**Period 97**

**UNIT 6 – FOOD AND DRINKS**

**Lesson 4.2 - Culture (page 88)**

**1. Objectives**

By the end of this lesson, students will be able to talk about what people eat in different countries.

**1.1. Language knowledge and skills**

**Vocabulary:** breakfast, lunch, dinner, bread, meat, cereal

**Sentence pattern:** What do people in the USA usually eat for breakfast?

They usually eat cereal with milk.

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

**1.2. Competences**

**Self-control and independent learning:** talk about what people eat in different countries.

**Communication and collaboration:** work in pairs or groups to talk about what people eat in different countries.

**Critical thinking and creativity:** learn how to talk about what people eat in different countries 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 food and drinks, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the Snake game.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can pronounce the words quickly and correctly.

- Task completed: Students can pronounce the words.

- Task uncompleted: Students pronounce the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Snake* game.**   * Have the class stand up and play the game. * Give the ball to the first student and ask them to begin by saying the name of the food. * Then the first student passes the ball to any of their friends. The second friend will name another food. * The students who are unable to say the food will sit down. The last student who stands up at the end of the game is the winner.   Lead in the new lesson. | - 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, answer the questions and listen to the script then write the words.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can read the text, answer the questions and listen and write correctly and fluently.

- Task completed: Students can read the text, answer the questions and listen and write correctly and fluently.

- Task uncompleted: Students fail to read the text, answer the questions and listen and write correctly and fluently.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **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 circle.  - Check answers as a whole class | * - Read the text individually.   - Listen.  - Read and circle. |
| **2. Listen and read.** (CD2 Track 72)   * - 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 text 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 73)  - Have students look at the script and pictures and ask  these questions:  • Who is talking? (a boy and a girl)  • Where are they from? (Italy and Vietnam)  - 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 74)  - 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 sentences 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 presentation naturally.

- Task completed: Students can practice and use their own ideas to make a presentation.

- Task uncompleted: Students cannot practice and use their own ideas to make a presentation.

**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 6 – 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 59 in the Workbook.  - Ask them to prepare Parts E and F, Lesson 4, Unit 6 on page 89 in the Student’s Book. | - Follow their teacher’s instructions.  - Do homework and prepare the new lesson. |

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**Period 98**

**UNIT 6 – FOOD AND DRINKS**

**Lesson 4.3 - Culture (page 89)**

**1. Objectives**

By the end of this lesson, students will be able to talk about what people eat in different countries.

**1.1. Language knowledge and skills**

**Vocabulary:** breakfast, lunch, dinner, bread, meat, cereal

**Sentence pattern:** What do people in the USA usually eat for breakfast?

They usually eat cereal with milk.

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

**1.2. Competences**

**Self-control and independent learning:** talk about what people eat in different countries.

**Communication and collaboration:** work in pairs or groups to talk about what people eat in different countries.

**Critical thinking and creativity:** learn how to talk about what people eat in different countries 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 help the students review the structure “What *do people in the USA usually eat for breakfast? They usually eat cereal with milk.”* and lead in the new lesson.

**b. Content:** **Play the Chain game. Give true answers.**

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can ask questions and give true answers quickly and correctly.

- Task completed: Students can ask questions and give true answers quickly and correctly.

- Task uncompleted: Students ask questions and give true answers quickly and correctly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the Chain game. Give true answers.**  - Have students look at the example.  - 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 | - Follow their teacher’s instructions before playing the game.   * Play the game. |

**B. Main Lesson.**

**1. Reading** (10 minutes)

**a. Objectives:** To help students read and circle the words correctly.

**b. Contents:** Reading.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can read, and circle the words correctly.

- Task completed: Students can read, and circle the words.

- Task uncompleted: Students are unable to read, and circle the words.

**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 89 in their Student’s Book.   1. **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  **2. Listen and read. (**CD2 Track 75)  - Play audio and have students listen and read. | - Listen and follow their teacher’s instructions.  - Work with their partner to complete the task.  - Follow their teacher’s instructions.  - Check.  - Follow their teacher’s instructions. |

**2. Writing** (10 minutes).

**a. Objectives:** To practice reading and writing skills using the given words.

**b. Contents:** Reading, listening and speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can read and write smoothly and correctly.

- Task completed: Students can read and write.

- Task uncompleted: Students fail to read and write.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Look at C and E. Write about the meal in your family.**  - Have students read the texts in Part C and Part E again.  - Have students make their own paragraphs.  - Check the answers / give suggested answers | - Read the text.  - Follow their teacher’s instructions.  - Fill in the blanks.  - Check the answers/ Take notes on the suggested answers |

**3. Production** (5 minutes)

**a. Objectives:** To help them make and respond to requests for help./ To use the target language.

**b. Contents:** Making and responding to requests for help or using DHA./ Speaking

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about talk about what people eat in different countries quickly.

- Task completed: Students can talk about talk about what people eat in different countries.

- Task uncompleted: Students cannot talk about talk about what people eat in different countries.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: G. Tell your friends about meals in your family.**  - Divide the class into pairs.  - Have Student A read their paragraph to Student B.  - Swap roles and repeat.  - Afterward, have some students read their paragraphs in front of the class. | - Do as guided.  - Work in pairs.  - Talk in front of the class. |
| **Option 2: Use DHA on Eduhome.**  - Open DHA (Unit 6 – 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 students remember the target sentence structure.

**b. Contents:** Project-based task 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** |
| **Consolidation**  **Project-based task**  - Demonstrate how to complete tasks using the props, emphasizing the use of full sentences and correct vocabulary.  - Divide the class into small groups or pairs, depending on the number of students and available props.  - Each group chooses a country and discusses what they eat in that country.  - Other students or the teacher can time the activities, giving each group 2-3 minutes to complete their task and use the vocabulary correctly. | - Work in group  - Follow their teacher’s instructions before doing the task. |
| **Homework Assignment**  - Require the students to practice the structure at home.  - Ask them to prepare Parts A and B, Review and practice, Unit 2 on page 32 in the Student’s Book. | - Practice the structure at home.  - Prepare the new lesson. |

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**Period 99**

**UNIT 6 – FOOD AND DRINKS**

**Review and Practice 1 (page 90)**

**1. Objectives**

By the end of this lesson, students will review talking about what they need to cook something, what drink they want to make what they will bring to make it, and what food people will bring.

**1.1. Language knowledge and skills**

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

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

*hamburger, sandwich, steak, pie, rice, curry*

*breakfast, lunch, dinner, bread, meat, cereal*

**Sentence patterns:** *I need a little butter.*

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

*Will you bring hamburgers? Yes, I will.*

*Will you bring pie? No, I won’t.*

*What do people in the USA usually eat for breakfast? They usually eat cereal with milk.*

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

**1.2. Competences**

**Self-control and independent learning:** review 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.

**1.3. 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.

**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 previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.

**b. Content:** Playing the game: “Disappearing cards” or “Snake”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can slap flashcards and say the words correctly.

- Task completed: Students can slap correct flashcards and say the words.

- Task uncompleted: Students can slap flashcards, but mispronounce the words/ say nothing.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Disappearing Cards* game.**  - Put a selection of flashcards in a line on the board.  - Get the 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. |
| **Option 2:** **Play the *Snake* game.**  - Have the class stand up and play the game.  - Give the ball to the first student and ask them to begin by saying an animal.  -Then the first student passes the ball to any of their friends. The second friend will name another color.  - The students who are unable to say the animals will sit down. The last student who stands up at the end of the game is the winner.  - Lead in the new lesson. | - Follow their teacher’s instructions before playing the game.  - Play the game with the whole class.  - Be ready for the new lesson. |

**B. Main lesson**

**1. Practice 1** (7 minutes)

**a. Objectives:** To practice their listening skill by ticking the correct answers.

**b. Content:** Listening.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can tick the answer correctly.

- Task completed: Students can tick the correct answer.

- Task uncompleted: Students are unable to tick the correct answer.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **A. Listen and tick (**✓**) A, B or C.** (CD2 Track 76)  - Have students look at the possible answers to the questions.  - Play audio and demonstrate the activity using the example.  - Play audio. Have students listen and tick the correct boxes.  - Play audio again and check answers as a whole class. | - Look at the text.  - Listen to the text.  - Listen and tick.  - Check the answers. |

**2. Practice 2** (8 minutes)

**a. Objectives:** To practice their reading skills by choosing True or False.

**b. Contents:** Reading.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can choose True or False correctly.

- Task completed: Students can understand and choose the correct answers: True or False.

- Task uncompleted: Students fail to choose the correct answers: True or False.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **B. Read the letter carefully. Tick (**✓ **) True or False. There is an example.**  - Demonstrate the activity using the example.  - Have students read the letter and the sentences, then tick  - True or False for each sentence.  - Check answers as a whole class.  - Afterwards, have some students read their answers to  the class. | - Listen.  - Read and tick True or False.  - Check the answer. |

**3. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Content:** Asking and answering the questions.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can review what drink they want to make and what they will bring to make it.

- Task completed: Students can review what drink they want to make and what they will bring to make it.

- Task uncompleted: Students cannot say what drink they want to make and what they will bring to make it.

**d. Organization**

|  |  |
| --- | --- |
| **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:   *Let’s make smoothies. OK. I’ll bring milk.*  *Will you bring hamburgers? Yes, I will.*  *Will you bring pie? No, I won’t.*  *What do people in the USA usually eat for breakfast? They usually eat cereal with milk.*   * - 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. |

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

**a. Objectives:** To help the students memorize the key language structures they learned.

**b. Contents:** Asking the questions and assigning homework in the Workbook.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **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. * - Correct the students if needed. | * - Memorize the target language structures they learned. * - Present the language structures in front of the class. |
| **Homework Assignment**   * - Ask Ss to do the exercises on pages 60, and 61 in the Workbook. * - Have Ss do the exercises in TA5 i-Learn Smart Start Notebook. * - Ask them to prepare the next lesson on page 91 in the Student’s Book. | * - Follow their teacher’s instructions. * - Do homework and prepare for the new lesson. |

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**Period 100**

**UNIT 6 – FOOD AND DRINKS**

**Review and Practice 2 (page 91)**

**1. Objectives**

By the end of this lesson, students will review talking about what they need to cook something, what drink they want to make what they will bring to make it, and what food people will bring.

**1.1. Language knowledge and skills**

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

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

*hamburger, sandwich, steak, pie, rice, curry*

*breakfast, lunch, dinner, bread, meat, cereal*

**Sentence patterns:** *I need a little butter.*

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

*Will you bring hamburgers? Yes, I will.*

*Will you bring pie? No, I won’t.*

*What do people in the USA usually eat for breakfast? They usually eat cereal with milk.*

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

**1.2. Competences**

**Self-control and independent learning:** review 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.

**1.3. 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.

**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 previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.

**b. Content:** Playing the game: “Circle jump” or “Repeating”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can jump inside the correct circle or repeat the flashcards and say the phrases quickly and correctly.

- Task completed: Students can jump inside the correct circle or repeat the flashcards and say the phrases.

- Task uncompleted: Students jump inside the correct circle or repeat the flashcards or pronounce the phrases incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **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. |
| **Option 2:** **Playing the *Repeating* game.**  **-** Put a selection of flashcards about different animals on the board.  - Point to a flashcard and say a word. If the word is correct, the students repeat it. If not, they stay silent. | - Follow their teacher’s instructions before playing the game.  - Look at the flashcard, listen to their teacher saying the word on each card, and repeat the word if it is correct. |

**B. Main lesson**

**1. Practice 1** (5 minutes)

**a. Objectives:** To help the students identify the text and write about the party.

**b. Content:** Writing.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students identify the text and write about the party correctly.

- Task completed: Students can identify the text and write about the party.

- Task uncompleted: Students are unable to identify the text and write about the party.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **C.** **Write about a traditional holiday in your country.**   * - Use DCR on Eduhome to show the class the content of the example text on page 91. * - Point to text and ask some questions. * *When is the party?* * *What will you make?* * *What will your friends bring?* * *What will your friends do at the party?* * - Walk around the class and support them if needed. | - Look at the picture on page 91.  - Look at the text and answer their teacher’s questions. |

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

**a. Objectives:** To help the students identify the pictures and get some general ideas before playing the game.

**b. Content:** Speaking.

**c. 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.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. Play the board game.**   * - Divide the class into groups of four with two pairs in each group. * - Guide the students on how to play the game. * - Have the pairs play rock, paper, scissors for each turn. * The winning pair moves forward two spaces. The losing pair moves forward one. * - Each pair must match the symbol to the useful language and then ask and answer. If they answer incorrectly, they must move back one space. * - The pair getting to the Finish first wins the game. | * - Work in groups to complete the task. * Follow their teacher’s instructions before playing the game. * - Play rock, paper, scissors to start the game. * - Look at the pictures to make the correct language structures to ask their friends. |
| **Correct homework.**   * - Ask some students to present their homework (Workbook, pages 60,61) 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. |

**3. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Content:** Asking and answering the questions.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about what they need to cook something, what drink they want to make and what they will bring to make it.

- Task completed: Students can talk about what they need to cook something, what drink they want to make and what they will bring to make it.

- Task uncompleted: Students can talk about what they need to cook something, what drink they want to make and what they will bring to make it.

**d. Organization:**

|  |  |
| --- | --- |
| **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:   *Let’s make smoothies. OK. I’ll bring milk.*  *Will you bring hamburgers? Yes, I will.*  *Will you bring pie? No, I won’t.*  *What do people in the USA usually eat for breakfast? They usually eat cereal with milk.*   * - 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. |

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

**a. Objectives:** To help the students memorize the key language structures they learned.

**b. Contents:** Asking questions and assigning homework.

**c. 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.

**d.** **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 Unit 7– Lesson 1 on page 92 in the Student’s Book.  - Ask them to do the exercises in Tiếng Anh 5 i-Learn Smart Start Notebook. | - Prepare the new lesson. |

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