickly to find the correct fact (*Sydney*)*.* Then tell them to compare with the information given in the sentence provided (*London*). Tell the pupils to tick the box *False*.

**Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

**Extension:** Invite one or two pupils to read aloud the letter. Correct their pronunciation where necessary.

\* **Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**Activity 5: Let’s write.**

**Step 1:** Tell the class the goal of the activity and explain that they should read the questions and write the answers based on their personal information.

**Step 2:** Give an example with Question **1**. Invite a pupil to read Question **1** and write the answer on the board and read it aloud. Correct the spelling and pronunciation where necessary.

**Step 3:** Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. If time allows, invite one or two pupils to stand up and read aloud their answers.

**Activity 6: Project**

**Step 1:** Check pupils’ preparation of their survey.

**Step 2:** Invite a pupil to report his / her survey with your help.

**Step 3:** Have pupils work in groups to practise reporting their own surveys*.* Go around the classroom and offer help where necessary.

**Step 4:** Invite a few pupils to report their surveys in front of the class. Praise them when they do a good job.

**Fun corner and wrap-up:**

**Test your friend**- Have pupils work in groups of four.  
- Have one pupil from each group tell the others about his/ her home. Ask their friends to check their pronunciation.  
- Call some volunteers to perform in front of the class.  
- Praise pupils if they perform well.  
**IV. REGULATION**

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