**WEEK 24**

**Period: 95**

Wednesday, March, 5th 2025 Class: 5A, 5C

**English**

**UNIT 9: HOLIDAYS AND TRAVEL**

***Lesson 2: Part 1-2-3***

**I. OBJECTIVES:**

**1. Knowledge:**

*- Students get to know:*

*+ some words: flight, hot-air balloon, inventor, silk, smoke.*

*+ students can draw out new words through listening and reading the text.*

**2. Competences:**

- English competences: Students can use English to describe an invention.

- Common competences: Students can write and talk about an invention.

**3. Qualities:**

*- Students will*

*+ have a strong sense of respect for teamwork.*

+ *Raise their confidence by presenting in front of the class.*

**II. EQUIPMENT AND MATERIALS:**

- Basic things: Student’s Book, Class Audio, IWB.
- Advanced things: PPT, laptop, TV.

**III. LESSON PROCEDURE:**

Activity 1: Warm-up

Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

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| **Activity 1: Warm-up (5 minutes)**Watch a video |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Aims:** Welcome students. Warm the class up with a video to lead in the new lesson. |
| **b. Procedure:****1. Greeting Ss and chatting:** *Let's start our new lesson with a video.* *Please pay attention and then I’ll ask you some related questions!***2. Watch a video:**- Play the video and ask students to pay attention.<https://youtu.be/QGAMTlI6XxY>- Ask Ss to answer the following questions:1. What can you see? (ANSWER: HOT-AIR BALLOONS)2. Where do you usually see these? (SUGGESTED ANSWERS: FAIR, EXHIBITION, ETC.)3. Do you know who invented hot-air balloons? (SUGGESTED QUESTIONS: THE Montgolfier brothers)**3. Leading in the lesson:** **Unit 9 – Lesson 2 task 1, 2, 3**- Lead in *Today, we are going to read about hot-air balloons and learn some new words!* | - Greet Teacher.- Watch and answer. |
| **Activity 2: Presentation (12 minutes)** |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Aims:** - Present some new words: flight*, hot-air balloon, inventor, silk, smoke.*- Encourage Ss with the topic and vocabulary related to the topic.- Develop Ss’ reading abilities |
| **New words**- Use flashcards and PowerPoint to introduce the lesson's vocabulary (*flight, hot-air balloon, inventor, silk, smoke*).+ Show the pictures-> show the words -> play audio twice for Ss to listen then ask them to repeat in chorus, groups, and individually.- Correct student’s pronunciation if necessary.**Task 2: Listen, point, and repeat (Track 9.5)**- Check their understanding if necessary.- Ask students to listen, point, and repeat after the speaker.- Call some students to read it out aloud and correct spellingif necessary.**Task 1: Listen and read. Tick T for True or F for False. (Track 9.4)**- Ask students to watch the video on the screen and then listen again.- Have students listen and read it individually.- Call one student to read it out aloud and check pronunciation ifnecessary.- Then, ask students to read the text again and tick True or False.- Model Sentence 1 as an example.- Give students three to five minutes to do the task independently.- Go around the classroom and offer help if necessary.- Invite some students to write the answers on the board and thewhole class checks. | - Look and answer.- Listen, point, and repeat.- Listen and read.- Tick True or False. |
| **Activity 3: Practice – Controlled practice (8 minutes)** |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Aims:** - Practice new words through exercise 3. |
| **b. Procedure:****Task 3: Circle the correct words.**- Ask students to look at Activity 3. Show them Sentence 1 as an example.- Tell students that they will read and circle the correct word in each sentence.- Give students five minutes to complete the task by themselves.- Call some students to share their answers with the class.- Give feedback and comments.**Activity “The Hot Seat”**- First, split your class into different teams (two is best, but if you have a large class, any number could be used).- Sit the students facing the board.- Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'.- Then get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.- Show the first word on the screen.- The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions, etc. to their teammate who is in the hot seat - that person can't see the word!- The student in the hot seat listens to their teammates and tries to guess the word.- The first hot-seat student to say the word wins a point for their team. Then change the students over, with a new member of each team taking their place in their team's hot seat. Then show the next word…  | - Complete the task.- Join the activity. |
| **Activity 4: Production (5 minutes)** |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Aims:**- Ss apply the new words to talk about an invention – a light bulb. |
| **b. Procedure:**- Divide the class into different groups of three to four students.- Work in a group to talk about an invention – a light bulb.- Call some students to share in front of the class.- Suggested questions: | - Work in groups. |
| **Activity 5: Wrap up & Assessment (5 minutes)** |
| **Teacher’s Activities** | **Students’ Activities** |
| **a, Aims:** - Check students’ understanding of what they have learned.- Students rehearse what they have learned in the lesson. |
| - Assessment: Give compliments to the group/ team that has completed the activities the best and encourage the other groups/teams to keep doing them during the next lessons.- Wrap-up: Do the activity “Unscramble the words.”.\* Remember*- Vocabulary: flight, hot-air balloon, inventor, silk, smoke.* | - Check with the teacher.- Do the activity.- Stand up and say goodbye to the teacher. |