**Week 12: Teaching date : 25/11/2024**

**Period 45 UNIT 3 – WEATHER**

**Review and Practice 2 (page 47)**

1. Objectives

By the end of this lesson, students will be able to review describing different types of weather, talking about things to bring in different weather, and inviting people to do activities.

* 1. Language knowledge and skills

Vocabulary: sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, fly a kite, go skiing, go for a walk, have a picnic, do arts and crafts, sunglasses, raincoat, coat, cap.

Sentence patterns: What’s the weather like today?/ Would you like to have a picnic with me?/ Bring your sunglasses because it’s sunny.

Skill: Speaking.

* 1. Competences

Self-control and independent learning: review describing different types of weather, talking about things to bring in different weather, and inviting people to do activities.

Communication and collaboration: work in pairs or groups to talk about different types of weather, talking about things to bring in different weather, and inviting people to do activities.

Critical thinking and creativity: learn how to talk about different types of weather, talking about things to bring in different weather, and inviting people to do activities.

* 1. Attributes

Kindness: support their friends to complete the learning tasks.

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

- Students’ aids: Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm up (5 minutes)
3. Objectives: To help the students review the previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.
4. Content: Playing the game: “Roll the dice” or “Bingo”.
5. Expected outcomes and assessment

* Task completed with excellence: Students can remember the words in each category or identify the vocabulary items on the flashcards quickly and correctly.
* Task completed: Students can remember the words in each category or identify the vocabulary items on the flashcards.
* Task uncompleted: Students are unable to remember the words in each category or identify the vocabulary items on the flashcards.

1. Organization

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| Teacher’s activities | Students’ activities |
| Play the Bingo game.   * Write a list of 15 words on the board: sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, fly a kite,go skiing, go for a walk, have a picnic, do arts and crafts, sunglasses, raincoat. * Ask the students to choose 5 words and write them on their paper. * Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts “Bingo” and wins the game. * Lead in the new lesson. | * Look at the words on the board. * Choose 5 words and write them on their paper. * Look at the flashcard and tick the word if they have. |

1. Main Lesson
2. Practice 1 (5 minutes)
3. Objective: To help the students identify the pictures and get some general ideas before playing the game.
4. Content: Speaking.
5. Expected outcomes and assessment

* Task completed with excellence: Students can identify the pictures and answer their teacher’s questions correctly.
* Task completed: Students can identify the pictures and answer their teacher’s questions.
* Task uncompleted: Students are unable to identify the pictures and answer their teacher’s questions.

1. Organization

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| Teacher’s activities | Students’ activities |
| Answer the questions.   * Use DCR on Eduhome to show the class the pictures on page 47. * Point to each picture and ask them to ask these questions. * What is it? * What’s the weather like? * What are they doing in the picture? * Walk round the class and support them if needed. | * Look at the pictures on page 51. * Look at the pictures and answer their teacher’s questions. |

1. Practice 2 (10 minutes)
2. Objective: To practice their speaking skill by describing different types of weather, talking about things to bring in different weather, and inviting people to do activities.
3. Content: Speaking
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities correctly.
* Task completed: Students can ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities.
* Task uncompleted: Students fail to ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities.

1. Organization:

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| Teacher’s activities | Students’ activities |
| Play Block buster.   * Divide the class into groups of four with two pairs in each group. * Guide the students how to play the game. * Have the pairs play rock, paper, scissors to see which pair goes first. * Let the winning pair choose a block, match the symbol to the useful language, and then ask and answer using the picture. * Have the pair mark that block as theirs if they use the useful language correctly. * Ask them to swap their roles. * The pair that creates a line of blocks from one side to the other first wins the game.   Pair 1: From orange to orange   * Pair 2: From blue to blue | * Work in groups to complete the task. * Follow their teacher’s instructions before playing the game. * Play rock, paper, scissors to start the game. * Choose a block, match the symbol to the useful language, and then ask and answer using the picture. * Mark that block as theirs if they use the useful language correctly. * Swap their roles to continue the activity. |
| Correct homework.   * Ask some students to present their homework (Workbook, pages 30-31) on the board. * Walk around the class and check the students’ homework. * Afterwards, check the answers on the board with the whole class. | * Write the answers on the board. * Check the answers with their teacher and friends. |

1. Production (10 minutes)
2. Objectives: To help them remember the vocabulary and sentence pattern.
3. Content: Asking and answering the questions.
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities correctly and fluently.
* Task completed: Students are able to ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities.
* Task uncompleted: Students cannot ask about different types of weather, talking about things to bring in different weather, and inviting people to do activities.

1. Organization

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| Teacher’s activities | Students’ activities |
| Ask and answer.   * Let the class work in pairs to complete the task. * Have the students practice using the structures to ask and answer about different types of weather (What’s the weather like today?), talking about things to bring in different weather (Brings your raincoat because it’s rainy), and inviting people to do activities (It’s rainy, would you like to do arts and crafts?) * Show the flashcards to the class. * Require them to look at the flashcards and use the appropriate structures to ask their friends. * Monitor the class and support them if necessary. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Look at the flashcards and use the appropriate structures to ask their friends. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students memorize the key language structures they learned.
3. Contents: Asking the questions and assigning homework.
4. Expected outcomes and assessment

* Task completed with excellence: Students can memorize the target sentence patterns correctly.
* Task completed: Students are able to memorize the target sentence patterns.
* Task uncompleted: Students fail to memorize the target sentence patterns.

1. Organization

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| Teacher’s activities | Students’ activities |
| Consolidation   * Give the students enough time to memorize the target language structures they learned. * Ask some students to say the language structures in front of the class. * Have the class evaluate their learning achievement by circling the happy/unhappy faces. * Correct the students if needed. | * Memorize the target language structures they learned. * Present the language structures in front of the class. |
| Homework Assignment   * Ask them to prepare Lesson 1 – Unit 4 on page 48 in the Student’s Book. | * Prepare the new lesson. |

**Teaching date : 25/11/2024**

**Period 46 UNIT 4 - ACTIVITIES**

**Lesson 1.1 (page 48)**

1. Objectives

By the end of this lesson, students will be able to learn vocabulary and structure to talk about what they are doing.

* 1. Language knowledge and skills

Vocabulary: play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games.

Sentence pattern: Are you reading a comic book? - Yes, I am.

Are you reading a comic book?

No, we aren't. We're playing a board game.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and name some activities.

Communication and collaboration: work in pairs/ groups to ask and answer about what they are doing.

Critical thinking and creativity: learn how to ask and answer about what they are doing.

* 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 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To help students review vocabulary about the weather, generate students’ interests and lead in the new lesson.
4. Content: Playing the game: “Yes or No” or “Repeating game”.
5. Expected outcomes and assessment

* Task completed with excellence: Students can jump to the correct side or repeat the correct words on the flashcards quickly.
* Task completed: Students can jump to the correct side or repeat the correct words on the flashcards.
* Task uncompleted: Students jump to the incorrect side or find it difficult to pronounce some words.

1. Organization

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| Teacher’s activities | Students’ activities |
| “Yes or No” game   * Draw a line on the ground with chalk. * Explain to the students that one side is Yes and the other side is No. * Show students a flashcard about the weather and ask them a question: Is this (sunny)? * Get the class to jump to the correct side to answer. * Lead in the new lesson. | * Play the game with the whole class. * Listen to the teacher’s instructions. * Look at the flashcards and carefully listen to the teacher’s questions. * Jump to the correct side (Yes/No) to show their answer. * Be ready for the new lesson. |

1. Main lesson
2. Presentation (10 minutes)
3. Objective: To help students know some vocabulary of free time activities.
4. Contents: Listening, pointing, and repeating.
5. Expected outcomes and assessment

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Listen and point. Repeat. (CD2 Track 01)   Arrange the flashcards (play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games) on the board.   * Ask students to listen and pay attention. * 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 one says the words. Then have them swap roles and continue this activity. * Walk around the class and support them if needed. | * Listen and follow the teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| 2. Guess game   * Arrange the flashcards (play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games) 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 and guess the face-down card. Turn the card over after each guess. | * Follow their teacher’s instructions. * Look at them and try to remember the place of the flashcards. * Guess the word when the teacher calls out a number. |

1. Practice (10 minutes)
2. Objectives: To practice asking and answering about what they are doing.
3. Contents: Listening and Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask and answer about what they are doing correctly and smoothly.
* Task completed: Students can ask and answer about what they are doing.

1. Task uncompleted: Students fail to ask and answer about what they are doing.
2. Organization:

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| Teacher’s activities | Students’ activities |
| B. 1. Listen and practice. (CD2 Track 02)   * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to ask if someone is doing an activity. * Play the audio and have them look at the useful language. * Ask them to work in pairs and 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 the teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| 2. Circle the correct words. Practice.   * Demonstrate the activity using the example. * Have students read and circle the correct answers. * Divide the class into pairs and have them check each other’s work. * 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 circle the correct words. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

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

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. Organization

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| Teacher’s activities | Students’ activities |
| “Disappearing cards”   * Put a selection of flashcards in a line on the board. * Get students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |

C. Consolidation and homework assignment (5 minutes)

1. Objectives: To help students remember and pronounce the vocabulary items.
2. Contents: Practicing the sentence structure and assigning homework in the Workbook.
3. Expected outcomes and assessment

* Task completed with excellence: Students can use the vocabulary items and sentence structure to ask and answer the questions about what they are doing confidently.
* Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer the questions about what they are doing.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer questions incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Consolidation   * Ask students to focus on the language structure: Are you…? * Randomly invite some pairs to practice the structure. * Show the flashcards about the activities to the students so that they take turns asking and answering the questions. * Correct students’ mistakes if needed. | * Follow their teacher’s instructions. * Work with their partner to complete the task. * Ask and answer the questions using the target pattern sentence structure. |
| Homework Assignment   * Require students to do exercises on page 32 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 22. * Ask them to prepare Parts C and D, Lesson 1 on page 49 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

**Teaching date : 26/11/2024**

**Period 47 UNIT 4 - ACTIVITIES**

**Lesson 1.2 (page 49)**

1. Objectives

By the end of this lesson, students will be able to identify the /v/ sound and practice the conversations.

* 1. Language knowledge and skills

Vocabulary: play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games.

Sentence pattern: Are you reading a comic book? - Yes, I am.

Are you reading a comic book?

No, we aren't. We're playing a board game.

Skills: Listening, Reading, and Speaking.

* 1. Competences

Self-control and independent learning: identify and ask and answer about what they are doing.

Communication and collaboration: work in pairs or groups to ask and answer about what they are doing.

Critical thinking and creativity: learn how to ask and answer about what they are doing 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 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm-up (5 minutes)
3. Objectives: To review the vocabulary items about the activities, generate students’ interests, and lead in the new lesson.
4. Content: Playing the game: “Circle jump” or “Slap the board”.
5. Expected outcomes and assessment

* Task completed with excellence: Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Circle jump   * Divide the class into two groups and make two lines to play the game. * Draw two large circles on the ground with chalk.   Place a flashcard about the activities (play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games) in each circle.   * Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the word when standing inside the circle. * The first student getting the correct answer wins a point for their team. | * Make two lines to play this game. * Follow their teacher’s instructions before playing the game. * Quickly run and stand inside the corresponding circle when the teacher says a word. * Say aloud the word when standing inside the circle. |

1. Main lesson
2. Presentation (10 minutes)
3. Objective: To help students identify the /v/ sound and practice saying the sound in the chant.
4. Contents: Listening and repeating.
5. Expected outcomes and assessment

* Task completed with excellence: Students can identify the /v/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /v/ sound and pronounce it.
* Task uncompleted: Students are unable to identify the /v/ sound and pronounce it.

1. Organization

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| Teacher’s activities | Students’ activities |
| C. 1. Listen and repeat. (CD2 Track 03)   * Draw attention to the /v/ sound. * Briefly explain and demonstrate the sound. * Play the audio. * Have students notice the sound. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sound first. * Listen to the audio again and repeat the sound. |
| 2. Chant. (CD2 Track 04)   * Write the words or put up the flashcards on the board. * Play the audio. * Have the students listen to the chant. * Point to a word or picture on the board, say the sound and word (e.g. /v/, TV), and have the students listen and repeat. * Play the audio again. * Have the students listen and clap along with the sounds and words as they hear them in the chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sound. * Listen to the chant again. * Listen and clap along with the sound and words as they hear them in the chant. |

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

* Task completed with excellence: Students can understand the story and fill in the missing words correctly.
* Task completed: Students can understand the story and fill in the missing words.
* Task uncompleted: Students fail to understand the story and fill in the missing words.

1. Organization:

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| Teacher’s activities | Students’ activities |
| D. 1. Look and listen. (CD2 Track 05)   * Introduce the situation: "Alfie is on TV...” * Have the students look at the story and ask these questions.   • Who can you see? (Mrs. Brown, Tom, Lucy, Nick, Mai, Alfie)  • Where are they? (at home, at the park)  - Play the audio (using DCR).   * Have the 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 circle. (CD2 Track 06)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the students listen and circle. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and circle. * Listen to the story again and check the answers as a whole class. |
| 3. Practice with your friends.   * Divide the class into two 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 groups of two/ three students. * Ask them to choose one of the stories from Part 2 – Listen and circle. 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 friends to complete the task. * Choose one of the stories from Part 2 – Listen and circle. as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
3. Contents: Making a conversation and assigning homework in the Workbook
4. Expected outcomes and assessment
5. 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 can 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 33 in the Workbook. * Have them copy structures in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 22. * Ask them to prepare Parts E and F, Lesson 1 on page 50 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures, and prepare the new lesson. |

**Teaching date : 29/11/2024**

**Period 48 UNIT 4 - ACTIVITIES**

**Lesson 1.3 (page 50)**

Objectives

By the end of this lesson, students will be able to talk about what they are doing.

Language knowledge and skills

Vocabulary: play a board game, do a puzzle, read a comic book, eat snacks, take photos, and play video games.

Sentence patterns: Are you reading a comic book? - Yes, I am.

Are you reading a comic book?

No, we aren't. We're playing a board game

Skill: Speaking.

Competences

Self-control and independent learning: practice using the target sentence structures.

Communication and collaboration: work in pairs or groups to ask and answer about about what they are doing.

Critical thinking and creativity: learn how to ask and answer about what they are doing correctly and fluently.

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.

Teaching aids and materials

- Teacher’s aids: Tiếng Anh 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

Procedures

Warm-up (5 minutes)

a. Objectives: To review the vocabulary items about emotions (play a board game, do a puzzle,read a comic book, eat snacks, take photos, play video games), generate students’ interests and, lead in the new lesson.

b. Content: Playing the game: “Vocabulary Race” or “Slap the board”.

c. Expected outcomes and assessment

Task completed with excellence: Students can slap flashcards or write the words quickly and correctly.

Task completed: Students can slap flashcards or write the words.

Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

d. Organization

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| Teacher’s activities | Students’ activities |
| Vocabulary Race game  Divide the class into four groups and ask them to stand in two lines facing the board.  Draw four columns on the board for Teams A, B, C, and D.  Give a marker to the first student of each team.  Say “1 2 3” and then the students run to the board quickly to write an activity on it. Next, the students pass the markers to the next friends and join the back of the line.  Have them one minute write the words on the board and say “Stop”. The team with the most words wins. | Make four lines to play this game.  Follow teacher’s instructions before playing the game.  Run to the board quickly to write an activity on it.  Pass the markers to the next friends and join the back of the line. |

Main lesson

1. Presentation (10 minutes)

Objective: To help students recognize the sentence pattern and name the activities correctly.

Contents: Listening and repeating.

Expected outcomes and assessment

Task completed with excellence: Students can identify the sentence structure and read out loud the words correctly.

Task completed: Students can identify the sentence structure and read it out loud the words.

Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.

Organization

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| Teacher’s activities | Students’ activities |
| Present the sentence pattern.  Use DCR on Eduhome to show to the class the sentence structure on Part E, page 50 in their Student’s Book.  Give students enough time to look at the target sentence structure and have them read it silently.  Invite some students to ask and answer the questions.  Control the class and give them help if needed.  Lead in the new lesson. | Listen and follow the teacher’s instructions.  Look at the target sentence structure on the screen and read it silently.  Answer the questions. |

2. Practice (10 minutes)

Objectives: To practice asking and answering the question by using the vocabulary items in the target sentence pattern.

Contents: Pointing, asking, and answering.

Expected outcomes and assessment

Task completed with excellence: Students can point to the pictures, ask, and answer the questions smoothly and correctly.

Task completed: Students can point to the pictures, ask, and answer the questions.

Task uncompleted: Students fail to point to the pictures, ask, and answer the questions.

Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Point, ask and answer.  Divide the class into 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. | Work with their partner to complete the task.  Follow their teacher’s instructions.  Ask and answer the other student’s questions.  Present their work in front of the class. |
| Extra practice.  - Divide the class into two teams.  - Show one or two flashcards to the class and say "I" or "we."  - Have Team A ask the question and Team B answer.  - Swap roles and repeat.  e.g.  (Teacher shows flashcard "play video games.")  • Teacher: "we"  • Team A: "Are you playing video games?"  • Team B: "Yes, we are."  (Teacher shows flashcards "eat snacks" and "read a comic book.")  • Teacher: "I"  • Team A: "Are you eating snacks?"  • Team B: "No, I'm not. I'm reading a comic book. | Follow their teacher’s instructions.  Look at the flashcards and listen to their teacher.  Make sentences to practice the structure. |

Production (5 minutes)

Objectives: To help them produce the target sentence pattern.

Content: Playing the game: “Pretend” or using DHA.

Expected outcomes and assessment

Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.

Task completed: Students are able to perform the task with some teacher’s and friends’ support.

Task uncompleted: Students cannot identify the simple instructions in class.

Organization

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| F. Option 1: Play Pretend game with one or two people.  Use DCR on Eduhome to show the examples to the whole class.  Give students enough time to look at the examples and read them silently.  Have one or two students come to the front of the class.  Have the student(s) do an action silently.  Have the other students try to guess the action by asking a question.  Have the student(s) give short answers.  Have students swap roles and repeat. | Work with their friends to play the game.  Carefully listen to and follow the teacher’s instructions.  Look at the classmate doing an action.  show their answers to the teacher and the whole class. |
| Option 2: Use DHA on Eduhome  Open DHA (Unit 4 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find. | Follow their teacher’s instructions.  Play the game with the whole class. |

Consolidation and homework assignment (5 minutes)

Objectives: To help students remember the target sentence structures.

Contents: Playing the game “Whispers” and assigning homework in the Workbook.

Expected outcomes and assessment

Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.

Task completed: Students are able to whisper the words to their friends.

Task uncompleted: Students fail to listen the new words or whisper them to their friends.

Organization

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| Consolidation  Have students play the game “Whispers”.  Divide the class into two teams.  Ask students to form two lines.  Whisper a word about activities ((play a board game, do a puzzle, read a comic book, eat snacks, take photos, play video games) to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.  The first student to say the correct word wins a point for their team.  The team having more correct answers will win the game. | Play the game “Whispers” with their teammates.  Follow the teacher’s instructions before playing the game.  Quickly whisper the word about emotions into the ear of the friend standing next to them. |
| Homework Assignment  Require students to practice the structures at home and do exercises on page 33 in the Workbook.  Have them copy each new word six times in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 22.  Ask them to prepare Parts A and B, Lesson 2, Unit 4 on page 51 in the Student’s Book. | Practice the structures at home.  Prepare the new lesson. |