

## LESSON PLAN

Subject: English 5

Week: 26 - Period: 101

### REVISION 1

#### 1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to:

+ Review all the knowledge from Unit 5: health

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

+Use Model sentences: *What's wrong? I have a headache/ How do you feel? / What should I do to be healthy?*

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

- **Attitude:** Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

#### 2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR& DHA
- Student's aids: Student's Book, Workbook, Notebook.
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#### 3. Procedures:

| Time    | Teaching contents                                                                                       | Teaching activities                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                               | Materials                        |
|---------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|         |                                                                                                         | Teacher's activities                                                                                                                                                                                                                                                                                                                    | Students' activities                                                                                                                                                                                          |                                  |
| 5 mins  | <b>I. Warm up</b><br>To help the students review the previous lessons, generate the students' interests | <b>Play the Bingo game.</b> <ul style="list-style-type: none"> <li>- Ask the students to choose 5 words and write them on their paper.</li> <li>- Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts "<i>Bingo</i>" and wins the game.</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- Look at the words on the board.</li> <li>- Choose 5 words and write them on their paper.</li> <li>- Look at the flashcard and tick the word if they have.</li> </ul> | Flashcards<br><br>Dices          |
| 10 mins | <b>II. Presentation</b><br>To help the students identify the activities                                 | <ul style="list-style-type: none"> <li>- Ask them to ask these questions. <ul style="list-style-type: none"> <li>• <i>What's wrong?</i></li> <li>• <i>How do you feel?</i></li> <li>• <i>What should I do to be healthy?</i></li> </ul> </li> <li>- Walk round the class and support them if needed.</li> </ul>                         | <ul style="list-style-type: none"> <li>- Answer their teacher's questions.</li> </ul>                                                                                                                         | Flashcards<br><br>DCR on Eduhome |

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| <b>10 mins</b> | <b>III. Practice</b><br>To practice listening and drawing lines and reordering the letters to make the correct words. | <ul style="list-style-type: none"> <li>- Write the unscramble letters on the board, Have the students individually look at the unscramble letters.</li> <li>- Ask the students to write the words in the spaces provided.</li> </ul>                                       | <ul style="list-style-type: none"> <li>- Look and follow their teacher's instructions.</li> <li>- Look at the unscramble letters.</li> <li>- Write the words in the spaces provided.</li> </ul> | DCR on Eduhome            |
| <b>5 mins</b>  | <b>IV. Production</b><br>To help them remember the vocabulary and sentence pattern.                                   | <ul style="list-style-type: none"> <li>- Have the students practice using the structures to ask and answer about what sports they can do and ask for permission Require them to look at the flashcards and use the appropriate structures to ask their friends.</li> </ul> | <ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Follow their teacher's instructions.</li> </ul>                                               | Flashcards<br><br>Eduhome |
| <b>5 mins</b>  | <b>V. Consolidation</b><br>To help the students memorize the key language structures they learned.                    | <ul style="list-style-type: none"> <li>- Give the students enough time to memorize the target language structures they learned.</li> <li>- Ask some students to say the language structures in front of the class.</li> </ul>                                              | <ul style="list-style-type: none"> <li>- Memorize the target language structures they learned.</li> <li>- Present the language structures in front of the class.</li> </ul>                     | SB and notebook           |

#### 4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

## LESSON PLAN

Subject: English 5

Week: 26- Period: 102

### REVISION 2

#### 1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to:

+ Review all the knowledge from Unit 6: food and drinks.

+ Use Vocabulary: *Sugar, butter, flour, chocolate chips, oil, milk, soda, smoothie, tea, lemonade, juice, hot chocolate, hamburger, sandwich, steak, pie, rice, curry, breakfast, lunch, dinner, bread, meat, cereal*

+ Use Model sentences: *I need .... / Will you bring...? What do people in the USA usually eat for breakfast?*

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

- **Attitude:** Students focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

#### 2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

#### 3. Procedures:

| Time    | Teaching contents                                                                                                                                    | Teaching activities                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                               | Materials                        |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|         |                                                                                                                                                      | Teacher's activities                                                                                                                                                                                                                                                                                                                               | Students' activities                                                                                                                                                                                          |                                  |
| 5 mins  | <b>I. Warm up</b><br>To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson. | <ul style="list-style-type: none"> <li>- Write a list of 10 words on the board.</li> <li>- Ask the students to choose 5 words and write them on their paper.</li> <li>- Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts "<i>Bingo</i>" and wins the game.</li> </ul> | <ul style="list-style-type: none"> <li>- Look at the words on the board.</li> <li>- Choose 5 words and write them on their paper.</li> <li>- Look at the flashcard and tick the word if they have.</li> </ul> | Flashcards<br><br>Dices          |
| 10 mins | <b>II. Presentation</b><br>To help the students remember name the clothes.                                                                           | <ul style="list-style-type: none"> <li>- Ask them to ask these questions. <ul style="list-style-type: none"> <li>• <i>Will you bring a pie?</i></li> <li>• <i>What do people in the USA usually eat for breakfast?</i></li> </ul> </li> <li>- Ask them to look at the pictures and guess the answers</li> </ul>                                    | <ul style="list-style-type: none"> <li>- Answer their teacher's questions.</li> </ul>                                                                                                                         | Flashcards<br><br>DCR on Eduhome |
| 10 mins | <b>III. Practice</b><br>To practice listening and ticking the correct                                                                                | <ul style="list-style-type: none"> <li>- Demonstrate the activity using the example.</li> <li>- Have the students look at the pictures, read each</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Look and follow their teacher's instructions.</li> </ul>                                                                                                             | DCR on Eduhome                   |

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|               | answers and writing the correct words                                                             | statement, and write the correct words next to the letters.                                                                                                                                                                                       | Look at the pictures, read each statement, and write the correct words next to the letters                                                                                  |                           |
| <b>5 mins</b> | <b>IV. Production</b><br>To help them remember the vocabulary and sentence pattern.               | <ul style="list-style-type: none"> <li>- Show the flashcards to the class.</li> <li>- Require them to look at the flashcards and use the appropriate structures to ask their friends.</li> </ul> Monitor the class and support them if necessary. | Look at the flashcards and use the appropriate structures to ask their friends.                                                                                             | Flashcards<br><br>Eduhome |
| <b>5 mins</b> | <b>V. Consolidation</b><br>To help the students memorize the key language structures they learned | <ul style="list-style-type: none"> <li>- Give the students enough time to memorize the target language structures they learned.</li> <li>- Ask some students to say the language structures in front of the class.</li> <li>-</li> </ul>          | <ul style="list-style-type: none"> <li>- Memorize the target language structures they learned.</li> <li>- Present the language structures in front of the class.</li> </ul> | SB and notebook           |

#### 4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

## LESSON PLAN

Subject: English 5

Week: 26- Period: 103

### UNIT 7: JOBS LESSON 1.1 (SB 92/ WB 68)

#### 1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to:
  - + talk about career and ask about the future jobs.
  - + Use Vocabulary: *scientist, pilot, tour guide, business person, hairdresser, designer.*
  - + Use Model sentences : *What would you like to be when you grow up? I'd like to be a scientist.*
- **Skills:** Listening, Reading, Writing, and Speaking..
- **Attitude:** Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

#### 2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR& DHA
- Student's aids: Student's Book, Workbook, Notebook.

#### 3. Procedures:

| Time    | Teaching contents                                                                                                                | Teaching activities                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                              | Materials                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|         |                                                                                                                                  | Teacher's activities                                                                                                                                                                                                                                                                                                                                                 | Students' activities                                                                                                                                                                                                                                         |                                  |
| 5 mins  | <b>I. Warm up</b><br>To review the vocabulary items about the clothes, generate students' interests and, lead in the new lesson. | <b>Play the Circle jumpgame.</b> <ul style="list-style-type: none"> <li>- Divide the class into two groups</li> <li>- Draw two large circles on the ground with chalk.</li> <li>- Place a flashcard in each circle.</li> <li>- Call out a word, and a student from each team has to run and stand inside</li> <li>- The first student answer wins a point</li> </ul> | <ul style="list-style-type: none"> <li>- Make two lines to play this game.</li> <li>- Follow their teacher's instructions before playing the game.</li> <li>- Quickly run and stand inside the corresponding circle when the teacher says a word.</li> </ul> | Flashcards                       |
| 10 mins | <b>II. Presentation</b><br>To help the students identify and name some toys.                                                     | <ul style="list-style-type: none"> <li>- Arrange the flashcards (<i>scientist, pilot, tour guide, hairdresser, designer, business person</i>) on the board.</li> <li>- Use DCR on Eduhome to play the audio</li> <li>- Then play the audio again and have them point to the pictures Play the audio and require them to listen and repeat.</li> </ul>                | <ul style="list-style-type: none"> <li>- Listen and follow their teacher's instructions.</li> <li>- Point to the pictures in their Student's Books.</li> <li>- Listen and repeat.</li> <li>- Work with their partner to complete the task.</li> </ul>        | Flashcards<br><br>DCR on Eduhome |

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| <b>10 mins</b> | <b>III. Practice</b><br>To practice asking and answering about what they can see.<br>.       | <ul style="list-style-type: none"> <li>- Use DCR on Eduhome to show the useful language</li> <li>- Play the audio and have them look at the useful language.</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>- Look and read the useful language silently.</li> <li>- Listen to their teacher's explanation.</li> </ul>                                                             | DCR on Eduhome            |
| <b>5 mins</b>  | <b>IV. Production</b><br>To help them remember the vocabulary and sentence pattern.          | <b>Play the Secret Envelopes game.</b> <ul style="list-style-type: none"> <li>- Have the class work in groups of four or five to complete the task.</li> <li>- Prepare envelopes with word cards</li> <li>- <i>What would you like to be when you grow up? – I'd like to be a pilot.</i></li> </ul> | <ul style="list-style-type: none"> <li>- Work with their friends to play the game.</li> <li>- Carefully listen to and follow their teacher's instructions.</li> </ul><br>Put the words into the correct order | Flashcards<br><br>Eduhome |
| <b>5 mins</b>  | <b>V. Consolidation</b><br>To help the students remember and pronounce the vocabulary items. | <ul style="list-style-type: none"> <li>- Have students play the game "Whispers".</li> <li>- Divide the class into two teams.</li> <li>- 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.</li> </ul>               | <ul style="list-style-type: none"> <li>- Follow their teacher's instructions</li> </ul>                                                                                                                       | SB and notebook           |

#### 4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

## LESSON PLAN

Subject: English 5

Week: 26- Period: 104

### UNIT 7: JOBS

#### Lesson 1.2 (Page 93)

#### 1. Objectives:

- Knowledge: By the end of this lesson, students will be able to ask and answer about jobs they want in the future and ask the WH questions with correct intonation.
  - + Use Vocabulary: scientist, pilot, hairdresser, designer, tour guide, business person.
  - + Model sentences: *What would you like to be when you grow up?*  
*I'd like to be a scientist.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to identify the intonation and talk about different jobs, focus on the lesson and work hard to complete all the tasks.

#### 2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

#### 3. Procedures:

| Times   | Teaching contents                                                                                                                                                                                | Teaching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                      | Materials                |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|         |                                                                                                                                                                                                  | Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activities                                                                                                                                                                                                                                                                                 |                          |
| 5 mins  | <b>I. Warm up:</b><br>- Playing the “Flashcard peek” game.<br><i>*To review the vocabulary items about jobs, generate students' interests and lead in the new lesson.</i>                        | - Divide the class into 2 teams.<br>- Have students look carefully, then quickly show the flashcard and hide it again.<br>- Have students raise their hands to answer.<br>- Students get one point for their team with one correct answer.                                                                                                                                                                                                                                                                                         | - Look carefully.<br><br>- Raise hands to answer                                                                                                                                                                                                                                                     | Flashcard                |
| 10 mins | <b>II. New lesson:</b><br><b>1. Listen and point. Repeat.</b> (CD3 Track 03)<br><i>*To help students identify the intonation and say it in the chant.</i><br><br><b>2. Chant.</b> (CD3 Track 04) | - Draw attention to the intonation using DCR.<br>- Briefly explain and demonstrate the intonation.<br>- Play the audio.<br>- Have students notice the intonation.<br>- Play the audio again.<br>- Have the students listen and repeat.<br>- Correct the students' pronunciation if needed.<br>- Write the examples on the board.<br>- Play the audio (using DCR).<br>- Have the students listen to the chant.<br>- Point to a sentence on the board, say the sentence with the intonation and have the students listen and repeat. | - Listen and follow their teacher's instructions.<br>- Listen to the audio.<br>- Listen and notice the intonation first.<br>- Listen to the audio again and repeat the intonation.<br><br>- Follow their teacher's instructions.<br><br>- Listen to the chant.<br>- Listen and repeat the sentences. | SB<br>CD<br><br>SB<br>CD |

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| 15 mins | <p><b>III. Practice: (D)</b><br/> <i>* To help students identify the people and things in the story and listen and number.</i></p>              | <ul style="list-style-type: none"> <li>- Follow the same procedure with the other sentence.</li> <li>- Play audio. Have students listen and notice the intonation as they hear it in the chant.</li> <li>- Play audio. Have students listen and chant.</li> </ul> <p><b>1. Describe the comic. Use the new words. Listen.</b> (CD3 Track 5)</p> <ul style="list-style-type: none"> <li>- Introduce the situation: "Alfie is talking to his friends at school..."</li> <li>- Have students look at the story and ask these questions: <ul style="list-style-type: none"> <li>• Who can you see? (Alfie, Jill, Mai, Nick, Ella, and other classmates)</li> <li>• Where are they? (in a classroom)</li> <li>• What is Mai thinking about? (Alfie doing experiments)</li> </ul> </li> <li>- Play audio and have students look and listen.</li> </ul> <p><b>2. Listen and number.</b> (CD3 Track 6)</p> <ul style="list-style-type: none"> <li>- Play the audio (using DCR) and demonstrate the activity using the example.</li> <li>- Play the audio and have students listen and number.</li> <li>- Play the audio again and check answers as a whole class.</li> </ul> <p><b>3.Role-play.</b></p> <ul style="list-style-type: none"> <li>- Divide the class into pairs.</li> <li>- Have the students practice saying the sentences.</li> <li>- Have some pairs demonstrate the activity in front of the class.</li> <li>-Ask the students work in groups of four or five students to make a meaningful conversation</li> <li>-Invite each group to present their answer.</li> <li>-Check the students' answers as a whole class.</li> <li>-Require the students to do exercises on page 63 in the Workbook.</li> </ul> | <ul style="list-style-type: none"> <li>- Listen to the chant again.</li> <li>- Listen and chant</li> <li>- Listen to their teacher's introduction about the situation.</li> <li>- Look at the story and answer their teacher's questions.</li> <li>- Listen and follow their teacher's demonstration.</li> <li>- Listen to the story and number.</li> <li>-Listen to the story again and check the answers as a whole class.</li> <li>- Work with their partner to complete the task.</li> <li>- Practice saying the sentences.</li> <li>- Demonstrate the activity in front of the class.</li> <li>-Listen and number</li> <li>-Work in pairs to complete the task.</li> </ul> | <p>SB<br/>CD</p> <p>SB<br/>CD</p> <p>Workbook</p> |
| 5 mins  | <p><b>IV. Consolidation – homelink:</b><br/> <i>* To help the students review the lesson by listening and choosing the correct answers.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |

#### **4. Reflection**

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time: