



Tập thể tác giả nhóm Cánh Buồm
Chương trình Giáo dục Hiện đại



Tiếng Anh 3

TỪ – CÂU – VĂN BẢN

**GIÁO DỤC TIỂU HỌC ỔN ĐỊNH VÀ
BẢO ĐẢM CHẤT LƯỢNG
THÌ TOÀN BỘ NỀN GIÁO DỤC MỖI ĐƯỢC ỔN ĐỊNH,
MỖI GIA ĐÌNH ỔN ĐỊNH, CẢ XÃ HỘI CÙNG ỔN ĐỊNH.**

TIẾNG ANH 3

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Cùng bạn dùng sách

Bộ sách *Tiếng Anh* bậc Tiểu học này của nhóm Cánh Buồm nhắm tới đào tạo người học *dùng được tiếng Anh một cách có ý thức*.

Học có ý thức một ngoại ngữ là biết rõ mình *học để làm gì* và mình có *cách học như thế nào*.

Học một ngoại ngữ nhằm mục đích gì và theo phương pháp nào là hai mặt của cùng một vấn đề.

Mục đích học một ngoại ngữ là để có một *công cụ* giúp con người *phiêu lưu vào một nền văn hóa xa lạ*. “Phiêu lưu” vì mỗi người học có thể có mục đích khác nhau nhưng tất cả người học đều cần phải biết *cách làm ra và dùng công cụ* đó. Thậm chí, vừa làm ra công cụ đó vừa dùng công cụ đó. Hơn thế nữa, càng dùng công cụ do chính mình làm ra thì càng giỏi ngoại ngữ.

Tiến trình mang tính mục đích – phương pháp đó được phân bổ trong năm tập sách, giả định là tương ứng với năm lớp bậc Tiểu học, như sau:

Lớp 1 – Âm và Từ. Công cụ ngoại ngữ đầu tiên là *phát âm*. Vì phát âm sai thì không có ngoại ngữ nào hết! Âm lại được gửi trước hết trong các từ. Vì vậy, chúng ta cũng lợi dụng khi trí nhớ của học sinh còn tươi mới, cộng thêm các trò chơi hấp dẫn, để giúp các em vừa học phát âm vừa nhớ ít nhất 300 từ.

Lớp 2 – Từ loại và Từ vựng. Tiếp tục củng cố những “thành tựu” về phát âm với vốn từ đã có ở Lớp 1, lên Lớp 2, học sinh sẽ học thêm về *cách cấu tạo từ* tiếng Anh và cách dùng chúng theo *từ loại*.

Mục tiêu là hết Lớp 2 học sinh sẽ có vốn từ vựng chừng 500 từ (cộng cả lớp trước) và *phát âm tự tin rằng mình không sai*.

Lớp 3 – Từ – Câu – Văn bản. Khi đã có tạm đủ những “viên gạch” là các từ, học sinh sẽ dùng phần “công cụ” đã chuẩn bị sẵn đó để hoàn thiện công cụ ngoại ngữ: dùng từ trong các câu, và dùng các câu trong các bài (văn bản nói hoặc viết). Phương thức “giao tiếp” ở lớp này vẫn là những tình huống giao tiếp trong phương thức nhà trường (lời kể ở các vai, diễn những kịch ngắn, tự soạn những bài nói, và tập viết những điều đã nói được. Mục tiêu là hết Lớp 3 học sinh sẽ có khả năng *nghe nói đọc viết* – người học sinh đó cũng tự mình biết tìm tòi để hiểu *văn bản viết* (ví dụ, dùng từ điển) và vận dụng vào phát triển năng lực nói.

Lớp 4 – Tìm hiểu nước Anh. Khả năng dùng từ, câu và văn bản đã có từ lớp trước sẽ được dùng vào việc khám phá một *nền văn hóa xa lạ*. Người Anh bản địa sinh sống thế nào? Người Anh bản địa có phong tục gì? Người Anh bản địa có thói quen văn hóa gì?... Một cách logic khả năng tìm hiểu người Anh bản địa sẽ dẫn tới nội dung học ở Lớp 5.

Lớp 5 – Tìm hiểu các nước nói tiếng Anh. Đó là nội dung để học sinh hiểu người Mỹ, người Australia, người New Zealand, người Ấn Độ, người Canada... và cả người Việt Nam nữa khi dùng tiếng Anh trong thế hội nhập toàn cầu.

Chúng tôi coi năm tập sách Tiếng Anh với quy trình học ngoại ngữ (tiếng Anh) như trên đã tạm đủ làm cơ sở để người học có

một công cụ ngoại ngữ. Công cụ đó, xin nhắc lại, do người học làm ra và dùng.

Tiếp theo chương trình này sẽ có chương trình khác với cách học khác tùy theo đòi hỏi của chương trình học do bậc học hoặc do ngành học đề ra.

Việc tổ chức cho trẻ em học bộ sách Tiếng Anh năm tập này sẽ do các trường xếp sắp. Nếu thiếu giáo viên, không dạy từ Lớp 1, thì có thể bắt đầu dùng Tiếng Anh tập một từ Lớp 3 hoặc từ Lớp 5. Các gia đình muốn con em học sớm hơn thì tùy hoàn cảnh mà thực hiện bộ sách này.

Nguyện vọng của nhóm Cánh Buồm là có một bộ sách Tiếng Anh dễ học, dễ dùng ngay cả ở những vùng khó khăn nhất với những giáo viên được đào tạo thiếu thốn nhất.

Bộ sách này không phản đối “cách tiếp cận giao tiếp”. Bộ sách này chỉ đưa ra một cách học chuẩn bị chắc chắn cho sự giao tiếp, với hy vọng học sinh sẽ đạt tới sự giao tiếp cao nhất là đối thoại thắm với những tác giả và sản phẩm của nền văn hóa xa lạ – như đã nêu ngay từ đầu – mà nền văn hóa Anh chỉ là một trường hợp/ ví dụ.

Mong bạn thành công!

Nhóm Cánh Buồm

UNIT 1: THE CAT, THE BALL AND THE BABIES

The ball is on the floor. It is a red wool ball. The babies look at the ball. The cat looks at the ball. The cat is black. The cat walks over to the ball. The cat hits the ball with its paw. The ball rolls on the floor. The babies smile.



1. Task 1: Getting started | Mở đầu

Instructions | Hướng dẫn:

- Students read the text and underline the word(s) you don't understand. Try to guess their meanings based on the context of the sentence/passage | HS đọc thầm đoạn văn và gạch chân những từ em không hiểu. Thử đoán nghĩa của chúng dựa vào ngữ cảnh.

- Teacher uses pictures and body language to demonstrate the content of the text | GV sử dụng hình ảnh và ngôn ngữ hình thể để giải thích cho HS nội dung sơ lược của văn bản.



2. Task 2: Studying sentence structure | Học mẫu câu

2.1. Sentence pattern | Câu mẫu

The cat is black.



a. Translate the sentence | Dịch

- Translate part of the sentence | Dịch từng phần
The cat: Con mèo
is: thì, là, ở (một thể động-từ-nối có thể không cần thiết trong tiếng Việt)
black: đen, màu đen
- Translate the whole sentence | Dịch cả câu
The cat is black: Con mèo (có) màu đen (Con mèo màu đen).

b. Sentence structure | Mô hình mẫu câu

S + V + C.

S (subject): Chủ ngữ **V** (verb): Động từ **C**: kí hiệu chung cho các thành phần bổ nghĩa cho chủ ngữ, động từ hoặc cho cả câu.

Usage: This kind of sentence is used to talk about | Cách sử dụng:
 Mẫu câu cơ bản này dùng để kể về:

- + Something that is true in the present | Một điều gì đó đúng trong hiện tại.
- + Something that happens again and again in the present | Một điều lặp đi lặp lại trong hiện tại.
- + Something that is always true | Một điều gì đó luôn luôn đúng (sự thật hiển nhiên).
- + Something that is fixed in the future | Một điều gì đó đã được sắp đặt cố định trong tương lai.

c. Analyse the sentence pattern using the format below | *Phân tích câu mẫu theo mô hình*

S = The cat

V = is

C = black

d. Listen and repeat | *Nghe và nhắc lại*

 The ... cat ... is ... black.

 The cat is black.

Pay attention to stress in **cat** and **black** and falling intonation |
Em chú ý nhấn âm vào **cat** và **black** và xuống giọng ở cuối câu.

e. Listen and write down | *Nghe và viết lại*

f. Read aloud the sentence you have written | *Đọc lại câu vừa viết*

2.2. Come up with other examples based on the structure above | *Luyện tập tạo câu theo mẫu*

a. Make new sentences by replacing subject | *Tạo câu mới bằng cách thay chủ ngữ*

Example: **The board** is black.

It is black.

b. Make new sentences by replacing complement | *Tạo câu mới bằng cách thay bổ ngữ*

Example: The cat is **grey**.

The cat is **an animal**.

The cat is **on the floor**.

c. Make new sentences by replacing verb | Tạo câu mới bằng cách thay động từ

Example: The cats **are** black.

The cats **are** white.

Remind you what you have learned | Em đã học được những điều này:



d. Make new sentences by replacing subject, verb and complement | Tạo câu mới bằng cách thay cả chủ ngữ, động từ và bổ ngữ

Example: I am a student.

They are students.

This is my book.

3. Task 3: Studying sentence structure | Học mẫu câu

3.1. Sentence pattern | Câu mẫu

The babies look at the ball.



a. Translate the sentence | Dịch

- Translate part of the sentence | Dịch từng phần

The babies: Những em bé

look at: nhìn, ngắm (vào..., tới...)

the ball: quả bóng

- Translate the whole sentence | Dịch cả câu

The babies look at the ball:

b. Sentence structure | Mô hình mẫu câu

S + V + C

c. Analyse the sentence pattern using the format below | Phân tích câu mẫu theo mô hình

S =

V =

C =

d. Listen and repeat | Nghe và nhắc lại

🔊 The ... babies ... look ... at ... the ... ball.

🔊 The babies look at the ball.

e. Listen and write down | Nghe và viết lại

f. Read aloud the sentence you have written | Đọc lại câu vừa viết

3.2. Come up with other examples based on the structure above | Luyện tập tạo câu theo mẫu

a. Make new sentences by replacing subject | Tạo câu mới bằng cách thay chủ ngữ

Example: **The boys** look at the ball.

They look at the ball.

b. Make new sentences by replacing complement | Tạo câu mới bằng cách thay bổ ngữ

Example: The babies look at **the cat**.

The babies look at **the board**.

The babies look at **me**.

The babies look at **their mother**.

c. Make new sentences by replacing verb | Tạo câu mới bằng cách thay động từ

Example: The babies **play** with the ball.

The babies **like** the ball.

The baby **plays** with the ball.

The baby **likes** the ball.



Play with...

Please comment on the verb forms of **to play** and **to like** when following different subjects **the baby** and **the babies**? | Em có nhận xét gì về hình thái của động từ **to play** và **to like** khi đi kèm với chủ ngữ **the baby** và **the babies**?

d. Make new sentences by replacing subject, verb and complement | Tạo câu mới bằng cách thay cả chủ ngữ, động từ và bổ ngữ

Example: I go to school.

She sees a ship.

They sing a song.

4. Exercises | Bài tập

4.1. Reading | Đọc

Read the text | Đọc văn bản

Instructions | Hướng dẫn:

- Read each sentence: With each sentence, teacher reads, students repeat in unison then each student reads the sentence again | *Đọc từng câu: Với mỗi câu, GV đọc, HS đồng thanh nhắc lại, sau đó yêu cầu từng HS đọc lại.*
- Read the whole text: students read the text then take turn to stand up and read out loud | *Đọc cả bài: HS tự đọc nhẩm lại cả đoạn văn, sau đó từng HS đọc to đoạn văn trước lớp.*



4.2. Translating | Dịch

Translate the text into Vietnamese | Dịch văn bản sang tiếng Việt

Instructions | Hướng dẫn:

- Teacher reads one sentence in the text. Students repeat in unison then each student translates that sentence into Vietnamese. Do the same for other sentences | *GV đọc một câu trong văn bản. HS đồng thanh nhắc lại. Yêu cầu từng HS dịch nghĩa câu đó. Lần lượt thực hiện với từng câu trong văn bản.*
- Students translate the text by themselves and write the translation into his/her notebook. / *HS tự dịch lại cả văn bản và ghi bài dịch vào vở.*

4.3. Role playing | Trò chơi đóng vai

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class | HS làm việc theo cặp, luyện tập đoạn hội thoại dưới đây. Sau đó, từng cặp HS thực hành đoạn hội thoại trước lớp.



1.

Cat: Hi, I am Cat. Meow! Nice to meet you.

Ball: ...

Cat: Meow! I know you. You are Ball.

Ball: ...

Cat: Play with me, Ball. Meow! Meow!

Ball: ...

Cat: No play! I hit you!



2.

Cat: Hi, Ball. My name is Cat.

Ball: Meow! Meow! Meow!

Cat: Nice to meet you! Meow meow!

Ball: Meow! Meow! Meow!

Cat: Play with me, Ball.

Ball: Meow! Meow! Meow!

Cat: Wow, no play! I hit you!



4.4. Writing | Viết

Imagine you are a cat, a ball or a baby, then write a short passage from that point of view | *Em đóng vai con mèo, quả bóng hoặc em bé, tự viết lại một đoạn văn.*

Hint: You can use an opening line as below | **Gợi ý:** *Em có thể dùng một trong các câu mở đầu sau:*

- I am a cat...
- I am a boy...
- I am a girl...
- We are the babies...
- I am a ball...

- a. I am a cat. My name is I am now with in I
- b. I am a baby. My name is I am in the room with We look at The cat The cat Very funny!
- c. I am a ball. My name is I am in the room with The cat looks at The cat The cat hits The babies Very funny!

Reading

Zoo manners

Be careful what
You say or do
When you visit the animals
At the Zoo.
Don't make fun
Of the Camel's hump
He's very proud
Of his noble bump.
Don't laugh too much
At the Chimpanzee

He thinks he's as wise
As you or me.
And the penguins
Strutting around the lake
Can understand
Remarks you make.
Treat them as well
As they do you,
And you'll always be welcome
At the zoo.

Eileen Mathias



UNIT 2: CHILDREN'S MUSICAL BAND

Allie, Peter and Sam are classmates. They love music. They are a band.

Allie is good at playing guitar. Peter is an excellent drummer. They are not singers. Sam is the singer in the band. He sings very well. He does not play any musical instruments.

They usually perform at their school. Their schoolmates love them. They are very happy.



1. Task 1: Getting started

Instructions:

- Students read the text and underline the word(s) you don't understand. Try to guess their meanings based on the context of the sentence/passage.
- Teacher uses pictures and body language to demonstrate the content of the text.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

They are not singers.

a. Translate the sentence

- Translate part of the sentence

They: họ, những người đó, chúng...

are: là, thì

not: không (là), không phải (là)

singers: (những) ca sĩ

- Translate the whole sentence

They are not singers:



b. Sentence structure

S + to be + not + C

Usage: This is the negative form of the present tense that is used to state that something is not true.

c. Analyse the sentence pattern using the format below

S =

to be =

not (the element that makes up the negative meaning
| yếu tố tạo nên ý nghĩa phủ định)

C =

d. Listen and repeat

🔊 They ... are ... not ... singers.

🔊 They are not singers.

e. Listen and write down

f. Read aloud the sentence you have written

g. Negative contractions | *Hình thức rút gọn của “to be + not”*

to be + not	Negative contraction
am not	no contraction
is not	isn't
are not	aren't

Example: They **are not** singers = They **aren't** singers.

2.3. Come up with other examples based on the structure above

Example: He is not a singer.
I am not a teacher.
It isn't cold.
My friends aren't lazy.



3. Task 3: Studying sentence structure

3.1. Sentence pattern

He does not play any musical instruments.

a. Translate the sentence

- Translate part of the sentence

He: anh ấy, cậu ấy (bác ta,
ông ấy, anh ta,...)

does not: không

play: chơi

musical instrument: nhạc cụ

- Translate the whole sentence

He does not play any musical instruments:

.....



b. Sentence structure

S + auxiliary V^(*) + not + V + C

(*) Auxiliary Verb: trợ động từ

Remember:

I, we, you, they	do not
He, she, it	does not

c. Analyse the sentence pattern using the format below

S =

auxiliary verb

not

V =

C =

d. Listen and repeat

🔊 He ... does ... not ... play ... any ... musical ... instruments.

🔊 He does not play any musical instruments.

e. Listen and write down

🔊 He ... does ... not ... play ... any ... musical ... instruments.

🔊 He does not play any musical instruments.

f. Read aloud the sentence you have written**g. Negative contractions**

auxiliary	Negative contraction
do not	don't
does not	doesn't

Example:

He **does not** play musical instrument = He **doesn't** play musical instrument.

3.2. Come up with more examples based on the structure above

Example:

I don't like snakes.

Sam doesn't sing well.

They don't want to stay at home.



4. Exercises

4.1. Reading

Read the text

Instructions:

- Read each sentence: With each sentence, teacher reads, students repeat in unison then each student reads the sentence again.
- Read the whole text: students read the text then take turn to stand up and read out loud.

4.2. Translating

Translate the text into Vietnamese.

Instructions:

- Teacher reads one sentence in the text. Students repeat in unison then each student translates that sentence into Vietnamese. Do the same for other sentences.
- Students translate the text by themselves and write the translation into his/her notebook.

4.3. Role playing

Students work in group of 3 and practice the conversation below. Then, each pair stands up and does this exercise in front of the class.

Allie: Hello. I am Allie. I am a guitar player.

Peter: Nice to meet you, Allie. My name is Peter. I play drums. This is Sam.

Sam: Hi! I'm Sam. I don't play any musical instruments.

Peter: But he sings very well. He is a singer.

Allie: Great! We can make a musical band.

Sam and Peter: That's a great idea!



4.4. Writing

You play the role of Allie, Sam or Peter, and write a short text.

Hint: You can use one among sentences below then introduce your friend(s):

- I am Allie
- My name is Sam
- I am a drummer
- The friend with a guitar is

- a. I am Allie We a musical band. I play with my People the musical band.
- b. My name is Sam We good friends. We musical instruments. My friend Allie a guitarist. He (She) a guitar
- c. I am a drummer
.....
- d. I am a drum. My name is Peter hits I don't cry because Peter is a drummer in the musical band.
- e. I am a guitarist
.....
- f. I am a singer
.....



UNIT 3: JOBS IN THE FUTURE

Think about your job in the future

Do you like animals? Do you want to be a vet? Maybe you can work with animals in a zoo.



Do you like to help others to learn new things? If you do, you can be a teacher.



Are you good at sports? If you are, you can be an athlete.

Think about the grown-ups you know. Do you want to be like one of them?



Artist Doctor Nurse Mechanic Farmer Reporter

1. Task 1: Getting started

Instructions:

- Students read the text and underline the word(s) you don't understand. Try to guess their meanings based on the context of the sentence/passage
- Teacher uses pictures and body language to demonstrate the content of the text.

2. Task 2: Learning new sentence structure

2.1. Learning sentence pattern

Do you like animals?



a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Do you like animals?: Bạn có yêu thích động vật không?

b. Sentence structure

Auxiliary V + S + V + C?

Usage: This kind of question is used to ask whether or not something is the case. The question can be affirmative or negative.

Responses:

- + Affirmative: Yes, S + auxiliary Verb.
- + Negative: No, S + auxiliary Verb + not.

Example: Do you like animals?

Yes, I do. / No, I don't.

c. Analyse the sentence pattern using the format below

Auxiliary V =


S =


V =

C =

Write down your answer in the notebook.

d. Listen and repeat

 Do ... you ... like ... animals?

 Do you like animals?

Note: Rising intonation

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

a. Make new sentences by replacing subject

Example: Do **they** like animals?

Does **he** like animals?

Does **James** like animals?

b. Make new sentences by replacing complement

Example: Do you like **books**?

Do you like **films**?

Do you like **to eat fish**?

Do you like **going to the zoo**?



c. Make new sentences by replacing subject, verb and complement

Example: Do they play football?

Does she love fast food?

3. Task 3: Studying sentence structure

3.1. Sentence pattern

Are you good at sports?

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Are you good at sports?: Bạn có giỏi thể thao không? (Bạn chơi thể thao tốt không? Bạn chơi thể thao tốt chứ?)

b. Sentence structure

To be + S + C?

Responses:

- + Affirmative: Yes, S + to be.
- + Negative: No, S + to be + not.



Example: Are you good at sports?
Yes, I am. / No, I am not.

c. Analyse the sentence pattern using the format below

To be = S = C =

Write down your answer in the notebook.

d. Listen and repeat

-  Are ... you ... good ... at ... sports?
-  Are you good at sports?

e. Listen and write down

f. Read aloud the sentence you have written

3.2. Come up with other examples based on the structure above

a. Make new sentences by replacing complement

Example: Are you good at **English**?
 Are you good at **speaking English**?
 Are you good at **Math**?

b. Make new sentences by replacing subject and verb

Example: Are **they** good at sports?
 Is **she** good at sports?

c. Make new sentences by replacing subject and complement

Example: Is she beautiful?
 Are they tall?
 Is your mother a doctor?



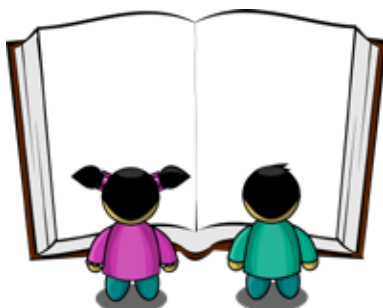
4. Exercises

4.1. Reading

Read the text.

Instructions:

- Read each sentence: With each sentence, teacher reads, students repeat in unison then each student reads the sentence again.
- Read the whole text: students read the text then take turn to stand up and read out loud.



4.2. Translating

Translate the text into Vietnamese.

Instructions:

- Teacher reads one sentence in the text. Students repeat in unison then each student translates that sentence into Vietnamese. Do the same for other sentences.
- Students translate the text by themselves and write the translation into his/her notebook.

4.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class.

1.

A: Do you like animals?

B: Yes, I do.

A: Do you want to become a vet?

B: No. I want to become a zookeeper.

And you?

A: I like working in a football team.



2.

A: Are you good at sports?

B: I am afraid not. But I can play piano quite well.

A: Maybe you can work as a pianist.

B: Yes. However, I also want to be a teacher like my mother.



4.4. Writing

Write about the job you want to do.

- a. My name is I am years old.
I am good at I want to be a I like
working with My friend is
He/she wishes to become a
- b. I am I am good at I want to
work as a
- c. I am My father/mother/brother/sister/
uncle/aunt is He/She works with/in
..... I want to be like
- d. My name is I am good at I
hope I can be

dreamcatcher



UNIT 4: WIND



What is the wind?

Wind is the air moving from one place to another.

Where does the wind come from?

When the sun shines, it heats up the ground and the air just above it.

This warm air starts to rise.

As the warm air goes up, cold air rushes in to take its place. That's wind.

Windy sign

The wind is invisible. However, you can feel and see when the wind is blowing. Look out for trees and leaves blowing around.



(Big Earth Facts)

1. Task 1: Getting started

Instructions:

- Students read the text and underline the word(s) you don't understand. Try to guess their meanings based on the context of the sentence/passage.
- Teacher uses pictures and body language to demonstrate the content of the text.

2. Task 2: Learning new sentence structure

2.1. Sentence pattern

What is the wind?



a. Translate the sentence

- Translate part of the sentence
What: cái gì (từ để hỏi)
is: là (động từ to be đi kèm với chủ ngữ số ít)
the wind: gió, cơn gió, ngọn gió
- Translate the whole sentence
What is the wind?: Gió là gì?

b. Sentence structure

What + to be + S + C?

Usage: This kind of question is used to ask for specific information.

c. Analyse the sentence pattern using the format below

Question word =

to be =

S =

C =

d. Listen and repeat

🔊 What ... is ... the ... wind?

🔊 What is the wind?

Note: falling intonation

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

Example: What is this?
What are they?
What is your name?

3. Task 3: Studying sentence structure

3.1. Sentence pattern

Where does the wind come from?

a. Translate the sentence

- Translate part of the sentence

Where: ở đâu, nơi nào (từ để hỏi)

does: trợ động từ (đi kèm với chủ ngữ số ít)

the wind: cơn gió, ngọn gió, gió

come: đến

from: từ

- Translate the whole sentence

Where does the wind come from?: Gió đến từ đâu? (Ngọn gió bắt nguồn từ nơi nào?)

b. Sentence structure

Where + auxiliary + S + V + C?

Usage: This kind of question is used to ask for place or location.

c. Analyse the sentence pattern using the format below

Question word = Auxiliary =

S = V =

C =

Responses:

S + V + C.

d. Listen and repeat

🔊 Where ... does ... the ... wind ... come ... from?

🔊 Where does the wind come from?

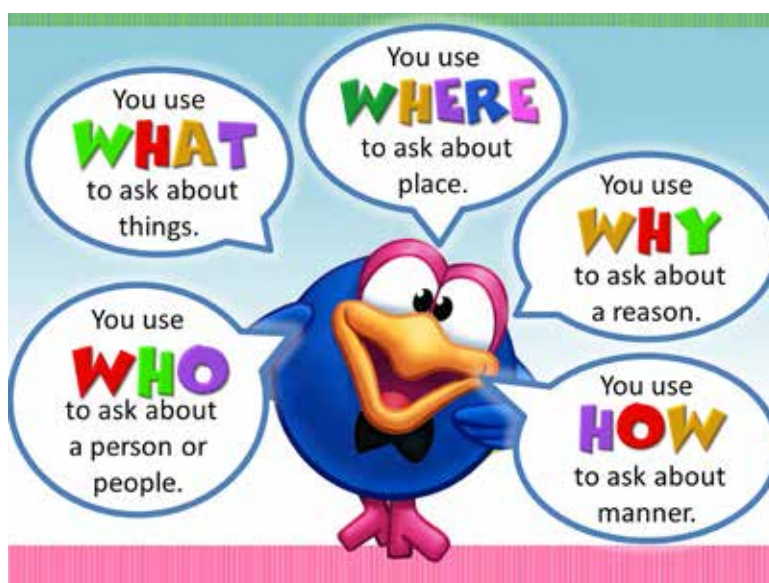
Note: falling intonation

e. Listen and write down

f. Read aloud the sentence you have written

3.2. The other question words

Question words



Who is only used to refer to people.

Example: Who is your father?
 Who do you live with?

Where is used to refer to place or location.

Example: Where is your house?
 Where do you come from?

When is used to refer to a time or an occasion.

Example: When is her birthday?
 When do you have Math at school?

Why is used to obtain an explanation or a reason.

Example: Why are they late?
 Why don't you get up late?

Which is used when a choice need to be made.

Example: Which pen is yours?
 Which subject do you like?

How is used to describe the manner that something is done.

Example: How are you?
 How do you get to school?

4. Exercises

4.1. Reading

Read the text.

Instructions:

- Read each sentence: With each sentence, teacher reads, students repeat in unison then each student reads the sentence again.
- Read the whole text: students read the text then take turn to stand up and read out loud.



4.2. Translating

Translate the text into Vietnamese.

Instructions:

- Teacher reads one sentence in the text. Students repeat in unison then each student translates that sentence into Vietnamese. Do the same for other sentences.
- Students translate the text by themselves and write the translation into his/her notebook.

4.3. Role playing

Students pair up to practice the conversation below. Then, come up with a conversation based on the subject of this unit. After 5 minutes, each pair stands up and does this exercise in front of the class.



Wind: I am the wind. I go everywhere. I can play with the ocean in the morning then come to see the mountain in the afternoon. I don't stop in a place for too long.

Tree: You are not yourself without leaving. But my destiny is to stay here.

4.4. Writing

Imagine you are the wind and retell your own story.

Who are you?

Where do you come from?

Where do you go?

Who are your friends?

...



Writing:

- a. I am I am from I go I make friends with They are very We play together.
- b. My name is I am from I go My friends are I like playing with them. They are ..
.....
- c. I am I am invisible but you can feel me when I go to a lot of places. I go to in the morning. I visit the in the afternoon. I see at night. I make friends with I love
- d. I am but you can feel me when I by I am the wind. I come from ... I make you feel hot, or cool, or cold. I go I have a lot of friends like..... I want to with them. I don't see them every day.

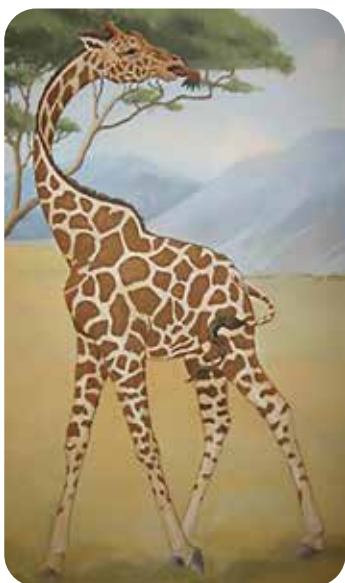


UNIT 5: IN SAFARI



Lion thinks that he is the king of the jungle. He thinks he is stronger and braver than any other animals.

However, Elephant is taller and stronger than Lion. She is gentle. She doesn't harm any animals. Nevertheless, she has no predators. She makes friends with everybody.



The Giraffe is weaker than Lion and Elephant but taller than them. He is even taller than any other animals. He thinks he is more graceful than they are.

Actually, Peacock thinks he is even more beautiful than Giraffe. He is always proud of his colourful tail.



Monkey is more playful than others are. He finds food and shelter in trees. He makes friends with the lovely birds. He thinks he is more intelligent than they are.

1. Task 1: Getting started

Instructions:

- Students read the text and underline the word(s) you don't understand. Try to guess their meanings based on the context of the sentence/passage
- Teacher uses pictures and body language to demonstrate the content of the text.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

However, Elephant is taller and stronger than Lion.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

However, Elephant is taller and stronger than Lion:

.....

b. Comparative form



to be + adj + er + than

Usage: Comparative adjectives are used to compare differences between two objects.

c. Analyse the sentence pattern using the format below

S =	to be =
adj+er =	than=
N =	

d. Listen and repeat

-  However... Elephant... is... taller... and... stronger... than... Lion.
-  However, Elephant is taller and stronger than Lion.

e. Listen and write down

f. Read aloud the sentence you have written

Note: To form the comparative:

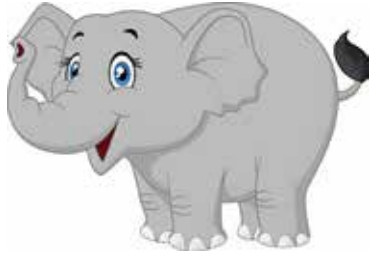
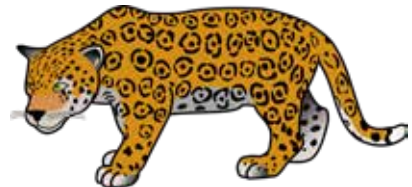
- Use the “-er” suffix with one-syllable adjectives, e.g. **tall, high** → **taller, higher**
- With one-syllable adjectives ending in “-e”, we add “-r”, e.g. **fine, nice, rare** → **finer, nicer, rarer**
- Double the final consonant and add “-er” with one-syllable adjectives with one vowel + one consonant, e.g. **hot, fat, thin** → **hotter, fatter, thinner**
- With two-syllable adjectives ending in “-y”, change “y” to “i” and take the “er” endings, e.g. **happy, busy, easy, funny** → **happier, busier, easier, funnier**
- Some other two-syllable adjectives ending in “**et, ow, le, er**” can also take the “er” endings, e.g. **quiet, narrow, simple, clever** → **quieter, narrower, simpler, cleverer**

Irregular comparatives

Adjective	Comparative	Never say
good	better	gooder
bad	worse	badder
little	less	littler
many/much	more	manier/mucher
far	farther/further	farer

2.2. Come up with other examples based on the structure above

- Look at pictures below, write then speak comparative sentences.

**elephant****rhino****hippo****lion****tiger****leopard****chimpanzee****monkey****wolf**

**ostrich****goose****turkey****duck****rooster****swan**

Mini game: How much do you know about me?

- **Purpose:** to help students practice making comparison sentences.
- **Instruction:** Divide the class into some groups of three. Each member gets a secret nickname (a name of an animal above). In 5 minutes, they have to write some comparison sentences to describe themselves. Then they read all the sentences aloud for the others to guess to whom the nicknames belong.

3. Task 3: Studying sentence structure

3.1. Sentence pattern

Monkey is more playful than others are.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Monkey is more playful than others are.

.....



b. Structure

to be + more + adj + than

c. Analyse the sentence pattern using the format below

S =

to be =

more + adj =

than =

clause =



d. Listen and repeat

🔊 Monkey ... is ... more ... playful ... than ... others ... are.

🔊 Monkey is more playful than others are.

e. Listen and write down

f. Read aloud the sentence you have written

3.2. Come up with other examples based on the structure above

Example: The peacock is more beautiful than the duck.

4. Exercises

4.1. Reading

Read the text.

Please see Instructions given before.

4.2. Translating

Translate the text into Vietnamese.

Please see Instructions given before.

4.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class. They can make another conversation.

Lion: I am the king of the jungle. I am stronger and braver than all of you.

Elephant: But I am taller and stronger than you. I have no predators.

Giraffe: Ok. Maybe you are strong and tall. But I'm even taller than two of you. I'm taller than any other animals. And I'm graceful.

Peacock: Ok. You are tall and strong, and maybe graceful. But surely, I'm more beautiful than all of you. Look at my colourful tail. Everyone dreams about it.

Monkey (laughing): I'm not tall, not strong and not beautiful. But I'm more intelligent than you are. (laughing)

Lion: But I am the king of the jungle.

Lion roars. The others are scared and run away.

4.4. Writing

Imagine you are an animal, then tell a story from that point of view.

Writing:

My name is I live in
 I am/
 I always proud of my

There are also a lot of other animals here.

The.....is.....He/She thinks/believes that
 than

Another friend is
 It's true that
 But I think he/she is than

One of my good friends is He/She is
 I like playing/talking/..... with him/her.

I also have a friend called I can see that he/she is but

It can be denied that is than

They are all my friends. Sometimes we argue with one another but we are still friends.



UNIT 6: MUMBAI CITY

Mumbai is the largest city in India with a population of 22.8 million. It is also the most important commercial center in this country. The Bollywood film industry produces more films than Hollywood in Los Angeles. Mumbai is named after a Hindu goddess, Mumba Devi.

Mumbai is on the west coast. The wet season is from June to September. Between November and February, it is a little cooler and dryer.



Mumbai is both old and modern, rich and poor. Modern skyscrapers and new shopping malls are right next to slums. Sixty percent of the population lives with no running water, no electricity, and no sanitation. Because of its poverty, Mumbai can be a difficult place to live but the experience is unique.

1. Task 1: Getting started

Please see Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

Mumbai is the largest city in India with a population of 22.8 million.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Mumbai is the largest city in India with a population of 22.8 million.

.....

b. Superlative form

the + adj + est


Usage: Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality. They are used in sentences where a subject is compared to a group of subject.

c. Analyse the sentence pattern using the format below

S =	to be =
the adj+est =	C =

d. Listen and repeat

 Mumbai ... is ... the ... largest ... city ... in ... India ... with ... a ... population ... of ... 22.8 ... million.

 Mumbai is the largest city in India with a population of 22.8 million.

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

Example: Giraffes are the tallest animals in the world.
 Blue whales are the biggest animals in the world.
 Sam is the tallest student in my class.

Note: To form the superlative:

- Use the “-est” suffix with one-syllable adjectives, e.g. **tall, high** → **tallest, highest**
- With one-syllable adjectives ending in “-e”, we add “-st”, e.g. **fine, nice, rare** → **finest, nicest, rarest**
- Double the final consonant and add “-est” with one-syllable adjectives with one vowel + one consonant, e.g. **hot, fat, thin** → **hottest, fattest, thinnest**
- With two-syllable adjectives ending in “-y”, change “y” to “i” and take the “er” endings, e.g. **happy, busy, easy, funny** → **happiest, busiest, easiest, funniest**
- Some other two-syllable adjectives ending in “**et, ow, le, er**” can also take the “er” endings, e.g. **quiet, narrow, simple, clever** → **quietest, narrowest, simplest, cleverest**

Irregular superlatives

Adjective	Superlative	Never say
good	best	goodest
bad	worst	baddest
little	least	littlest
many/much	most	maniest/muchest
far	farthest/furthest	farest

3. Task 3: Studying sentence structure

3.1. Sentence pattern

It is also the most important commercial center in this country.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

It is also the most important commercial center in this country.

.....

b. Structure

the + most +adj

c. Analyse the sentence pattern using the format below


S =

to be =

the most adj =

C =

d. Listen and repeat

 It ... is ... also ... the ... most ... important ... commercial ... center ... in ... this ... country.

🔊 It is also the most important commercial center in this country.

e. Listen and write down

f. Read aloud the sentence you have written

3.2. Come up with other examples based on the structure above

Example: Peacocks are the most colorful birds in the zoo.

4. Exercises

4.1. Reading

Now it is time to learn how to read out loud the text in an expressive way. Below are the steps to fulfill the new task:

a. Step one – Fully understand the text.

- Reading silently. Be sure that you entirely understand *the meaning* of every word and phrase.
- Continue the silent reading to be sure that you possess *the significance* of the whole text.
- Please try to answer this question to see how much is your comprehension of the text: *Do you love Mumbai? Do you want to visit this lovely city? Why do you have such feeling?*

b. Step two – Read out loud the text

- Imagine you have friends in front of you. Learn the sentences by heart (start with one sentence, then two, then three, only three) and talk to your audience with gesture.
- Read out loud these sentences without gestures.
- Read out loud the entire text. Now you can be sure that your reading out is expressive.

c. Step three – Reinforcing your new ability in expressive reading

- Make questions based on sentences given in the text.
- Use your questions to ask your friend, another reader-out like you.
- Answer questions made by your friends.

4.2. Self training in making questions

a. First step – From one narrative phrase, make different interrogative ones

- Mumbai is the largest city in India with a population of 22.8 million.
- How do you know Mumbai is the largest city in India?
- Is 22.8 million the population of Mumbai?
- Are the figures about the population of Mumbai recent?

b. *Second step - Use the first step as a pattern to create other questions*

- The Bollywood film industry produces more films than Hollywood in Los Angeles.
- Mumbai is named after a Hindu goddess, Mumba Devi.

c. *Third step - Collective discussion*

Selected themes:

- Is the city of Mumbai ancient and modern?
- Do you love Mumbai or not?
- Have you visited Mumbai via the Internet?

4.3. Translating

Translate the text into Vietnamese.

4.4. Role playing

Students work in group to practice the conversation below. Then, each group does this exercise in front of the class. They can make another conversation.

1.

A: Let me introduce myself as Mumba Devi.

B: Oh, no! You are not a Goddess.

A: Of course not, I am a human being.

B: So, you cannot be Mumba Devi.

A: It is my nickname, dear friend!

B: I think I can understand now...

A: Understand... what?

B: Mumba Devi is very beautiful!

2.

Tour Guide: Welcome to Mumbai, dear tourists.

Tourist N: Good day, Mumbai.

Tourist M: So beautiful, Mumbai!

Tourist Y: Very attractive, Mumbai!

Tour Guide: Welcome to the city once named Bombay...

Tourist N: I know it... Thank you, Mumbai is the new name of Bombay.

Tourist M: Thank you, I know it... Mumbai is the largest city of India with a population of 22.8 million...

Tourist Y:... and Mumbai is the city of *Slumdog Millionaires*...

Tour Guide: Welcome to Mumbai anyway, dear tourists.

4.4. Writing

Select one theme and write the text in English:

a. Imagine that you have visited Mumbai. Create a text so that readers want to visit Mumbai as well.

b. Please watch the film *Slumdog Millionaire* then retell the story as you can remember it.

c. Write a letter to a friend and suggest him/her to visit Mumbai with you.



Young millionaires in Mumbai

READING

Comparison of equality with in idioms

Translate the idioms below into Vietnamese:

as black as hell	as fast as a deer
as blind as a bat	as fat as a pig
as brave as a lion	as fit as a fiddle
as bright as a button	as flat as a pancake
as busy as a bee	as fresh as a daisy
as cheap as dirt	as gentle as a lamb
as clean as a whistle	as good as gold
as clear as day	as green as grass
as close as the grave	as hard as nails
as clumsy as an elephant	as harmless as a dove
as cold as marble	as heavy as lead
as cold as steel/stone	as high as a kite
as cool as a cucumber	as hot as fire
as cunning as a fox	as hungry as a wolf
as dark as death	as large as life
as deaf as a post	as light as a feather
as dry as dust	as mad as a hatter
as dull as ditchwater	as mean as a snake
as dure as hell	as nutty as a fruitcake
as easy as pie	as old as the hills

as pale as death
 as pretty as a picture
 as proud as a peacock
 as nutty as a fruitcake
 as old as the hills
 as pale as death
 as pretty as a picture
 as proud as a peacock
 as quick as a flash
 as right as rain
 as safe as houses

as slim as a willow
 as sober as a judge
 as sound as a bell
 as steady as a rock
 as thick as thieves
 as thin as a stick
 as ugly as sin
 as warm as toast
 as weak as water
 as white as snow

Example: as clean as day: rõ như ban ngày

UNIT 7: THE VOICE OF SPRING

I am coming, I am coming!
 Hark! The honey bee is humming;
 See! The lark is soaring high
 In the blue and sunny sky;
 And the gnats are on the wing
 Wheeling round in airy ring.
 Listen! New-born lambs are bleating,



And the cawing rooks are meeting
 In the elms, a noisy crowd.
 All the birds are singing loud,
 And the first white butterfly
 In the sunshine dances by.
 Look around you, look around!
 Flowers in all the fields abound,
 Every running stream is bright,
 All the orchard trees are white,
 And each small and waving shoot
 Promises sweet autumn fruit.

Mary Howitt

1. Task 1: Getting started

Please see Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

I am coming.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

I am coming: Tôi đang đến.

b. Sentence structure

S + to be^(*) + V-ing + C.

(*) **to be** trong trường hợp này đóng vai trò như một trợ động từ (auxiliary)

Usage: This kind of sentence is used to talk about something which is happening at the moment of speaking.


c. Analyse the sentence pattern using the format below


S =

to be =

V-ing =

d. Listen and repeat

 I ... am ... coming.

 I am coming.

Note: falling intonation

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

a. Make new sentences by replacing subject and verb

Example: He is coming.
They are coming.

b. Make new sentences by adding complement

Example: He is reading a book.
They are playing outside.

3. The negative and interrogative form

3.1. Negative form

S + to be + not + V-ing + C.

Example: They aren't listening to music. They are dancing.

3.2. Interrogative form

To be + S + V-ing + C?

Example: Are they listening to music?
What are they doing?
Where is he going to?
Why is she going to school at the moment?

4. Exercises

4.1. Reading

Read the text.

4.2. Translating

Translate the text into Vietnamese.

4.3. Role playing

Students work in pair/group, come up with a short play and perform in front of the class.



4.4. Writing

Imagine you are a character in the poem, then write a short passage from that point of view.

Writing:

- a. *The spring is coming. I am humming happily. I am a honey bee. I am flying to see my beautiful dear friends, the flowers. In the blue and sunny sky, the lark is I like listening to her voice. I also love the gnats. They are*
- b. *The spring is We are all excited. I am a lark. I am soaring I am singing with a lot of birds in the elms.*
- c. *I am a white butterfly. I am very happy because the spring is coming. The flowers are blooming. I am dancing by them. My friend, the honey bee, is also happy too. He is humming
.....*



READING

Mother earth

Mother earth, our mother earth
 She is the one who gives us birth.
 The trees, soils, mountains and hills
 All are one by one getting killed.

Mother earth, our mother earth
 She was once full of happiness.
 Rivers, lakes, seas and wells
 In this place many creatures dwell.



Mother earth, our mother earth
 No one understands its worth.
 People work with a lot of zeal.
 Only to make money for their meals.
 Mother earth, our mother earth
 In the forests, we hear sweet birds chirp.
 Trees are cut one by one.
 But people on earth are planting none.

Mother earth, our mother earth
 Oh! Stop filling it with dirt.
 We are destroying it. No one other
 Save our mother earth.

V. Harish

UNIT 8: THE GREAT SPIRIT ANCESTORS

In the “time before time”, the Earth was dark and silent. The Great Spirit Ancestors slept underground. One day they woke up. The sun then came up out of the ground and the Earth had light for the first time.

The Ancestors began to travel around. On their journeys, they created everything like the mountains, rivers, trees, waterholes and plains. They made the tribes of people, who became their descendants. They made all the animals. They also made water, air, fire, the moon and stars.



After creating everything, they lay down to rest and sank back into the ground again. Nevertheless, their spirits stayed on the Earth. They went into some of the rocks, trees and other parts of the land.

1. Task 1: Getting started

Please see Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

In the time before time, the Earth was dark and silent.

a. Translate the Sentence pattern

- Translate part of the sentence
- Translate the whole sentence

In the time before time, the Earth was dark and silent.

.....

b. Sentence structure

S + to be (was/were) + C.

Usage: This kind of sentence is used to talk about something that happened in the past.

Remember:

I, he, she, it + was
We, they, you + were


c. Analyse the sentence pattern using the format below


S =

to be =

C =

d. Listen and repeat

 In ... the ... time ... before ... time ... the ... Earth ... was ... dark ... and ... silent.

 In the time before time, the Earth was dark and silent.

e. Listen and write down**f. Read aloud the sentence you have written****2.2. Come up with other examples based on the structure above**

Example:

I was a member of a football club.
 He was excited about going to the zoo.
 They were friends.

3. Task 3: Studying sentence structure

3.1. Sentence pattern

The Great Spirit Ancestors slept underground.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

The Great Spirit Ancestors slept underground.

.....

b. Sentence structure

S + V (P1^(*)) + C.

(*) P1: past tense verb

- Most past tense verbs end in “-ed”.
- Some irregular verbs:

Present	Past	Present	Past	Present	Past	Present	Past
be	was/were	drive	drove	lead	led	send	sent
become	became	eat	ate	let	let	set	set
begin	began	feel	felt	lie	lay	sit	sat
break	broke	find	found	lose	lost	speak	spoke
bring	brought	get	got	make	made	spend	spent
buy	bought	give	gave	mean	meant	stand	stood
build	built	go	went	meet	met	take	took
choose	chose	have	had	pay	paid	teach	taught
come	came	hear	heard	put	put	tell	told
cost	cost	hold	held	run	ran	think	thought
cut	cut	keep	kept	say	said	wear	wore
do	did	know	knew	see	saw	win	won
draw	drew	leave	left	sell	sold	write	wrote


c. Analyse the sentence pattern using the format below

S =

V =

C =

d. Listen and repeat

 The ... Great ... Spirit ... Ancestors ... slept ... underground.

 The Great Spirit Ancestors slept underground.

e. Listen and write down

f. Read aloud the sentence you have written

3.2. Come up with other examples based on the structure above

Example: I walked to school.

They went to the zoo yesterday.

4. Exercises

4.1. Reading

Read the text.

4.2. Translating

Translate the text into Vietnamese.

4.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class.



The Nightingale and the Rose talk together:

The Nightingale: Who created your charming beauty, my dear friend?

The Rose: The Great Spirit Ancestors. They created everything including your lovely voice.

The Nightingale: Who were the Great Spirit Ancestors?

The Rose: They were the creators. Long long ago, they slept underground. At that time, the Earth was dark and silent and had nothing.

The Nightingale: Was there nothing on Earth? I can't imagine how it was.

The Rose: Yes. No one can. But one day, they woke up. They made the sun to shine the Earth in days and the moon to lighten at nights.

The Nightingale: Did they create the air, water, wind and clouds?

The Rose: Yes, they did. They also created mountains, rivers, trees, animals and plains.

The Nightingale: They might be so big to be able to create the mountains and oceans.

The Rose: Maybe. But their descendants were not.

The Nightingale: Who were their descendants?



The Rose: The people. They made people after their image.

The Nightingale: Where did they go? How could I see them?

The Rose: They sank back into the ground. But their spirits stayed on Earth, inside us, in my colour, in your voice and other parts of the land.

The Nightingale and the Rose are silent for a second. Then the Nightingale starts to sing.

4.4. Writing

Come up with a conversation based on the subject of this unit then write down your notebook.



UNIT 9: TWO FRIENDS AND THE BEAR

John and Nick were friends. On a holiday, they went into a forest. They wanted to enjoy the beauty of nature. Suddenly they saw a bear coming at them. They were frightened.

John climbed up quickly to a tree. He didn't think of Nick. Nick didn't know tree climbing.



Nick thought for a second. He fell to the ground and held his breath. The bear came to him. It sniffed him and thought he was dead. Therefore, it went away.

John got down. He asked Nick, "What did the bear whisper into your ears?"

Nick replied, "The bear asked me to keep away from friends like you." Then he went on his way. They weren't friends anymore.

1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

He didn't think of Nick.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

He didn't think of Nick: Anh ta không hề nghĩ đến Nick.

b. Sentence structure

S + auxiliary verb + not (didn't) + V + C.

Usage: This kind of sentence is used to talk about something not true in the past.

c. Analyse the sentence pattern using the format below

S =

Auxiliary V not =

V =

C =

d. Listen and repeat

He ... didn't ... think ... of ... Nick.



He didn't think of Nick.

e. Listen and write down**f. Read aloud the sentence you have written****2.2. Come up with other examples based on the structure above**

Example: Nick didn't know tree climbing.

I didn't go to school on Monday.

We didn't go picnic last weekend.

2.3. Another sentence pattern

They were not friends anymore.



a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

They were not friends anymore: Họ không còn là bạn của nhau nữa.

b. Sentence structure

S + to be (was/were) + not + C.

c. Analyse the sentence pattern using the format below

S = to be = not C =

d. Listen and repeat

🔊 They ... were ... not ... friends ... anymore.

🔊 They were not friends anymore.

e. Listen and write down

f. Read aloud the sentence you have written

3. Task 3: Studying sentence structure

3.1. Sentence pattern

What did the bear whisper into your ears?

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

What did the bear whisper into your ears?: Con gấu đã thì thầm điều gì vào tai cậu vậy?

b. Sentence structure

(Question word) + auxiliary + S + V + C?

c. Analyse the sentence pattern using the format below

Question word =

auxiliary =

S =

V =

C =

d. Listen and repeat

🔊 What ... did ... the ... bear ... whisper ... into ... your ... ears?

🔊 What did the bear whiser into your ears?

e. Listen and write down

f. Read aloud the sentence you have written

3.2. Come up with other examples based on the structure above

Example: Why did the bear whisper into your ears?

Did the bears whisper into your ears?

How did you go to school yesterday?

Where did you go last month?

Why were you late this morning?

4. Exercises

4.1. Reading

Read the text.

4.2. Translating

Translate the text into Vietnamese.



4.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class.

John and Nick go into the jungle.

John: What a beautiful jungle!

Nick: Yes. I love the beauty of nature.

John: It's great to travel with you. This time is really memorable.

Nick: Nice to be your friend. Hey, John. There is a bear.

The bear comes up. John climbs up quickly to a tree.

Nick: What are you doing?

John goes on climbing.

Nick: Wait for me, John. Help me! I don't know tree climbing.
John!

John says nothing.

Nick is frightened. He thinks for a second then he falls onto the ground and tries to hold his breathe. The bear comes to him. It sniffs him then goes away.

John gets down.

John: What did the bear whisper into your ears, Nick?

Nick: He told me to stay away from friends like you.

Nick goes away.



4.4. Writing

Imagine you are Nick or John, then retell the story from that point of view.

- a. *My name is John. I had a best friend named One day we walked into together. We enjoyed Suddenly we saw I was so I a tree. At that time I didn't I didn't know that I wanted to climb down to help but I saw Nick Then the bear came to him. I was very surprised that it didn't kill him. It then went away. I waited for the bear to leave so far then I I asked Nick He replied that Then he I was very ashamed. I tried to apologize but I really hope he would forgive me.*
- b. *I am Nick. John was one of my best friends but It was a holiday. We spent this time on We wanted to enjoy I loved to see When we were walking, we suddenly I was so frightened. John immediately I called him but He didn't care about me. I didn't know The bear was coming nearer and nearer. I thought An idea came to my mind. I fell and to pretend to be dead. The bear When the bear left so far, John He asked me I was so disappointed with him so I replied that Then*

READING

How did it happen?

Once I grew very very tall,
My lovely sister seemed a doll,
I jumped up high to touch the sky,
What I say is not a lie.



Later I grew little more,
I could not see her anymore,
Creamy clouds sprinkled ice,
Crawling stars rolled on my eyes.



Then I grew a giant of all.
I prayed to God to make me small.
Soon I woke up with a scream
To know that all was just a dream.
(Unknown author)

UNIT 10: GRASSHOPPER AND ANT

One lovely morning, Grasshopper was walking outside his house in the cornfield when he saw Ant. Ant was carrying food from the cornfield into his house.



“Ant,” called Grasshopper, “Stop working so hard. Come and sit with me.”

“Oh, no,” said Ant, “I must store up food for the winter. You should do the same.”

“No,” said Grasshopper, “You are silly to work so hard. It is such a lovely day that I don’t want to even think about winter.”

So Ant went on working, and Grasshopper went on sitting. When winter came, Ant had all the food he needed, but Grasshopper had none.

1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Learning new sentence structure

2.1. Sentence pattern

Grasshopper was walking outside his house.

a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Grasshopper was walking outside his house.

.....



b. Sentence structure

S + to be (was/were) + V-ing + C.

Usage: This kind of sentence is used to talk about an action which was happening in a particular time in the past.

c. Analyse the sentence pattern using the format below

S = to be = V-ing = C =

d. Listen and repeat

 Grasshopper ... was ... walking ... outside ... his ... house.

 Grasshopper was walking outside his house.

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

Example: The man was walking outside his house.

They were walking outside of their house.

She was playing outside of her house.

I was reading books at 9 p.m last night.

2.3. Negative and interrogative form

2.3.1. Negative form

S + to be + not + V-ing + C.

Example: The man wasn't walking outside his house.

They weren't reading books at 9 p.m last night.

2.3.2. Interrogative form

(Wh-question word) + to be + S + V-ing + C?

Example: Was he walking outside his house?
What were you doing at 9 p.m last night?

3. Exercises

3.1. Reading

Read the text.

3.2. Translating

Translate the text into Vietnamese.

3.3. Role playing

Students work in group and practice the conversation below. Then, each group stands up and does this exercise in front of the class.



Narrator: There was a grasshopper who liked to sing. He liked it more than anything.

Grasshopper: La la la. Summertime is fun for me.

Narrator: But Ant knew better than the rest. All summer long he worked with zest.

Ant: It's time to fill my hole with food. I'm always in busy mood.

Grasshopper: There's lots of time. We have all year.

Ant: Oh no, we don't. The cold is near.

Grasshopper: La la la. Summertime is fun for me.



Ant: My friends and I must work today. It isn't always time to play.

Grasshopper: I'd rather dance. I'd rather sing. I like it more than anything.

Narrator: Summertime soon turned to fall. Grasshopper had no food at all.

Grasshopper: How will I live all winter long? I can't eat a summer song.



3.4. Writing

Imagine you are Grasshopper or Ant, then retell the story from that point of view.

Hint: You can use an opening line as below:

- I am Grasshopper...
- I am Ant...
- It was a summer day, I was walking outside my house...
- It was a summer day, I was carrying food from the cornfield into my house...

- a. I am a grasshopper. I live in I like
 My neighbor is He is very hardworking. He works all the time. I rarely see him rests. One day in the summer, I I with the flowers. When I was resting in....., I saw him. He was I invited him to ... I advised him not to work

so hard. But he refused. He said that I didn't care about his advice. It was nonsense to me. I thought he was so silly to The weather was warm. It was so nice that I didn't want to think about because there was a lot of food. So Ant went on, and I went on When the winter came, Ant but I I was very regretful. I learned a lesson that

- b. My name is Ant. I live in I love working. I have a friend in the neighborhood. He is He is interested in It was a summer day. I was working as usual. I wanted to store up When I was carrying....., I met him in He was He interrupted my business. He asked me to I because the winter was coming nearer and nearer. I was afraid of I advised him to but he So I went on and he When winter came,



UNIT 11: THE PRINCESS AND THE DRAGON

An ugly ogre captured a beautiful princess and locked her up in his dark tower.

Her parents, the king and queen, were very sad. They asked for help from the knights.

“We will save the princess,” promised all the knights.



When they came to the dark tower, the ogre roared with anger. It was so scary that they ran away as fast as they could.

One day a friendly dragon flew over the ogre’s tower. He heard the princess crying for help.

The dragon took a big fiery breath and blew the ogre far away over the mountains. He rescued the princess from the tower and gently put her on his strong back.

“I will bring you back home,” said the dragon.

He kept his promise. They became best friends forever.

1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

We will save the princess.

a. Translate the sentence

We will save the princess:

b. Sentence structure

S + will^(*) + V + C.

^(*) will: auxiliary verb

Usage: This kind of sentence is used to talk about an action that will begin and end in the future.

c. Analyse the sentence pattern using the format below

S = auxiliary = V = C =

d. Listen and repeat

 We ... will ... save ... the ... princess.

 We will save the princess.

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

Example: I will bring you back home.
They will go to London next year.
She will never tell a lie.
He will be there tomorrow.

2.3. Negative and interrogative form

2.3.1. Negative form

S + will not^(*) + V + C.

^(*) will not = won't

Example: I won't bring you back home.
They won't go to London next year.
She won't tell a lie.
He won't be there tomorrow.

2.3.2. Interrogative form

(Wh-question word) + will + S + V + C?

Example: Will you bring me back home?
 Will they go to London next year?
 What will you do next year?
 Where will you go next year?
 What time will he come there?

3. Exercises

3.1. Reading

Read the text.

3.2. Translating

Translate the text into Vietnamese.

3.3. Role playing

Students work in pair/group, come up with a short play and perform in front of the class.

3.4. Writing

Imagine you are the princess, the king, the queen, the knight or the dragon then retell the story from that point of view.

- a. *I am a princess but for a long time I couldn't live in the kingdom with my parents. One night, when I an ugly ogre He took me to All the doors were closed except for a small window at the top of the*



tower. There was no way for me to escape. I was I cried all daylong. I missed I believed that they would do anything to rescue me. Day after day, night after night, I waited for the rescuer. One day, a group of knights I could hear them. They screamed, “.....” I was very happy. I thought But unfortunately, the ogre It was so scary that They never came back again. I was hopeless. I didn’t know what to do except crying a lot. A dragon heard me cried. He He promised We flew to then

- b. I am the king/queen. I have only one daughter. One night, when all of us were, an ogre He took her to We were very worried. We wanted to rescue her but I asked the knights for help. They were the bravest and in our kingdom. They agreed. But when they came to the ogre’s tower, We didn’t want to give up. I couldn’t let my little princess We were feeling so hopeless when she suddenly came back with a dragon. She told that
- c. I am a knight. My mission is But it was shameful that I couldn’t save our princess from He captured her during night when she We, the best knights, gathered. We determined to We came to We promised But the ogre came back. It that I thought

no one could rescue the princess. She might be staying there forever. But one day, a dragon took her back. She told us that ..

.....

- d. *I am a dragon. I live in One day, when I was flying, I heard a girl crying in This was the tower of an ugly ogre. I asked her She said that she was a princess. The ogre captured her A group of knights wanted to rescue her but they couldn't because I promised I and blew the ogre I put her on my back then we Her parents were very happy.*

UNIT 12: WEATHER

The weather is predictable. The person who tells us about the weather is the weather forecaster.



If we get light rain, it's called a drizzle. Heavy rain is a rainstorm.

If black clouds show up, a thunderstorm might be on the way. That can happen when a body of cold air hits warm air. Then boom! People should be given warning to get inside.

Some storms bring strong wind. You might hear the wind howl and howl. When a very strong wind blows, trees can fall down. Students get to stay at home from school.

When it gets cold, we might get sleet or snow. That doesn't happen much in Vietnam.

1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Conditional sentence type 1

2.1. Sentence pattern

If black clouds show up, a thunderstorm might be on the way.

a. Translate the sentence

- Translate part of the sentence
show up:
thunderstorm:
on the way:



- Translate the whole sentence
If black clouds show up, a thunderstorm might be on the way.

b. Sentence structure

**If + clause (present simple),
main clause (S + will/can/might + V + C)**

If clause (condition)	Main clause (result)
If black clouds show up,	a thunderstorm might be on the way.

Usage: The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the present or future and the situation is real.

Note: The order of the clauses is not fixed.

c. Analyse the sentence pattern using the format below

If clause: S = _____

V = _____

Main clause: S = _____

V = _____



d. Listen and repeat

🔊 If ... black ... clouds ... show ...

up ..., a ... thunderstorm ... might ... be ... on ... the ... way.

🔊 If black clouds show up, a thunderstorm might be on the way.

e. Listen and write down

f. Read aloud the sentence you have written

2.2. Come up with other examples based on the structure above

- Find more examples in the text
- Using conditional sentences type 1 to talk about the job you will do in the future.

Example:

If I become a doctor, I will be able to help sick people. If my mother gets sick, I will cure her...

3. Exercises

3.1. Reading

Read the text.

3.2. Translating

Translate the text into Vietnamese.

3.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class. They can make another conversation.

Son: Dad, do you think it's going to be rainy today?

Dad: I guess so because it's humid. If more black clouds show up, it might rain. Don't forget to bring your raincoat if you go out.



Son: What will happen if it rains heavily?

Dad: It can become a rainstorm. It may be quite scary with strong winds. Trees can be fall down. You should get inside if there is a storm.

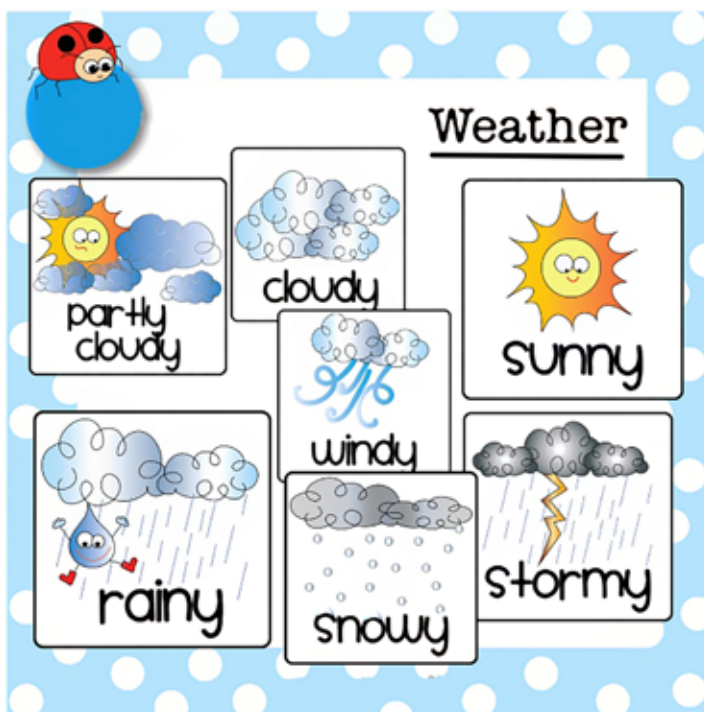
Son: Yes. I see, daddy.



3.4. Writing

Imagine you are a weather forecaster then report a weather forecast.

- Good morning/evening.
- Welcome to the weather forecast.
- Here is the weather for / Now, let's see what the weather in is like today. / Let's take a look at the weather for today.
- In, it's / There is a chance of / There may be / The temperature is around / The temperature goes up/goes down. It's most of time but / Don't forget to bring with you when go out. / Don't leave home without a/an raincoat/umbrella/warm coat/sun cream...
- That is the weather forecast for today. Thank you. Have a nice day.



Example:

Good morning.

Welcome to the Weather Forecast. Let's take a look at the weather now.

It is very cold in the northern mountainous area. It can be snowy in Sapa. The temperature can fall deeply, at around 3°C. People are staying in their homes for a long winter's day. There is also a downward trend in temperature in Hanoi and Red River Delta. It will get colder next week. The temperature is around 19°C. Meanwhile it's predicted to rain heavily in The Middle. A flood might be on the way. If it comes, it can be very dangerous. In the south, the weather is quite cool and cloudy. Rain is possible but just a drizzle.

That is the Weather Forecast for today. Thank you.



READING

How's the weather doing baby?
 Is there thunder and lightning in your heart?
 Is it raining cats and dogs?
 Are stormy seas gonna keep us apart?
 So what's the temperature today baby?
 What's the outlook on your weather chart?
 One minute you're sunny, then you're rainy
 Then you're cloudy and windy
 Then you're snowy and icy
 Blowing hot and cold again
 It's warm, it's hot, it's boiling
 It's chilly, it's cold, it's freezing
 How's the weather doing baby?
 Is there thunder and lightning in your heart?
 Is it raining cats and dogs?
 Are stormy seas gonna keep us apart?
 So what's the temperature today baby?
 What's the outlook on your weather chart?
 One minute you're sunny, then you're rainy
 Then you're cloudy and windy
 Then you're snowy and icy
 Blowing hot and cold again
 It's warm, it's hot, it's boiling
 It's chilly, it's cold, it's freezing
 Zero degrees Celsius
 Nothing but hailstones...



Is it raining cats and dogs: Is it raining heavily

UNIT 13: IF THE DINOSAURS CAME BACK

Millions of years ago, dinosaurs ruled our planet. But they became extinct. No living member of them exists nowadays.

What would happen if they returned?

If the dinosaurs came back, they could carry students to schools and back.

If the dinosaurs came back, they would scare away robbers.

If the dinosaurs came back, they could help firefighters put out fires.

If the dinosaurs came back, they could help build big skyscrapers.

If the dinosaurs came back, mountain climbers would have new mountain to climb.

If the dinosaurs came back, giraffes would have someone to look up to.

But best of all, if the dinosaurs came back, they would be great pets for people who love dinosaurs.

(If the dinosaurs came back, Bernard Most, Harcourt Brace & Company)

go the way of the dinosaurs: to become extinct, obsolete, or no longer in common use.



1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Conditional sentence type 2

2.1. Sentence sample

If the dinosaurs came back, they could carry students to schools and back.



a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

If the dinosaurs came back, they could carry students to school and back.

b. Sentence structure

If + clause (past simple), main clause (S + would + V + C).

If clause (condition)	Main clause (result)
If the dinosaurs came back,	they could carry students to school and back.

Usage: The kind of sentence refers to an unlikely or hypothetical condition and its probable result. It is called the conditional sentence type 2 | Mẫu câu này dùng để nói về một giả thuyết, một ước muốn trái với thực trạng hiện tại, được gọi là câu điều kiện loại 2.

Note: The order of the clauses is not fixed | Trật tự của các mệnh đề không cố định.

c. Analyse the sentence pattern using the format below


If clause: S = _____


V = _____

Main clause: S = _____

V = _____

d. Listen and repeat

 If ... the ... dinosaurs ... came ... back ..., they ... could ... carry ... students ... to ... schools ... and ... back.

 If the dinosaurs came back, they could carry students to schools and back.

e. Listen and write down**f. Read aloud the sentence you have written****2.2. Come up with other examples based on the structure above****a. Find more examples in the text****b. Complete these sentences below**

1. If I had a lot of money, _____

2. If I had a pet dog, _____

3. If my father didn't have a job, _____

4. If I didn't have any homework to do, _____

5. If I were in Australia, _____

6. If I were the Prime minister, _____

7. If I had two lives, _____

8. If I found a treasure map, _____

9. If I were a boy/girl, _____

c. Come up with more examples for conditional sentence type 2

GAME: THE FUNNIEST SENTENCE

- **Purpose:** To help students practice conditional sentence type 2.
- **Instruction:** Divide the class into 2 groups. Members of group 1 write if-clauses and members of group 2 write main clauses. Put these clauses in two hats or bags. Then the teacher chooses randomly 1 if-clause and 1 main clause to make a sentence. The class votes for the funniest sentence.

3. Exercises

3.1. Reading

Read the text.

3.2. Translating

Translate the text into Vietnamese.

Extra question for you: Why could dinosaurs do these things?

3.3. Role playing

Students pair up to practice the conversation below. Then, each pair stands up and does this exercise in front of the class. They can make another conversation.

Making friends with a dinosaur

Little Red Riding Hood is lost in the wood. She cannot find the way to her grandmother's house. She is crying. A dinosaur comes across.



Dinosaur: Who are you? Why are you crying, little girl?

Little Red Riding Hood (shout):
AAAAAAAAAAAA! Dinosaur! Help me! Somebody, help me please!

She wants to run away but there is no way. She cries aloud.

Dinosaur: Don't be afraid, little girl. I don't eat meat. I eat grass, leaves and plants. I don't harm a fly^(*).

He smiles gently.

Little Red riding Hood (stop crying, look at the friendly dinosaur):

But, there's no way^(**) you can be here. My teacher said that all dinosaurs were extinct millions of years ago.

Dinosaur: People still think about us. So we are still alive.

Little Red Riding Hood: Really? No one told me about that. And I think no one knows about your existence. But you are so big. Some woodcutters must have seen you.

Dinosaur: No. If people see me, I will be killed or captured then I will die of^(***) missing the wild nature.

Little Red Riding Hood: I see.

Dinosaur: So why are you here?

Little Red Riding Hood: I want to visit my grandmother but I am lost. Her house is behind the old oaks.

Dinosaur: I can help you get there.

The dinosaur leads the Little Red Riding Hood to her grandmother's house.

Dinosaur: Your grandmother's house is there. I cannot go farther. So go there by your own. I want a secret to stay a secret. So keep it shut.

Little Red Riding Hood: Trust me. No one but you and me know about that.

Dinosaur: Thank you. I must say good bye now.



Little Red Riding Hood: I don't want to say goodbye. Will we meet again?

Dinosaur: Maybe or maybe not. Goodbye little girl.

Little Red Riding Hood: Goodbye big guy.

The Dinosaur comes back to the wood. Little Red Riding Hood never sees him again but she never forgets him. In that way, he always stays by her side.

[(*) **not to harm a fly**: không làm hại một con ruồi, ý nói rất hiền

(**) **There is no way**: không có đường, ý nói không đời nào, không thể nào

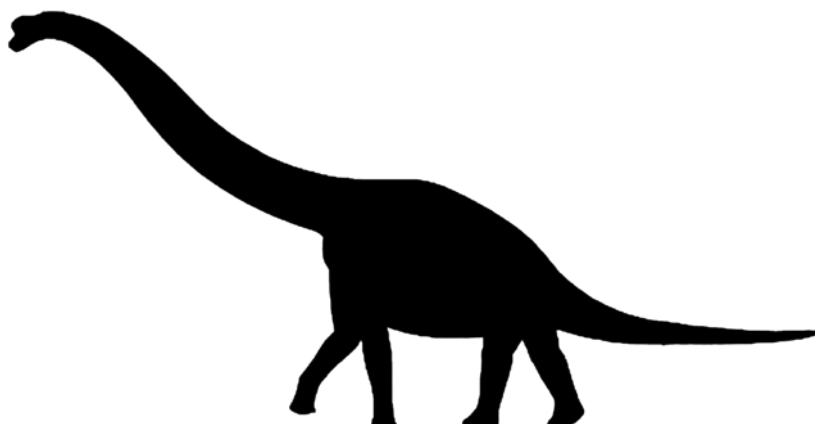
(***) **to die of something** : chết vì điều gì đó]

3.4. Writing

Tell your own story: What would you do if you had a dinosaur?

Example:

If I had a dinosaur, he would be the biggest friend of mine. I would build a huge house for him to stay. I would plant a lot of trees and grass for him to eat. We would need a big yard to play. He could play football or volleyball with me. In the afternoon, we would go swimming together in a big pond. I think I would take him to the beach with me in the summer and go climbing in the spring. My friends would be jealous of me because they would wish that they had one. But they could join us. They would love my big lovely friend.



READING

Splish-splash

If all the seas were one sea,
What a great sea that would be.
If all the trees were one tree,
What a great tree that would be!

If all the axes were one axe,
What a great axe that would be.
And if all the men were one man,
What a great man that would be!

And if the great man took the great axe,
And cut down the great tree,
And let it fall into the great sea,
What a splish-splash that would be!



UNIT 14: THE GIFT FOR MAN FROM MOTHER NATURE

Mother Nature created animals. Some animals could run fast. Some others could fly. Some became crawlers while others were given the power to become excellent swimmers.

Man was created at the end of Her creations. She made him strong enough to take care of himself and the animals around him. However, man asked Mother Nature, “Mother, you give various powers to other creatures. But I have no special powers or quality like them.”

Mother Nature smiled and said, “The power I give you is the most precious of all. It is the power of speech. You are using this power right now to express your wish to me. No other creature has this power. What more do you want me to give you?”



1. Task 1: Getting started

Please see the Instructions given before.

2. Task 2: Studying sentence structure

2.1. Sentence pattern

Man was created at the end of Her creations.



a. Translate the sentence

- Translate part of the sentence
- Translate the whole sentence

Man was created at the end of Her creations.

Extra task: Translate the sentence below into Vietnamese then compare the meanings of 2 sentences.

Mother Nature created man at the end of her creations.

	S	V	O	Adv
Sentence 1	Man	was created	by Mother Nature	at the end of Her creations
Sentence 2	Mother Nature	created	man	at the end of Her creations

? Comment on the subjects, verbs, objects and adverbs of 2 sentences?



















b. Sentence structure

S + to be + P2^(*) + O + Adv.

(*) P2: Past Participle

Usage: Passive voice is used when the focus is on the action. It is not important or unknown who or what performs the action.

- Most past participle verbs end in “-ed”.
- Some irregular verbs:

PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
 swim	swam	swum	 eat	ate	eaten
 teach	taught	taught	 run	ran	run
 buy	bought	bought	 put	put	put
 speak	spoke	spoken	 go	went	gone
 do	did	done	 cut	cut	cut
 sell	sold	sold	 fall	fell	fallen
 wear	wore	worn	 drink	drank	drunk
 read	read	read	 fly	flew	flown
 hear	heard	heard	 choose	chose	chosen

c. Analyse the sentence pattern using the format below

S =

to be =

P2 =

O =

Adv =

d. Listen and repeat

🔊 Man ... was ... created ... at ... the ... end ... of ... Her ... creations.

🔊 Man was created at the end of Her creations.

e. Listen and write down**f. Read aloud the sentence you have written****2.2. Review: rewrite active sentences in passive sentences**

Example: Mother Nature created animals.

S V O

=> Animals were created by Mother Nature.

S V O

- She made him strong enough to take care of himself and the animals around him.
- You give various powers to other creatures.
- You are using this power right now to express your wish to me.

**3. Exercises****3.1. Reading**

Read the text.

3.2. Translating

Translate the text into Vietnamese.

3.3. Role playing

Narrator: The Great Creator created everything included man and all the animals. One day, man and the animals get together.

Man: The Great Creator made me strong enough to take care of myself and all of you.

Animals: Who needs you take care of ourselves? Nature not only made us do that but also gave us special powers.



Lion: He made me strong and brave to be the king of all the animals. When I roar, everyone is scared.

Leopard: I run faster than any others do.

Birds: We are given the power to fly.

Blue whale: I am the biggest and I am an excellent swimmer.

Animals: What are you given, man?

Narrator: Man said nothing . He looked so sad. He thought the Great Creator forgot giving him a special power. One day, he came to see Nature.

Man: Please, you give various powers to other creatures. But I have nothing.

Nature: I do give you a special power. It is the most precious of all.

Man: What is this? I am not strong like elephant. I can't fly like birds. I can't run as fast as leopard. And I can't swim as well as fish. I have no special powers or quality like them.

Nature: It is the power of speech. You are using this power right now to express your wish to me. No other creature has this power. What more do you want me to give you?

Man: I see. Thank Mother.

3.4. Writing

What could man do with the power of speech? (What could man use the power of speech for?)

Hint:

- express his wish, his feelings and his emotions
- talk to another
- name everything
- tell and retell the stories
- understand one another

Man was created at But only man was created after Her image. Man was the most power. That was

With this power, man could
He also used this power to
.....

Besides, the power of could be used in
Having this power, man could do a lot of things the others couldn't.

Example:

With the power of speech, man could name all the other creatures made by Mother Nature. He named plants and animals. He named rivers, streams, oceans and mountains. He named the stars.



Extra task: Translate the quotes into Vietnamese.

.....

.....

.....

.....

The power of speech is
the ability to express
a lot in a
few words

~ Plutarch ~



A great memory does not make a mind, any more
than a dictionary is a piece of literature.

(John Henry Newman)

.....

.....

.....

UNIT 15: PROVERBS

1. Task 1: Getting started

1.1. Answer the questions to describe the picture below

- What animals do you see in the picture? How do you know that?
- Where are the animals? (*On the stable, on the forest or on the grass field?* Are they in the same or different places?)
- What are they doing? (*Lying on the grass, running or eating?*)
- What is the fence used for? Is it to separate two horses in two sides?

1.2. Write and read

- Can you see anything in the picture?
- Write down this sentence on your notebook.
- Read the sentence aloud.

The grass is always greener on the other side.



1.3. Sentence structure review

- Please read this phrase **The grass is green**
- Do you remember the pattern S + V + C? Repeat the words with initials S, V, and C.
- Please analyse the phrase **The grass is green**

1.4. Word usage review

- Two words *grass* and *green*, which one is a *noun* and which one is a *qualifier* (an *adjective*)?
- Fill in each blank with one suitable word.

Example: **The giraffe is *higher* than the horse.**

The ten-year- old boy is than the baby.

The elephant is than the goat.

The turtle runs than the rabbit.

The **taller** than the bush tree.

The **louder** than the bell ring.

The **shorter** than the snake.

2. Task 2: Three steps for the comprehension of a proverb

2.1. Step one: Read and fully understand the entire sentence

Translate into Vietnamese

- Read silently the phrase
The grass is always greener on the other side.
- Make the translation – Choose the one you like most.
*Cỏ bao giờ (nom) cũng xanh hơn ở bên kia (hàng rào).
Ở bên kia (hàng rào) cỏ bao giờ cũng (có vẻ) xanh hơn.
Cỏ ở bên kia (hàng rào) bao giờ (nom) cũng xanh hơn.*

2.2. Step two: Make the analysis of the situation. Set questions to solve the problem by yourself:

Why are the two horses separated by the fence?

Why do they want to cross the limit set up?

Can they cross the limit set up?

Why do the horses still want the greener grass they cannot get?

2.3. Step three: Draw the morale lesson for yourself

2.3.a. Find out the morale lesson in one word and explain why do you choose that word.

Suggestions: *Ambition? Greediness?*

2.3.b. Write and speak about the morale lesson in one sentence. Explain why you choose that sentence.

Suggestion:

Dreams can be more beautiful, exciting and more interesting than reality. They can disappoint us. Be cautious!

2.3.c. Find a true situation in real life, or imagine a story about someone whose ambition doesn't fit their capacity (their true value, their talent, their virtue).

Find an equivalent Vietnamese proverb. Please choose the one that you think fits the English proverb the most:

- *Đứng núi này trông núi nọ.*
- *Bụng to hơn mắt.*

Discussion

Please explain why you choose the phrase among three translations? You should write down your idea before you speak, for example:

*Among three translations, I like this one more than the others:
..... Because this phrase is easier for people to understand.*

3. Exercises

3.1. Writing

Please explain to an English person the signification and the morale lesson of the Vietnamese proverb *Đứng núi này trông núi nọ*.

You should work through three steps:

- Step one: Translate word by word from Vietnamese into English and then translate the entire proverb: *To stand in this mountain (peak) and to look at the other mountain (peak)*.

- Step two: Make the analysis of the situation described in the proverb:

What does the person standing in this mountain peak imagine about the life in the other mountain peak?



Does he/she think that everything over there must be better than in this mountain peak?

Why does he/she think this way?

- Step three: Morale lesson. In one (Vietnamese) word: *tham vọng, tham lam, thèm khát...*

3.2. Role playing

Students pair up to practice the conversation below. Then, make another one.

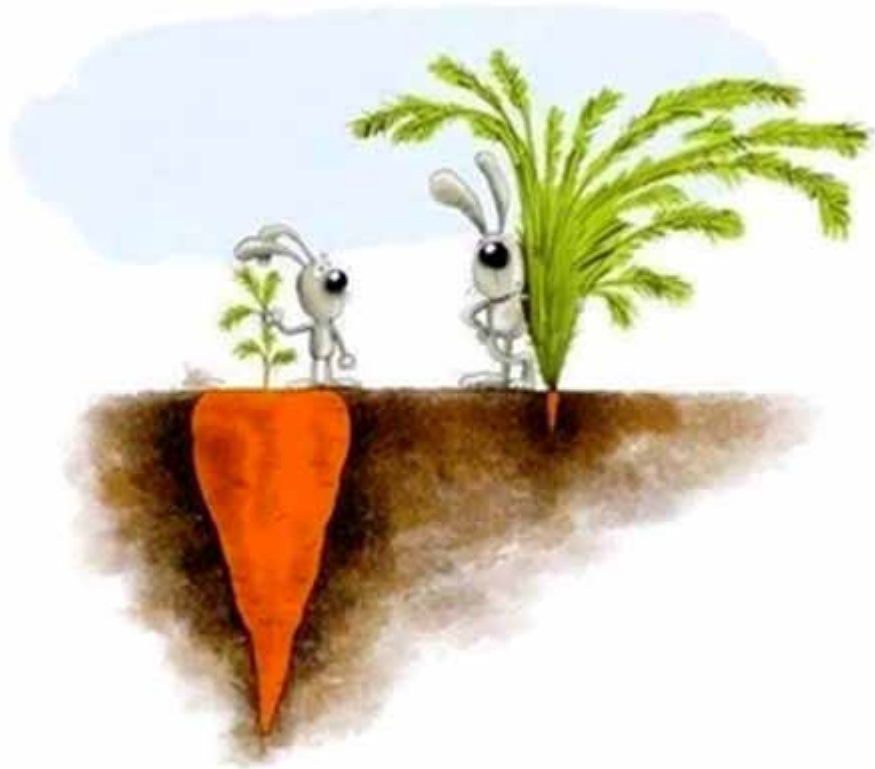
David: What a wonderful painting! You are a great painter.

Anna: It's kind of you to say that. But I think it's much better to be a singer like Lily.

David: Don't compare your talent with others. The grass is always greener on the other side of the fence. Just do your best.

Extra task: Translate the proverbs below into Vietnamese. Try to explain their meanings.

1. Actions speak louder than words.
2. Practice makes perfect.
3. Hard words break no bones, but they do break hearts.
4. Two wrongs don't make a right.
5. Don't judge the book by its cover.



GLOSSARY

A

affirmative	(adj) /ə'fɜ:mətrɪv/	khẳng định, quả quyết
air	(n) /eə(r)/	không khí
analyse	(v) /'ænəlaɪz/	phân tích
ancestor	(n) /'ænsɛstə(r)/	tổ tiên
anger	(n) /'æŋgə(r)/	cơn tức, sự giận dữ
apologize	(v) /ə'pɒlədʒaɪz/	xin lỗi
argue	(v) /'ɑ:gju:/	tranh cãi
athlete	(n) /'æθli:t/	vận động viên

B

band	(n) /bænd/	ban nhạc
beatiful	(adj) /'bju:tɪfl/	xinh đẹp
beauty	(n) /'bju:ti/	vẻ đẹp
begin	(v) /br'gɪn/	bắt đầu
bleat	(v) /bli:t/	kêu be be
blow	(v) /bləʊ/	thổi
bound	(v) /baʊnd/	có thừa
brave	(adj) /breɪv/	dũng cảm
bright	(adj) /braɪt/	sáng chói
build	(v) /bɪld/	xây dựng

C

camel	(n) /'kæml/	lạc đà
capture	(v) /'kæptʃə(r)/	bắt cóc, giam giữ
careful	(adj) /'keəfl/	cẩn thận

carry	(v) /'kæri/	chở, đưa đi, mang
coast	(n) /kəʊst/	bờ biển
cold	(adj) /kəʊld/	lạnh
colourful	(adj) /'kʌləfl/	sắc sỡ, nhiều màu sắc
commercial	(adj) /kə'mɜ:ʃl/	thương mại
commonplace	(adj) /'kɒmənpleis/	thường xuyên, phổ biến
content	(n) /'kɒntent/	nội dung
context	(n) /'kɒntekst/	ngữ cảnh
conversation	(n) /,kɒnvə'seɪʃn/	cuộc đối thoại, đoạn hội thoại
cool	(adj) /ku:l/	mát mẻ
crawler	(n) /'krɔ:lə(r)/	loài bò sát
create	(v) /kri'eɪt/	sáng tạo
creation	(n) /kri'eɪʃn/	sự sáng tạo
creature	(n) /'kri:tʃə(r)/	tạo vật, sinh vật
crowd	(n) /kraʊd/	đám đông
charming	(adj) /'tʃɑ:mɪŋ/	quyến rũ
chimpanzee	(n) /,tʃɪmpæn'zi:/	con tinh tinh

D

dark	(adj) /dɑ:k/	tăm tối
dead	(adj) /ded/	chết
descendant	(n) /dɪ'sendənt/	hậu duệ, con cháu, người nối dõi
describe	(v) /dɪ'skraɪb/	mô tả, miêu tả
destiny	(n) /'destəni/	định mệnh
difficult	(adj) /'dɪfɪkəlt/	khó khăn
dinosaur	(n) /'daɪnəsɔ:(r)/	khủng long
disappointed	(adj) /,dɪsə'pɔɪntɪd/	thất vọng
dragon	(n) /'dræɡən/	con rồng
drummer	(n) /'drʌmə(r)/	tay trống, người chơi trống

dry	(adj) /draɪ/	khô ráo
duck	(n) /dʌk/	con vịt

E

electricity	(n) /ɪˌlek'trɪsəti/	điện
elm	(n) /elm/	cây du
escape	(v) /ɪ'skeɪp/	trốn thoát
excellent	(adj) /'eksələnt/	tuyệt vời
exist	(v) /ɪg'zɪst/	tồn tại
existence	(n) /ɪg'zɪstəns/	sự tồn tại
experience	(n) /ɪk'spiəriəns/	trải nghiệm
explanation	(n) /ˌeksplə'neɪʃn/	sự giải thích
express	(v) /ɪk'spres/	bày tỏ, thể hiện
extinct	(adj) /ɪk'stɪŋkt/	tuyệt chủng

F

fall	(v) /fɔ:l/	ngã
fence	(n) /fens/	hàng rào
fiery	(adj) /'faɪəri/	bùng cháy, bốc lửa
firefighter	(n) /'faɪəfaɪtə(r)/	lính cứu hoả
floor	(n) /flɔ:(r)/	sàn nhà
forecaster	(n) /'fɔ:kɑ:stə(r)/	nhà tiên tri, người dự báo
forest	(n) /'fɒrɪst/	khu rừng
frightened	(adj) /'fraɪtnd/	hoảng sợ
future	(n) /'fju:tʃə(r)/	tương lai

G

gentle	(adj) /'dʒentl/	lịch thiệp, hoà nhã
gnat	(n) /næt/	một giống ruồi
goddess	(n) /'gɒdes/	nữ thần

goose	(n) /gu:s/	con ngỗng
graceful	(adj) /'greɪsfl/	duyên dáng
great	(adj) /greɪt/	tuyệt vời, vĩ đại
ground	(n) /graʊnd/	nền, mặt đất
grown-up	adj /,grəʊn 'ʌp/	trưởng thành
guess	(v) /ges/	đoán
guitarist	(n) /gɪ'ta:rɪst/	người chơi ghita
gift	(n) /gɪft/	món quà
giraffe	(n) /dʒə'reɪf/	hươu cao cổ

H

happen	(v) /'hæpən/	xảy ra
hark	(v) /hɑ:k/	nghe
harm	(v) /hɑ:m/	làm hại
heat	(n) /hi:t/	làm nóng
hippo	(n) /'hɪpəʊ/	hà mã
hit	(v) /hɪt/	đánh
holiday	(n) /'hɒlədeɪ/	kì nghỉ
howl	(v) /haʊl/	rít
humming	(adj) /'hʌmɪŋ/	kêu vo ve
hump	(n) /hʌmp/	cái bướu

I

idea	(n) /aɪ'diə/	ý tưởng
important	(adj) /ɪm'pɔ:tnt/	quan trọng
industry	(n) /'ɪndəstri/	nền công nghiệp
instrument	(n) /'ɪnstɾəmənt/	dụng cụ
intelligent	(adj) /ɪn'telɪdʒənt/	thông minh

interrogative	(adj) /,intə'rogətɪv/	ngghi vấn
invisible	(adj) /ɪn'vɪzəbl/	vô hình

J

journey	(n) /'dʒɜːni/	chuyến đi
jungle	(n) /'dʒʌŋɡl/	rừng

K

knight	(n) /naɪt/	hiệp sĩ, kị sĩ
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L

lamb	(v) /læm/	cừ non
land	(n) /lənd/	vùng đất
large	(adj) /lɑːdʒ/	rộng lớn
lark	(n) /lɑːk/	chim chiền chiện
leopard	(n) /'lepəd/	con báo
light	(adj) /laɪt/	nhẹ
like	(adj) /laɪk/	giống như
location	(n) /ləʊ'keɪʃn/	vị trí
lovely	(adj) /'lʌvli/	đáng yêu

M

mall	(n) /mɔːl/	trung tâm mua sắm
man	(n) /mæn/	con người
meaning	(n) /'miːnɪŋ/	ý nghĩa
memorable	(adj) /'memərəbl/	đáng nhớ
modern	(adj) /'mɒdn/	hiện đại

N

nature	(n) /'neɪtʃə(r)/	tự nhiên
negative	(adj) /'negətɪv/	phủ định

nightingale	(n) /'naɪtɪŋgeɪl/	chim sơn ca
noble	(adj) /'nəʊbl/	quý tộc, cao quý
noisy	(adj) /'nɔɪzi/	ồn ào

O

obtain	(v) /əb'teɪn/	đạt được
occasion	(n) /ə'keɪʒn/	dịp
ocean	(n) /'əʊʃn/	đại dương
ogre	(n) /'əʊɡə(r)/	yêu tinh
orchard	(n) /'ɔ:tʃəd/	vườn cây ăn quả
ostrich	(n) /'ɒstrɪtʃ/	đà điểu

P

part	(n) /pɑ:t/	phần
paw	(n) /pɔ:/	chân có móng vuốt
peacock	(n) /'pi:kɒk/	con công
penguin	(n) /'penɡwɪn/	chim cánh cụt
perform	(v) /pə'fɔ:m/	trình diễn, biểu diễn
person	(n) /'pɜ:sn/	người
place	(n) /pleɪs/	nơi
plain	(n) /pleɪn/	đồng bằng
playful	(adj) /'pleɪfl/	ham chơi
population	(n) /ˌpɒpjʊ'leɪʃn/	dân số
poverty	(n) /'pɒvəti/	sự nghèo khó
power	(n) /'paʊə(r)/	quyền lực, quyền năng
precious	(adj) /'preʃəs/	quý giá
predator	(n) /'predətə(r)/	đã thú, động vật ăn thịt
predictable	(adj) /prɪ'dɪktəbl/	có thể dự đoán trước
princess	(n) /ˌprɪn'ses/	công chúa

produce	(v) /prə'dju:s/	sản xuất
promise	(v) /'prɒmɪs/	hứa
proud	(adj) /praʊd/	tự hào
proverb	(n) /'prɒvɜ:b/	tục ngữ

Q

quality	(n) /'kwɒləti/	chất lượng, phẩm chất
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R

raincoat	(n) /'reɪnkəʊt/	áo mưa
reason	(n) /'ri:zn/	lí do, nguyên nhân
refer	(v) /rɪ'fɜ:(r)/	liên quan
reply	(v) /rɪ'plai/	đáp, trả lời
rescue	(v) /'reskjʊ:/	giải cứu
rest	(v) /rest/	nghỉ ngơi
return	(v) /rɪ'tɜ:n/	trở lại
rhino	(n) /'raɪnəʊ/	tê giác
rise	(n) /raɪz/	tăng lên
river	(n) /'rɪvə(r)/	dòng sông
roar	(v) /rɔ:(r)/	rống lên
robber	(n) /'rɒbə(r)/	tên trộm
rock	(n) /rɒk/	tảng đá
roll	(v) /rəʊl/	lăn, vằn
rook	(n) /rʊk/	quạ
rooster	(n) /'ru:stə(r)/	gà trống
rose	(n) /rəʊz/	hoa hồng
rule	(v) /ru:l/	thống trị
rush	(n) /rʌʃ/	luồng

S

safari	(n) /sə'fɑ:ri/	vùng hoang dã
sanitation	(n) /,sæni'teɪʃn/	điều kiện, hệ thống vệ sinh
save	(v) /seɪv/	cứu
scare	(v) /skeə(r)/	dọa
scary	(adj) /'skeəri/	đáng sợ
season	(n) /'si:zn/	mùa
secret	(n) /'si:kɹət/	bí mật
shelter	(n) /'ʃeltə(r)/	nơi trú ẩn
shine	(v) /ʃaɪn/	chiếu sáng
shoot	(n) /ʃu:t/	chồi non
sign	(n) /saɪn/	dấu hiệu
silent	(adj) /'saɪlənt/	im lặng
sink	(v) /sɪŋk/	chìm
skyscraper	(n) /'skaɪskreɪpə(r)/	tòa nhà cao tầng
sleet	(n) /sli:t/	mưa tuyết
slum	(n) /slʌm/	khu ổ chuột
sniff	(v) /snɪf/	ngửi, hít
soar	(v) /sɔ:/	bay vút lên
special	(adj) /'speʃl/	đặc biệt
speech	(n) /spi:tʃ/	lời nói, ngôn từ
spirit	(n) /'spɪrɪt/	trí tuệ
sport	(n) /spɔ:t/	thể thao
spring	(n) /sprɪŋ/	mùa xuân
start	(v) /stɑ:t/	bắt đầu
store	(v) /stɔ:(r)/	dự trữ
strong	(adj) /strɒŋ/	mạnh mẽ
structure	(n) /'strʌktʃə(r)/	cấu trúc

strut	(v) /strʌt/	đi khệnh khạng
suddenly	(adv) /'sʌdənli/	đột nhiên, bất ngờ
surprised	(adj) /sə'praɪzd/	ngạc nhiên
swan	(n) /swɒn/	chim thiên nga

T

tail	(n) /teɪl/	cái đuôi
tall	(adj) /tɔ:l/	cao
temperature	(n) /'temprətʃə(r)/	nhiệt độ
tower	(n) /'taʊə(r)/	tháp
travel	(v) /'trævl/	du hành
treat	(v) /tri:t/	đối xử
tribe	(n) /traɪb/	bộ tộc, bộ lạc
trust	(v) /trʌst/	tin

U

ugly	(adj) /'ʌgli/	xấu xí
understand	(v) /ʌndə'stænd/	hiểu
unique	(adj) /ju'ni:k/	độc nhất

V

various	(adj) /'veəriəs/	đa dạng, phong phú
vet	(n) /vet/	bác sĩ thú y
visit	(v) /'vɪzɪt/	thăm, tham quan
voice	(n) /vɔɪs/	giọng

W

warm	(adj) /wɔ:m/	ấm áp
warning	(n) /'wɔ:nɪŋ/	cảnh báo
waterhole	(n) /'wɔ:təhəʊl/	vũng nước

west	(n) /west/	phía Tây
wet	(adj) /wet/	ẩm ướt
wheel	(v) /wil/	xoay tròn
whisper	(v) /'wɪspə(r)/	thì thầm
winter	(n) /'wɪntə(r)/	mùa đông
wise	(adj) /waɪz/	thông thái
wish	(n) /wɪʃ/	điều ước, mong muốn
wool	(n) /wʊl/	len

Z

zest	(n) /zest/	say mê
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Hẹn gặp em ở lớp 4!

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