**Period 121**

**UNIT 8 – MY FRIENDS AND I**

**Lesson 2 (page 110)**

**1. Objectives**

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

**1.1. Language knowledge and skills**

**Vocabulary:** *yesterday, last night, last Tuesday, last week, last weekend, last month*

**Sentence pattern:**

*Were you at the park yesterday? Yes, I was.  
 Was Ben at the swimming pool last week? No, he wasn't*

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about if people were at a place.

**Communication and collaboration:** work in pairs or groups to talk about if people were at a place.

**Critical thinking and creativity:** learn how to talk about if people were at a place 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.

**1.3. 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.

**2. Procedures**

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

**a. Objectives:** To review the vocabulary items about the adverbs of time, 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 (*yesterday, last night, last Tuesday, last week, last weekend, last month)* 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**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **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. |

**B. Main lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students identify the /d/ 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 /d/ sound and pronounce it correctly and fluently.

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

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

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD3 Track 34)  * Draw attention to the /d/ sound. * 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.** (CD3 Track 35)   * 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 * and word (e.g. /*d/, yesterday*), and have students listen and repeat. Follow the same procedure with the other word. * 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 numbering the correct answers.

**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:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD3 Track 36)   * Introduce the situation: “On Monday morning…” * Have students look at the story and ask these questions: *• Where are the children? (at home, at school) • Is Mr. Brown happy? (no) • Is Charlie happy? (yes) • Is Nick happy? (no).* * 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 number.** (CD3 Track 37)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the 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 write. * Listen to the story again and check the answers as a whole class. |
| **3. Practice with your friends.**   * 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 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. 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 can 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. * 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 75 in the Workbook. * Have them copy the structures in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 47. * Ask them to prepare Parts E and F, Lesson 2 on page 111 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures and prepare the new lesson. |

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**Period 122**

**UNIT 8 – MY FRIENDS AND I**

**Lesson 2 (page 111)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer if people were at a place.

**1.1. Language knowledge and skills**

**Vocabulary:** *yesterday, last night, last Tuesday, last week, last weekend, last month*.

**Sentence pattern:**

*Were you at the park yesterday? Yes, I was.  
 Was Ben at the swimming pool last week? No, he wasn't.*

**Skill:** Speaking.

**1.2. Competences**

**Self-control and independent learning:** identify and ask and answer if people were at a place.

**Communication and collaboration:** work in pairs or groups to ask and answer if people were at a place.

**Critical thinking and creativity:** learn how to ask and answer if people were at a place.

**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 adverbs of time, generate students’ interests and, lead in the new lesson.

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

**c. Expected outcomes and assessment**

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

- Task completed: Students can slap flashcards or jump 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 *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about adverbs of time *(yesterday, last night, last Tuesday, last week, last weekend, last month)* on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

**B. Main lesson**

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

**a. Objective:** To help the students recognize the sentence pattern and say the adverbs of time correctly.

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

**c. Expected outcomes and assessment**

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

- Task completed: Students can identify the sentence structure and read it out loud the words.

- Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show the class the sentence structure in Part E, page 111 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Continue asking them what adverbs of time in the pictures are. * 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. * Name the clothes in the pictures. |

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

**a. Objectives:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can point to the adverbs of time, ask, and answer the questions smoothly and correctly.

- Task completed: Students can point to the adverbs of time, ask, and answer the questions.

- Task uncompleted: Students fail to point to the adverbs of time, ask, and answer the questions.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 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. * Afterward, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Ask and answer the other student’s questions. * Present their work in front of the class. |
| **Extra practice.**   * Divide the class into two teams. * Show a flashcard to the class and say “yes” or “no”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows flashcard "last night.")• Teacher: "zoo," "yes" • Team A: "Were you at the zoo last night?" • Team B: "Yes, I was." | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

**C. Production** (5 minutes)

**a. Objectives:** To help them ask and answer if people were at a place confidently.

**b. Content:** Playing the game: “*Tic, Tac, Toe*” or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer if people were at a place confidently.

- Task completed: Students are able to ask and answer if people were at a place.

- Task uncompleted: Students cannot ask and answer if people were at a place.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Play *Tic, Tac, Toe*.**  * Use DCR on Eduhome to show the examples to the whole class. * Demonstrate the activity using an example. * 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 space, then ask and answer using the picture. * Have the pair mark that space as theirs if they use the useful language correctly. * Have pairs take turns. * The pair that gets three spaces in a horizontal, vertical, or diagonal line wins the game. | * Listen and follow their teacher’s instructions. * Look at the examples and read them silently. * Work in pairs to complete the task. * Mark the spaces if they use the useful language correctly. |

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

**a. Objectives:** To help the students remember the target sentence structures and vocabulary items.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer if people were at a place correctly and smoothly.

- Task completed: Students are able to ask and answer if people were at a place.

- Task uncompleted: Students fail to ask and answer if people were at a place.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have students play the game “Whispers”. * Divide the class into two teams. * Ask students to form two lines. * Whisper a word (yesterday, last night, last Tuesday, last week, last weekend, last month) to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud. * The first student to say the correct word wins a point for their team. * The team having more correct answers will win the game. | * Play the game “Whispers” with their teammates. * Follow teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Lesson 3, Unit 8 on page 112 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

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**Period 123**

**UNIT 8 – MY FRIENDS AND I**

**Lesson 3 (page 112)**

**1. Objectives**

By the end of this lesson, students will be able to talk about where people were.

**1.1. Language knowledge and skills**

**Vocabulary:** *movie theater, playground, museum, mall, supermarket, amusement park*

**Sentence patterns:** *Where were you last night? I was at the movie theater.*

*Where was Nick last Saturday? He was at the mall.*

*Where were Alfie and Mai yesterday? They were at the park.*

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

**1.2. Competences**

**Self-control and independent learning:** talk about where people were.

**Communication and collaboration:** work in pairs or groups to talk about where people were.

**Critical thinking and creativity:** learn how to talk about where people were.

**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 help the students review the vocabulary items about days in the past, generate students’ interests, and lead in the new lesson.

**b. Content:** Playing the game: “Guess the missing words” or “Repeating”.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students can guess the missing words or repeat the correct words on the flashcards quickly.

- Task completed: Students can guess the missing words or repeat the correct words on the flashcards.

- Task uncompleted: Students guess the wrong words or find it difficult to pronounce some words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Repeating* game.**   * Put a selection of flashcards about the vocabulary in the previous lesson *“yesterday, last night, last Tuesday, last week, last weekend, last month”* 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. * Lead in the new lesson. | * 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. Mai lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students learn and recall the names of some common places.

**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. Listen and point. Repeat.** (CD3 Track 38)   * Arrange the flashcards *(movie theater, playground, museum, mall, supermarket, amusement park)* on the board. * Ask students to look at the flashcards carefully. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have Ss point to the pictures in their Student’s Books. * Play the audio and require Ss to listen and repeat. * Help Ss 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 *heads up. What’s missing?***   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. Repeat with other students and flashcards. | * Listen and follow their teacher’s instructions. * Call out the missing flashcard. |

**2. Practice** (10 minutes)

**a. Objectives:** To practice using useful language to talk about where people were.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can use useful language to talk about where people were.

- Task completed: Students can talk about where people are and complete read and number tasks.

- Task uncompleted: Students fail to talk about where people are and complete read and number tasks.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and practice.** (CD3 Track 59)   * Use DCR on Eduhome 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 where people were recent. * Play audio. Have students listen to the useful language. * Have students practice the useful language. * Have students practice using vocabulary from Part A. | * 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. Read and number. Practice.**   * Demonstrate the activity using the example. * Have students read and number. * Divide the class into pairs. Have pairs 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 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. Early production** (5 minutes)

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

**b. Content:** Asking and answering or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can use the vocabulary items and sentence patterns to talk about where people were.

- Task completed: Students can use the vocabulary items and sentence patterns to talk about where people were.

- Task uncompleted: Students cannot use the vocabulary items and sentence patterns to talk about where people make and respond to offers.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.**   * Divide the class into two teams to complete the task. * Give a flashcard to team A and ask team B to make the question *“Where were you last night/ yesterday/…?”.* Then team A answer the question.   Eg.   * *Teacher gives Team A the flashcard “mall”.* * *Team B: Where were you last night?* * *Team A: I was at the mall.* * Ask them to take turns asking and answering the questions. * Support them if necessary. | * Work with their team to complete the task. * Listen to and follow their teacher’s instructions. * Ask and answer the questions from the other team. |

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

**a. Objectives:** To help the students remember and pronounce the vocabulary items about places where people were.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.

- Task completed: Students are able to whisper the words to their friends.

- Task uncompleted: Students fail to listen to the new words or whisper them to their friends.

**d.** Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the students play the game “Whispers”. * Divide the class into two teams. * Ask the students to form two lines. * Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud. * The first student to say the correct word wins a point for their team. * The team having more correct answers will win the game. | * Play the game “Whispers” with their teammates. * Follow their teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require the students to do exercises on page 76 in the Workbook. * Ask them to prepare Parts C and D, Lesson 3 on page 113 in the Student’s Book. | * Listen to and take notes. |

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**Period 124**

**UNIT 8 – MY FRIENDS AND I**

**Lesson 3 (page 113)**

**1. Objectives**

By the end of this lesson, students will be able to talk about where people were.

**1.1. Language knowledge and skills**

**Vocabulary:** *movie theater, playground, museum, mall, supermarket, amusement park*

**Sentence patterns:** *Where were you last night? I was at the movie theater.*

*Where was Nick last Saturday? He was at the mall.*

*Where were Alfie and Mai yesterday? They were at the park.*

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

**1.2. Competences**

**Self-control and independent learning:** identify the */t/* sound*.*

**Communication and collaboration:** work in pairs or groups to talk about where people were.

**Critical thinking and creativity:** learn how to talk about where people were.

**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 places where people were, 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.**   * 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 */t/* 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 silent */t/* sound and pronounce it correctly and fluently.

- Task completed: Students can identify the silent */t/* sound and pronounce it correctly.

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

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.** (CD3 Track 40)   * Draw attention to the */t/* sound. * Briefly explain and demonstrate the sounds. * Play the audio using DCR. * Have the students notice the sounds. * 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 sounds first. * Listen to the audio again and repeat the sounds. |
| **2. Chant.** (CD3 Track 41)   * 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 and word and have students listen and repeat. * Follow the same procedure with the other sound and word. * Play the audio again. * Have the students listen and clap along with the sounds 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 sounds and words as they hear them in the chant. |

**2. Practice** (10 minutes)

**a. Objectives:** To help the students identify where people were in the story and practice listening and writing the missing words in the blanks.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can understand the story and fill in the missing words correctly.

- Task completed: Students can understand the story and fill in the missing words.

- Task uncompleted: Students fail to understand the story and fill in the missing words.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD3 Track 42)   * Introduce the situation using DCR: “In the school playground…”. * Have the students look at the story and ask these questions. * *Where are they? (In the school playground)* * *What are they talking about? (Birthday)* * Play the audio. * 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.** (CD3 Track 43)   * 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 the 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. 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**

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| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.**   * Have students work in groups of three students. * Ask them to look and read the story 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 friends to complete the task. * Look and read the story 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. 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 can rearrange the sentences to make a meaningful conversation.

**d. Organization**

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| **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:**  *Mai: Hey, Nam. Hey, Hung?*  *Nam & Hung: Hi, Linh.*  *Mai: Where were you on Sunday afternoon? It was my birthday.*  *Hung: Oh, no. We’re sorry. We were at the museum.*  *Mai: That’s nice.*  *Nam: How was your birthday?*  *Mai: Yeah. It was fun.*   * 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**   * Learn by heart the vocabulary and structure. * Require the students to do exercises on page 77 in the Workbook. * Ask them to prepare Parts E and F, Lesson 3 on page 114 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures and prepare the new lesson. |

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