

School:
Class:

Date:.....
Period:

UNIT 8 – MY FRIENDS AND I
Lesson 1 (page 106)

1. Objectives

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

1.1. Language knowledge and skills

Vocabulary: *hungry, thirsty, scared, surprised, tired, excited.*

Sentence patterns: *I was tired.*

Alfie wasn't thirsty. He was hungry.

Lucy and Ben weren't scared. They were excited.

Skills: Listening, Reading, Writing, and Speaking.

1.2. Competences

Self-control and independent learning: identify and say how people felt.

Communication and collaboration: work in pairs or groups to say how people felt.

Critical thinking and creativity: learn how to say how people felt.

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 chores (*set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry*), 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
<p>Option 1: Play the Circle jump game.</p> <ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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.

<ul style="list-style-type: none"> - Ask them to say the word when standing inside the circle. - The first student getting the correct answer gets a point for their team. 	
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<p>Option 2: Play the <i>Slap the board</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about chores 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. 	<ul style="list-style-type: none"> - 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.
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B. Main lesson

1. Presentation (10 minutes)

a. Objective: To help the students identify and name the emotions.

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
<p>A. 1. Listen and point. Repeat. (CD3 Track 26)</p> <ul style="list-style-type: none"> - Arrange the flashcards (<i>hungry, thirsty, scared, surprised, tired, excited</i>) on the board. - Ask the students to listen and pay 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Play Board Race?</p> <ul style="list-style-type: none"> - Have students look at the example. - Divide the class into teams and have one student from each team stand a distance from the board. - Stick two flashcards (<i>hungry, thirsty, scared, surprised, tired, excited</i>) on the board and then say one of the new words aloud. - Have the students race to the board, touch that flashcard, and repeat the new word. The first student 	<ul style="list-style-type: none"> - Play with their teammates. - Follow their teacher's instructions. - Look at the flashcard, quickly touch the flashcard and say the new word when their teacher says the word.

to touch the flashcard and say the word correctly gets a point for their team. - Continue with other students.	
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2. Practice (10 minutes)

- a. Objective:** To practice saying how people felt.
- b. Contents:** Listening and Speaking.
- c. Expected outcomes and assessment**
 - Task completed with excellence: Students can say the emotions correctly.
 - Task completed: Students can say how people felt.
 - Task uncompleted: Students fail to say how people felt.
- d. Organization:**

Teacher's activities	Students' activities
<p>B. 1. Listen and practice. (CD3 Track 27)</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. - Explain that we use this structure (<i>S + was/were + an emotion</i>) to tell how someone felt in the past. We use “<i>was</i>” behind <i>I, He, She</i> or singular subjects, and “<i>were</i>” behind <i>We/ They</i> or plural subjects. - Play the audio and have them look at the useful language. - Ask them to work in pairs and practice the useful language. - Require them to use the vocabulary from Part A. - Go around the class and support them if necessary. 	<ul style="list-style-type: none"> - 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.
<p>2. Look and write. Practice.</p> <ul style="list-style-type: none"> - Demonstrate the activity on DCR using the example. - Have the students look and write their answers in their Student's Books. - Divide the class into pairs and have them check each other's work. - Use DCR on Eduhome to check the answers as a whole class. - Have some pairs practice saying the sentences. - Monitor the class and support if needed. 	<ul style="list-style-type: none"> - 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 and sentence pattern.
- b. Content:** Playing the game: “Whisper Bridge” or using DHA.
- c. Expected outcomes and assessment**
 - Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.
 - Task completed: Students are able to perform the task with some teacher's and friends' support.
 - Task uncompleted: Students cannot identify the simple instructions in class.
- d. Organization**

Teacher's activities	Students' activities
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<p>Option 1: Play the <i>Whisper bridge</i> game.</p> <ul style="list-style-type: none"> - Have the class form a line. - Stand in the middle of the line and show a flashcard to the students. - Ask each student to come and whisper the word into the teacher’s ear. If the student says the word correctly, they can cross the “bridge” to the other side of the room. If not, they must go back and try again. 	<ul style="list-style-type: none"> - Form a line to play the game. - Look at the flashcard. - Whisper the word into the teacher’s ear.
<p>Option 2: Use DHA on Eduhome</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 1) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - 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.

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

c. Expected outcomes and assessment

- Task completed with excellence: Students can follow and say the words correctly and smoothly.
- Task completed: Students are able to follow and say the words.
- Task uncompleted: Students fail to follow and say the words.

d. Organization

Teacher’s activities	Students’ activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Have the class play the game “Jump”. - Ask them to stand at their desks. - Hold up a flashcard from the vocabulary set and say a word. - If the word is the same as the flashcard, they jump. If it isn't, they keep still. Ask them to say the word on the flashcard. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Stand at their desks when playing the game. - Look at the flashcard and listen to the teacher. - Jump if the teacher says the same word on the flashcard. Keep still if the teacher doesn’t say the same word on the flashcard.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - Require the students to do exercises on page 72 in the Workbook. - Have them copy each new word six times in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 46. - Ask them to prepare Parts C and D, Lesson 1 on page 107 in the Student’s Book. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Do homework, copy the new words, and prepare for the new lesson.

4. Reflection

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

School:

Date:.....

UNIT 8 – MY FRIENDS AND I
Lesson 1 (page 107)

5. Objectives

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

5.1. Language knowledge and skills

Vocabulary: *hungry, thirsty, scared, surprised, tired, excited.*

Sentence pattern: *I was tired.*

Alfie wasn't thirsty. He was hungry.

Lucy and Ben weren't scared. They were excited.

Skills: Listening, Reading, Writing, and Speaking.

5.2. Competences

Self-control and independent learning: identify the /t/ sound and say how people felt.

Communication and collaboration: work in pairs/ groups to ask and answer about how people felt.

Critical thinking and creativity: learn how to ask and answer about how people felt.

5.3. 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.

6. 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.

7. Procedures

D. Warm-up (5 minutes)

e. Objectives: To review the vocabulary items about emotions, generate students' interests and, lead in the new lesson.

f. Content: Playing the game: "Aha" or "Slap the board".

g. Expected outcomes and assessment

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

- **Task completed:** Students can slap flashcards and/or say the words.

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

h. Organization

Teacher's activities	Students' activities
<p>Option 1: Play the Aha game.</p> <ul style="list-style-type: none"> - Cover the flashcard (<i>hungry, thirsty, scared, surprised, tired, excited</i>) 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" and the vocabulary. 	<ul style="list-style-type: none"> - 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" and the vocabulary.
<p>Option 2: Play the Slap the board game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about the emotions (<i>hungry, thirsty, scared, surprised, tired, excited</i>) on the board, showing the images. 	<ul style="list-style-type: none"> - Make two lines to play this game. - Look at the flashcards on the board.

- 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.	- Carefully listen and run to the board to slap the correct card and read aloud the word on it.
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E. Main lesson

1. Presentation (10 minutes)

- e. **Objective:** To help the students identify the /t/ sound and practice saying the sound in the chant.
- f. **Contents:** Listening and repeating.
- g. **Expected outcomes and assessment**
 - Task completed with excellence: Students can identify the /t/ sound and pronounce it correctly and fluently.
 - Task completed: Students can identify the /t/ sound and pronounce it.
 - Task uncompleted: Students are unable to identify the /t/ sound and pronounce it.

h. Organization

Teacher's activities	Students' activities
F. 1. Listen and repeat. (CD3 Track 28) <ul style="list-style-type: none"> - Draw attention to the /t/ 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. 	<ul style="list-style-type: none"> - 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 29) <ul style="list-style-type: none"> - 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. - Play the audio again. - Have the students listen and clap along with the sound and words as they hear them in the chant. 	<ul style="list-style-type: none"> - 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)

- e. **Objectives:** To help the students identify the people and emotions in the story and practice listening and circling.
- f. **Contents:** Listening, Reading, and Speaking.
- g. **Expected outcomes and assessment**
 - Task completed with excellence: Students can understand the story and circle the correct word.
 - Task completed: Students can understand the story and circle the correct word.
 - Task uncompleted: Students fail to understand the story and circle the correct word.

h. Organization:

Teacher's activities	Students' activities
D. 1. Look and listen. (CD3 Track 30) <ul style="list-style-type: none"> - Introduce the situation: "<i>Looking at photos...</i>" - Have the students look at the story and ask these questions. <ul style="list-style-type: none"> • <i>Who is talking? (Tom and Alfie)</i> • <i>What are they doing? (looking at photos)</i> 	<ul style="list-style-type: none"> - Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions.

<ul style="list-style-type: none"> • <i>How do you think the people in the photos feel? (scared, surprised, hungry, tired, thirsty, excited)</i> <ul style="list-style-type: none"> - Play the audio (using DCR). - Have the students look and listen. 	<ul style="list-style-type: none"> - Listen to the story.
<p>2. Listen and circle. (CD3 Track 31)</p> <ul style="list-style-type: none"> - Play the audio and demonstrate the activity using the example. - Play the audio and have the students listen and circle. - Play the audio again and check the answers as a whole class. 	<ul style="list-style-type: none"> - Listen and follow their teacher's demonstration. - Listen to the story and circle. - Listen to the story again and check the answers as a whole class.
<p>3. Practice with your friends.</p> <ul style="list-style-type: none"> - Divide the class into two pairs. - Have the students practice saying the sentences. - Have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Practice saying the sentences. - Demonstrate the activity in front of the class.

3. Production (5 minutes)

b. Objectives: To help them practice the stories and use their own ideas.

c. Content: Working with their partners.

d. 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.

e. Organization

Teacher's activities	Students' activities
<p>Make their own stories.</p> <ul style="list-style-type: none"> - Have the students work in pairs. - Ask them to choose one of the stories from <i>Part 2 – Listen and circle.</i> 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. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Choose one of the stories from <i>Part 2 – Listen and circle.</i> 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)

e. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

f. Contents: Making a conversation and assigning homework in the Workbook.

g. 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 who fail to can rearrange the sentences to make a meaningful conversation.

h. Organization

Teacher's activities	Students' activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Ask the students to work in groups of four or five students. - Give each group a set of sentences and ask them to make a meaningful conversation. - Give them enough time to rearrange the given sentences. - Invite each group to present their answer. - Have other groups comment and give the correct answer if any. - Check the students' answers as a whole class. 	<ul style="list-style-type: none"> - 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.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - Require the students to do exercises on page 73 in the Workbook. - Have them copy the structures in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 46. - Ask them to prepare Parts E and F, Lesson 1 on page 108 in the Student's Book. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Do homework, copy the structures, and prepare the new lesson.

8. Reflection

- d. What I liked most about this lesson today:
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- e. What I learned from this lesson today:
.....
- f. What I should improve for this lesson next time:
.....

School: Date:.....
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UNIT 8 - MY FRIENDS AND I
Lesson 1 (page 108)

9. Objectives

By the end of this lesson, students will be able to say how people felt.

9.1. Language knowledge and skills

Vocabulary: *hungry, thirsty, scared, surprised, tired, excited.*

Sentence patterns: *I was tired.*

Alfie wasn't thirsty. He was hungry.

Lucy and Ben weren't scared. They were excited.

Skill: Speaking.

9.2. Competences

Self-control and independent learning: practice using the target sentence structures.

Communication and collaboration: work in pairs or groups to ask and answer about how people felt.

Critical thinking and creativity: learn how to ask and answer how people felt correctly and fluently.

9.3. 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.

10. 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.

11. Procedures

G. Warm-up (5 minutes)

- i. **Objectives:** To review the vocabulary items about emotions (*hungry, thirsty, scared, surprised, tired, excited*), generate students' interests, and lead in the new lesson.
- j. **Content:** Playing the game: "Vocabulary Race" or "Slap the board".
- k. **Expected outcomes and assessment**
 - Task completed with excellence: Students can slap flashcards or write the words quickly and correctly.
 - Task completed: Students can slap flashcards or write the words.
 - Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

l. Organization

Teacher's activities	Students' activities
<p>Option 1: Playing the game "Vocabulary Race"</p> <ul style="list-style-type: none"> - Divide the class into four groups and ask them to stand in two lines facing the board. - Draw four columns on the board for Teams A, B, C, and D. - Give a marker to the first student of each team. - Say "1 2 3" and then the students run to the board quickly to write an emotion on it. Next, the students pass the markers to the next friends and join back of the line. - Have them one minute write the words on the board and say "Stop". The team with the most words wins. 	<ul style="list-style-type: none"> - Make four lines to play this game. - Follow the teacher's instructions before playing the game. - Run to the board quickly to write a feeling on it. - Pass the markers to the next friends and join back of the line.
<p>Option 2: Playing the game "Slap the board"</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about emotions 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. 	<ul style="list-style-type: none"> - 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.

H. Main lesson

1. Pactice 1 (10 minutes)

- i. **Objective:** To help students recognize the sentence pattern and name the emotions correctly.
- j. **Contents:** Listening and repeating.
- k. **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 out loud the words.
 - Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.

l. Organization

Teacher's activities	Students' activities
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<p>Present the sentence pattern.</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the class the sentence structure on Part E, page 108 in their Student's Book. - Give students enough time to look at the target sentence structure and have them read it silently. - Invite some students to ask and answer the questions. - Control the class and give them help if needed. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Listen and follow the teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Answer the questions.
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2. Practice 2 (10 minutes)

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

j. Contents: Pointing, asking, and answering.

k. Expected outcomes and assessment

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

- Task completed: Students can point to the pictures, ask, and answer the questions.

- Task uncompleted: Students fail to point to the pictures, ask, and answer the questions.

l. Organization:

Teacher's activities	Students' activities
<p>E. Point and say.</p> <ul style="list-style-type: none"> - Divide the class into pairs. - Have students take turns pointing and making sentences. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Follow their teacher's instructions. - Ask and answer the other student's question. - Present their work in front of the class.
<p>Extra practice.</p> <ul style="list-style-type: none"> - Show a flashcard to the class, say a name, and say "yes" or "no." - Have students practice the structure. - Repeat with other flashcards. <p>e.g. (Teacher shows flashcard "scared.")</p> <ul style="list-style-type: none"> • Teacher: "Ben," "yes" • Class: "Ben was scared." 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Look at the flashcards and listen to their teacher. - Make sentences to practice the structure.

3. Production (5 minutes)

c. Objectives: To help them produce the target sentence pattern.

d. Content: Playing the game: "Pretend" or using DHA.

e. Expected outcomes and assessment

- Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.

- Task completed: Students are able to perform the task with some teacher's and friends' support.

- Task uncompleted: Students cannot identify the simple instructions in class.

f. Organization

Teacher's activities	Students' activities
<p>F. Option 1: Play Pretend game.</p>	

<ul style="list-style-type: none"> - Use DCR on Eduhome to show the examples to the whole class. - Give students enough time to look at the examples and read them silently. - Have students look at the example. - Have one student come to the front of the class. - Have the class ask the question. - Have that student show an emotion silently. - Have the other students try to guess the emotion. - Have students swap roles and repeat 	<ul style="list-style-type: none"> - Work with their friends to play the game. - Carefully listen to and follow the teacher’s instructions. - Look at the classmate showing emotion. - show their answers to the teacher and the whole class.
<p>Option 2: Use DHA on Eduhome</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Play the game with the whole class.

C. Consolidation and homework assignment (5 minutes)

- i. **Objectives:** To help students remember the target sentence structures.
- j. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
- k. **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.

l. Organization

Teacher’s activities	Students’ activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Have students play the game “Whispers”. - Divide the class into two teams. - Ask students to form two lines. - Whisper a word about emotions (hungry, thirsty, scared, surprised, tired, excited) 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. 	<ul style="list-style-type: none"> - Play the game “Whispers” with their teammates. - Follow the teacher’s instructions before playing the game. - Quickly whisper the word about emotions into the ear of the friend standing next to them.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - Require students to practice the structures at home. - Ask them to prepare Parts A and B, Lesson 2, Unit 8 on page 109 in the Student’s Book. 	<ul style="list-style-type: none"> - Practice the structures at home. - Prepare the new lesson.

12. Reflection

- g. What I liked most about this lesson today:
.....
- h. What I learned from this lesson today:
.....
- i. What I should improve for this lesson next time:
.....

School:
 Class:

Date:.....
 Period:

UNIT 8 – MY FRIENDS AND I
Lesson 2 (page 109)

13. Objectives

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

13.1. Language knowledge and skills

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

Sentence patterns:

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.

13.2. Competences

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

Communication and collaboration: work in pairs/ 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.

13.3. 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.

14. 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.

15. Procedures

I. Warm-up (5 minutes)

m. Objectives: To help the students review vocabulary about emotions, generate students' interests and lead in the new lesson.

n. Content: Playing the game: "Guess the hidden picture" or "Repeating game".

o. Expected outcomes and assessment

- Task completed with excellence: Students can identify the flashcards or repeat the correct words on the flashcards quickly.
- Task completed: Students can identify the flashcards or repeat the correct words on the flashcards.
- Task uncompleted: Students identify the wrong flashcards or find it difficult to pronounce some words.

p. Organization

Teacher's activities	Students' activities
<p>Option 1: Play the <i>Guess the hidden picture</i> game.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Option 2: Playing the <i>Repeating</i> game.</p>	

<ul style="list-style-type: none"> - Put a selection of flashcards about emotions 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. 	<ul style="list-style-type: none"> - 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.
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B. Main lesson

1. Presentation (10 minutes)

m. Objective: To help the students recognize and name the adverbs of time.

n. Contents: Listening, pointing, and repeating.

o. 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.

p. Organization

Teacher’s activities	Students’ activities
<p>A. 1. Listen and point. Repeat. (CD3 Track 32)</p> <ul style="list-style-type: none"> - Arrange the flashcards (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Play Guess.</p> <ul style="list-style-type: none"> - Arrange the flashcards (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) on the board and write a number under each card. - Have students look at the flashcards for the count of ten. - Turn the flashcards over to face the board when the students are not looking. - Call out a number and have students take turns guessing the face-down card. Turn the card over after each guess. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Look at the and try to remember the place of flashcards. - Guess the word when the teacher calls out a number.

2. Practice (10 minutes)

m. Objectives: To practice asking and answering if people were at a place.

n. Contents: Listening and Speaking.

o. 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 can ask and answer if people were at a place.

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

q. **Organization:**

Teacher's activities	Students' activities
<p>B. 1. Listen and practice. (CD3 Track 33)</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. - Explain that we use this to ask and answer the questions if people were at a place. - Play the audio and have them look at the useful language. - Ask them to work in pairs and practice the useful language. - Require them to use the vocabulary from Part A. - Go around the class and support them if necessary. 	<ul style="list-style-type: none"> - 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.
<p>2. Look and tick the box. Practice.</p> <ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have students look and tick the box. - Divide the class into pairs. Have pairs check each other's work. - Have some students share their answers with the class. - Use DCR on Eduhome to check the answers as a whole class. - Have some pairs practice saying the sentences. - Monitor the class and support if needed. 	<ul style="list-style-type: none"> - 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)

d. **Objectives:** To help them remember the vocabulary about adverbs of time.

e. **Content:** Playing the game: "Disappearing cards" or using DHA.

f. **Expected outcomes and assessment**

- Task completed with excellence: Students can name all the flashcards in order quickly.
- Task completed: Students can remember the flashcard's sequence.
- Task uncompleted: Students cannot remember some disappearing flashcards on the board.

g. **Organization**

Teacher's activities	Students' activities
<p>Option 1: Play the <i>Disappearing cards</i> game.</p> <ul style="list-style-type: none"> - Put a selection of flashcards (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) 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. 	<ul style="list-style-type: none"> - Look at the flashcards on the board. - Name the flashcards in order. - Try to remember the flashcard's sequence.
<p>Option 2: Use DHA on Eduhome.</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 2) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Play the game with the whole class.

C. Consolidation and homework assignment (5 minutes)

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

n. Contents: Practicing the sentence structure and assigning homework in the Workbook.

o. Expected outcomes and assessment

- Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions if people were at a place confidently.
- Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer the questions if people were at a place.
- Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer the questions incorrectly.

p. Organization

Teacher’s activities	Students’ activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Ask the students to focus on the language structures: <i>Were/ Was + S + adverb of place + adverb of time?</i> <i>Yes, S + were/was./ No, S + were/was + not.</i> - Randomly invite some pairs to practice the structures. - Show the flashcards about the adverbs of time to the students so that they take turns asking and answering the questions. - Correct the students’ mistakes if needed. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Work with their partner to complete the task. - Ask and answer the questions using the target pattern sentence structures.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - Require the students to do exercises on page 74 in the Workbook. - Have them copy new words and structure in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 47. - Ask them to prepare Parts C and D, Lesson 2 on page 110 in the Student’s Book. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Do homework, copy the new words, and prepare the new lesson.

16. Reflection

- j. What I liked most about this lesson today:
.....
- k. What I learned from this lesson today:
.....
- l. What I should improve for this lesson next time:
.....

School: **Date:**.....
Class: **Period:**

UNIT 8 – MY FRIENDS AND I
Lesson 2 (page 110)

17. Objectives

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

17.1. 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.

17.2. 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.

17.3. 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.

17.4. 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.

18. Procedures

J. Warm-up (5 minutes)

q. Objectives: To review the vocabulary items about the adverbs of time, generate students’ interests and, lead in the new lesson.

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

s. 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.

t. Organization

Teacher’s activities	Students’ activities
<p>Option 1: Play the Circle jump game.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Option 2: Play the Slap the board game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about adverbs of time (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) 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. 	<ul style="list-style-type: none"> - 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.

K. Main lesson

1. Presentation (10 minutes)

q. Objective: To help the students identify the /d/ sound and practice saying the sound in the chant.

r. Contents: Listening and repeating.

s. 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.

t. Organization

Teacher's activities	Students' activities
<p>L. 1. Listen and repeat. (CD3 Track 34)</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Chant. (CD3 Track 35)</p> <ul style="list-style-type: none"> - 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/, <i>yesterday</i>), 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. 	<ul style="list-style-type: none"> - 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)

r. Objectives: To help the students identify the people and things in the story and practice listening and numbering the correct answers.

s. Contents: Listening, speaking, and writing.

t. 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.

u. Organization:

Teacher's activities	Students' activities
<p>D. 1. Look and listen. (CD3 Track 36)</p> <ul style="list-style-type: none"> - Introduce the situation: "On Monday morning..." - Have students look at the story and ask these questions: <ul style="list-style-type: none"> • <i>Where are the children? (at home, at school)</i> • <i>Is Mr. Brown happy? (no)</i> • <i>Is Charlie happy? (yes)</i> • <i>Is Nick happy? (no).</i> - Play the audio (using DCR). 	<ul style="list-style-type: none"> - Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. - Listen to the story.

- Have the students look and listen.	
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)

e. Objectives: To help them practice the stories and use their own ideas.

f. Content: Working with their partners.

g. 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.

h. 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 <i>Part 2 – Listen and number</i> 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 <i>Part 2 – Listen and number</i> 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)

q. Objective: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

r. Contents: Making a conversation and assigning homework in the Workbook.

s. 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.

t. Organization

Teacher’s activities	Students’ activities
Consolidation - Ask the students work in groups of four or five students.	

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Do homework, copy the structures and prepare the new lesson.

19. Reflection

- m. What I liked most about this lesson today:
.....
- n. What I learned from this lesson today:
.....
- o. What I should improve for this lesson next time:
.....

School: **Date:**.....
Class: **Period:**

UNIT 8 – MY FRIENDS AND I
Lesson 2 (page 111)

20. Objectives

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

20.1. 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.

20.2. 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.

20.3. 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.

21. 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.

22. Procedures

M. Warm-up (5 minutes)

- u. Objectives:** To review the vocabulary items about adverbs of time, generate students’ interests and lead in the new lesson.
- v. Content:** Playing the game: “Jump” or “Slap the board”.
- w. 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.
- x. Organization**

Teacher’s activities	Students’ activities
<p>Option 1: Play the <i>Jump</i> game.</p> <ul style="list-style-type: none"> - Ask the students to stand at their desks. - Hold up a flashcard from the vocabulary set (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) and say a word. - If the word is the same as the flashcard, they jump. If it isn't, they keep still. - Ask them to say the word on the flashcard. 	<ul style="list-style-type: none"> - Stand at their desks to play the game. - Look at the flashcard and listen to their teacher. - Jump if the word is the same as the flashcard. - Don’t jump if the word isn’t the same as the flashcard. - Say the word on the flashcard.
<p>Option 2: Play the <i>Slap the board</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about adverbs of time (<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>) 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. 	<ul style="list-style-type: none"> - 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.

N. Main lesson

1. Practice 1 (10 minutes)

- u. Objective:** To help the students recognize the sentence pattern and say the adverbs of time correctly.
- v. Contents:** Listening and repeating.
- w. 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.
- x. Organization**

Teacher’s activities	Students’ activities
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<p>Present the sentence pattern.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
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2. Practice 2 (10 minutes)

- v. **Objectives:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
- w. **Contents:** Pointing, asking, and answering.
- x. **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.
- y. **Organization:**

Teacher's activities	Students' activities
<p>G. Point, ask, and answer.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Extra practice.</p> <ul style="list-style-type: none"> - 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. <p>e.g. <i>(Teacher shows flashcard "last night.")</i></p> <ul style="list-style-type: none"> • Teacher: "zoo," "yes" • Team A: "Were you at the zoo last night?" • Team B: "Yes, I was." 	<ul style="list-style-type: none"> - 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)

- f. **Objectives:** To help them ask and answer if people were at a place confidently.
- g. **Content:** Playing the game: "Tic, Tac, Toe" or using DHA.

h. 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.

i. Organization

Teacher's activities	Students' activities
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<p>H. Option 1: Play Tic, Tac, Toe.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Option 2: Use DHA on Eduhome.</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 2) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Play the game with the whole class.

C. Consolidation and homework assignment (5 minutes)

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

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

w. 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.

x. Organization

Teacher’s activities	Students’ activities
<p>Consolidation</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Practice the structures at home. - Prepare the new lesson.

23. Reflection

- p. What I liked most about this lesson today:

 q. What I learned from this lesson today:

 r. What I should improve for this lesson next time:

School: Date:.....
 Class: Period:

UNIT 8 – MY FRIENDS AND I
Lesson 3 (page 112)

24. Objectives

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

24.1. 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.

24.2. 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.

24.3. 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.

25. 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.

26. Procedures

O. Warm-up (5 minutes)

y. Objectives: To help the students review the vocabulary items about days in the past, generate students’ interests, and lead in the new lesson.

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

aa. 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.

bb. Organization

Teacher’s activities	Students’ activities
<p>Option 1: Guess the missing words</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Show the question on slides and have Ss guess the missing words in each slide. 	<ul style="list-style-type: none"> - Play the game with the whole class. - Listen to their teacher’s instructions.

<ul style="list-style-type: none"> - Each team takes turns choosing the question and guessing the answer. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Guess the answers. - Be ready for the new lesson.
<p>Option 2: Play the Repeating game.</p> <ul style="list-style-type: none"> - Put a selection of flashcards about the vocabulary in the previous lesson “<i>yesterday, last night, last Tuesday, last week, last weekend, last month</i>” 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. 	<ul style="list-style-type: none"> - 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.

P. Mai lesson

1. Presentation (10 minutes)

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

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

aa. 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.

bb. Organization

Teacher’s activities	Students’ activities
<p>1. Listen and point. Repeat. (CD3 Track 38)</p> <ul style="list-style-type: none"> - Arrange the flashcards (<i>movie theater, playground, museum, mall, supermarket, amusement park</i>) 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Play heads up. What’s missing?</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Listen and follow their teacher’s instructions. - Call out the missing flashcard.

2. Practice (10 minutes)

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

aa. **Contents:** Listening and Speaking.

bb. 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.

cc. Organization:

Teacher's activities	Students' activities
<p>1. Listen and practice. (CD3 Track 59)</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Read and number. Practice.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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)

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

h. Content: Asking and answering or using DHA.

i. Expected outcomes and assessment

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

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

ff. Task uncompleted: Students cannot use the vocabulary items and sentence patterns to talk about where people were.

- make and respond to offers.

j. Organization

Teacher's activities	Students' activities
Option 1: Ask and answer.	

<ul style="list-style-type: none"> - 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. <p>Eg.</p> <ul style="list-style-type: none"> • Teacher gives Team A the flashcard “mall”. • Team B: Where were you last night? • Team A: I was at the mall. <ul style="list-style-type: none"> - Ask them to take turns asking and answering the questions. - Support them if necessary. 	<ul style="list-style-type: none"> - 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.
<p>Option 2: Use DHA on Eduhome.</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 3) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Listen to and follow their teacher’s instructions.

Q. 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
<p>Consolidation</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Homework Assignment</p>	<ul style="list-style-type: none"> - Listen to and take notes.

<ul style="list-style-type: none"> - 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. 	
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27. Reflection

- s. What I liked most about this lesson today:
.....
- t. What I learned from this lesson today:
.....
- u. What I should improve for this lesson next time:
.....

School: Date:.....
 Class: Period:

UNIT 8 – MY FRIENDS AND I
Lesson 3 (page 113)

28. Objectives

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

28.1. 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.

28.2. 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.

28.3. 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.

29. 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.

30. Procedures

R. Warm up (5 minutes)

cc. Objectives: To review the vocabulary items about the places where people were, generate students’ interests, and lead in the new lesson.

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

ee. 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.

ff. Organization

Teacher's activities	Students' activities
<p>Option 1: Play the <i>Circle jump</i> game.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Option 2: Play the <i>Slap the board</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about the places where people were 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. 	<ul style="list-style-type: none"> - 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.

S. Main lesson

1. Presentation (10 minutes)

cc. Objective: To help the students identify the /t/ sound and practice saying the sound in the chant.

dd. Contents: Listening and repeating.

ee. 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.

ff. Organization

Teacher's activities	Students' activities
<p>1. Listen and repeat. (CD3 Track 40)</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>2. Chant. (CD3 Track 41)</p> <ul style="list-style-type: none"> - Write the words or put up the flashcards on the board. - Play the audio using DCR. - Have the students listen to the chant. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Listen to the chant. - Listen and repeat the sound.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Listen to the chant again. - Listen and clap along with the sounds and words as they hear them in the chant.
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2. Practice (10 minutes)

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

hh. Contents: Listening, speaking, and writing.

ii. 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.

jj. Organization:

Teacher's activities	Students' activities
<p>D. 1. Look and listen. (CD3 Track 42)</p> <ul style="list-style-type: none"> - Introduce the situation using DCR: "In the school playground...". - Have the students look at the story and ask these questions. <ul style="list-style-type: none"> • <i>Where are they? (In the school playground)</i> • <i>What are they talking about? (Birthday)</i> - Play the audio. - Have the students look and listen. 	<ul style="list-style-type: none"> - Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. - Listen to the story.
<p>2. Listen and write. (CD3 Track 43)</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>3. Role-play</p> <ul style="list-style-type: none"> - Divide the class into two pairs. - Have the students practice saying the sentences. - Have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Practice saying the sentences. - Demonstrate the activity in front of the class.

3. Production (5 minutes)

h. Objectives: To help them practice the stories and use their own ideas.

i. Content: Working with their partners.

j. 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.

k. Organization

Teacher's activities	Students' activities
<p>Make their own stories.</p> <ul style="list-style-type: none"> - Have students work in groups of three students. - Ask them to look and read the story from <i>Part 2 – Listen and write</i> 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. 	<ul style="list-style-type: none"> - Work with their friends to complete the task. - Look and read the story from <i>Part 2 – Listen and write</i> as a sample. - Make their stories using their own ideas. - Present their stories in front of the class.

T. Consolidation and homework assignment (5 minutes)

y. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

z. Contents: Making a conversation and assigning homework in the Workbook.

aa. 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.

bb. Organization

Teacher's activities	Students' activities
<p>Consolidation</p> <ul style="list-style-type: none"> - 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. <p><u>Suggested conversation:</u></p> <p><u>Mai:</u> <i>Hey, Nam. Hey, Hung?</i></p> <p><u>Nam & Hung:</u> <i>Hi, Linh.</i></p> <p><u>Mai:</u> <i>Where were you on Sunday afternoon? It was my birthday.</i></p> <p><u>Hung:</u> <i>Oh, no. We're sorry. We were at the museum.</i></p> <p><u>Mai:</u> <i>That's nice.</i></p> <p><u>Nam:</u> <i>How was your birthday?</i></p> <p><u>Mai:</u> <i>Yeah. It was fun.</i></p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Homework Assignment</p> <ul style="list-style-type: none"> - Learn by heart the vocabulary and structure. 	<ul style="list-style-type: none"> - Follow their teacher's instructions.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Do homework, copy the structures and prepare the new lesson.
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31. Reflection

- v. What I liked most about this lesson today:
.....
- w. What I learned from this lesson today:
.....
- x. What I should improve for this lesson next time:
.....

School: Date:.....
 Class: Period:

UNIT 8 – MY FRIENDS AND I
Lesson 3 (page 114)

32. Objectives

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

32.1. 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.

Skill: Speaking.

32.2. 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.

32.3. 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.

33. 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.

34. Procedures

U. Warm up (5 minutes)

gg. Objectives: To review the vocabulary items about places where people were, generate students’ interests, and lead in the new lesson.

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

ii. 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.

jj. Organization

Teacher’s activities	Students’ activities
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<p>Option 1: Play the <i>Jump</i> game.</p> <ul style="list-style-type: none"> - Ask the students to stand at their desks. - Hold up a flashcard from the vocabulary set and say a word. - If the word is the same as the flashcard, they jump. If it isn't, they keep still. - Ask them to say the word on the flashcard. 	<ul style="list-style-type: none"> - Stand at their desks to play the game. - Look at the flashcard and listen to their teacher. - Jump if the word is the same as the flashcard. - Don't jump if the word isn't the same as the flashcard. - Say the word on the flashcard.
<p>Option 2: Play the <i>Slap the board</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about the food 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. 	<ul style="list-style-type: none"> - 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.

V. Main lesson

1. Practice 1 (10 minutes)

gg. Objective: To help the students practice the sentence pattern.

hh. Contents: Listening and repeating.

ii. 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.

jj. Organization

Teacher's activities	Students' activities
<p>Present the sentence pattern.</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the class the sentence structure in Part E, page 114 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 the names of places in the picture. - Control the class and give them help if needed. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Name the places in the pictures.

2. Practice 2 (10 minutes)

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

ll. Contents: Pointing, asking, and answering.

mm. Expected outcomes and assessment

- Task completed with excellence: Students can point to the places, ask, and answer the questions smoothly and correctly.
- Task completed: Students can point to the places, ask, and answer the questions.
- Task uncompleted: Students fail to point to the places, ask, and answer the questions.

nn. Organization:

Teacher's activities	Students' activities
<p>I. Point, ask, and answer.</p>	

<ul style="list-style-type: none"> - Divide the class into two pairs. - Demonstrate the activity using the speech bubbles. - Have the student A point and ask, have the student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Follow their teacher’s instructions. - Ask and answer the other student’s question. - Present their work in front of the class.
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3. Production (5 minutes)

i. Objectives: To help them make and respond to talk about where people were.

k. Content: Playing the game: “Guess the picture” or using DHA.

l. Expected outcomes and assessment

- Task completed with excellence: Students can talk about where people were confidently.
- Task completed: Students are able to talk about where people were.
- Task uncompleted: Students cannot talk about where people were.

1. Organization

Teacher’s activities	Students’ activities
<p>E. Option 1: Play <i>Guess the picture</i>.</p> <ul style="list-style-type: none"> - Have the students time to look and read at the examples. - Divide the class into two teams. - Have a student stand facing away from the board and stick a flashcard on the board behind them. - Have someone from the same team ask the student a question about the flashcard. - Have a student try to guess the answer without looking at the flashcard. - Give that team one point if it’s a correct guess. - Have teams take turns asking and guessing. 	<ul style="list-style-type: none"> - Look and read at the sentences on page 114. - Listen and follow their teacher’s instructions carefully. - Play the game with the whole class.
<p>Option 2: Use DHA on Eduhome.</p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Lesson 3) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions. - Play the game with the whole class.

C. Consolidation and homework assignment (5 minutes)

cc. Objectives: To help the students remember the target sentence structures.

dd. Contents: Talking about where people were and assigning homework in the Workbook.

ee. Expected outcomes and assessment

- Task completed with excellence: Students can talk about where people were correctly and smoothly.
- Task completed: Students are able to talk about where people were.
- Task uncompleted: Students fail to talk about where people were.

ff. Organization

Teacher’s activities	Students’ activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Show one or two flashcards to the class and say “<i>yesterday/ last weekend/ last Sunday...</i>” - Have Team A question and Team B answer. - Swap roles and repeat. <p>e.g. (Teacher shows the flashcard “mall” and say “yesterday”)</p>	<ul style="list-style-type: none"> - Work with their teammates to complete the task. - Follow their teacher’s instructions. - Make and respond to offers.

Team A: “Where were you yesterday?” Team B: “I was at the mall.”	
Homework Assignment - Require the students to practice the structures at home. - Ask them to prepare Parts A and B, Culture Lesson, Unit 8 on page 115 in the Student’s Book.	- Practice the structures at home. - Prepare the new lesson.

35. Reflection

- y. What I liked most about this lesson today:
.....
- z. What I learned from this lesson today:
.....
- aa. What I should improve for this lesson next time:
.....

School: Date:.....
Class: Period:

UNIT 8 – MY FRIENDS AND I
Culture Lesson (page 115)

36. Objectives

By the end of this lesson, students will be able to talk about their weekend.

Language knowledge and skills

Vocabulary: *fun, exciting, relaxing, tiring, boring.*

Sentence patterns: *How was your weekend?/ It was relaxing./ I was at the beach with my mom and brother.*

Skills: Listening, Reading, Writing, and Speaking.

36.1. Competences

Self-control and independent learning: identify and talk about their weekend.

Communication and collaboration: work in pairs or groups to talk about their weekend.

Critical thinking and creativity: learn how to talk about their weekend.

36.2. 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.

37. 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.

38. Procedures

W. Warm up (5 minutes)

kk. Objectives: To help the students review the vocabulary items to talk about their weekend, to motivate students’ learning, and lead in the new lesson.

ll. Content: Playing the game: “Go get it”.

mm. Expected outcomes and assessment

- Task completed with excellence: Students quickly identify and get the correct flashcards.
- Task completed: Students can identify and get the correct flashcards.
- Task uncompleted: Students are unable to identify and get the correct flashcards.

nn. Organization

Teacher's activities	Students' activities
<p>Option 1: Play the <i>Go get it</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Place the flashcards around the class. - Say the word twice so that the students can hear. - Say "Go get it" and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word. - The team with the most flashcards at the end wins. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Work with their teammates to complete the task. - Look at the flashcards around the class. - Carefully listen to the word the teacher said and quickly grab that flashcard.
<p>Option 2: Play Guess what game</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Say a word related to the place Ss learnt and ask Ss to call the names of that place. The team saying answer more quickly will get a point. <p>E.g <i>T says "slide"</i> <i>Ss say "playground"</i></p> <p><u>Suggested words</u></p> <ul style="list-style-type: none"> ● <i>Milk</i> □ <i>supermarket</i> ● <i>Merry-go-round</i> □ <i>amusement park</i> ● <i>Slide</i> □ <i>playground</i> ● <i>Dinosaur</i> □ <i>museum</i> ● <i>Spiderman</i> □ <i>movie theater</i> ● <i>Elevator</i> □ <i>mall</i> <ul style="list-style-type: none"> - The team with the most scores at the end wins. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Work with their teammates to complete the task. - Say the names of places. <p>-Listen and take notes.</p>

X. Main lesson

1. Presentation (10 minutes)

kk. Objective: To help the students learn adjectives to talk about their weekend.

ll. Contents: Listening, pointing, and repeating.

mm. 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.

nn. Organization

Teacher's activities	Students' activities
<p>C. 1. Listen and point. Repeat. (CD3 Track 64)</p> <ul style="list-style-type: none"> - Arrange the flashcards (<i>fun, exciting, relaxing, tiring, boring</i>) 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 	<ul style="list-style-type: none"> - 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.

<p>says the words. Then have them swap roles and continue this activity.</p> <ul style="list-style-type: none"> - Walk round the class and support them if needed. 	
<p>2. Play <i>Slow motion</i>.</p> <ul style="list-style-type: none"> - Divide the class into two teams. - - Hold up one flashcard that is covered with a piece of paper. - Very slowly move the paper down to reveal the flashcard. - Have students say the new word aloud. - The first student to say the correct word wins one point for their team. - The team with the most points at the end wins. 	<ul style="list-style-type: none"> - Play with their teammates. - Follow their teacher's instructions. - Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper.

2. Practice (10 minutes)

oo. Objectives: To practice using the useful language to talk about their weekend.

pp. Contents: Listening and Speaking.

qq. Expected outcomes and assessment

- Task completed with excellence: Students can use the useful language to talk about their weekend.
- Task completed: Students can use the useful language to talk about their weekend.

rr. Task uncompleted: Students fail to use the useful language to talk about their weekend.

Organization:

Teacher's activities	Students' activities
<p>D. 1. Listen and practice. (CD3 Track 45)</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. - Have students look at the useful language. - Explain that we use this to talk about our weekend. - Play audio. Have students listen to the useful language. - Ask them to work in pairs and practice the useful language. - Require them to use the vocabulary from Part A. - Go around the class and support them if necessary. 	<ul style="list-style-type: none"> - 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.
<p>2. Look and write. Practice.</p> <ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have the students look and write their answers in their Student's Books. - Divide the class into pairs and have them check each other's work. - Use DCR on Eduhome to check the answers as a whole class. - Have some pairs practice saying the sentences. - Monitor the class and support if needed. 	<ul style="list-style-type: none"> - 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)

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

k. Content: Using the structures or using DHA.

l. Expected outcomes and assessment

- Task completed with excellence: Students can use useful language to talk about their weekend confidently.
- Task completed: Students can use useful language to talk about their weekend confidently.
- Task uncompleted: Students cannot use useful language to Edu home talk about their weekend confidently.

m. Organization

Teacher's activities	Students' activities
<p><u>Option 1: Ask and answer.</u></p> <ul style="list-style-type: none"> - Divide the class into two teams to complete the task. - Show a flashcard of the vocabulary and ask one student from team A make question, student from team B answer. Eg. <ul style="list-style-type: none"> • Teacher shows the flashcards “fun” • Team A: <i>How was your weekend?</i> • Team B: <i>It was fun.</i> - Have Ss change their roles to ask and answer the questions. - Support them if necessary. 	<ul style="list-style-type: none"> - Carefully listen to and follow their teacher's instructions. - Use the sentence pattern to ask and answer questions about weekend. - Change roles to practice ask and answer.
<p><u>Option 2: Use DHA on Eduhome.</u></p> <ul style="list-style-type: none"> - Open DHA (Unit 8 – Culture Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find. 	<ul style="list-style-type: none"> - Listen and follow the teacher's instructions. - Look at the screen and play games.

3. Consolidation and homework assignment (5 minutes)

gg. Objectives: To help the students remember the vocabulary to talk about their weekend.

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

ii. 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 the new words or whisper them to their friends.

jj. Organization

Teacher's activities	Students' activities
<p>Consolidation</p> <ul style="list-style-type: none"> - Have the students play the game “Whispers”. - Divide the class into two teams. - Ask the students to form two lines. - Whisper a word (<i>fun/ exciting/ relaxing/ tiring/ boring</i>) 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. 	<ul style="list-style-type: none"> - 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 78 in the Workbook.
- Ask them to learn by heart the vocabulary (*fun/ exciting/ relaxing/ tiring/ boring*).
- Ask them to prepare Parts C and D, Culture Lesson on page 116 in the Student's Book.

- Follow their teacher's instructions.
- Do homework, copy the new words, and prepare the new lesson.

39. Reflection

bb. What I liked most about this lesson today:

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cc. What I learned from this lesson today:

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dd. What I should improve for this lesson next time:

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