**Period 53**

**UNIT 4 – TRAVEL**

**Lesson 3.2 (page 55)**

**1. Objectives**

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

**1.1. Language knowledge and skills**

**Vocabulary:** *ferry, minibus, plane, helicopter, van, speedboat*

**Sentence pattern:** *How did you get there? - We went by helicopter.*

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

**1.2. Competences**

**Self-control and independent learning:** identify the intonation, ask, and answer about which type of transportation people used.

**Communication and collaboration:** work in pairs or groups to ask and answer about which type of transportation people used.

**Critical thinking and creativity:** learn how to ask and answer about which type of transportation people used and spell them correctly and fluently.

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review vocabulary items related to different transportation modes, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “**Transport Bingo**” or “**Transportation Mix-Up**”.

**c. 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 mispronounce the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Transport Bingo* game.**  - Explain the rules of bingo and how to win.  - Distribute a bingo card and a set of markers to each student.  - Explain how the caller will read out descriptions or names from the caller cards, and students will need to identify the matching picture or name on their bingo card.  - Begin calling out descriptions or names from the caller cards. For example, "This vehicle can land on water and is often used for scenic tours," for a seaplane.  - Students place a marker on the corresponding image if they have it on their bingo card.  - Continue until a student covers a predetermined pattern (like a straight line, X, or full house) and shouts "Bingo!"  - Verify the winning card by matching the covered squares against the called-out descriptions or names. | - Follow their teacher’s instructions before playing the game.  - Join the game. |

**B. Main Lesson**

**1. Pronunciation** (10 minutes)**.**

**a. Objectives:** To help students identify the word stress and say it in the chant.

**b. Contents:** Listening and repeating

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the word stress and chant correctly and fluently.

- Task completed: Students can identify the word stress and pronounce it.

- Task uncompleted: Students are unable to identify the word stress.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD2 Track 15)   - Draw attention to the word stress.  - Briefly explain and demonstrate the word stress.  - Play audio. Have students listen and notice the word stress.   * - Play audio. Have students listen and repeat. | * - Listen and follow their teacher’s instructions. * - Listen to the audio. * - Listen to the audio again and repeat. |
| **2. Chant. Turn to page 123.** (CD2 Track 16)   * - Write the examples on the board. * - Play the audio (using DCR). * - Have the students listen to the chant. * - Point to a sentence on the board, say the sentence with the intonation and have the students listen and repeat. * - Follow the same procedure with the other sentence. * - Play audio. Have students listen and notice the intonation as they hear it in the chant. * - Play audio. Have students listen and chant. | * - Follow their teacher’s instructions. * - Listen to the chant. * - Listen and repeat the sentences. * - Listen to the chant again. * - Listen and chant. |

**2. Listening** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and writing the correct words.

**b. Contents:** Listening, speaking, and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and circle the correct words.

- Task completed: Students can understand the story and circle the correct words.

- Task uncompleted: Students fail to understand the story and circle the correct words.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD2 Track 17)  - Introduce the situation: “Tom's friends are asking about his vacation...”  - Have students look at the story and ask these questions:  Who can you see? (Tom and his family, Alfie, Nick, Jill, Cody)  • Where are they? (Tom, Nick, Jill, and Cody are outside)  • What are they talking about? (Tom's vacation)  - 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 18)  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and circle.  - Play 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 students practice saying the sentences with their partners.  - 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. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Working with their partners.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **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 number* 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 number* 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)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Making a conversation and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- 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.

**d. Organization**

|  |  |
| --- | --- |
| **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 37 in the Workbook.  - Ask them to prepare Parts E and F, Lesson 3, Unit 4 on page 56 in the Student’s Book. | - Follow their teacher’s instructions.  - Do homework and prepare the new lesson. |

-------------------------------------------------------------------

**Period 54**

**UNIT 4 – TRAVEL**

**Lesson 3.3 (page 56)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about which type of transportation people used correctly.

**1.1. Language knowledge and skills**

**Vocabulary:** *ferry, minibus, plane, helicopter, van, speedboat*

**Sentence pattern:** *How did you get there? - We went by helicopter.*

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

**1.2. Competences**

**Self-control and independent learning:** ask and answer about which type of transportation people used correctly.

**Communication and collaboration:** work in pairs or groups to ask and answer about which type of transportation people used correctly.

**Critical thinking and creativity:** learn how to ask and answer about which type of transportation people used correctly and fluently.

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To help the students review the structure “*How did you get there? - We went by helicopter.”* and lead in the new lesson.

**b. Content:** Playing the game: “Transportation Time Trial”

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can ask and answer the sentences quickly and correctly.

- Task completed: Students can ask and answer the sentences.

- Task uncompleted: Students ask and answer the sentences incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Play the **“Transportation Time Trial”** game.  - Explain the game rules and the format of the quiz show. Each team will have a chance to answer questions related to the transportation vocabulary.  - Divide students into teams. Distribute buzzers or bells to each team.  - Review how to use the sentence structure: "How did you get there? - We went by [transportation]."  - The quizmaster presents a question to the teams. For instance, "Name a type of transportation ideal for crossing large bodies of water quickly."  - Teams buzz in to answer. The first team to buzz in gets to answer the question.  - If correct, they earn points. If incorrect, another team can buzz in and attempt to answer.  - To incorporate sentence structure, follow up a correct answer with a scenario: "Imagine you went to an island last weekend. How did you get there?" The team must respond correctly using the structure taught. | - Listen.  - Follow their teacher’s instructions before playing the game.   * Play the game. |

**B. Main Lesson**

**1. Practice 1** (10 minutes)

**a. Objectives:** To help students recognize the sentence pattern, ask and answer about which type of transportation people used correctly.

**b. Contents:** Listening and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure, ask and answer about which type of transportation people used correctly.

- Task completed: Students can identify the sentence structure, and ask and answer about which type of transportation people used.

- Task uncompleted: Students are unable to ask and answer about which type of transportation people used.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**  - Use DCR on Eduhome to show the class the sentence structure on Part E, page 56 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. |

**2. Practice 2** (10 minutes)

**a. Objectives:** To practice asking and answering about which type of transportation people used by using the given words.

**b. Contents:** Pointing, asking, and answering.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about which type of transportation people used smoothly and correctly.

- Task completed: Students can ask and answer about which type of transportation people used.

- Task uncompleted: Students fail to ask and answer about which type of transportation people used.

**d. Organization:**

|  |  |
| --- | --- |
| **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, and have Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **2. List other types of transportation you know.**  **Practice again.**  - Have students work in the same pairs.  - Have pairs list other types of transportation 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 "ferry.")  • Team A: "How did you get there?"  • Team B: "We went by ferry." | - Work with their teammates to complete the task.  - Follow their teacher’s instructions.  - Make questions or answer the questions from the other team. |

**3. Production** (5 minutes)

**a. Objectives:** To help them ask and answer about which type of transportation people used.

**b. Content:** Asking and answering about which type of transportation people used or using DHA. / Game

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about which type of transportation people used quickly.

- Task completed: Students can ask and answer about which type of transportation people used.

- Task uncompleted: Students cannot ask and answer about which type of transportation people used.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Play the Chain game.**  - Have the students look at the example.  - Divide the class into groups.  - Have the students stand up.  - Have Student A turn to Student B and say where they went, when, and what they did, have Student B ask, then have Student A give an answer.  - Next, have Student B turn to Student C and say where they went, when, and what they did. Have Student C ask, then have Student B give an answer.  - Continue until all students have practiced.  - Have some groups demonstrate the activity in front of  the class. | - Do as guided.  - Work in groups.  - Play the game. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember the target sentence structure.

**b. Contents:** Playing the game “Transport Treasure Hunt” and assigning homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify and act out the task correctly.

- Task completed: Students can identify and act out the task.

- Task uncompleted: Students fail to identify and act out the task.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Play **the “Transport Treasure Hunt”** game.  - Explain the rules of the scavenger hunt, including how to interpret clues and where the hunt boundaries are.  - Divide students into small teams.  - Distribute the first clue to each team.  - Teams follow the clues to find each hidden transportation item. Each item has the next clue attached to it, leading them to the next location.  - As teams find each item, they note down the mode of transportation it represents.  - The hunt continues until teams find all items and solve all clues, leading them to the treasure. | - 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 4 on page 57 in the Student’s Book. | - Practice the structure at home.  - Prepare the new lesson. |

-------------------------------------------------------------------

**Period 55**

**UNIT 4 – TRAVEL**

**Lesson 4.1 -Culture (page 57)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about which country they went to and what they did there.

**1.1. Language knowledge and skills**

**Vocabulary:** *Laos, Cambodia, China, Thailand, Singapore, Indonesia*

**Sentence pattern:** *I went to Laos last month. - What did you do there? - I watched a soccer game.*

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

**1.2. Competences**

**Self-control and independent learning:** point out, ask and answer about which country they went to and what they did there.

**Communication and collaboration:** work in pairs or groups to ask and answer about which country they went to and what they did there.

**Critical thinking and creativity:** learn how to ask and answer about which country they went to and what they did there and spell them correctly and fluently.

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review vocabulary items about the names of various countries, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “Country Card Dash” or “Country Fact Match-Up”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can join the game and match the flashcards quickly and correctly.

- Task completed: Students can match the flashcards correctly.

- Task uncompleted: Students match the wrong flashcards or mispronounce the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **"Country Card Dash" game.**  - Explain the rules of the "Country Card Dash."  - Divide students into teams. Each team lines up at the starting line, opposite the side where the country bins are located.  - Explain that one at a time, each team member will dash to the central point, pick up one fact card that they believe matches one of the country bins, and dash back to deposit it in the correct bin.  - On "go," the first student from each team runs to the pile, picks a card, and races back to drop it in the correct country bin.  - The next team member goes as soon as the previous one has dropped off their card.  - Continue until all cards are sorted.  - Teams must wait until all teams are finished before checking for accuracy. | - Follow and do as guided.  - Join the game. |

**B. Main lesson**

**1. Presentation & Practice** (10 minutes)

**a. Objectives:** To help students recognize, ask and answer about which country they went to and what they did there.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify and read out loud the letters correctly.

- Task completed: Students can identify and read out loud the letters.

- Task uncompleted: Students are unable to point and read the correct letters.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 19)  * - Arrange the flashcards *(the names of various countries)* 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 *Slow motion.***  - Divide the class into two teams.  - Hold up one flashcard that is covered with a piece of paper.  - Very slowly move the paper down to reveal the flashcard.  - Have students say the new word aloud. | - Play with their teammates.  - Follow their teacher’s instructions.  - Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper. |

**2. Presentation & Practice** (10 minutes)

**a. Objectives:** To practice asking and answering questions about which country they went to and what they did there correctly.

**b. Contents:** Listening and speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students know how to ask and answer about which country they went to and what they did there correctly.

- Task completed: Students ask and answer about which country they went to and what they did there correctly.

- Task uncompleted: Students fail to ask and answer about which country they went to and what they did there.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 20)   - 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 our favorite holidays.  - 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 circle. Practice.**  - Demonstrate the activity using the example.  - Have the students look and circle.  - Divide the class into pairs and have them check each other’s work.  - Have some students share their answers with the class.  - Have pairs practice saying the sentences. | - Carefully look at the teacher demonstrating the activity.  - Look and circle.  - Work in pairs and check their partner’s answers.  - Practice saying the sentences with a friend. |

**3. Production** (5 minutes)

**a. Objectives:** To help them ask and answer about which country they went to and what they did there confidently.

**b. Content:** Spelling holidays or using DHA.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about which country they went to and what they did there confidently.

- Task completed: Students can ask and answer about which country they went to and what they did there confidently.

- Task uncompleted: Students cannot ask and answer about which country they went to and what they did there confidently.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Cultural Exchange**  - Explain the rules of the game and the conversational structure to be used.  - Arrange students into small groups or pairs.  - Assign each group a starting country station.  - Groups rotate to each station on a timed basis.  - At each station, one student picks up an activity card and initiates the conversation:  Student A: "I went to [Country] last month."  Student B: "What did you do there?"  Student A: "I [activity from the card]."  - Encourage students to elaborate on their activities with details or additional sentences if they can. | - Follow and do as guided.  - Join the game. |

**C. Consolidation and homework assignment.** (5 minutes)

**a. Objectives:** To help students remember and pronounce vocabulary items with the structure.

**b. Contents:** Playing the game “**Passport Adventures**” and assigning homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about which country they went to and what they did there correctly.

- Task completed: Students can ask and answer about which country they went to and what they did there.

- Task uncompleted: Students fail to ask and answer about which country they went to and what they did there.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Play the **“Passport Adventures”** game.  - Introduce the concept of the game, explaining how each station represents a different country.  - Distribute passports and explain that their goal is to visit each country, complete the activities, and collect stamps in their passports.  - Students visit each station, engaging in a brief activity or reading information about the country.  - They use conversation cards to practice sentence structure. For example, at the Thailand station, the card might read, "I went to Thailand last month. - What did you do there? - I attended the Songkran festival."  - Upon completing the conversation and understanding the activity, they receive a stamp on their passport. | - Do as guided.  - Play the game. |
| **Homework Assignment**  - Require the students to do exercises on page 38 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 4, Unit 4 on page 58 in the Student’s Book. | - Follow their teacher’s instructions.  - Do homework, copy the new words, and prepare for the new lesson. |

-------------------------------------------------------------------

**Period 56**

**UNIT 4 – TRAVEL**

**Lesson 4.2 -Culture (page 58)**

**1. Objectives**

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

**1.1. Language knowledge and skills**

**Vocabulary:** *Laos, Cambodia, China, Thailand, Singapore, Indonesia*

**Sentence pattern:** *I went to Laos last month. - What did you do there? - I watched a soccer game.*

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

**1.2. Competences**

**Self-control and independent learning:** identify the intonation, ask and answer about which country they went to and what they did there.

**Communication and collaboration:** work in pairs or groups to ask and answer about which country they went to and what they did there.

**Critical thinking and creativity:** learn how to ask and answer about which country they went to and what they did there and spell them correctly and fluently.

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review vocabulary items related to some countries, students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “**Geo Pictionary**” or “**Travel Planner**”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can guess and tell country’s name quickly and correctly.

- Task completed: Students can guess and tell country’s name.

- Task uncompleted: Students guess and tell country’s name, pronounce the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play “Geo Pictionary” game.**  - Explain the rules of Geo Pictionary, emphasizing the use of geographical vocabulary and sentence structures during the game.  - Divide the class into two or more teams, depending on the number of students.  - Shuffle the activity and landmark cards.  - Teams take turns drawing a card from the stack.  The drawing team selects one member to draw the landmark or activity on the card without writing words or numbers.  - The other teams have a set time (e.g., 1 minute) to guess what is being drawn. The guessing team must use the sentence structure: "Is it [activity/landmark] in [country]?"  - If a team guesses correctly, they earn a point. If not, the drawing team can earn a point by correctly using the sentence structure to explain what was intended to be drawn, e.g., "No, it is the Marina Bay Sands in Singapore." | - Follow their teacher’s instructions before playing the game.  - Join the game. |

**B. Main Lesson**

**1. Reading** (10 minutes)

**a. Objectives:** To help students read the text, listen to a conversation and practice saying the sentences.

**b. Contents:** Reading, Listening and Speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can students read the text, answer the questions, listen to a conversation and practice saying the sentences correctly and fluently.

- Task completed: Students can students read the text, answer the questions, listen to a conversation and practice saying the sentences.

- Task uncompleted: Students can read the text, answer the questions, listen to a conversation and practice saying the sentences.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **E. 1. Read and answer the questions.**   - Have students read the text individually.  - Read the text as a whole class.  - Demonstrate the activity using the example.  - Have students read and answer the questions.   * - Check answers as a whole class. | * - Read the text individually.   - Listen.  - Read and circle. |
| **2. Listen and read.** (CD2 Track 21)   * - Play audio and have students listen and read. | * - Follow their teacher’s instructions. * - Listen and read. |

**2. Listening** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and writing the correct words.

**b. Contents:** Listening, speaking, and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and write the correct words.

- Task completed: Students can understand the story and write the correct words.

- Task uncompleted: Students fail to understand the story and write the correct words.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD2 Track 22)  - Have students look at the script and pictures and ask  these questions:  Who is talking? (Nick and Ben)  • What are they talking about? (their vacations)  • What can you see in the pictures? (Singapore and a beach)  - 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.** (CD2 Track 23)  - Have students look at the sentences.  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and write.  - Play 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. Now, practice saying the sentences above.**  - Divide the class into pairs.  - Have students practice saying the sentences with their partners.  - 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. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Working with their partners.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **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 write* 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 4 – Lesson 4) 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. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Making a conversation and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- 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.

**d. Organization**

|  |  |
| --- | --- |
| **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 39 in the Workbook.  - Ask them to prepare Parts E and F, Lesson 4, Unit 4 on page 59 in the Student’s Book. | - Follow their teacher’s instructions.  - Do homework and prepare the new lesson. |

-------------------------------------------------------------------