**Week 10 Teaching date : 13 /11/2024**

**Period 37 :**

**UNIT 3 – MY FRIENDS AND I**

**Lesson 2.3 (page 39)**

1. Objectives

By the end of this lesson, students will be able to talk about where they were correctly.

* 1. Language knowledge and skills

Vocabulary: solving problems, doing experiments, making things, using computers, reading stories, learning languages.

Sentence patterns: Why do you like math?

Because I like solving problems.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: talk about where they were correctly.

Communication and collaboration: work in pairs or groups to talk about where they were correctly.

Critical thinking and creativity: learn how to talk about where they were correctly and fluently.

* 1. Attributes

Kindness: support their friends to complete the learning tasks or play the games.

Diligence: focus on the lesson and work hard to complete all the tasks.

Honesty: play fair.

Accountability: appreciate kindness, diligence, and honesty.

1. Teaching aids and materials

- Teacher’s aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- Students’ aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To help the students review adjectives and lead in the new lesson.
4. Content: Playing the game: “Adjective match.”
5. Expected outcomes and assessment.

* Task completed with excellence: Students can read the words quickly and correctly.
* Task completed: Students can read the words.
* Task uncompleted: Students read the words incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Play the “Adjective match” game.   * Create a deck of cards with different adjectives written on each card. You need some images (food, places, people, etc) that can be described by adjectives. * Divide the students into 3 groups. * A student from each group chooses an image and three cards. * If the player can describe the image with all three cards, they win. If not, then discard a card and choose a new card. * Play continues until a winner is found. | * Follow their teacher’s instructions before playing the game. * Play the game. |

1. Main Lesson
   1. Practice 1 (10 minutes)
2. Objectives: To help students recognize the sentence pattern and talk about where they were.
3. Contents: Listening and repeating.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can identify the sentence structure and talk about where they were.
* Task completed: Students can identify the sentence structure and talk about where they were.
* Task uncompleted: Students are unable to talk about where they were.

1. Organization

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| Teacher’s activities | Students’ activities |
| Present the sentence pattern.   * Use DCR on Eduhome to show the class the sentence structure on Part E, page 39 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask some students to read the sentences. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Read the sentences. |

* 1. Practice 2 (10 minutes)

1. Objectives: To practice talking about where they were by using the given words.
2. Contents: Pointing, asking, and answering.
3. Expected outcomes and assessment.

* Task completed with excellence: Students can talk about where they were smoothly and correctly.
* Task completed: Students can talk about where they were.
* Task uncompleted: Students fail to talk about where they were.

1. Organization:

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| Teacher’s activities | Students’ activities |
| 1. 1. Point, ask, and answer.  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have Student A point and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   2. List other places and descriptions for each one. Practice again.  - Have students work in the same pairs.  - Have pairs list other places and descriptions for each one.  - Have pairs practice the activity again. Have Student A ask and have Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Present their work in front of the class. * Work in pairs to complete the task. * Follow their teacher’s instructions. |
| Extra practice.   * Divide the class into two teams. * Show a flashcard to the class and say a place and related noun. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows flashcard "noisy.")  • Teacher: "supermarket," "people" • Team A: "Where were you yesterday?" • Team B: "I was at the supermarket. The people were noisy." | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

* 1. Production (5 minutes)

1. Objectives: To help them talk about where they were and the description of the place.
2. Content: Ask your friends and complete the table with the places and the descriptions.
3. Expected outcomes and assessment.

* Task completed with excellence: Students can talk about where they were and the description of the place quickly.
* Task completed: Students are able to talk about where they were and the description of the place.
* Task uncompleted: Students cannot talk about where they were and the description of the place.

1. Organization

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| Teacher’s activities | Students’ activities |
| F. Ask your friends and complete the table with the places and the descriptions.   * Have students look at the example. * Divide the class into groups. * Have students take turns asking and answering, and filling in the table. * Have some students demonstrate the activity in front of the class. | * Look at the example. * Work in groups. * Ask, answer and fill in the table. * Demonstrate in the front. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help students remember the target sentence structure.
3. Contents: Playing the game “noun showdown” and assigning homework in the Workbook.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can write adjectives correctly.
* Task completed: Students are able to write adjectives.
* Task uncompleted: Students fail to write adjectives.

1. Organization

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| Teacher’s activities | Students’ activities |
| Consolidation  Play the "noun showdown" game   * Divide the class into two or more teams. * Write a noun on the board or show it as an image. * Give students a minute to write down as many adjectives as they can. * Teams get a point for every adjective that is appropriate. | * Play the game “noun showdown” with their teammates. * Follow their teacher’s instructions before playing the game. |
| Homework Assignment   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 3, Unit 3 on page 40 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |

Teaching date : 13 /11/2024

**Period 38 :**

**UNIT 3 - MY FRIENDS AND I**

**Lesson 3.1 (page 40)**

1. Objectives

By the end of this lesson, students will be able to point out and say different activities.

* 1. Language knowledge and skills

Vocabulary: bake cupcakes, paint a picture, plant some flowers, visit my grandparents, stay at home, study.

Sentence patterns: I planted some flowers yesterday.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: point out and say different activities.

Communication and collaboration: work in pairs/ groups to point out and say different activities.

Critical thinking and creativity: learn to say different activities.

* 1. Attributes

Kindness: support their friends to complete the learning tasks or play the games.

Diligence: focus on the lesson and work hard to complete all the tasks.

Honesty: play fair.

Accountability: appreciate kindness, diligence, and honesty.

1. Teaching aids and materials

- Teacher’s aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- Students’ aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To help students review the adverbs and lead in the new lesson.
4. Content: Playing the game: “Classroom Races”.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can listen and act out quickly.
* Task completed: Students can listen and act out.
* Task uncompleted: Students cannot listen or act out.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Play "Classroom Races" game  -   Have the students play the game “Classroom Races".  -   Line the students up and tell them the action they have to do during the race and then shout go.  - Actions + adverbs include: skip slowly, jump fast, hop badly, run well, walk quickly... | * Listen to their teacher’s instructions. * Play the game. |

1. Main lesson
2. Presentation & Practice (10 minutes)
3. Objectives: To help the students recognize and say some activities.
4. Contents: Listening, pointing, and repeating.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can recognize and say activities correctly.
* Task completed: Students can recognize and say some activities.
* Task uncompleted: Students are unable to recognize and say some activities.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| A. 1. Listen and point. Repeat. (CD1 Track 64)   * Arrange the flashcards on the board. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other says the words. Then have them swap roles and continue this activity. * Walk around the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| 2. Play the game Guess.   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. | * Listen and follow their teacher’s instructions. * Play the game. |

1. Presentation and Practice (10 minutes)
2. Objectives: To practice saying what they and their friends did.
3. Contents: Listening and Speaking.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can say what they and their friends did correctly and smoothly.
* Task completed: Students can say what they and their friends did.

1. Task uncompleted: Students fail to say how often they do things in different classes.
2. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| B. 1. Listen and practice. (CD1 Track 65)   * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to talk about things we did and when. * Play the audio. Have students listen to the useful language. * Have students practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen to the useful language again. * Use the new words from Part A when practicing the useful language. |
| 2. Look and write. Practice.   * Demonstrate the activity using the example. * Have students look and write. * Divide the class into pairs and have them check each other’s work. * Have some students share their answers with the class. * Use DCR to check the answers as a whole class. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. |

1. Production (5 minutes)
2. Objectives: To help them remember the vocabulary about activities.
3. Content: Playing the game: “Concentration” or using DHA.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can complete the activities quickly.
* Task completed: Students can say some activities.
* Task uncompleted: Students cannot say activities.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Playing Concentration game.   * Make sets of cards with the verb in the present and then the past. For example:   bake / baked  paint / painted  plant / planted  play / played  visit / visited  stay/ stayed  study/ studied  watch/ watched   * Print out the cards and cut them up. * Lay them out on the table and have to find the matching present tense and past tense verbs. | * Follow their teacher's instructions. * Play the game. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help students remember and pronounce the vocabulary items.
3. Contents: Practicing the sentence structures and assigning homework in the Workbook.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can use the vocabulary and sentence structures to talk about what they did confidently.
* Task completed: Students are able to use the vocabulary and sentence structures to talk about what they did.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or talk about what they did incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Consolidation  - Ask the students to focus on the language structures:  I planted some flowers yesterday.   * Randomly invite some students to practice the structure. * Show the flashcards to the students so that they take turns saying. * Correct the students’ mistakes if needed. | * Follow their teacher’s instructions. * Look and say. |
| Homework Assignment   * Require the students to do exercises on page 26 in the Workbook. * Have them copy new words and structures in their Tiếng Anh 5 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 3 on page 41 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

**Period 39 ; Teaching date : 14 /11/2024**

**UNIT 3 – MY FRIENDS AND I**

**Lesson 3.2 (page 13)**

1. Objectives

By the end of this lesson, students will be able to talk about what they and their friends did in the past.

* 1. Language knowledge and skills

Vocabulary: bake cupcakes, paint a picture, plant some flowers, visit my grandparents, stay at home, study.

Sentence patterns: I planted some flowers yesterday.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: talk about what they and their friends did in the past.

Communication and collaboration: work in pairs/ groups to talk about what they and their friends did in the past.

Critical thinking and creativity: learn to talk about what they and their friends did in the past.

* 1. Attributes

Kindness: support their friends to complete the learning tasks or play the games.

Diligence: focus on the lesson and work hard to complete all the tasks.

Honesty: play fair.

Accountability: appreciate kindness, diligence, and honesty.

1. Teaching aids and materials

- Teacher’s aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- Students’ aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To help students review the activities.
4. Content: Playing the game: “Concentration”.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can complete the activities quickly.
* Task completed: Students can complete the activities.
* Task uncompleted: Students cannot complete the activities.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Play Concentration game.   * Make sets of cards with the verb in the present and then the past. For example:   bake / baked  paint / painted  plant / planted  play / played  visit / visited  stay/ stayed  study/ studied  watch/ watched   * Print out the cards and cut them up. * Lay them out on the table and have to find the matching present tense and past tense verbs. | * Listen to their teacher’s instructions. * Play the game. |

1. Main Lesson
2. Pronunciation (10 minutes)
3. Objectives: To help the students recognize the /ɪd/, /d/, and /t/ sounds and say them in the chant.
4. Contents: Listening, pointing, and repeating.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can recognize the /ɪd/, /d/, and /t/ sounds and say them in the chant correctly.
* Task completed: Students can recognize the /ɪd/, /d/, and /t/ sounds and say them in the chant.
* Task uncompleted: Students are unable to recognize the /ɪd/, /d/, and /t/ sounds and say them in the chant.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| C. 1. Listen and repeat. (CD1 Track 66)   * Draw attention to the /ɪd/, /d/, and /t/ sounds. * Briefly explain and demonstrate the sounds. * Play audio (using DCR). Have students listen and notice the sounds. * Play audio. Have students listen and repeat. | * Listen and follow their teacher’s instructions. * Listen and notice the sounds. * Listen and repeat. |
| 2. Chant. Turn to page 124. (CD1 Track 67)   * Write words or put up the flashcards on the board. * Play audio (using DCR). Have students listen to the chant. * Point to a word or picture on the board, say the sound and word (e.g. /d/, played), and have students listen and repeat. * Follow the same procedure with the other words. * Play audio. Have students listen and clap along with the sounds and words as they hear them in the chant. * Play audio. Have students listen and chant. | * Listen and follow their teacher’s instructions. * Listen, point and say. * Listen and clap. * Listen and chant. |

1. Practice (10 minutes)
2. Objectives: To help students identify the people and things in the story and practice listening and choosing the correct answers.
3. Contents: Listening, speaking, and writing
4. Expected outcomes and assessment.

* Task completed with excellence: Students can understand the story and choose the answers correctly.
* Task completed: Students can understand the story and choose the answers.
* Task uncompleted: Students fail to understand the story or choose the answers.

1. Organization:

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| D. 1. Describe the comic. Use the new words. Listen. (CD1 Track 68)  Introduce the situation: " The children are talking about their weekend..."  Have students look at the story and ask these questions:  • Who can you see? (Alfie, Nick, Mai, Tom) • Where are they? (at school) • How do they feel? (Tom is sad. Everyone is happy.)  - Play audio and have students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| 2. Listen and write. (CD1 Track 69)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have students listen and write. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and write. * Listen to the story again and check the answers as a whole class. |
| 3. Role-play.   * Divide the class into pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

1. Production (5 minutes)
2. Objectives: To help them practice the stories and use their own ideas.
3. Content: Working with their partners.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.

1. Organization

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| Teacher’s activities | Students’ activities |
| Make their own stories.   * Have the students work in pairs to complete the task. * Ask them to choose one of the stories from Part 2 – Listen and write. as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if any. | * Work with their partner to complete the task. * Choose one of the stories from Part 2 – Listen and write. as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |

C. Consolidation and homework assignment (5 minutes)

1. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
2. Contents: Making a conversation and assigning homework in the Workbook
3. Expected outcomes and assessment.
4. Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to rearrange the sentences to make a meaningful conversation.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Consolidation   * Ask the students to work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation. * Give them enough time to rearrange the given sentences. * Invite each group to present their answer. * Have other groups comment and give the correct answer if any. * Check the students’ answers as a whole class. | * Work in groups to complete the task. * Make a meaningful conversation from the given sentences. * Present their answer in front of the class. * Give comments to other groups. |
| Homework Assignment   * Require the students to do exercises on page 27 in the Workbook. * Ask them to prepare Parts E and F, Lesson 3 on page 42 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

**Period 40 : Teaching date : 14 /11/2024**

**UNIT 3 – MY FRIENDS AND I**

**Lesson 3.3 (page 42)**

1. Objectives

By the end of this lesson, students will be able to talk about what they and their friends did in the past.

* 1. Language knowledge and skills

Vocabulary: bake cupcakes, paint a picture, plant some flowers, visit my grandparents, stay at home, study.

Sentence patterns: I planted some flowers yesterday.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: talk about what they and their friends did in the past.

Communication and collaboration: work in pairs/ groups to talk about what they and their friends did in the past.

Critical thinking and creativity: learn how to talk about what they and their friends did in the past.

* 1. Attributes

Kindness: support their friends to complete the learning tasks or play the games.

Diligence: focus on the lesson and work hard to complete all the tasks.

Honesty: play fair.

Accountability: appreciate kindness, diligence, and honesty.

1. Teaching aids and materials

- Teacher’s aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- Students’ aids: Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To help the students review verbs and lead in the new lesson.
4. Content: Playing the game: “Chain Spelling”.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can spell the verbs quickly and correctly.
* Task completed: Students can spell some verbs.
* Task uncompleted: Students spell the verbs incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Chain Spelling game.   * The students stand up and you say a word. * Students must spell it out, letter by letter. * If someone misses a letter, they sit down and are out of the game. * The last person left standing is the winner. | * Follow their teacher’s instructions before playing the game. * Play the game. |

1. Main Lesson
2. Practice 1 (10 minutes)
3. Objective: To help students recognize the sentence pattern and say what they and their friends did.
4. Contents: Listening and repeating.
5. Expected outcomes and assessment.

* Task completed with excellence: Students can identify the sentence structure and say what they and their friends did correctly.
* Task completed: Students can identify the sentence structure and say what they and their friends did.
* Task uncompleted: Students are unable to say what they and their friends did.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Present the sentence pattern.   * Use DCR on Eduhome to show the class the sentence structure on Part E, page 42 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask some students to read the sentences. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Read the sentences. |

1. Practice 2 (10 minutes)
2. Objectives: To practice saying what they and their friends did by using the given words.
3. Contents: Pointing, asking, and answering.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can say what they and their friends did smoothly and correctly.
* Task completed: Students can say what they and their friends did.
* Task uncompleted: Students fail to say what they and their friends did.

1. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Point, ask, and answer.  * Divide the class into two pairs. * Demonstrate the activity using the speech bubble. * Have Student A point and have Student B say the sentence. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   2. List other activities you did in the past. Practice again.  - Have students work in the same pairs.  - Have pairs list other activities they did in the past.  - Have pairs practice the activity again. Have Student A point, have Student B say the sentence.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Present their work in front of the class. * Work in pairs to complete the task. * Follow their teacher’s instructions. |
| Extra practice.   * Show a flashcard to the class and say a time and a pronoun. * Have students practice the structure. * Repeat with other flashcards.   e.g.  (Teacher shows flashcard " paint a picture.") • Teacher: "last Friday," "she" • Class: "She painted a picture last Friday." | * Follow their teacher’s instructions. * Make sentences. |

1. Production (5 minutes)
2. Objectives: Students practice talking about what they did.
3. Contents: Playing the "Chain game."
4. Expected outcomes and assessment.

* Task completed with excellence: Students can talk about what they did correctly.
* Task completed: Students can talk about what they did.
* Task uncompleted: Students cannot talk about what they did.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| F. Play the Chain game. Give true statements.   * Have students look at the example. * Divide the class into groups. * Have the students stand up. * Have Student A turn to Student B and say a true statement about themself. * Next, have Student B turn to Student C and say a true statement about themself. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Work in groups. * Carefully listen to and follow their teacher’s instructions. * Say true statements. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help students remember the target sentence structure.
3. Contents: Playing the game “WORDS TO SENTENCES” or DHA on Eduhome and assigning homework in the Workbook.
4. Expected outcomes and assessment.

* Task completed with excellence: Students can make sentences correctly.
* Task completed: Students are able to make sentences.
* Task uncompleted: Students fail to make sentences.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Consolidation  play the game “WORDS TO SENTENCES."   * Divide the students into two teams. Assign each team member a number. * Call out a number and a word from your word list. * The two students with that number run to the board and try to write a sentence using the word. * The first student to write a grammatically correct sentence containing the word scores a point for their team. | * Play the game. * Follow their teacher’s instructions before playing the game. |
| Homework Assignment   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 4, Unit 3 on page 43 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |