**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 1: 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 in which characters ask and answer questions about someone’s nationality.

- correctly say the words for nationalities and use *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

- enhance the correct use of *What nationality is he / she? - \_\_\_\_\_.* to ask and answer questions about someone’s nationality in a freer context.

- use the words *nationality, Australian, Malaysian, American, Japanese* in relation to the topic “My foreign friends”.

- Show their pride in where they come from and great respect for where someone comes from by asking and answering about nationality.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: **Slow reveal**

- Tell the class they are going to play a vocabulary game to activate the names of some countries that they have learnt in Tieng Anh 4.

- Prepare the pictures about countries. Stick the pictures facing down on the board.

- Model the first picture, e.g. *Viet Nam*. Put a picture on the board and cover it with a piece of paper.

- Very slowly move the paper to reveal the picture, little by little.

- Ask *Which country is this?*. Ask pupils to guess the name of the country, e.g. *This is Viet Nam.*

- The first pupil to guess correctly comes to the front to choose the next picture.

- Continue the game until all of the words of the countries are said.

**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 can see in the pictures.

**Step 2:** Have pupils look at Picture **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.

**Step 3:** Play the recording and encourage pupils to point at the characters while listening.

**Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.

**Step 5:** Draw pupils’ attention to the question *What nationality is he?* and the answer *He’s Australian.* Explain that they are used to talk about someone’s nationality.

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

**Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the countries. Explain the word under each picture is not the name of the country, but it is the nationality.

**Step 2:** Play the first part of the recording for pupils to listen and repeat the words under the pictures in chorus and individually until they feel confident. Use the flash cards for *Australian*, *Malaysian*, *American* and *Japanese* to practise the words.

**Step 3:** Have pupils point at Picture a. Draw pupils’ attention to the speech bubbles and elicit the missing words (*What nationality is he? - He’s Australian.*) Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.

**Step 4:** Repeat **Step 3** with Pictures **b**, **c**, and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

**Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about someone’s nationality.

**Activity 3: Let’s talk.**

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).

**Step 2:** Point at the first character and elicit the question in the first speech bubble (e.g. *What nationality is she?*) and the answer in the second speech bubble (*She’s Malaysian.*) as an example. Then write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.

**Step 3:** Put pupils into pairs to ask and answer questions about the nationality of each character in the picture. Go around and offer support where necessary.

**Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about someone’s nationality.

**Fun corner and wrap-up:**

**Game: Sentence Puzzle (ppt)**

- Divide the class into groups of four.

- Give each group a sentence that is broken/cut into pieces.

- Ask them to arrange them to make a complete sentence, then read it aloud.

e.g.

is

What

nationality

he

?

- The group who makes it first will be the winner.

**IV. REGULATION**

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**Lesson 1: 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 someone’s nationality and tick the correct pictures.

- circle correct words in four exchanges with the help of picture cues.

- sing the song *My friends* with correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Game: Lucky stars

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

- Write the question and answers on the board.

- Divide the class into two groups. Have a pupil from each group play *one, two, three* to find the group going first.

- Have two pupils from each group choose a colour star, look at the picture given and ask and answer the question about someone’s nationality.

- Ask the class to check their friends’ pronunciation. If they are correct, they will get points for their group.

- Continue the game until all the words are said.

- The group with more points wins the game. Praise the winner.

**Activity 4: Listen and tick**

**Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What nationality is she? What’s he doing?* to elicit the nationalities of the characters and the activities they are doing in the pictures. Remind them to look at the pictures **a**, **b** and **c** to contrast. For example, have pupils explain that *the boy in picture* ***a*** *is playing football. He’s Japanese. The boy in picture* ***b*** *is playing football. He’s American. The boy in picture* ***c*** *is playing badminton. He’s Australian.*

**Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and choose correct pictures that show the nationalities of the characters mentioned in the conversations.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *What’s Sam doing? What nationality is he?*

**Activity 5: Read and circle**

**Step 1:** Do sentences 1 together as an example. Draw pupils’ attention to the picture (*A girl holding the flag of America*) and elicit the words such as *America* and *American*. Have pupils read the sentences. Elicit the answer to fill in the gap (*America*).

**Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Nominate some pupils to write the answers on the board. Check the answers. Ask questions to have pupils explain why they choose the options. For example, for picture B, ask *why do you choose Malaysian? - Because there’s a flag of Malaysia.*

**Step 4:** Invite four pairs of pupils to act out the completed exchanges **3** and **4** in front of the class. Correct their pronunciation where necessary.

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

**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to say what they see.

**Step 2:** Have pupils read and listen to the song, draw their attention to the pronunciation, rhythm and melody.

**Step 3:** Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *British*, *Britain*, *land*, *see* in the first verse and *Australian*, *Australia*, *land*, *see* in the second verse.

**Step 4:** Ask pupils to listen to and sing the whole song while doing actions or clapping their hands. Go around the classroom and offer help where necessary.

**Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

**Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

**Game: Yes or No? (ppt)**

- Divide the class into two groups.

- Have a pupil from Group A stand in front of the class facing away from the board.

- Stick a flashcard (a boy or a girl and his/ her country) on the board.

- Call another pupil to ask a question to find out his/ her nationality.

- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.

e.g. *Is he/ she Japanese?*

*Is he/ she Malaysian?*

*Is he/ she American?*

- Have pupils from each group take turns playing the game.

- The pupil getting a correct answer will get points for their group.

- The group with more points wins the game. Praise the winner.

**IV. REGULATION**

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**UNIT 3: MY FOREIGN FRIENDS**

**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 in which characters ask and answer questions about someone’s personality.

- correctly say the words and use *What’s he / she like? - He’s / She’s \_\_\_\_.* to ask and answer questions about someone’s personality.

- enhance the correct use of *What’s he / she like? - \_\_\_\_\_.* to ask and answer questions about someone’s personality in freer contexts.

- use the words *friendly, helpful, clever, active* in relation to the topic “My foreign friends”.

- Raise their awareness of good personality.

**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 1: Listen and repeat**

**Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict what Lily’s nationality is.

**Step 2:** Play the recording for them to listen and check the prediction.

**Step 3:** Play the recording again, encourage pupils to point at the characters while listening.

**Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.

**Step 5:** Draw pupils’ attention to the question *What’s she like?* and the answer *She’s friendly.* Explain that they are used to talk about someone’s personality.

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

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

**Step 2:** Play the recording for pupils to listen to and repeat the phrases in chorus and individually until they feel confident. Use the flash cards for *a friendly girl*, *a helpful girl*, *a clever boy* and *an active boy* to practise the phrases.

**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. 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.

**Step 5:** Invite a few pairs to act out the exchanges in front of the class.

**Extension:** Have pupils brainstorm some adjectives to describe someone’s appearance that they have learnt to contrast with the adjectives to describe someone’s personality, for example, *tall*, *slim*, and *young.*

**Activity 3: Let’s talk**

**Step 1:** Ask pupils to look at the picture and elicit the personality of each character in the picture. Remind pupils that *What’s he / she like?* and *- \_\_\_.* are used to ask and answer questions about someone’s personality.

**Step 2:** Give pupils time to work in pairs and take turns pointing and asking and answering questions about the personality of each character in the picture. Remind them to look at the activities the characters do.

**Step 3:** Invite a few pairs to come to the front of the classroom and act out the exchanges.

**Fun corner and wrap-up:**

**Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words on the board.

- Call out a word and have the first pupil from each group race to slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with the most points wins. Praise the winner.

**IV. REGULATION**

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**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

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

- correctly repeat with correct stress in the two syllable words, as in the words *‘active* and *‘friendly*, and in the sentences *He’s an active boy.* and *She’s a friendly girl.*

- identify the word stress on the 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:** Game: **Find someone who**

- Tell pupils that they are to walk around the classroom and find people who have the personality described on the sheet.

- Distribute the “Find Someone Who is ...” sheets.

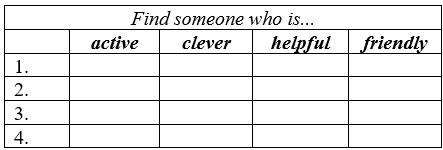
- Play the game. Continue until two or three pupils complete the worksheet.

- Ask pupils to return to their seats.

- Check their pupils’ worksheet.

- Praise pupils if they do the activity well.

WORKSHEET



**Activity 1: Listen and repeat.**

**Step 1:** Have pupils point at the word *‘active* and the sentence *He’s active.* Play the recording of the word and sentence 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 and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.

**Step 3:** Repeat **Steps 1** and **2** for the word *‘friendly* and the sentence *She’s friendly.* Go around the classroom and correct their pronunciation if necessary.

**Step 4:** Let pupils work in pairs or groups, say the words and read the sentences until they feel confident.

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

**Step 1:** Tell pupils the goal of the activity. Explain that this is an ‘odd one out’ activity. Pupils read three options and circle the word which has a different stress pattern from the other two words.

**Step 2:** Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress different from the other two. Then get pupils to swap books with a partner to check their answers.

**Step 3:** Play the recording and have pupils listen and check the options. Correct the answers where necessary.

**Step 4:** Invite a few pupils to read aloud the words in front of the class. Correct the word stress where necessary.

**Activity 3: Let’s chant.**

**Step 1:** Have pupils look at the picture and state activity the characters do and the words to show their personality.

**Step 2:** Have pupils read the first verse of the chant and draw their attention to the stress of the words *active* and *friendly* as in words and in sentences. Check comprehension.

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

**Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant. Draw pupils’ attention to the words *helpful* and *clever* to practice the word stress as in words and in sentences.

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

**Extension (For consolidation):** Replace two adjectives in the chant with other adjectives which have the stress on the first syllable for example, happy, busy, quiet, tidy, gentle. Have pupils practice the new chant.

**Fun corner and wrap-up:**

**Game: Circle jump**

- Divide the class into groups. Have two groups make two lines to play the game.

- Draw four large circles on the floor.

- Place some word cards (*active, friendly, clever, helpful*)in each circle.

- Call out a word, and a pupil from each group has to run and stand inside the corresponding circle as quickly as possible.

- Ask pupils to say the word when standing in the circle.

- The first pupil saying the correct word gets a point for their group. The group with more points wins the game.

**IV. REGULATION**

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**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

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

- read and show the understanding of the text by completing the table.

- fill in the form with some information about a foreign friend.

- work in groups, search and find the names of five countries and their nationality adjectives, use the information to make a poster and give a presentation.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Let’s sing a song

- Spend a few minutes revising the previous lesson by having pupils sing the song on page 23.

- Play the song for pupils to listen and sing in the chorus.

- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.

- Invite one pupil or a group to perform the song in front of the class.

**Activity 4: Read and complete.**

**Step 1:** Tell pupils the goal of the activity and explain that they should read the text and complete the table with the information in the text. Ask pupils to study the table. Make sure that they understand the information in each column. In weaker classes, explain that *in the first column, they are main information you need to find about Emma such as her name, her nationality, her appearance and personality. The second column is the information about Emma.*

**Step 2:** Do blank 1 as an example. First, have pupils read the information in the table and decide what information they need (*nationality*). Then, have pupils find the information about Emma’s nationality in the text. Write the word to fill in blank 1.

**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 their books with a partner and check their answers before checking as a class. Explain the type of information they need for each gap, e.g. *For gap 2, you need a word to describe Emma’s hair. For gap 3, you need a word to tell what Emma is like. For gap 4, it is an example to show that Emma is friendly. Look for the word meeting in the reading.*

**Extension (For advanced level):** Ask pupils to choose five keywords about Emma (*American, hair, classmates, dishes, and friendly*). Have pupils work in pairs and talk about Emma.

**Activity 5: Let’s write**

**Step 1:** Tell the class the goal of the activity and explain that they should read and fill in the form with the information about a foreign friend. Check comprehension.

**Step 2:** Have pupils fill in the first blank together as an example. Ask them to read the first line in the form and elicit possible answers. Then have them write the answer in the gap.

**Step 3:** Give pupils time to complete the form independently. Go around the classroom and offer help where necessary.

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

**Extension:** Invite one or two pupils to read their completed form in front of the class.

**Activity 6: Project.**

**Step 1:** Tell pupils about the goal of the activity. Restate the steps in the project. Explain that they have searched for the names of five countries and their nationality adjectives and prepared a poster to present in class. In the poster, there are the names of the countries and their nationality adjectives. If possible, there is some information about the countries such as people, flags, maps.

**Step 2:** Have groups put the posters on the desk and practice the presentation. Encourage all members in the group to present. Go around the classroom and offer help where necessary.

**Step 3:** Get two groups to work together and take turns to give their presentations. Invite a few groups to show their poster and give their presentations in front of the class. Praise good performances.

**Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

**Game: Who’s faster? (ppt)**

- Tell pupils that they are going to look at pictures or word cards and answer the teacher's questions.

- Prepare sets of pictures (*Australian, Malaysian, American, Japanese*) and word cards (*friendly, helpful, clever, active*).

- Ask pupils to work in two groups.

- Show a picture or a word card on the board and ask a question related to the picture or the word card. Ask pupils to raise their hands as fast as they can to answer the question.

- The pupil with the correct answer will get points for their group.

- Remark pupils’ pronunciation. Praise the winner.

**IV. REGULATION**

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