**Period 101**

**REVIEW ( UNIT 5)**

**I. Objectives**

**1. Knowledge**

By the end of this lesson, students will be able to review asking and answering about people's health problems, talking about how they feel and giving health advice. Support their friends to complete the learning tasks or play the games.

**2. Language focus**

- Vocabualary: **:***the flu, chickenpox, a toothache, a stomachache, a headache, an earache, terrible, sleepy, weak, sick, sore, stuffed up*, *see a dentist, take some medicine, get some rest, stay up late, take a bath, skip breakfast, do exercise, eat fast food, eat vegetables, wash your hands, play outside, eat too much.*

- Sentence patterns: *What's wrong? - I have a stomachache.*

*How do you feel? - I feel weak. - That's too bad.*

*You should see a dentist. - You shouldn't stay up late.*

*What should I do to be healthy? - You should do exercise. You shouldn't eat fast food.*

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

**II. Teaching aids**

**- 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.

**III. Procedures**

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| --- | --- |
| **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 a health problem.  -Then the first student passes the ball to any of their friends. The second friend will name another health problem.  - The students who are unable to say their health problems will sit down. The last student who stands up at the end of the game is the winner.  - Lead in the new lesson.  **2. Listen and match (5’)**  - Have students look at the pictures and call out the activities, feelings, and objects they can see. - Play audio and demonstrate the activity using the example. - Play audio. Have students listen and match. - Play audio again and check answers as a whole class  **3. Look and read. Write the correct words. There is an example (5’)**  - Demonstrate the activity using the example. - Have students look at the pictures, read the sentences, and write the correct words on the lines. - Check answers as a whole class. - Afterward, have some students read their answers to the class  **4. Ask and answer (5’)**   * - Let the class work in pairs to complete the task. * - Have the students practice using the structures:  1. *What's wrong? - I have a stomachache.* 2. *How do you feel? I feel weak. - That's too bad.* 3. *You should see a dentist. You shouldn't stay up late.* 4. *What should I do to be healthy?*   *You should do exercise. You shouldn't eat fast food.*   * - 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.  **5. Write advice for staying healthy (5’)**   * - Use DCR on Eduhome to show the class the content of the example text on page 77. * - Point to text and ask some questions. * *What should we do to be healthy?* * *What shouldn’t we do to be healthy?*   - Walk around the class and support them  if needed.  **6. Play the *Board* game(5’)**   * - Divide the class into groups of four with two pairs in each group. * - Have pairs play rock, paper, scissors to see which pair goes first. - Have the winning pair choose a block, match the symbol to the useful language, and then ask and answer using the picture. - Have the pair mark that block as theirs if they use the useful language correctly. * - Have pairs take turns. - The pair that creates a line of blocks from one side to the The other first wins the game. Pair 1: From orange to orange. Pair 2: From blue to blue.   **7. 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.   - Correct the students if needed.  **8. Homework Assignment (2’)**   * - Ask students to do the exercises on pages 49, and 77 in the Workbook. * - Have Ss do the exercises in TA5 i-Learn Smart Start Notebook.   - Ask them to prepare the next lesson on page 33 in the Student’s Book. | - Follow their teacher’s instructions before playing the game.  - Play the game with the  whole class.  - Be ready for the new lesson.  - Look at the text.  - Listen to the text.  - Listen and match.  - Check the answers.  - Listen.  - Read and write.  - Check the answer.   * - 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.  - Look at the picture on page 77.  - Look at the text 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.   * - Memorize the target language structures they learned. * - Present the language structures in front of the class. * - Follow their teacher’s instructions. * - Do homework and prepare for the new lesson. |

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**Period 102**

**REVIEW ( UNIT 6)**

**I. Objectives**

**1. Knowledge**

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.Support their friends to complete the learning tasks or play the games.

**2. Language focus**

- Vocabualary:*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.*

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

**II. Teaching aids**

**- 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.

**III. Procedures**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm-up (5’)**  **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.  **2. Write about a traditional holiday in your country (10’)**   * - 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.  **3. Play the board game (5’)**   * - 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.  **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. Ask and answer (5’)**   * - 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.  **6. Read the letter carefully. Tick (**✓ **) True or False. There is an example (5’)**  - 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.  **7. 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.  **8. Homework Assignment (2’)**  - 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. | -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.  - Look at the picture on page 91.  - Look at the text 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.   * - 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.  - Listen.  - Read and tick True or False.  - Check the answer.   * - 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 – JOBS**

**Lesson 1.1 (page 92)**

**1. Objectives**

By the end of this lesson, students will be able to point out and say different jobs.

**1.1. Language knowledge and skills**

**Vocabulary:** scientist, pilot, tour guide, designer, business person, hairdresser

**Sentence pattern:** What would you like to be when you grow up? – I’d like to be a scientist.

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

**1.2. Competences**

**Self-control and independent learning:** point out and say different jobs.

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

**Critical thinking and creativity:** guess the hidden pictures about jobs and feel free to express what they would like to be in the future.

**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 the vocabulary items about food and drinks, generate students’ interests, and lead in the new lesson.

**b. Content:** Playing the game: “Flashcard peek”

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can join the game and say the words quickly and correctly.

- Task completed: Students can say the words.

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

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play *Flashcard Peek.***   * Hold one flashcard facing your body so no one can see it. * Very quickly show the flashcard to the students and hide it again. * Have the students say the word on the flashcard. * Repeat with other flashcards. | * Follow their teacher’s instructions. * Look at the flashcard carefully. * Say the word on the flashcard. |

**A. Main lesson**

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

**a. Objective:** To help students recognize and say the different 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.** (CD3 Track 01)  * Arrange the flashcards *(jobs)* 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 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 *What’s Hidden?***   * Divide students into 2 teams. * Have students look at the screen and explain how to play the game. * Have students take turns to choose a rectangle (*1-red, 2-green, or 3-yellow)* until the picture is revealed. * Show the picture and check the student’s answer. * Have the student repeat the new word. * Count the points and decide the winner. | * Listen to their teacher’s instructions. * Take turns to choose a rectangle and raise your hand to give the answer. * Repeat the word. |

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

**a. Objectives:** To practice identifying jobs correctly.

**b. Content:** Listening and speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students know how to identify jobs correctly.

- Task completed: Students can identify jobs correctly.

- Task uncompleted: Students fail or make a mistake to identify jobs.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 02)  * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we often use this to ask and answer about the jobs we want to do when we grow up. * Play the audio and have students look at the useful language. * Play the audio again and have students repeat. * Have students listen and repeat after the teacher chorally and in groups. * Ask them to work in pairs and practice the useful language. * Require students 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 the teacher’s explanation. * Listen and look at the useful language. * Listen and repeat. * Listen and repeat after the teacher chorally and in groups. * 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. * Divide the class into pairs and have them check each other’s work. * Use DCR to check the answers as a whole class. * Have some students share their answers with the class. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write. * Work in pairs and check their partner’s answers. * Listen and check. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

**3. Production** (5 minutes)

**a. Objectives:** To help them identify school subjects confidently.

**b. Content:** Make a survey or use DHA.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify school subjects confidently.

- Task completed: Students are able to identify school subjects confidently.

- Task uncompleted: Students cannot identify school subjects confidently.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make a survey**   * - Put students into groups of 4-6. * - Guide students to draw the table in their notebook or give students the handout. * - Have students ask one another in their groups and write the name and the answer of their friend. * - Go around the class and support students if necessary. * - Have each group report the number of students wanting to do a particular job when they grow up.   - Sum up and report the results of the survey. | - Draw a table or receive the handout.  - Ask their friends and write.  - Report the number of students wanting to do a particular job when they grow up. |
| **Option 2: Use DHA on Eduhome**   * Open DHA (Unit 1 – Lesson 1) 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 and pronounce the vocabulary items.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can scramble the letters correctly.

- Task completed: Students are able to scramble the letters.

- Task uncompleted: Students fail to scramble the letters.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Divide students into 2 groups. * Have one group ask the question and the other group give answers based on the pictures shown. * Swap the role. | - Do as guided, ask and answer. |
| **Homework Assignment**   * Require the students to do exercises on page 62 in the Workbook. * Have them copy vocabulary and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 1 on page 93 in the Student’s Book. | * Do homework. * Copy the new words * Prepare the new lesson. |

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**Period 104**

**UNIT 7 – JOBS**

**Lesson 1.2 (page 93)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about jobs they want in the future and ask the WH questions with correct intonation.

**1.1. Language knowledge and skills**

**Vocabulary:** scientist, pilot, hairdresser, designer, tour guide, business person.

**Sentence pattern:** What would you like to be when you grow up?

I’d like to be a scientist.

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

**1.2. Competences**

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

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

**Critical thinking and creativity:** learn how to know different jobs 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 the vocabulary items about school subjects, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “**Flashcard peek”**

**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 fail to say the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Flashcard peek**   * - Divide the class into 2 teams. * - Have students look carefully, then quickly show the flashcard and hide it again. * - Have students raise their hands to answer. * - Students get one point for their team with one correct answer. | * Look carefully. * Raise hands to answer. |

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

**1. Presentation** (10 minutes)

**a. Objective:** To help students identify the intonation and say it in the chant.

**b. Contents:** Listening and repeating

**c. Expected outcomes and assessment.**

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

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

- Task uncompleted: Students are unable to identify the intonation.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.** (CD3 Track 3)   * Draw attention to the intonation using DCR. * Briefly explain and demonstrate the intonation. * Play the audio. * Have students notice the intonation. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the intonation first. * Listen to the audio again and repeat the intonation. |
| 2. Chant. Turn to page 126. (CD3 Track 4)   * 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. Practice** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and listen and number.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and number correctly.

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

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

**d.** **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD3 Track 5)   * Introduce the situation: "Alfie is talking to his friends at school..." * Have students look at the story and ask these questions:   • Who can you see? (Alfie, Jill, Mai, Nick, Ella, and other classmates)  • Where are they? (in a classroom)  • What is Mai thinking about? (Alfie doing experiments)   * 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 number.** (CD3 Track 6)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have students listen and number. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and number. * Listen to the story again and check the answers as a whole class. |
| **3. Role-play.**   * Divide the class into pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

**3. Production** (5 minutes)

**a. Objectives:** To help them review the vocabulary and structure through games.

**b. Content:** Playing games on DHA on Eduhome

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can quickly choose the correct answers for the games on DHA.

- Task completed: Students can choose the correct answers for the games on DHA.

- Task uncompleted: Students fail to choose the correct answers for the games on DHA.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Use DHA on Eduhome.**  Open DHA (Unit 7 – Lesson 1) 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 listening and choosing the correct answers.

**b. Contents:** Having students listen and choose the correct answers and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can listen and choose the answer quickly and correctly.

- Task completed: Students can listen and choose the answer.

- Task uncompleted: Students fail to listen and choose the answer.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: Listen and choose**   * Divide the class into 2 teams. * Have students read the questions, then listen. * Have students raise their hands to answer the questions. * Students get one point for their team for each correct answer. | * Work in teams. * Read and listen. * Raise hands to answer the questions. |
| **Homework Assignment**   * Require the students to do exercises on page 63 in the Workbook. * 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 and prepare the new lesson. |

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