**Period 101**

**REVIEW**

**Unit 5**

**I. Objectives**

**1. Knowledge**

By the end of this lesson, students can be able to review how to identify and show street and mean of transports. **S**upport their friends to complete the learning tasks or play the games.

**2. Language focus**

- Sentence pattern:unit 5

- Vocabualary: unit 5

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

**II. Teaching aids**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Warm up (5’)**  **Play the *Go get it* game.**   * Divide the class into two teams. * Place the flashcards around the class. * Say the word twice so that the students can hear. * Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word. * The team with the most flashcards at the end wins.   **2. Answer the questions. (10’)**   * Use the flashcards (Units 5) to show to the students. * Divide the class into two teams. * Ask each team to take turns saying the word in each card. * Correct them with their pronunciation if needed.   **3. Look and number.(5’)**   * Use DCR on Eduhome to demonstrate the activity using the example. * Have the class look at the words and pictures. * Give them enough time to read, look, and number. * Check answers as a whole class using DCR.   **4. Write the words.(5’)**   * Let the class look at the pictures. * Give them enough time to write the words. * Invite some students to give their answers on the board. * Check the answers with the whole class using DCR. * Monitor the class and support them if necessary.   **5. Read and circle (5’)**   * Demonstrate the activity using the example. * Have the students read the words and make sure that they know the meaning of the words. * Ask them to circle the correct word. * Check the answers as a whole class using DCR. * Monitor the class and support if needed.   **6. Consolidation(5’)**   * 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.   **7. Homework Assignment (2’)**  - Ask them to prepare the next lesson on page | * Work with their teammates to complete the task. * Look at the flashcards around the class. * Carefully listen to the word the teacher said and quickly grab that flashcard.   - Look at the flashcards.   * Work in teams to complete the task.   Take turns saying the word in each card.   * Look and follow their teacher’s demonstration. * Look at the words and pictures. * Read, look, and number. * Check answers as a whole class. * Look at the pictures. * Write the words. * Present their answers in front of the class. * Check the answers with the whole class. * Look and follow their teacher’s instructions. * Read the words and get their meaning. * Circle the correct word. * Check the answers as a whole class. * Memorize the target language structures they learned. * Present the language structures in front of the class. * Follow their teacher’s instructions.   - Prepare the new lesson. |

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**Period 102**

**REVIEW**

**Unit 6**

**I. Objectives**

**1. Knowledge**

By the end of this lesson, students can be able to review how to identify and describe family members and hairstyles. **S**upport their friends to complete the learning tasks or play the games.

**2. Language focus**

- Sentence pattern:unit 6

- Vocabualary: unit 6

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

**II. Teaching aids**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Warm up (5’)**  **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 adjective. * Then the first student passes the ball to any of their friends. The second friend will name another adjective. * The students who are unable to say the colors will sit down. The last student who stands up at the end of the game is the winner.   **2. Answer the questions. (5’)**   * Use DCR on Eduhome to show the class the pictures on page 91. * Point to each picture and ask them to ask these questions. * *Who is he/she?* * *What does he/she look like?*   - Walk round the class and support them if needed.  **3. Play *the board game*. (5’)**   * Divide the class into groups of four with two pairs in each group. * Guide the students how to play the game. * Have the pairs play rock, paper, scissors 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.   **4. Correct homework (5’)**   * 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.   **5. What can you do?(10’)**  - Read the statements and give an example for each.  - In pairs, have students give a few more examples of each aim, then briefly practice.  - Ask students to circle the happy or sad face to show if they can perform the tasks.  Smiling face outline with solid fill= Yes, I can.  Sad face outline with solid fill= No, I can't.  - For students who circle sad faces, recommend that they review the unit at home, or do the Workbook or Activity Multi-ROM (if they have it).  - Monitor the class and support them if necessary  **6. Consolidation (3’)**   * 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.   **7. Homework Assignment (2’)**   * Ask them to prepare Lesson 1 – Unit 7 on page 92 in the Student’s Book. * Ask them to do the exercises in Tiếng Anh 4 i-Learn Smart Start Notebook, page 39. | * Follow teacher’s instructions.   - Play the game.   * Look at the pictures on page 91. * Look at the pictures and answer their teacher’s questions. * 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.   * Write the answers on the board.   - Check the answers with their teacher and friends.   * Follow their teacher’s instructions. * Work in pairs.   - Circle the happy or sad face.   * Memorize the target language structures they learned. * Present the language structures in front of the class. * Prepare the new lesson. |

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**Period 103**

**UNIT 7 – MY FAMILY**

**Lesson 1 (page 92)**

**1. Objectives**

By the end of this lesson, students will be able to talk about what job their family members do.

**1.1. Language knowledge and skills**

**Vocabulary:** cashier, doctor, office worker, factory worker, farmer, waiter.

**Sentence patterns:** What does your father do? He’s a doctor.

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about what job their family members do.

**Communication and collaboration:** work in pairs or groups to talk about what job their family members do.

**Critical thinking and creativity:** learn how to talk about what job their family members do 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 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

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

**3. Procedures**

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

**a. Objectives:** To review the vocabulary items about family members, generate students’ interests and, lead in the new lesson.

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

**c. Expected outcomes and assessment**

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

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

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

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Circle jump* game.**   * Vocabulary: *father, mother, brother, sister, grandmother, grandfather, uncle, aunt, cousin.* * 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. |

**B.** **New Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students identify and name some jobs.

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

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 01)  * Arrange the flashcards *(cashier, doctor, office worker, factory worker, farmer, waiter)* on the board. * Ask the students to listen and pay their 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 round 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 *Heads up. What’s missing?***   * Arrange the flashcards (*cashier, doctor, office worker, factory worker, farmer, waiter*) on the board. * Divide the class into two teams. * Remove one card *(doctor)* when students are not looking. * One student from each team calls out the missing flashcard. * Give 1 point to the team having correct answer. * Do the same with other flashcards. | * Play with their teammates. * Follow their teacher’s instructions. * Have heads down on the table. When hearing T’s sign, heads up and say aloud the missing flashcard “*doctor*” |

**2. Practice** (10 minutes)

**a. Objective:** To practice talking about what job their family members do.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can talk about what job their family members do fluently.

- Task completed: Students can talk about what job their family members do.

- Task uncompleted: Students fail to talk about what job their family members do.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 02)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use this to ask people what their parents do. “He” is used for man, and “she” is used for woman. * Play the audio and have them look at the useful language. * Ask them to work in pairs and practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**   * Demonstrate the activity using the example. * Have the students look and write their answers in their Student’s Books. * Divide the class into pairs and have them check each other’s work. * Use DCR on Eduhome to check the answers as a whole class. * Have some pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write their answers in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

**3. Production** (5 minutes)

**a. Objective:** To help them remember the vocabulary items about the jobs.

**b. Content:** Playing the game: “Whisper bridge” or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can remember and whisper the words correctly.

- Task completed: Students are able to remember and whisper the words.

- Task uncompleted: Students cannot remember and whisper the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Whisper bridge* game.**   * Vocab: *cashier, doctor, office worker, factory worker, farmer, waiter.* * Have the class form a line. * Stand in the middle of the line and show a flashcard to the students. * Ask each student to come and whisper the word into the teacher’s ear. If the student says the word correctly, they can cross the “bridge” to the other side of the room. If not, they must go back and try again. | * Form a line to play the game. * Look at the flashcard. * Whisper the word into the teacher’s ear. |

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

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

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can follow and say the words correctly and smoothly.

- Task completed: Students are able to follow and say the words.

- Task uncompleted: Students fail to follow and say the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Vocabulary: *cashier, doctor, office worker, factory worker, farmer, waiter.* * Have the class play the game “Jump”. * Ask them to stand at their desks. * Hold up a flashcard from the vocabulary set and say a word. * If the word is the same as the flashcard, they jump. If it isn't, they keep still. Ask them to say the word on the flashcard. | * Follow their teacher’s instructions. * Stand at their desks when playing the game. * Look at the flashcard and listen to the teacher.   Jump if the teacher says the same word on the flashcard. Keep still if the teacher doesn’t say the same word on the flashcard. |
| **Homework Assignment**   * Require the students to do exercises on page 62 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 4 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 1 on page 93 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

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**Period 104**

**UNIT 7 – MY FAMILY**

**Lesson 1.2 (page 93)**

**1. Objectives**

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

**1.1. Language knowledge and skills**

**Vocabulary:** *cashier, doctor, office worker, factory worker, farmer, waiter*.

**Sentence patterns:** *What does your father do? He’s a doctor*.

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about what job their family members do.

**Communication and collaboration:** work in pairs or groups to talk about what job their family members do.

**Critical thinking and creativity:** learn how to talk about what job their family members do 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 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

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

**3. Procedures**

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

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

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

**c. Expected outcomes and assessment**

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

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

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

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Circle jump* game.**   * Vocabulary: *cashier, doctor, office worker, factory worker, farmer, waiter.* * 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. |

**B.** **Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students identify the /j/ sound and practice saying the sound in the chant.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can identify the /j/ sound and pronounce it correctly and fluently.

- Task completed: Students can identify the /j/ sound and pronounce it.

- Task uncompleted: Students are unable to identify the /j/ sound and pronounce it.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD1 Track 03)  * Draw attention to the /j/ sound in the word: Your - Yes * Briefly explain and demonstrate the sound. * Play the audio (using DCR). * Have the students notice the sound. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sound first. * Listen to the audio again and repeat the sound. |
| **2. Chant.** (CD2 Track 04)   * Write the words or put up the flashcards on the board. * Play the audio (using DCR). * Have the students listen to the chant. * Point to a word or picture on the board, say the sound (e.g: /j/ your) and word and have the students listen and repeat. * Play the audio again. * Have the students listen and clap along with the sound and words as they hear them in the chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sound. * Listen to the chant again. * Listen and clap along with the sound and words as they hear them in the chant. |

**2. Practice** (10 minutes)

**a. Objectives:** To help the 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 number the given words correctly.

- Task completed: Students can understand the story and number the given words.

- Task uncompleted: Students fail to understand the story and number the given words.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD1 Track 05)   * Introduce the situation: “At school…” * Have the students look at the story and answer the questions:   *Who can you see? (Teacher, Lucy, Jane, Charlie, Alfie)*  *What are they talking about? (the students’ parents)*  *What does Alfie’s father do? (He’s a doctor for animals)*   * Play the audio (using DCR). * Have the students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| **2. Listen and write.** (CD2 Track 06)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the students listen and write. * Play the audio again and check answers as a whole class.   *\*Keys: 2. A factory worker*  *3. a farmer*  *4. a doctor* | * 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. Role-play.**   * Divide the class into two pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

**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. * 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. |

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

**a. Objective:** 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 work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation.   Suggested conversation:   1. *Teacher: What does your father do. Lucy?* 2. *Lucy: My dad is a doctor.* 3. *Teacher: Oh, that’s nice!* 4. *Nina: Yeah, he loves it.*  * 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. * Rearrange 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 63 in the Workbook. * Have them copy the structures in their Tiếng Anh 4 i-Learn Smart Start Notebook. * Ask them to prepare Parts E and F, Lesson 1 on page 94 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures and prepare the new lesson. |

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