***Family and Friends* Special Edition Grade 5**

**Unit 1: The Ancient Mayans**

**Lesson One Words**

**Lesson objectives**

* To understand new and recycled verbs
* To understand a short story

**Language**

* Language focus: listening, reading
* Vocabulary: *start, finish, love, hate, want, use, live*
* Extra vocabulary: *ancient, Mayan, look, writing (n), secret message, word, alphabet, bring, dish (meal)*



**Material**

* Student Book p. 8
* Workbook p. 8
* Audio Tracks 04–05
* Verbs Flashcards 1–7
* One sheet of paper per child (optional)



**Culture note: Mayan hieroglyphs**

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The Mayan culture of Ancient Mesoamerica had a complex system of hieroglyphic writing. For many years, those who studied the hieroglyphs couldn’t agree on whether the writing was a number of simple word pictures or a sophisticated phonetic system. Then in the 1950s, an epigrapher (glyph expert) determined that it was a fully functional system based on phonetic signs. Now experts know that all Mayan words are formed from various combinations of nearly 800 symbols.

**Introduction**

***Weather report:*** Ask the class about today’s weather.

***Song:*** Play a warm-up song.

***Warmer***

* Play *Freeze* to energize the children at the start of the lesson.
* Ask the children to stand at their desks. Give a series of instructions, e.g., *read a comic, watch TV, play the guitar*. Children mime the actions.
* When you say *Freeze!*, the children must stop what they are doing and stand still.
* The children who are the slowest to stop are out and have to sit down.
* Continue the game until there is one winner left standing, or a group of winners if you prefer.

***Lead-in***

* Tell children they are going to learn some verbs.
* Use Flashcards 1–7 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don’t know.
* Say all the words again for children to repeat.
* Hold the flashcards up in a different order and repeat.

**Presentation**

***Listen, point, and repeat. (Exercise 1)***

* Ask children to open their Student Books and look at the pictures in Exercise 1. Play the first part of the recording (Track 04) for children to listen and point to the appropriate picture.
* Play the second part of the recording for children to repeat.
* Play the recording all the way through for children to listen and point and then repeat the words in chorus.

**Transcript (Track 04)**

Listen and point.

start, finish, love, hate, want, use, live

want, live, start, love, use, hate, finish

Listen and repeat.

start, finish, love, hate, want, use, live

***Listen and read. (Exercise 2)***

* Focus children’s attention on the story. Talk about each frame with the class and ask questions, e.g., *What are the children looking at? Do you think they understand it? Are they doing homework? What does Max have? Is Holly hungry?* Encourage predictions about the story.
* Play the recording (Track 05) for children to listen and follow the words of the story in their books. Ask questions to check comprehension, e.g., *Can Amy and Max read the message? What is their homework? What do Amy and Max cook? Who eats it?*
* Play the recording a second time for children to follow in their books.
* Ask children to find the words from Exercise 1 that appear in the story (*live, use,* and *finish*).
* You might want to tell children that the Ancient Mayans lived 2,000 years ago.

**Development**

***Key points***

* Tell children to close their books and divide children into groups of four.
* Ask children to remember the three things that the message says about the Ancient Mayans.
* Ask different groups to tell you their answers. (*They lived 2,000 years ago. They used pictures, not words, in their writing. They cooked good food*.)

***What do I have?***

* Hold up one of the *Verbs* Flashcard so that the class can only see the back of it.
* Ask *What do I have?* for children to make guesses.
* Limit children to three guesses. If they name the card within three guesses, the class wins the card. If they don’t, the teacher wins the card.
* Put the cards the class has won and the cards the teacher has won on opposite sides of the board. At the end of the game, add up the scores with the class.

***Who am I?***

* Give each child a sheet of paper.
* Write the following sentence stems on the board: *I start …; I finish ..; I love …; I hate …; I want …; I use …; I live …* .
* Tell children to write down the sentence stems and complete the sentences so that they are true for themselves.
* Divide the class into groups of 5–10. Collect and redistribute the sheets of paper randomly within the groups.
* Children take turns reading the sentences aloud and guessing which person in the group wrote them.

**Consolidation**

***Secret codes***

* Ask children to write a short paragraph. Write some suggestions for paragraph topics on the board, e.g., *what you did on the weekend, your family, your last vacation, your favorite food.*
* Ask children to choose five words from their paragraph that they can change to word pictures. Tell them to rewrite the paragraphs using word pictures instead of their chosen words.
* Children show their completed paragraphs to a partner. The partner has to guess what the word pictures mean.

***Exercises:*** Workbook p. 8

***Story time:*** A reader of your choice

***Family and Friends* Special Edition Grade 5**

**Unit 1: The Ancient Mayans**

**Lesson Two Grammar**

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**Lesson objectives**

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* To understand the simple past of regular verbs (affirmative and negative)
* To act out a story



**Language**

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* Language focus: listening, reading, writing
* Vocabulary: *They lived 2,000 years ago. They didn’t live in apartments.*
* Extra vocabulary: *cake, dinner, man, woman*



**Materials**

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* Student Book p. 9
* Workbook p. 9
* Audio Tracks 05–06
* Verbs Flashcards 1–7

**Introduction**

***Weather report:*** Ask the class about today’s weather.

***Song:*** Play a warm-up song.

***Warmer***

* Play *Listen, point, and say* to energize the class at the beginning of the lesson and review the verbs from Lesson 1.
* Place *Verbs* Flashcards 1–7 around the room.
* Call out one of the words, e.g., *live*. Children point to the card and repeat the word.
* Repeat until you have practiced all the words.
* Continue going faster and faster until children can’t keep up with you.

***Lead-in***

* With books closed, ask children what happened in the story. Ask *Can Amy and Max read the secret message? What do they cook? Who eats the soup?*
* Ask children what they can remember about the Mayans, and ask questions to help them, e.g., *What did they use in their alphabet?*

**Presentation**

***Listen to the story and repeat. Act. (Exercise 1)***

* Play the recording (Track 05), pausing for children to repeat.
* Divide the class into groups of three to play the parts of Amy, Max, and Holly. If the class does not divide exactly, some children can act out two parts or you can ask children to play Leo, who doesn’t speak and is only in the first frame of the story.
* As a class decide on the actions for the story (see below).
* Play the recording a second time for children to mime the actions as they listen and say their character’s lines.
* Groups may act out the story at the same time or you may ask some groups to act out the story in front of the class.

**Story actions**

Picture 1: Amy, Max, and Leo look at a message. Max picks up his book.

Picture 2: Max opens his book and points to a page in it. Amy writes on a piece of paper.

Picture 3: Max puts a bowl of soup on the table. Amy smells the food. They leave the room.

Picture 4: Holly is eating. Amy and Max come into the room, look at the empty bowl, and are surprised.

***Listen and repeat. (Exercise 2)***

* Ask children to turn to p. 9 in their Student Books. Focus attention on the picture in the *Let’s learn!* box and ask two children to read the speech bubbles.

* Ask *Do Vinh and his Dad want to eat the dinner?* Make sure children understand *dinner*.
* Play the recording (Track 06) and have students follow along with the sentences in the *Let’s learn!* chart.
* Play the recording again, pausing after each sentence for children to repeat them.
* Copy the sentences onto the board and erase the red words. Ask children to tell you what the missing words are.
* You may ask children to come up to the board and write the words.
* Write *The Mayans … soup* on the board. Hold up the Flashcards for *love* and *hate* and elicit the new sentences.
* Write *loved* and *hated* on the board, underlining the *d*.
* Hold up the flashcards for the other verbs, one by one, and elicit the verbs, and then their simple past forms. Write each one on the board.
* Write a false sentence on the board, e.g., *The Mayans used cars*, and ask children to correct it.
* Point to each of the past verbs on the board and ask children to say the negative form.

**Development**

***Teacher can’t remember***

* Tell children you can’t remember some of the facts about the Mayans so you want them to help you.
* Tell children you are going to say some sentences about the Mayans, e.g., *They used cars. They lived 2000 years ago.*

*They didn’t cook soup.*

* If the sentence is correct, children do an agreed action, such as tapping their desks, clapping, or calling out *Yes!* If the sentence is incorrect, children do another agreed action, such as standing up, and then they call out the correct word.

***Write the answer. (Exercise 3)***

* Look at the picture with the class and ask questions, e.g., *What is the mom doing?* (*She’s cooking*.) *What is the girl doing?* (*She’s playing*.) *Are they living in a house?*
* Look at the example with the class and check that children understand the exercise.
* Children do the rest of the exercise individually.
* Go through the answers with the class.

**Answers**

1. Yes, they did.
2. No, she didn’t.
3. Yes, he did.
4. No, they didn’t.
5. Yes, he did.
6. No, she didn’t.

***Read and circle. (Exercise 4)***

* Look at the example with children and check that they understand the exercise.
* Children do the rest of the exercise individually.
* Go through the answers with the class.

**Answers**

1 finished 2 started 3 didn’t hate 4 didn’t love

***Quiz your partner!***

* Divide the class into pairs. One partner closes his/her book and the other looks at Exercise 4.
* The partner with their book open asks questions E.g. *Did Ly finish her homework last night? Did Dad finish reading a book yesterday?* The other then answers, e.g., *Yes, she did. No, he didn’t.*
* After a few questions, the pairs swap roles.

**Consolidation**

***Let’s Practice!***

* Ask students to look at the picture and speech bubble. Say *I didn’t study English yesterday.*
* Have a student read the sentence.
* Have students work in pairs and take turns saying the sentences. Tell them to use other vocabulary words on the page.

***Did or didn’t?***

* Tell children they are going to write some sentences about life among the Mayans.
* Write these things on the board: *use cell phones, watch DVDs, cook soup, ride motorcycles, use pictures in their alphabet*.
* Write *The Mayans…* on the board and elicit the first sentence, *They didn’t use cell phones*.
* Check that children understand the activity and ask them to write the other four sentences.
* Go through the answers in class. (*They didn’t watch DVDs. They cooked soup. They didn’t ride motorcycles. They used pictures in their alphabet.*)

NOTE: Now go to Workbook p. 88 for children to practice the grammar structure before doing Workbook p. 9.

***Exercises:*** Workbook p. 9

***Story time:*** A reader of your choice

***Family and Friends* Special Edition Grade 5**

**Unit 1: The Ancient Mayans**

**Lesson Three Grammar and Song**

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**Lesson objectives**

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* To use simple past regular verbs to talk and write about things you did and didn’t do
* To use the simple past in the context of a song



**Language**

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* Language focus: listening, speaking, writing
* Extra vocabulary: *Hurray!, had (have) sang (sing), dance*



**Materials**

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* Student Book p. 10
* Workbook p. 10
* Audio Track 07
* Verbs Flashcards 1–7
* Paper and colored pencils (optional)

**Introduction**

***Weather report:*** Ask the class about today’s weather.

***Song:*** Play a warm-up song.

***Warmer***

* Divide the class into two teams and play *Cross the river* with children, using the *Verbs* Flashcards.
* Draw a river on the board, with two sets of four stepping stones across the river. You may want to add “dangers” like crocodiles, eels, or snakes in the river.
* Write *Team A* and *Team B* underneath the two sets of stepping stones.
* Divide the class into two teams.
* Tell children you are going to show each team different flashcards. Each team must guess their words correctly to move across the river.
* Show one team a flashcard and choose a child in that team to give the answer. Allow him/her to consult friends first to avoid embarrassment if the answer is incorrect.
* If the child answers correctly, write the word on that team’s first stepping stone. If the child answers incorrectly, ask the other team to tell you the word, and write the word on that team’s first stepping stone.
* The first team to complete the four stepping stones with words crosses the river and wins.

***Lead-in***

* Play a miming game. With books closed, mime the actions in Exercise 1 and elicit the words.
* Choose children to mime one of the actions you have demonstrated. The class guesses the correct word.

**Presentation**

***Look and say. Write  or . (Exercise 1)***

* Ask children to open their Student Books and look at the pictures in Exercise 1.
* Point to the pictures and ask *What is the boy doing?* Elicit *He’s watching TV/playing soccer*. Ask *What is the girl doing?* Elicit *She’s listening to music/cooking/playing the guitar*.
* Ask a child to read the speech bubble for the class. Point to the picture of the boy watching TV and ask *check or* X?
* Ask children to work in pairs. They have to tell their friend what they did/didn’t do yesterday and write a check or an

 under the pictures for their friend.

* If the children didn’t do any of the activities, tell them to imagine they did two of these things.
* Monitor and help where necessary.

***Write four sentences about you. (Exercise 2)***

* Read the example with the children and check that they understand the exercise.
* Ask children to write four sentences about what they did yesterday, using their answers in Exercise 1. Monitor the

activity and help where necessary.

* Ask some children to read their sentences aloud for the class.

**Development**

***What’s the mime?***

* Play a miming game with children.
* Mime two things from Exercise 1, one at a time, and ask children to say what you did yesterday.
* Then ask children to look at Exercise 1 and say the things you didn’t do yesterday.
* Choose another child to mime two actions.
* The rest of the class should say what he/she did and didn’t do yesterday. Repeat with several children.

***Poster making***

* Give out pieces of paper and colored pencils.
* Tell children they are going to make a poster about what their friend did yesterday, using the chart in Exercise 1.
* Tell children to write two sentences about their friend’s day and draw pictures.
* Collect the finished posters and put them on the wall.

***Listen and sing. (Exercise 3)***

* Ask children to look at the song pictures. Ask *What are the children doing?* Elicit *They’re singing and dancing*.
* Ask *What things can you see?* Elicit *balloons, a cake, presents,* and *a book*.
* Play the recording (Track 07) for children to listen and follow in their books.
* Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
* Play the recording for children to sing along.
* Do not focus on the irregular form of *had* and *sang*, but make sure children understand these words.

***Sing and do. (Exercise 4)***

* As a class, decide on the actions for the song (see below).
* Practice the actions with the class.
* Play the recording for children to listen and do the actions.

**Song actions**

*I had a great day yesterday* – point to yourself

*I didn’t shop or cook* – mime cooking, indicating “no”

*I didn’t work, I didn’t swim* – mime swimming, indicating “no”

*I didn’t read a book* – mime reading a book, indicating “no”

*I didn’t play computer games* – mime playing on a computer, indicating “no”

*I didn’t go to school* – mime walking to school, indicating “no”

*I didn’t help my mom at home* – mime doing the dishes, indicating “no”

*It was my birthday yesterday* – mime blowing out candles

*I had a party with my friends* – wave hands in the air

*We sang and danced all day!* – dance

**Consolidation**

***Simon did***

* Play *Simon says* to practice the past tense.
* Say affirmative and negative sentences, e.g., *Simon cooked some food yesterday. Simon didn’t watch TV yesterday.*
* Children mime the affirmative actions and stand still for the negative actions.
* Use the verbs on this page and other regular verbs that children know.

***Exercises:*** Workbook p. 10

***Story time:*** A reader of your choice