**Week 23 Teaching date : 19/2/2025**

**Period 89 : UNIT 6 – FOOD AND DRINKS**

**Lesson 1.3 (page 80)**

1. **Objectives**

By the end of this lesson, students will be able to talk about the food quantity they need correctly.

* 1. **Language knowledge and skills**

**Vocabulary:** sugar, butter, flour, chocolate chip, oil, milk.

**Sentence pattern:** What do you need?I need a little butter**.**

**Skills:** Listening, Reading, Writing, and Speaking

**Self-control and independent learning:** talk about the food quantity they need correctly.

**Communication and collaboration:** work in pairs or groups to talk about the food quantity they need correctly.

**Critical thinking and creativity:** learn how to talk about the food quantity they need 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 about food and drinks they have learnt in the previous lesson and lead in the new lesson.
4. **Content:** Playing the game: **"Last man standing " game.**
5. **Expected outcomes and assessment.**

* Task completed with excellence:Students can say quickly and correctly.
* Task completed: Students can say the words related to the topic.
* Task uncompleted: Students say the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| * Grab a ball and have all the students form a circle. * Name a category: things found in a kitchen * Begin by tossing the ball to a student. That student will shout a word related to the theme and throw the ball to another student. * As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can’t think of a new one within a few seconds, they’re out and must sit on the sidelines. | * Stand in a circle. * Follow their teacher’s instructions * Play the game. |

1. **Main Lesson**
2. **Practice 1** (10 minutes)
3. **Objectives:** To help students recognize the sentence pattern and talk about the food quantity they need correctly
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment.**

* Task completed with excellence: Students can identify the sentence structure and talk about the food quantity they need correctly
* Task completed: Students can identify the sentence structure and talk about the food quantity they need.
* Task uncompleted: Students are unable to talk about the food quantity they need correctly.

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 80 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 talking about the food quantity they need correctly by using the given words.
3. **Contents:** Pointing, asking, and answering.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk about the food quantity they need smoothly and correctly.
* Task completed: Students can talk about the food quantity they need.
* Task uncompleted: Students fail to talk about the food quantity they need correctly.

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 food items we use to cook. Practice again.**  - Have students work in the same pairs.  - Have pairs list other food items they know.  - 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. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows flashcard "milk.")  • Team A: "What do you need?"  • Team B: "I need a lot of milk." | * 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)
2. **Objective:** To help them talk about their abilities.
3. **Content:** Playing the game: “Chain” or using DHA.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk about what food quantity they need quickly.
* Task completed: Students are able to talk about what food quantity they need.
* Task uncompleted: Students cannot talk about what food quantity they need.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Chain* game. Give a true answer.**   * Use DCR on Eduhome to show the examples to the whole class. * Give the students enough time to look at the examples and read them silently. * Divide the class into groups. * Have the students stand up. * Have student A turn to student B and ask the question, then have Student B give a true answer. * Next, have student B turn to student C and ask the question, then have Student C give a true answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Work with their friends to play the game. * Carefully listen to and follow their teacher’s instructions. * Student A turns to student B and says a sentence. * Next, student B turns to student C and says a sentence. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember the target sentence structure.
3. **Contents:** Playing the game “Make sentences” 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**   * Have the students play the game “Make sentences”. * Write a few random words on the board. * Have the students work in pairs/small groups to make up as many sentences from the words as possible. * The team with the most sentences is the winner. | * Play the game “Make sentences” with their teammates. * Follow their teacher’s instructions before playing the game. * Quickly read and write the sentences. |
| **Homework Assignment**   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 1 on page 9 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |

**Period 90 : Teaching date : 19/ 2/ 2025**

**UNIT 6 – FOOD AND DRINKS**

**Lesson 2.1 (page 81)**

1. **Objectives**

By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.

* 1. **Language knowledge and skills**

**Vocabulary:** *soda, smoothie, tea, lemonade, juice, hot chocolate*

**Sentence pattern:** *Let’s make smoothies. OK. I’ll bring milk.*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** point out and say what drink they want to make and what they will bring to make it.

**Communication and collaboration:** work in pairs or groups to say what drink they want to make and what they will bring to make it.

**Critical thinking and creativity:** learn how to say what drink they want to make and what they will bring to make it and spell them 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 review vocabulary items about ordinal numbers, generate students’ interests and lead in the new lesson.
4. **Content:** Playing the *Slap the board* game
5. **Expected outcomes and assessment.**

* Task completed with excellence:Students can join the game and say the words quickly and correctly.
* Task completed: Students can say the words.
* Task uncompleted: Students say the wrong flashcards or pronounce the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Playing the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the alphabet on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | - Make two lines to play this game.   * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

1. **Main lesson**
2. **Presentation & Practice 1** (10 minutes)
3. **Objectives:** To help students recognize and say what drink they want to make.
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 58)  * - Arrange the flashcards *(soda, smoothie, tea, lemonade, juice, hot chocolate)* on the board. * - Ask the 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 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 flashcard 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 cards.  - Turn the card over for each guess. | - Follow the teacher’s instructions.  - Look at the flashcard carefully and quickly say the new word when their teacher calls out a number. |

1. **Presentation & Practice 2** (10 minutes)
2. **Objectives:** To practice saying what drink they want to make.
3. **Contents:** Listening and speaking.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students know how to say what drink they want to make correctly.
* Task completed: Students say what drink they want to make correctly.
* Task uncompleted: Students fail or make a mistake to say what drink they want to make.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 59)   - Use DCR to show the useful language and have students look and read the useful language silently.  - Explain that we often use this to talk about what drink they want to make and what they will bring to make it.  - Play audio. Have students listen to useful language.  - Have students practice the useful language.  - Have students practice using 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 useful language.  - Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**  - Demonstrate the activity using the example.  - Have the students look, read, and write.  - 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, read and write.  - 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. **Production** (5 minutes)
2. **Objectives:** To help them say what drink they want to make confidently.
3. **Content:** Spelling holidays or using DHA.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can say what drink they want to make confidently.
* Task completed: Students can say what drink they want to make confidently.
* Task uncompleted: Students cannot say what drink they want to make confidently.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Holiday Calendar Challenge**  - Introduce the game and explain that each team will be challenged to identify the correct date of different holidays.  - Divide the students into teams.  - Draw a holiday card and read the holiday aloud.  - Allow teams to buzz in and answer. For example, if the card reads "Christmas Day," the correct response should be: "When's Christmas Day? - It's on December twenty-fifth."  - Mark the correct date on the large calendar as each holiday is answered correctly.  - Keep score for each team. | - Follow and do as guided.  - Join the game. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember and pronounce vocabulary items.
3. **Contents:** Playing the game “**Timeline Race**” and assigning homework in the Workbook.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk to each other to figure out the order of the holidays correctly.
* Task completed: Students are able to talk to each other to figure out the order of the holidays.
* Task uncompleted: Students fail to talk to each other to figure out the order of the holidays.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| - Play **the** “**Timeline race**” game.  - Introduce the game and its rules: students will use the cards to arrange themselves in a line that accurately represents the chronological order of the holidays throughout the year.  - On your signal (buzzer or whistle), students must talk to each other to figure out the order of the holidays based on the dates on their cards.  - The goal is for students to rearrange themselves into the correct chronological order as quickly as possible.  - Once they believe they are in the correct order, they can signal to the teacher.  - The teacher checks the order, and if it is correct, they confirm the win. If it is incorrect, they must try again. | - Do as guided.  - Play the game. |
| **Homework Assignment**  - Require the students to do exercises on page 14 in the Workbook.  - Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook.  - Ask them to prepare Parts C and D, Lesson 1, Unit 2 on page 24 in the Student’s Book. | - Follow their teacher’s instructions.  - Do homework, copy the new words, and prepare for the new lesson. |

**Teaching date : 20/2/2025**

**Period 91**

**UNIT 6 – FOOD AND DRINKS**

**Lesson 2.2 (page 82)**

1. **Objectives**

By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.

* 1. **Language knowledge and skills**

**Vocabulary:** *soda, smoothie, tea, lemonade, juice, hot chocolate*

**Sentence pattern:** *Let’s make smoothies. OK. I’ll bring milk.*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify the intonation and talk about different school subjects.

**Communication and collaboration:** work in pairs or groups to learn different school subjects.

**Critical thinking and creativity:** learn how to know different school subjects and spell them 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 review the vocabulary items about food and drinks, generate students’ interests and lead in the new lesson.
4. **Content:** Playing the game: “**Pictionary**” or “**Letter Scramble**”.
5. **Expected outcomes and assessment.**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Circle jump* game.**   * - 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 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. **Pronunciation** (10 minutes)
3. **Objective:** To help students identify the /u:/ sound and say it in the chant.
4. **Contents:** Listening and repeating
5. **Expected outcomes and assessment.**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD2 Track 60)  * Draw attention to the /u:/ 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 intonation first. * Listen to the audio again and repeat the intonation. |
| 2. Chant. Turn to page 125. (CD2 Track 61)   * Write the words or put up the flashcards on the board. * Play the audio (using DCR). * Have the students listen to the chant. * Point to a word or a picture on the board, say the sound and word ( e.g. /u:/, juice) and have the students listen and repeat. * Follow the same procedure with the other word. * Play audio. Have students listen and clap along with the sound and words as they hear them in the chant. * Play audio. Have students listen and chant. * ( Optional) Elicit other words with the same sound, write them on the board, and have students do a similar chant with those words. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sentences. * Listen to the chant again. * Listen and chant. |

1. **Practice** (10 minutes)
2. **Objectives:** To help students identify the /u:/ sounds and practice saying the sounds in the chant **Contents:** Listening, speaking, and writing
3. **Expected outcomes and assessment.**

* Task completed with excellence: Students can identify the /u:/ sounds and pronounce them correctly and fluently.
* Task completed: Students can identify the /u:/ sounds and pronounce them.
* Task uncompleted: Students are unable to identify the /u:/ sounds and pronounce them

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD2 Track 62)   * Introduce the situation: "Lucy wants to make a drink stand..." * Have students look at the story and ask these questions:   • Who can you see? (Lucy, Charlie, Jane, Alfie)  • What are they talking about? (the school fair/ having a drink stand)   * 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 circle.** (CD2 Track 63)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have 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. 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** |
| **Option 1: 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 circle*. as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |
| **Option 2: Use DHA on Eduhome.**  Open DHA (Unit 2 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole 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 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 3 in the Workbook. * Ask them to prepare Parts E and F, Lesson 1 on page 8 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

**Period 92 : Teaching date : 20/2/2025**

**UNIT 1 – SCHOOL**

**Lesson 2.3 (page 83)**

1. **Objectives**

By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.

* 1. **Language knowledge and skills**

**Vocabulary:** *soda, smoothie, tea, lemonade, juice, hot chocolate*

**Sentence pattern:** *Let’s make smoothies. OK. I’ll bring milk.*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** talk about what drink they want to make and what they will bring to make it correctly.

**Communication and collaboration:** work in pairs or groups to talk about what drink they want to make and what they will bring to make it correctly.

**Critical thinking and creativity:** learn how to talk about what drink they want to make and what they will bring to make it 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)

**Objectives:** To help the students review what drink they want to make and what they will bring to make it and lead in the new lesson.

1. **Content:** Playing the game: “Spelling”.
2. **Expected outcomes and assessment.**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| - **Play Spelling Game**  - Divide the class into two teams  - Have one member from each team come up to the whiteboard  - Say a word (*lemonade*) and the first student to spell it correctly gets a point for their team. | -Work in teams.  -Follow the teacher’s instructions.  -Play the game |

1. **Main Lesson**
2. **Practice 1** (10 minutes)
3. **Objective:** To help students recognize the sentence pattern and talk about what drink they want to make and what they will bring to make it correctly.
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment.**

* Task completed with excellence: Students can identify the sentence structure and talk about what drink they want to make and what they will bring to make it correctly.
* Task completed: Students can identify the sentence structure and talk about what drink they want to make and what they will bring to make it.
* Task uncompleted: Students are unable to talk about what drink they want to make and what they will bring to make it.

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 83 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 talking about what drink they want to make and what they will bring to make it by using the given words.
3. **Contents:** Pointing, asking, and answering.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk about what drink they want to make and what they will bring to make it smoothly and correctly.
* Task completed: Students can talk about what drink they want to make and what they will bring to make it.
* Task uncompleted: Students fail to talk about what drink they want to make and what they will bring to make it.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point, say and respond**  * 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 drinks you know and what you need to make them. Practice again.**  - Have students work in the same pairs.  - Have pairs list other drinks they know and what they need to make them.  - Have pairs practice the activity again. Have Student A say a suggestion, and have Student B respond.  - 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. |
| **Practice ( optional).**   * Divide the class into two teams. * Show a flashcard to the class and say two ingredients. * Have Team A make a suggestion and say what they’ll bring, Team B responds. * Swap roles and repeat.   e.g.  (Teacher shows flashcard "lemonade.")  Teacher: “lemons”, “sugar”  • Team A: "Let’s make lemonade. I’ll bring lemons."  • Team B: "Ok. I’ll bring sugar" | * 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)
2. **Objective:** To help them talk about their abilities.
3. **Content:** Playing the game: “Chain” or using DHA.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk about their abilities quickly.
* Task completed: Students are able to talk about their abilities.
* Task uncompleted: Students cannot talk about their abilities.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Chain* game. Give a true answer.**   * Use DCR on Eduhome to show the examples to the whole class. * Give the students enough time to look at the examples and read them silently. * Divide the class into groups. * Have the students stand up. * Have student A turn to student B and ask the question, then have Student B give a true answer. * Next, have student B turn to student C and ask the question, then have Student C give a true answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Work with their friends to play the game. * Carefully listen to and follow their teacher’s instructions. * Student A turns to student B and says a sentence. * Next, student B turns to student C and says a sentence. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember the target sentence structure.
3. **Contents:** Playing the game “Make sentences” 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**   * Have the students play the game “Make sentences”. * Write a few random words on the board. * Have the students work in pairs/small groups to make up as many sentences from the words as possible. * The team with the most sentences is the winner. | * Play the game “Make sentences” with their teammates. * Follow their teacher’s instructions before playing the game. * Quickly read and write the sentences. |
| **Homework Assignment**   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 1 on page 9 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |