**Period 125**

**UNIT 8 – WEATHER**

**Lesson 3.3 (page 114)**

**1. Objectives**

By the end of this lesson, Students will be able to talk about the future weather and the things they're going to do.

**1.1. Language knowledge and skills**

**Vocabulary:** snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.

**Sentence pattern:** There will be some showers, so I'm going to bring my umbrella.

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

**1.3. Competences:**

**Self-control and independent learning:** talk about the future weather and the things they're going to do.

**Communication and collaboration:** work in pairs or groups to talk about the future weather and the things they're going to do are going to do.

**Critical thinking and creativity:** learn how to talk about the future weather and the things they're going to do correctly and fluently.

**2. 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.

**3. 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.

**2. Procedures**

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

**a. Objectives:** To help the students review vocabulary about weather, things they are going to do and lead in the new lesson.

**b. Content:** Playing the game: “Rock-Scissors-Paper” or “Running dictation”

**c. Expected outcomes and assessment.**

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

- Task completed: Students can say or write the words.

- Task uncompleted: Students say or write the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the game Rock-Scissors-Paper.*** Place the flashcards on the board: *snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.*
* Divide students into two teams in two lines.
* Have two students at the first position to play Rock-Scissors-Paper. The winner has to quickly say aloud the first word on their side, then the two quickly line up at the end.
* If he/she says it correctly, the team steps up to the second flashcard. If not, the next ones play RCP again.
* Continue until one team reaches the last flashcard.
 | * Form two lines.
* The first students play RSP and say the word, then quickly line up at the end.
* Step up if the team wins, step back if the loses.
 |
| **Option 2:** **Play the game *Running dictation*:*** Divide students into two teams in two lines.
* Show the sentences to the two students at the end of the lines.
* *There will be a rainstorm, so I'm going to bring my raincoat.*
* *There will be a flood, so I'm going to stay at home.*
* *There will be a thunderstorm, so I'm going to stay at home.*
* *There will be some showers, so I'm going to my raincoat.*
* *There will be some sunshine, so I’m going to have a picnic*
* Have students whisper on his/her team mate’s ears.
* The last students have to write the sentences on the board.
* Check if the sentences are right/wrong. Correct if necessary.
 | * Form two lines.
* Listen to the sentences carefully.
* Whisper the sentences on the next student’s ears.
* The last one writes on the boards.
 |

**B. Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students recognize the sentence pattern and then talk about future weather and things they are going to do correctly.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure and talk about future weather and things they are going to do correctly.

- Task completed: Students can identify the sentence structure and talk about future weather and things they are going to do.

- Task uncompleted: Students are unable to talk about future weather and things they are going to do.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Divide the class into pairs.
* Demonstrate the activity using the speech bubble.
* Have Student A point, and have Student B say the sentence.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structure on the screen and point and say the sentence.
 |

**2. Practice** (10 minutes)

**a. Objectives:** To practice talking about future weather and things they are going to do using the given words.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about future weather and things they are going to do smoothly and correctly.

- Task completed: Students can talk about future weather and things they are going to do.

- Task uncompleted: Students fail to talk about future weather and things they are going to do.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point and say.**
* Divide the class into pairs.
* Demonstrate the activity using the speech bubbles.
* Have Student A point to a picture and say, have Student B point to an activity and respond.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in
* front of the class
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Make sentences.
* Present their work in front of the class.
 |
| **2. List other types of weather. Practice again.*** Have students work in the same pairs.
* Have pairs list other types of weather and other things to do.
* Have pairs practice the activity again. Have Student A point, have Student B say.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.

**Practice (optional).*** Show a flashcard to the class and say an action.
* Have students practice the structure.
* Repeat with other flashcards.

e.g.*(Teacher shows flashcard "flood.")*• Teacher: "stay at home"• Class: "There will be a flood, so I'm going to stay at home.  | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make sentences.
* Present their work in front of the class.
* Follow the teacher’s instructions.
* Make sentences in turns.
 |

**3. Production** (5 minutes)

**a. Objective:** To help them talk about future weather and things they are going to do.

**b. Content:** Play the Chain game.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about future weather and things they are going to do correctly and fluently.

- Task completed: Students are able to talk about future weather and things they are going to do.

- Task uncompleted: Students cannot talk about future weather and things they are going to do.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F: Play the Tic, Tac, Toe game.** * Divide the class into pairs.
* Have pairs play rock, paper, scissors to see which student goes first.
* Have the winning student choose a space, then say a sentence using the pictures.
* Have the student mark that space as theirs if they use the useful language correctly.
* Have students take turns.
* The student who gets three spaces in a horizontal, vertical, or diagonal line wins the game.
 | * Follow the instructions.
* Work in pairs.
* Play the games.
 |

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

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

**b. Contents:** Practicing the sentence structures and assigning homework.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can practice sentences correctly.

- Task completed: Students are able to practice sentences.

- Task uncompleted: Students fail to practice sentences.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask students to focus on the language structures:

 *There will be some showers, so I'm going to bring my umbrella.** Randomly invite some students to practice the structures.
* Show the flashcards about types of weather to the students so that they can make sentences.
* Correct the students’ mistakes if needed.
 | * Follow their teacher’s instructions.
* Make sentences using the target pattern sentence structures.
 |
| **Homework Assignment** * Require the students to practice the structure at home.
* Ask them to prepare Parts A and B, Lesson 4.1, Unit 8 on page 115 in the Student’s Book.
 | * Practice the structure at home.
* Prepare the new lesson.
 |

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**Period 126**

**UNIT 8 – WEATHER**

**Lesson 4.1 (page 115)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about the weather at different times of the year in different places.

**1.1. Language knowledge and skills**

**Vocabulary:** spring, summer, fall, winter.

**Sentence pattern: -** What's the weather like in Melbourne in the summer?

* It's warm and dry.

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

**1.2. Competences**

**Self-control and independent learning:** point out and talk about the weather at different times of the year in different places.

**Communication and collaboration:** work in pairs or groups to learn about the weather at different times of the year in different places.

**Critical thinking and creativity:** learn how to talk about the weather at different times of the year in different places.

**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 different types of weather, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “*Guess the hidden picture*” or “*Repeating*”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can guess the flashcards or repeat the words quickly and correctly.

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

- Task uncompleted: Students can not guess the flashcards or repeat the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Play the *Guess the hidden picture* game.*** Divide the class into two teams to play the game.
* Use a blank card with a hole to cover a flashcard.
* Show only part of the picture on the flashcard through the hole and ask them to guess the correct word.
* The team having the correct guess gets a point for their team.
* Lead in the new lesson.
 | * Play the game with their team.
* Listen to their teacher’s instructions.
* Look at the flashcard through the hole and try to guess it.
* Be ready for the new lesson
 |
| **Teacher’s activities** | **Students’ activities** |
| **Option 2: Playing the *Repeating* game.*** Put a selection of the flashcards about weather 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. Main lesson**

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

**a. Objective:** To help students recognize and say seasons in a year.

**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 38)
* Arrange the flashcards *(spring, summer, fall, winter)* 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 the game Flashcard peek.*** Have one student come to the front of the class.
* Hold one flashcard facing your body so no one can see it.
* Very quickly show the flashcard to the student and hide it again.
* Have the student guess the new word on the flashcard.
* Repeat with other students and flashcards
 | * Come to the front of the class
* Follow their teacher’s instructions.
* Guess what is that flashcard and say the word correctly.
 |

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

**a. Objectives:** To ask and answer about the weather at different times of the year in different places.

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about the weather at different times of the year in different places correctly and fluently.

- Task completed: Students can ask and answer about the weather at different times of the year in different places.

- Task uncompleted: Students fail or make a mistake in asking and answering about the weather at different times of the year in different places.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 45)
* Have students look at the useful language.
* Explain that we often use this to ask and answer about the weather at different times of the year in different places.
* 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 the 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.
* 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. Early Production** (5 minutes)

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

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

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure and say aloud the words correctly.

- Task completed: Students are able to identify the sentence structure and say aloud the words.

- Task uncompleted: Students cannot identify the sentence structure.

**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: Use DHA on Eduhome*** Open DHA (Unit 8 – Lesson 3) 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:** Consolidate and assign homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can use the vocabulary items and sentence structures to ask for and give directions confidently.

- Task completed: Students are able to use the vocabulary items and sentence structure to ask for and give directions.

- Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask for and give directions incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students to focus on the language structures: **-** *What's the weather like in Melbourne in the summer?*

*It's warm and dry.** Randomly invite some pairs to practice the structures.
* Show the flashcards about the season to the students so that they take turns asking and answering the questions.
* Correct the students’ mistakes if needed.
 | * Follow their teacher’s instructions.
* Work with their partner to complete the task.
* Ask and answer the questions using the target pattern sentence structures.
 |
| **Homework Assignment** * Require the students to do exercises on page 78 in the Workbook.
* Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook.
* Ask them to prepare Parts C and D, Lesson 4 on page 116 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 127**

**UNIT 8 – WEATHER**

**Lesson 4.2 (page 116)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about the weather at different times of the year in different places.

**1.1. Language knowledge and skills**

**Vocabulary:** spring, summer, fall, winter.

**Sentence pattern: *-*** *What's the weather like in Melbourne in the summer?*

* *It's warm and dry.*

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about the weather at different times of the year in different places.

**Communication and collaboration:** work in pairs or groups to talk about the weather at different times of the year in different places.

**Critical thinking and creativity:** learn how to ask and answer the weather at different times of the year in different places.

**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 students review vocabulary about types of weather and seasons.

**b. Content:** Play the game “Slap the board” or “Aha”.

**c. Expected outcomes and assessment**

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

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

- Task uncompleted: Students slap the wrong word or fail to say the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Slap the board* game.** * Divide the class into two teams and have them form two lines.
* Place the flashcards about the weather (snowstorm, thunderstorm, rainstorm, flood, sunshine, shower, stormy, humid, dry, calm, breezy, clear, gray) and the season (spring, summer, fall, winter) on the board, showing the images.
* Call out a word and have the first student from each group race 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.
 | * Work with their teammates to complete the task.
* Look at the teacher using body language about the activities to help at home.
* Ask the other team a question about the ways they help at home.
 |
| **Option 2:** **Play the *Aha* game.** * Vocabulary: snowstorm, thunderstorm, rainstorm, flood, sunshine, shower, stormy, humid, dry, calm, breezy, clear, gray), spring, summer, fall, winter*.*
* Cover the flashcard “snowstorm” with a piece of paper or card.
* Very slowly move the paper to reveal the picture.
* Ask students to guess the picture on the flashcard.
* Have them say “Aha, it’s snowstorm”.
* Do the same with others.
* Correct the students’ pronunciation if necessary
 | * Follow their teacher’s instructions before playing the game.
* Look at the teacher showing the flashcard and try to guess the picture on it.
* Say “Aha, it’s snowstorm”.
 |

**B. Main lesson**

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

**a. Objective:** To help the students recognize the activities and circle the right answer.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can recognize the activities and circle the right answer quickly.

- Task completed: Students can recognize the activities and circle the right answer.

- Task uncompleted: Students are unable to recognize the activities and circle the right answer.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Read and circle A, B or C.**
* Use DCR on Eduhome to show the students the text.
* Ask the students how many blanks to fill in are there.
* Have Ss to read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them look, read, and circle the right answer.
* Check answers as a whole class.

\**Keys:**1. C dry**2. B warm.**3. B It rains.**4. A cold weather.**5. C a rainstorm.* | * Listen and follow their teacher’s instructions.
* Answer their teacher’s questions.
* Read the text as a whole class.
* Look, read, and circle.
 |
| **2. Listen and read (CD3 – Track 46)*** Use DCR to show the text to the students.
* Play the audio for Ss to listen and read.
* Call out 1-2 students to read in front of the class.
 | * Look at the text.
* Listen and read.
* Read in front of the class.
 |
| **D. 1. Look and listen. *(CD3 Track 47)*** * Have students look at the script and pictures and ask
* these questions:

• *Who is talking? (a girl and her dad)**• Where are they going on vacation? (Rome, Italy)** Play audio and have students look and listen
 | * Look at the script and pictures and ask their teacher’s questions.
* Look and listen.
 |
| **2. Listen and circle. *(CD3 Track 48)*** * Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and circle.
* Play the audio again and check answers as a whole class.

\**Keys:**1. spring 2. summer 3. fall 4. spring.* | * Look at the sentences.
* Follow their teacher’s instructions.
* Listen and circle.
* Listen and check answers as a whole class.
 |

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

**a. Objectives:** To practice using useful language to talk about the weather at different times of the year in different places.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can talk about the weather at different times of the year in different places quickly.

- Task completed: Students can talk about the weather at different times of the year in different places.

- Task uncompleted: Students fail talk to about the weather at different times of the year in different places.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **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 remember the vocabulary items and weather at different times of the year in different places.

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

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer their friends’ questions about the ways they help at home quickly and correctly.

- Task completed: Students can ask and answer their friends’ questions about the ways they help at home.

- Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about the ways they help at home.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have the students work with their partner.
* Ask them to choose one of the stories from *Part 2 – Listen and circle.* 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 friend to complete the task.
* Choose one of the stories from *Part 2 – Listen and circle* 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 8 –Lesson 4) on Eduhome to help the 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 remember and pronounce the vocabulary items about the ways they help at home.

**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 sentences to their friends correctly and smoothly.

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

- Task uncompleted: Students fail to listen to the sentences 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 phrase 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.
* *It’s hot and dry in summer in Australia.*
* *It’s rainy and cold in the winter.*
* *I hope the weather is breezy and clear tomorrow.*
* 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 students to do exercises on page 79 in the Workbook.
* Ask them to prepare Parts E-G, Lesson 4 on page 117 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

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**Period 128**

**UNIT 8 – WEATHER**

**Lesson 4.3 (page 117)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about the weather at different times of the year in different places.

**1.1. Language knowledge and skills**

**Vocabulary:** spring, summer, fall, winter.

**Sentence pattern: *-*** *What's the weather like in Melbourne in the summer?*

* *It's warm and dry.*

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about the weather at different times of the year in different places.

**Communication and collaboration:** work in pairs or groups to talk about the weather at different times of the year in different places.

**Critical thinking and creativity:** learn how to ask and answer the weather at different times of the year in different places.

**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 students review vocabulary about types of weather and seasons.

**b. Content:** Playing the game: “Listen and run” or “Tic tac toe”.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students can listen and choose the right flashcards or make a sentence correctly and quickly.

-Task completed: Students can listen and choose the right flashcards or make a correct sentence.

- Task uncompleted: Students fail to listen and choose the right flashcards or make a sentence.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Listen and run game.*** Divide the class into two teams.
* Place the flashcards about types of weather on the board.
* Say one word.
* Say “Run” and then the student from each team has to run quickly to find and grab the flashcard and they have to repeat the word.
* The team with the most flashcards at the end wins.
* Lead in the new lesson.
 | * Work with their teammates to complete the task.
* Look at the flashcards on the board.
* Carefully listen to the word in the audio and quickly grab that flashcard.
 |
| **Option 2: Tic, tac, toe game**- 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.  | * Work with their teammates to complete the task.
* Follow their teacher’s instructions
 |

**B. Main lesson**

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

**a. Objective:** To help the students recognize the activities and circle the right answer.

**b. Contents:** Listening, reading.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can recognize the activities and circle the right answer quickly.

- Task completed: Students can recognize the activities and circle the right answer.

- Task uncompleted: Students are unable to recognize the activities and circle the right answer.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Read and circle.**
* Use DCR on Eduhome to show the students the text.
* Ask the students how many blanks to fill in are there.
* Have Ss to read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them look, read, and circle the right answer.
* Check answers as a whole class.

\**Keys:**1. two**2. humid.**3. hot.**4. rainy.* | * Listen and follow their teacher’s instructions.
* Answer their teacher’s questions.
* Read the text as a whole class.
* Look, read, and circle.
 |
| **2. Listen and read (CD3 – Track 49)*** Use DCR to show the text to the students.
* Play the audio for Ss to listen and read.
* Call out 1-2 students to read in front of the class.
 | * Look at the text.
* Listen and read.
* Read in front of the class.
 |

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

**a. Objectives:** To help the students know how to make their own paragraphs

**b. Contents:** Reading and writing.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can write about the weather in their own town or city correctly and quickly.

- Task completed: Students can write about the weather in their own town or city.

- Task uncompleted: Students fail to write about the weather in their own town or city.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Look at E Write about the weather in your town or city.** * Have the students read the text in Part E again.
* Have students answer the following questions:
1. *Where do you live?*
2. *How many seasons are there in your city or town?*
3. *What is the weather like in those seasons?*
4. *What do you like doing in those seasons?*
5. *Which is your favorite season?*
* Give the students enough time to make their own paragraphs using their own ideas.
* Walk around the class and support them if necessary.
* Invite some students to present their paragraphs in front of the class.
* Help the students with feedback and correct them if any.
 | * Read the text in Part E again.
* Answer the questions.
* Make their own paragraph using their own ideas.
* Present their paragraphs in front of the class.
 |

**3. Production** (5 minutes): **Speaking**

**a. Objectives:** To help them present their paragraph in front of the class

**b. Content:** Presenting or using DHA.

**c.Expected outcomes and assessment**

- Task completed with excellence: Students can present their paragraphs smoothly and correctly.

- Task completed: Students can present their paragraphs.

- Task uncompleted: Students cannot present their paragraphs.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **G Tell your friends about the weather in your town or city.*** Divide the class into pairs.
* Have Student A read their paragraph to Student B.
* Swap roles and repeat.
* Afterwards, have some students read their paragraphs in front of the class.
 | * Work in pairs
* Read the paragraph to your partner
* Swap role and repeat
* Present in front of the class
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 8 –Lesson 4) on Eduhome to help the 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 remember and pronounce the vocabulary items about the ways they help at home.

**b. Contents:** Playing the game “**What’s the picture**” and assigning homework in the Workbook.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can draw correct weather correctly and smoothly.

- Task completed: Students can draw the correct weather.

- Task uncompleted: Students fail to listen to the draw a correct weather.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: “What’s the picture?” game*** Invite a student to come to the front of the class and whisper the type of weather or a season s/he has to draw.
* The student draws the picture on the board for the rest of the class to guess what it is.
* The first student to guess the word correctly comes to the front of the class to draw the next picture.
* Repeat until all of the target vocabulary has been used.
 | * Follow their teacher’s instructions before playing the game.
* Draws the picture on the board for the rest of the class to guess what it is.
 |
| **Homework Assignment** * Ask Students to prepare Review and Practice on page 118 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
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