

Trung tâm Ngoại ngữ E-connect Hải Phòng

Địa chỉ:

Đường Đông Nam, KĐT Cự Viên, P. Bắc Sơn, Q. Kiến An, TP.  
Hải Phòng

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# Giáo án

**Chương trình Tiếng Anh tăng cường**

**Với giáo viên nước ngoài tại các trường Tiểu học  
trên địa bàn thành phố Hải Phòng**

**Khối 5 – Global success**

Đơn vị quản lý: Trung tâm ngoại ngữ E-connect Hải Phòng

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**TEACHING PLAN**  
**GRADE 5**  
**LESSON 1-UNIT: BACK TO SCHOOL**

**Target of the lesson:**

| <u>Vocabulary</u>      | <u>Structure</u>  | <u>Target</u>           |
|------------------------|---|-------------------------|
| talk about last summer | A: Where were you last summer?<br>B: I was in Ha Long bay.<br>A: Were you in Sapa last summer?<br>B: Yes, I was./No, I wasn't.<br>A: What was the weather like there?<br>B: It was sunny. | -talk about last summer |

**Teaching material:**

Song "Hello song" (<https://www.youtube.com/watch?v=tVlckp3bWHg> )

Speaker, sticky ball

**CLASS PROCEDURE**

| <b>Teacher's activities</b> |   | <b>Material</b> |
|-----------------------------|---|-----------------|
| <b>Let's warm up</b>        | Greet students  | <b>7 mins</b>   |
| <b>Activity 1: Song</b>     | Play "Hello song" and dance with students.  | Music           |
| <b>Activity 2: Action</b>   | Say , act activities and ask students to follow these ( stand up, sit down, clap your hands, hands up, hands down, turn around)   |                 |
| <b>Let's learn 1</b>        | Introduce and review structures:<br>A: Where were you last summer?<br>B: I was in Ha Long bay.<br>A: What was the weather like there?<br>B: It was sunny.<br>Teacher asks Ss to repeat.<br>Teacher asks Ss to work in pair ask and answer.<br>Teacher call some pair make the question and answer.<br>Check students' pronunciation in whole class, group and individual. | <b>10 mins</b>  |

### Activity 1: Matching

How to play:

Divide class into 3 teams. Each turn, there is a member from each team coming to the board.

Teacher writes letters in words on the board into 2 columns (A-B) or shows them on the screen. Ask each team to match the letters to the words to make right sentence.

| A              | B                        |
|----------------|--------------------------|
| Where          | you last summer?         |
| Where were     | the weather like there   |
| Where were you | were you last summer?    |
| I was          | was in Ho Chi Minh city. |
| I              | on the beach.            |
| What was       | last summer?             |

Who is faster gets 1 point. Play twice each turn.

Change members for the next turn.

At the end, which team has more points is the winner.

### Let's learn 2

8 mins

Introduce and review structure:

A: Were you in Sapa last summer?

B: Yes, I was./No, I wasn't.

Teacher asks Ss to repeat.

Teacher asks Ss to work in pair ask and answer.

Teacher call some pair make the question and answer.

Flashcards/ppt

### Activity 1: SUBSTITUTION DRILL

How to play:

Ask students to repeat sentence that students need practice.

Divide class into 3 teams. Each turn, there is a member from each team.

Teacher say the word that need to replace and three teams say the replaced sentence. Which team answer faster gets 1 point for the team.

Change sentences for the next turn.

At the end, which team has more points is the winner.

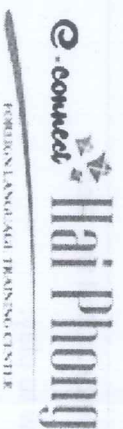
A: Were you in Sapa last summer?

B: Yes, I was./No, I wasn't.

|   |                       |
|---|-----------------------|
| <p><b>Let's practice</b></p> <p><b>Activity 1: Roll the dice</b></p> <p>How to play:</p> <p>Two students from each team ask and answer the question about name.</p> <p>One throws the dice to get the point for team.</p> <p><b>Activity 2: Dialogue</b></p> <p>Devide class into 3 teams.</p> <p>Teacher writes the development dialogue on the board or shows on the screen.</p> <p>Teacher emphasize the words that students have to replace by their names.</p> <p>Teacher and one student make a sample dialogue.</p> <p>A: Where were you last summer?<br/> B: I was in Ha Long bay.<br/> A: Were you in Sapa last summer?<br/> B: Yes, I was./No, I wasn't.<br/> A: What was the weather like there?<br/> B: It was sunny.</p> <p>Teacher asks students to look and remember then tells them have some minutes to practice with their partner. When practicing, teacher calls one student from one team and one student from the other to go the the board to ask and answer. All teams will get 1 point for one turn.</p> <p>Change sentences for the next turn.</p> <p>At the end, which team has more points is the winner.</p> | <p><b>10 mins</b></p> |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p> <p>Goodbye class.</p>  | <p><b>5 mins</b></p>  |

TEACHING PLAN  
GRADE 5

LESSON 2-UNIT 1: ALL ABOUT ME!



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>  | <u>Target</u>   |
|---|---|---|
| address, class, city, countryside, sport, color, animal, food | Can you tell me about yourself?<br>- I'm in class ...<br>- I live in the ...<br>What's your favourite ... ?<br>It's ... | -Pronounce correctly the vocabulary.<br>-Use the structure :<br>Can you tell me about yourself?<br>- I'm in class ...<br>- I live in the ...<br>What's your favourite ... ?<br>It's ... |

**Teaching material:**

Song "Hello song" (<https://www.youtube.com/watch?v=tVlckp3bWH8> )

Powerpoint( flashcards for sports, colors, animals and food)

Song: colors song

CLASS PROCEDURE

| <b>Teacher's activities</b> |   | <b>Material</b> |
|-----------------------------|---|-----------------|
| <b>Let's warm up</b>        | Greet students  | 5 mins          |
| <b>Activity 1: Song</b>     | Play "Hello song" and dance with students.  | Music           |
| <b>Let's review</b>         | Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What class are you in? - I'm in class 5A."   | 7 mins<br>PPT   |
| <b>Activity 1: Survey</b>   | How to play:<br>Divide class into 3 teams.<br>Ask students work in pair ask and answer their names. Then call 2 students from 2 different teams to ask and answer. If all students have correct answer, each team will get 1 point. | PPT             |
| <b>Let's learn</b>          |   | 8 mins          |

|  |  |
|--|--|
| <p>Teacher reads some new words : address, class, city, countryside, sport, color, animal, food and asks students repeat.</p> <p>Teacher introduces new words (address, class, city, countryside, sport, color, animal, food )and asks students repeat.</p> <p>Teacher reads and asks students repeat all for a few times.</p> <p>Teacher asks students read in whole class, groups and individuals then teacher check.</p> <p>Teacher shows “colors ” song then asks whole sing this song</p> <p>Teacher introduces the structure:</p> <p>Can you tell me about yourself?</p> <ul style="list-style-type: none"> <li>- I'm in class ...</li> <li>- I live in the ...</li> </ul> <p>What's your favourite ...? It's ...</p> <p>Teacher shows FLS or ppt to ask students.</p> | <p>Flashcards/<br/>ppt</p> <p>Song</p> |
| <p><b>Activity 1:Presenter game</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each turn, there is a member from each team, standing back to the board.</p> <p>Teacher ask them to talk about themselves by using some structures they've learnt.</p> <p>Basing on students' presentations, the team will get 1 point, 2 points or 3 points. Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>   | <p>Flashcards/<br/>ppt</p>             |
| <p><b>Let's practice</b></p>   | <p><b>15 mins</b></p>                  |



**TEACHING PLAN**  
**GRADE 5**  
**LESSON 3-UNIT 2: OUR HOMES**

**Target of the lesson:**

| <u>Vocabulary</u>                               | <u>Structure</u>   | <u>Target</u>   |
|---|--|---|
| Building, flat, house, tower<br>Numbers: 20-100 | -Do you live in this/that.....?<br>Yes, I do./ No, I don't.<br>-What's your address?-It's... | -Asking and answering questions where someone lives<br>-Asking and answering questions about someone address. |

**Teaching material:**

Song " Where do you live?"  
Flashcards /PPT

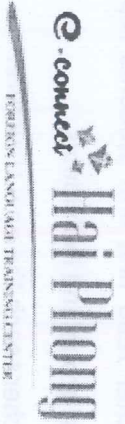
**CLASS PROCEDURE**

| <b>Teacher's activities</b>  | <b>Material</b> |
|--|-----------------|
| <b>Let's warm up</b><br>Greet students   | <b>5 mins</b>   |
| <b>Activity 1: Song</b><br>Play "Where do you live?" and dance with students.  | Music           |
| <b>Let's review</b><br>Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is your favorite food/color/sport /animal?- It's ....."<br>Stick flashcards on the board in row.<br>After having all the words on the board, have students read in chorus, then in groups and individual. | Flashcards      |
| <b>Activity 1: List the words about the topics: food, sports, animals" ....."</b><br>How to play:<br>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.<br>In 2 or 3 minutes, Students go to the board and write down their words.<br>At the end, which team has more words is the winner.  |                 |

|  |  |
|--|--|
| <p><b>Let's learn</b></p> <p>Teacher introduces new words: numbers( from 20 to 100), building, flat, house, tower.</p> <p>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher teach the new structure:</p> <p>-Do you live in this/that....? <br/> Yes, I do./ No, I don't. <br/> -What's your address?-It's...</p>  | <p><b>8 mins</b></p> <p>Flashcards/PPT</p> |
| <p><b>Activity 1: Telephone</b></p> <p>How to play:</p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like : "I live at 26 Hai Ba Trung street."</p> <p>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence.The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>   | <p>Sentences</p>                           |
| <p><b>Let's practice</b></p> <p><b>Activity 1: Spin the lucky circle</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <p>-Do you live in this/that....? <br/> Yes, I do./ No, I don't. <br/> -What's your address?-It's...</p> <p>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct answer will get the point matching the number the team spins</p> <p>After having students practice in pairs, Teacher calls some pairs come to the</p> | <p><b>15 mins</b></p> <p>PPT</p>           |

|   |               |
|---|---------------|
| board and practice.   |               |
| The others look and comment.  |               |
| <b>Let's check</b>  | <b>5 mins</b> |
| T counts all the points and rewards the winning team.   |               |
| T instructs students how to do the exercises at home.   |               |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers. |               |
| Goodbye class.  |               |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 4-Review**



**Target of the lesson:**

| <u>Vocabulary</u>  | <u>Structure</u>   | <u>Target</u>   |
|--|--|---|
| Building, flat, house, tower<br>Class, city, countryside | -Do you live in this/that.....?<br>Yes, I do./ No, I don't.<br>-What's your address?-It's...<br>-I live in the ..... | -Asking and answering questions where someone lives<br>-Asking and answering questions about someone address. |

**Teaching material:**

**Song " Where do you live?"**  
**Flashcards /PPT**

**CLASS PROCEDURE**

| <b>Teacher's activities</b>   |  | <b>Material</b>   |
|---|--|-------------------|
| <b>Let's warm up</b>  |  | <b>5 mins</b>     |
| Greet students  |  |                   |
| <b>Activity 1: Song</b>   |  | <b>Music</b>      |
| Play "Where do you live?" and dance with students.  |  |                   |
| <b>Let's review</b>   |  | <b>7 mins</b>     |
| Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is your address?-It's....." |  | <b>Flashcards</b> |
| Stick flashcards on the board in row.   |  |                   |
| After having all the words on the board, have students read in chorus, then   |  |                   |

in groups and individual.

**Activity 1: List the words about the topic: Places**

How to play:

Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.s

In 2 or 3 minutes, Students go to the board and write down their words.

At the end, which team has more words is the winner.

**Let's learn**

**8 mins**

Teacher review words: address, city, countryside, building, flat, house, tower.

Teacher read first and students repeat. Then ask students read in whole class, group and individuals

Teacher teach the new structure:

Flashcards/PPT

-Do you live in this/that....? Yes, I do./ No, I don't.

-What's your address?-It's...

-I live in the.....

**Activity 1: Telephone**

How to play:

Devide class into 3 teams. Each team stands in a line.

The teacher whispers a sentences to the first student of three teams like : "I live in the city."

The game only starts when both the first students from 3 teams know the sentence.

Sentences

Then each student whispers the sentence to the next student until the last student gets the sentence.The team which can repeat the sentence first and correctly will get 1 point.

Change members for the next turn.

At the end, which team has more points is the winner.

**Let's practice**

**15 mins**

**Activity 1: Spin the lucky circle**

How to play:

Divide class into 3 teams. Each teams has a pair for each turn.

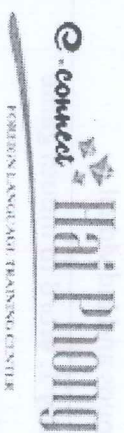
PPT

Students work in pairs in 2 minutes to ask and answer the questions:

|  |               |
|--|---------------|
| -Do you live in this/that.....?<br>Yes, I do./ No, I don't.<br>-What's your address?-It's...<br>-I live in the.....<br>One student spins the lucky circle to get the number. And the number is also the age of answer. Then one asks and the other answers. If the team has correct answer will get the point matching the number the team spins |               |
| After having students practice in pairs, Teacher calls some pairs come to the board and practice.<br>The others look and comment.  |               |
| <b>Let's check</b>   | <b>5 mins</b> |
| T counts all the points and rewards the winning team.  |               |
| T instructs students how to do the exercises at home.<br>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.   |               |
| Goodbye class.   |               |

**TEACHING PLAN**  
**GRADE 5**

**LESSON 5-UNIT 3: MY FOREIGN FRIENDS**



**Target of the lesson:**

| <b>Vocabulary</b>  | <b>Structure</b>   | <b>Target</b>   |
|--|--|---|
| American, Australian, Japanese, Malaysian<br>Active, clever, friendly, helpful | What nationality is he/she?<br>- He's/she's ...<br>What's he/she like?<br>He's/she's ... | -asking and answering questions about someone's nationality.<br>- asking and answering questions about someone's personality. |

**Teaching material:**

**Song** "the teacher song" (<https://www.youtube.com/watch?v=WdnOnpXZWCs>)

**Flashcards** (teacher, friend, neighbor)/PPT

**CLASS PROCEDURE**

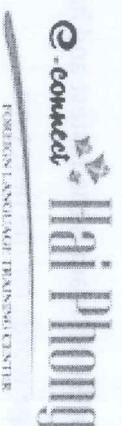
| <b>Teacher's activities</b>  |  | <b>Material</b> |
|--|--|-----------------|
| <b>Let's warm up</b>   |  | <b>5 mins</b>   |
| Greet students   |  |                 |
| <b>Activity 1: Simon Says</b>  | <p>Teacher tells students the rule of game and asks whole class to take part in the game.</p> <p>Teacher uses some directions ( stand up, sit down, hands up, hands down, turn around, clap your hands)</p> <p>Teacher will call out directions, but students should not follow that direction unless teacher says "Simon says..." First. If a move is performed when Simon Says is not first said, then that student must sit on their chairs. The last student standing is the winner.</p> |                 |
| <b>Let's review</b>  |  | <b>7 mins</b>   |
| Review the vocabulary by using the flashcards or showing on the screen(flat, house, building, tower).  |  |                 |
| Ask the whole class read the sentences that base on the directions ( using things).  |  | Flashcards/PPT  |
| After having all the words on the board, have students read in chorus, then in groups and individual.  |  |                 |
| <b>Activity 1: Word to mouth game</b>  |  |                 |
| <b>How to play:</b>  |  |                 |
| Divide class into 3 teams. Three teams line up into 3 lines. The teacher whispers a word or sentence to the first student of both three teams. The game only starts when both the first student from 3 teams know the message. Then each student whispers the message to the next student in the group successively until the last student gets the message. The team which can repeat the message first and correctly receives a point. Start the game with the second student of each group becoming the first ones in line. At the end, which team has more points is the winner. |  |                 |
| <b>Let's learn</b>   |  | <b>8 mins</b>   |
| Teacher introduces the new words: American, Australian, Japanese, Malaysian, Active, clever, friendly, helpful<br>Teacher shows words by using flashcards or PPT.  |  | Flashcards      |

|  |                                 |
|--|---------------------------------|
| <p>Teacher reads first and ask students to repeat for a few times.</p> <p>Teacher ask students to read in whole class, groups or individuals if necessary.</p> <p>Teacher introduces the new structure:</p> <ul style="list-style-type: none"> <li>- What nationality is he/she?</li> <li>He's/she's ...</li> <li>-What's he/she like?</li> <li>He's/she's ...</li> </ul>  |                                 |
| <p><b>Activity 1: Word Jumble Race</b></p> <p>How to play:</p> <p>Divide class into 3 teams.</p> <p>Teacher asks student to prepare a piece of paper.</p> <p>Teacher writes a word on the board or shows it on the screen that has all its letters mixed up (Active, clever, friendly, helpful)</p> <p>All members in team have to unscramble the word on the prepared paper. Which team is the fastest and has a correct answer will get 1 point.</p> <p>Change words for the next turn.</p> <p>At the end, which team has more points is the winner.</p>   | <p>PPT/chalk/letter shapes</p>  |
| <p><b>Let's practice</b></p> <p><b>Activity 1: Sing a song "The teacher song"</b></p> <p><b>Activity 2: Lucky number game</b></p> <p>How to play:</p> <p>Divide class into 3 teams. There are 8 numbers . Each number is a picture, sentence or lucky number.</p> <p>Teacher tells Each team have a leader to choose a number. If the leader calls out a lucky number, the teams will get 1 point and the team have a right to choose the next one.</p> <p>Each correct answer to a number will get 1 point. If the answer is incorrect, that team can give their answer.</p> <p>Number 1: What nationality is she? (American)</p> <p>Number 2: What nationality is she? (Malaysian)</p> <p>Number 3: What nationality is she? (Japanese)</p> <p>Number 4: Lucky number</p> <p>Number 5: What's she like? (clever)</p> | <p>15 mins</p> <p>PPT/paper</p> |

|   |               |
|---|---------------|
| Number 6: What's he like? (friendly)  |               |
| Number 7: What's she like? (helpful)  |               |
| Number 8: lucky number  |               |
| At the end, which team has more points is the winner.   |               |
| Teacher asks students to practice together by using picture and introducing some one.                                       |               |
| <b>Let's check</b>  | <b>5 mins</b> |
| T counts all the points and rewards the winning team.   |               |
| T instructs students how to do the exercises at home.   |               |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers. |               |
| Goodbye class.  |               |

**TEACHING PLAN**  
**GRADE 5**

**LESSON 6-UNIT 4: OUR FREE-TIME ACTIVITIES**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>   | <u>Target</u>  |
|---|--|--|
| Go for a walk, play the violin, surf the internet, water the flowers<br>Always, often, sometimes, usually | -What do you like doing in your free-time?<br>I like ...<br>-What do you do at the weekend?<br>I ..... | -Asking and answering questions where someone likes doing in their free time.<br>-Asking and answering questions about what someone does at the weekend. |

**Teaching material:**

- Song " free time activities"
- Flashcards /PPT

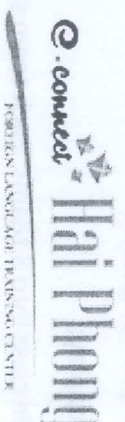
**CLASS PROCEDURE**

| <b>Teacher's activities</b>                          | <b>Material</b> |
|--|-----------------|
| <b>Let's warm up</b>                                 | <b>5 mins</b>   |
| Greet students                                       |                 |
| <b>Activity 1: Song</b>                              |                 |
| Play "Free time activities" and dance with students. | Music           |

|   |   |
|---|---|
| <p><b>Let's review</b></p> <p>Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is he/she like?-She is....."</p> <p>Stick flashcards on the board in row.</p> <p>After having all the words on the board, have students read in chorus, then in groups and individual.</p>  | <p><b>5 mins</b></p>                        |
| <p><b>Activity 1: List the words about the topics: Personality</b></p> <p>How to play:</p> <p>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.</p> <p>In 2 or 3 minutes, Students go to the board and write down their words.</p> <p>At the end, which team has more words is the winner.</p>  | <p>Flashcards</p>                           |
| <p><b>Let's learn</b></p> <p>Teacher introduces new words: Go for a walk, play the violin, surf the internet, water the flowers, always, often, sometimes, usually</p> <p>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher teach the new structure:</p> <ul style="list-style-type: none"> <li>- What do you like doing in your free-time?</li> <li>I like ...</li> <li>-What do you do at the weekend?</li> <li>I .....</li> </ul>  | <p><b>10 mins</b></p> <p>Flashcards/PPT</p> |
| <p><b>Activity 1: Telephone</b></p> <p>How to play:</p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like : "I like playing the violin ."</p> <p>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p> | <p>Sentences</p>                            |

|   |                |
|---|----------------|
| <b>Let's practice</b>   | <b>15 mins</b> |
| <p><b>Activity 1: Spin the lucky circle</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <ul style="list-style-type: none"> <li>- What do you like doing in your free-time?</li> <li>I like ...</li> <li>-What do you do at the weekend?</li> <li>I .....</li> </ul> <p>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins</p> <p>After having students practice in pairs, Teacher calls some pairs come to the board and practice.</p> <p>The others look and comment.</p> | PPT            |
| <b>Let's check</b>  | <b>5 mins</b>  |
| <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p> <p>Goodbye class.</p>  |                |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 7-Review**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>  | <u>Target</u>   |
|---|---|---|
| <p>American, Australian, Japanese, Malaysian<br/>Active, clever, friendly, helpful</p> <p>Go for a walk, play the violin, surf the internet, water the flowers</p> <p>Always, often, sometimes,</p> | <p>What nationality is he/she?<br/>- He's/she's ...</p> <p>What's he/she like?<br/>He's/she's ...</p> <p>What do you like doing in your free-time?<br/>- I like ...</p> <p>What do you do at the weekend?</p> | <p>-Review some questions and answers that Ss learnt.</p> |

|         |       |  |
|---------|-------|--|
| usually | I ... |  |
|---------|-------|--|

**Teaching material:**

Song " Where do you live?"

Flashcards /PPT

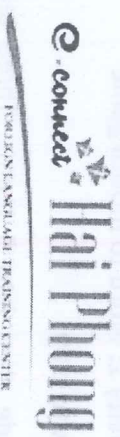
**CLASS PROCEDURE**

| Teacher's activities  |                | Material |
|---|----------------|----------|
| Let's warm up   |                | 5 mins   |
| Greet students  |                |          |
| <b>Activity 1: Song</b>   |                |          |
| Play "Where do you live?" and dance with students.  | Music          |          |
| <b>Let's review</b>   |                | 7 mins   |
| Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is this? (Japanese, Malaysian, active, clever, friendly, helpful, go for a walk, play the violin, surf the internet, water the flowers) | Flashcards     |          |
| Stick flashcards on the board in row.   |                |          |
| After having all the words on the board, have students read in chorus, then in groups and individual.   |                |          |
| <b>Activity 1: List the words about the topic: Places</b>   |                |          |
| How to play:  |                |          |
| Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.   |                |          |
| In 2 or 3 minutes, Students go to the board and write down their words.   |                |          |
| At the end, which team has more words is the winner.  |                |          |
| <b>Let's review</b>   |                | 8 mins   |
| Teacher review words: American, Australian, Japanese, Malaysian, active, clever, friendly, helpful, go for a walk, play the violin, surf the internet, water the flowers,always, often, sometimes, usually  |                |          |
| Teacher read first and students repeat. Then ask students read in whole class, group and individuals  |                |          |
| Teacher review the structures:  | Flashcards/PPT |          |
| - What nationality is he/she?<br>He's/she's ...   |                |          |
| -What's he/she like?<br>He's/she's ...  |                |          |
| -What do you like doing in your free-time?<br>I like ...  |                |          |
| -What do you do at the weekend?   |                |          |

|  |           |
|--|-----------|
| I ...  |           |
| <p><b>Activity 1: Telephone</b></p> <p><b>How to play:</b></p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like : "I always watch TV."</p> <p>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>  | Sentences |
| <p><b>Let's practice</b></p>   | 15 mins   |
| <p><b>Activity 1: Spin the lucky circle</b></p> <p><b>How to play:</b></p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <p>What nationality is he/she?<br/> He's/she's ...<br/> What's he/she like?<br/> He's/she's ...</p> <p>What do you like doing in your free-time?<br/> I like ...</p> <p>What do you do at the weekend?<br/> I ...</p> <p>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins</p> <p>After having students practice in pairs, Teacher calls some pairs come to the board and practice.</p> <p>The others look and comment.</p> | PPT       |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p>   | 5 mins    |

|  |  |
|--|--|
| T instructs students how to do the exercises at home.<br>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers. |  |
| Goodbye class.   |  |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 8-MY FUTURE JOB**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>   | <u>Target</u>  |
|---|--|--|
| Firefighter, gardener, reporter, writer, teacher, dentist<br>Grow flowers, report the news, teach children, write stories | What would you like to be in the future?<br>- I'd like to be a ...<br>Why would you like to be a ...?<br>- Because I'd like to ... | -asking and answering questions about what someone would like to be in the future.<br>- asking and answering questions about reasons why someone would like to be something in the future. |

**Teaching material:**

Song "the teacher song" (<https://www.youtube.com/watch?v=WdnOnpXZWCs>)  
Flashcards (teacher, friend,neighbor)/PPT

**CLASS PROCEDURE**

| <b>Teacher's activities</b>  |  | <b>Material</b> |
|--|--|-----------------|
| <b>Let's warm up</b>   |  | <b>5 mins</b>   |
| Greet students   |  |                 |
| <b>Activity 1: Simon Says</b>  |  |                 |
| Teacher tells students the rule of game and asks whole class to take part in the game.<br>Teacher uses some directions ( stand up, sit down, hands up, hands down, turn around, clap your hands)<br>Teacher will call out directions, but students should not follow that direction unless teacher says "Simon says...." First. If a move is performed when Simon Says is not first said, then that student must sit on their chairs. The last student standing is the winner. |  |                 |
| <b>Let's review</b>  |  | <b>7 mins</b>   |

|  |                                       |
|--|---------------------------------------|
| <p>Review the vocabulary by using the flashcards or showing on the screen(go for a walk, play the violin, surf the Internet, water the flowers<br/>Ask the whole class read the sentences that base on the directions ( using things).<br/>After having all the words on the board, have students read in chorus, then in groups and individual.</p>   | Flashcards/PPT                        |
| <p><b>Activity 1: Word to mouth game</b><br/>How to play:<br/>Divide class into 3 teams. Three teams line up into 3 lines. The teacher whispers a word or sentence to the first student of both three teams. The game only starts when both the first student from 3 teams know the message. Then each student whispers the message to the next student in the group successively until the last student gets the message. The team which can repeat the message first and correctly receives a point. Start the game with the second student of each group becoming the first ones in line.<br/>At the end, which team has more points is the winner.</p> | Words ( building, flat, house, tower) |
| <p><b>Let's learn</b><br/>Teacher introduces the new words: Firefighter, gardener, reporter, writer, teacher, dentist<br/>Grow flowers, report the news, teach children, write stories<br/>Teacher shows words by using flashcards or PPT.<br/>Teacher reads first and ask students to repeat for a few times.<br/>Teacher ask students to read in whole class, groups or individuals if necessary.<br/>Teacher introduces the new structure:<br/>-What would you like to be in the future?<br/>I'd like to be a ...<br/>-Why would you like to be a ...?<br/>Because I'd like to ...</p>  | Flashcards                            |
| <p><b>Activity 1: Word Jumble Race</b><br/>How to play:<br/>Divide class into 3 teams.<br/>Teacher asks student to prepare a piece of paper.<br/>Teacher writes a word on the board or shows it on the screen that has all its letters mixed up (Firefighter, gardener, reporter, writer, teacher, dentist)<br/>All members in team have to unscramble the word on the prepared</p>  | PPT/chalk/letter shapes               |

|  |  |
|--|--|
| <p>paper. Which team is the fastest and has a correct answer will get 1 point.<br/>Change words for the next turn.<br/>At the end, which team has more points is the winner.</p>   |  |
| <p><b>Let's practice</b></p> <p><b>Activity 1: Sing a song " The teacher song"</b></p> <p><b>Activity 2: Lucky number game</b></p> <p><b>How to play:</b></p> <p>Divide class into 3 teams. There are 8 numbers . Each number is a picture, sentence or lucky number.</p> <p>Teacher tells Each team have a leader to choose a number. If the leader calls out a lucky number, the teams will get 1 point and the team have a right to choose the next one.</p> <p>Each correct answer to a number will get 1 point. If the answer is incorrect, that team can give their answer.</p> <p>Number 1: What would you like to be in the future?(gardener)</p> <p>Number 2: What would you like to be in the future?(writer)</p> <p>Number 3: What would you like to be in the future?(reporter)</p> <p>Number 4: Lucky number</p> <p>Number 5: Why would you like to be a writer?</p> <p>Number 6: Why would you like to be a teacher?</p> <p>Number 7: Why would you like to be a firefighter?</p> <p>Number 8: lucky number</p> <p>At the end, which team has more points is the winner.</p> | <p><b>15 mins</b></p> <p>PPT/paper</p> |
| <p>Teacher asks students to practice together by using picture and introducing some one.</p>   |  |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p>   | <p><b>5 mins</b></p>                   |
| <p>T instructs students how to do the exercises at home.<br/>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p>   |  |
| <p>Goodbye class.</p>  |  |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 9-REVIEW**

**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>   | <u>Target</u>                                      |
|---|--|--|
| American, Australian, Japanese, Malaysian<br>Active, clever, friendly, helpful<br>Building, flat, house, tower<br>Go for a walk, play the violin, surf the internet, water the flowers<br>Firefighter, gardener, reporter, writer, teacher, dentist<br>Grow flowers, report the news, teach children, write stories | -What nationality is he/she? He's/she's ...<br>-What's he/she like? He's/she's ...<br>-What do you like doing in your free-time?<br>I like ...<br>-What do you do at the weekend?<br>I ...<br>-What would you like to be in the future?<br>I'd like to be...<br>-Why would you like to be a/an...?-Because I'd like... | -Review some questions and answers from unit-units |

**Teaching material:**

Song " Where do you live?"

Flashcards /PPT

**CLASS PROCEDURE**

| <b>Teacher's activities</b> |   | <b>Material</b>                 |
|-----------------------------|---|---------------------------------|
| <b>Let's warm up</b>        | Greet students  | <b>5 mins</b>                   |
| <b>Activity 1: Song</b>     | Play "Where do you live?" and dance with students.  | Music                           |
| <b>Let's review</b>         | Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is this? (Japanese, Malaysian, active, clever, friendly, helpful, go for a walk, play the violin, surf the internet, water the flowers, Firefighter, gardener, reporter, writer, teacher, dentist )<br>Stick flashcards on the board in row.<br>After having all the words on the board, have students read in chorus, then | <b>7 mins</b><br><br>Flashcards |

in groups and individual.

**Activity 1: List the words about the topic: Places**

How to play:

Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.

In 2 or 3 minutes, Students go to the board and write down their words.

At the end, which team has more words is the winner.

**Let's review**

**8 mins**

Teacher review words: American, Australian, Japanese, Malaysian, active, clever, friendly, helpful, go for a walk, play the violin, surf the internet, water the flowers, Firefighter, gardener, reporter, writer, teacher, dentist  
Teacher read first and students repeat. Then ask students read in whole class, group and individuals

Teacher review the structures:

- What nationality is he/she?  
He's/she's ...
- What's he/she like?  
He's/she's ...
- What do you like doing in your free-time?  
I like ...
- What do you do at the weekend?  
I ...
- What would you like to be in the future?  
I'd like to be...
- Why would you like to be a/an...?-Because I'd like...

Flashcards/PPT

**Activity 1: Telephone**

How to play:

Devide class into 3 teams. Each team stands in a line.

The teacher whispers a sentences to the first student of three teams like : "I always watch TV."

The game only starts when both the first students from 3 teams know the sentence.

Sentences

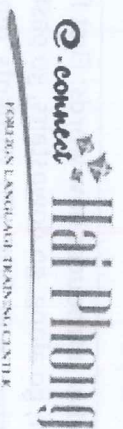
Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.

Change members for the next turn.

|   |                |
|---|----------------|
| At the end, which team has more points is the winner.   |                |
| <b>Let's practice</b>   | <b>15 mins</b> |
| <b>Activity 1: Spin the lucky circle</b>  |                |
| How to play:  |                |
| Divide class into 3 teams. Each teams has a pair for each turn.   |                |
| Students work in pairs in 2 minutes to ask and answer the questions:  |                |
| What nationality is he/she?   |                |
| He's/she's ...  |                |
| What's he/she like?   |                |
| He's/she's ...  |                |
| What do you like doing in your free-time?   |                |
| I like ...  |                |
| What do you do at the weekend?  |                |
| I ...   |                |
| What would you like to be in the future?  |                |
| I'd like to be...   |                |
| Why would you like to be a/an...?-Because I'd like...   |                |
| One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct answer will get the point matching the number the team spins |                |
| After having students practice in pairs, Teacher calls some pairs come to the board and practice.   |                |
| The others look and comment.  |                |
| <b>Let's check</b>  |                |
| T counts all the points and rewards the winning team.   |                |
| T instructs students how to do the exercises at home.   |                |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.   |                |
| Goodbye class.  |                |

TEACHING PLAN  
GRADE 5

LESSON 10-UNIT 6: OUR SCHOOL ROOMS



**Target of the lesson:**

| <u>Vocabulary</u>  | <u>Structure</u>   | <u>Target</u>  |
|--|--|--|
| First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs. | Where's the ... ? – it's on the ...<br>Could you tell me the way to the computer room, please? - ... | -Asking and answering questions the location of a room in a school<br>-Asking for and giving directions at school. |

**Teaching material:**

Song "Going to the library"  
Flashcards /PPT

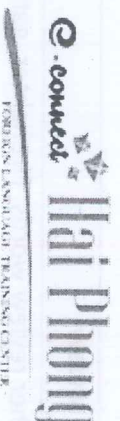
CLASS PROCEDURE

| <b>Teacher's activities</b>   |   | <b>Material</b> |
|---|---|-----------------|
| <b>Let's warm up</b>  | Greet students  | 5 mins          |
| <b>Activity 1: Song</b>   | Play "Going to the library" and dance with students.  | Music           |
| <b>Let's review</b>   | Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What would you like to be in the future? (firefighter, gardener, reporter, writer)<br>Stick flashcards on the board in row.<br>After having all the words on the board, have students read in chorus, then in groups and individual. | Flashcards      |
| <b>Activity 1: List the words about the topics: My future jobs</b>  |   |                 |
| <b>How to play:</b>   |   |                 |
| Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires. |   |                 |
| In 2 or 3 minutes, Students go to the board and write down their words.                                   |   |                 |
| At the end, which team has more words is the winner.  |   |                 |

|  |   |
|--|---|
| <p><b>Let's learn</b></p> <p>Teacher introduces new words: First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs.<br/>Teacher read first and students repeat. Then ask students read in whole class, group and individuals<br/>Teacher teach the new structure:<br/>Where's the ...? – It's on the ...<br/>Could you tell me the way to the computer room, please? - ...</p>   | <p><b>10 mins</b></p> <p>Flashcards/PPT</p> |
| <p><b>Activity 1: Telephone</b></p> <p>How to play:<br/>Devide class into 3 teams. Each team stands in a line.<br/>The teacher whispers a sentences to the first student of three teams like :<br/>"The music room is on the first floor."<br/>The game only starts when both the first students from 3 teams know the sentence.<br/>Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.<br/>Change members for the next turn.<br/>At the end, which team has more points is the winner.</p>  | <p>Sentences</p>                            |
| <p><b>Let's practice</b></p> <p><b>Activity 1: Spin the lucky circle</b></p> <p>How to play:<br/>Divide class into 3 teams. Each teams has a pair for each turn.<br/>Students work in pairs in 2 minutes to ask and answer the questions:<br/>Where's the ...? – it's on the ...<br/>Could you tell me the way to the computer room, please? - ...<br/>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins<br/>After having students practice in pairs, Teacher calls some pairs come to the board and practice.<br/>The others look and comment.</p> | <p><b>15 mins</b></p> <p>PPT</p>            |

|   |               |
|---|---------------|
| <b>Let's check</b>  | <b>5 mins</b> |
| T counts all the points and rewards the winning team.   |               |
| T instructs students how to do the exercises at home.   |               |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers. |               |
| Goodbye class.  |               |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 11-REVIEW**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>  | <u>Target</u>                                      |
|---|---|--|
| Firefighter, gardener, reporter, writer, teacher, dentist<br>Grow flowers, report the news, teach children, write stories<br>First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs. | What would you like to be in the future?<br>- I'd like to be a ...<br>Why would you like to be a ...?<br>Because I'd like to ...<br>Where's the ...? – it's on the ...<br>Could you tell me the way to the computer room, please? - ... | -Review some questions and answers that Ss learnt. |

**Teaching material:**

Song " My future jobs"  
Flashcards /PPT

**CLASS PROCEDURE**

| <b>Teacher's activities</b> |  | <b>Material</b>             |
|-----------------------------|--|-----------------------------|
| <b>Let's warm up</b>        | Greet students   | <b>5 mins</b>               |
| <b>Activity 1: Song</b>     | Play "My future jobs".and dance with students.   | Music                       |
| <b>Let's review</b>         | Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What is this? (Firefighter, gardener, reporter, writer, teacher, dentist) | <b>7 mins</b><br>Flashcards |

|  |  |
|--|--|
| <p>After having all the words on the board, have students read in chorus, then in groups and individual.</p>   |  |
| <p><b>Activity 1: List the words about the topic: Jobs</b></p> <p><b>How to play:</b></p> <p>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.</p> <p>In 2 or 3 minutes, Students go to the board and write down their words.</p> <p>At the end, which team has more words is the winner.</p>  |  |
| <p><b>Let's review</b></p> <p>Teacher review words: Firefighter, gardener, reporter, writer, teacher, dentist, Grow flowers, report the news, teach children, write stories</p> <p>First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs.</p> <p>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher review the structures:</p> <p>What would you like to be in the future?</p> <p>- I'd like to be a ...</p> <p>Why would you like to be a ...?</p> <p>Because I'd like to ...</p> <p>Where's the ...? – it's on the ...</p> <p>Could you tell me the way to the computer room, please? - ...</p> | <p><b>8 mins</b></p>                                 |
| <p><b>Activity 1: Telephone</b></p> <p><b>How to play:</b></p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like : "I would like to be a doctor."</p> <p>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence.The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>   | <p><b>Flashcards/PPT</b></p> <p><b>Sentences</b></p> |
| <p><b>Let's practice</b></p>   | <p><b>15 mins</b></p>                                |

**Activity 1: Spin the lucky circle**

How to play:

Divide class into 3 teams. Each teams has a pair for each turn.

Students work in pairs in 2 minutes to ask and answer the questions:

What would you like to be in the future?

I'd like to be a ...

Why would you like to be a ...?

Because I'd like to ...

Where's the ...? – it's on the ...

Could you tell me the way to the computer room, please? - ...

One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins

After having students practice in pairs, Teacher calls some pairs come to the board and practice.

The others look and comment.

**Let's check**

5 mins

T counts all the points and rewards the winning team.

T instructs students how to do the exercises at home.

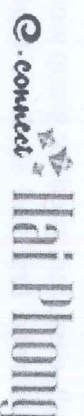
(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.

Goodbye class.

**TEACHING PLAN**

**GRADE 5**

**LESSON 12-UNIT 7: OUR FAVORITE SCHOOL ACTIVITIES**



FOREIGN LANGUAGE TRAINING CENTER

**Target of the lesson:**

| <u>Vocabulary</u>  | <u>Structure</u>   | <u>Target</u>   |
|--|--|---|
| Do projects, play games, read books, solve maths problems<br>Difficult, easy, fun, good for group work, useful, interesting. | What school activity does he/she like? – He/she likes...<br>Why does he/she like...? - because he/she thinks it's... | -Asking and answering questions someone's favourite school activities.<br>-Asking and answering questions about why someone likes a school activities |

**Teaching material:**

Song "activities song"  
Flashcards /PPT

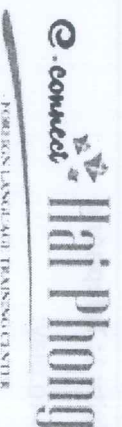
CLASS PROCEDURE

| Teacher's activities  | Material              |
|---|-----------------------|
| <p><b>Let's warm up</b></p> <p>Greet students</p>   | <p><b>5 mins</b></p>  |
| <p><b>Activity 1: Song</b></p> <p>Play "activities songs" and dance with students.</p>  | <p>Music</p>          |
| <p><b>Let's review</b></p> <p>Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question "What would you like to be in the future? (firefighter, gardener, reporter, writer)</p> <p>Stick flashcards on the board in row.</p> <p>After having all the words on the board, have students read in chorus, then in groups and individual.</p>   | <p>Flashcards</p>     |
| <p><b>Activity 1: List the words about the topics: My future jobs</b></p> <p>How to play:</p> <p>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.</p> <p>In 2 or 3 minutes, Students go to the board and write down their words.</p> <p>At the end, which team has more words is the winner.</p>   | <p><b>10 mins</b></p> |
| <p><b>Let's learn</b></p> <p>Teacher introduces new words: Do projects, play games, read books, solve maths problems</p> <p>Difficult, easy, fun, good for group work, useful. interesting.</p> <p>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher teach the new structure:</p> <p>What school activity does he/she like? – He/she likes...</p> <p>Why does he/she like...?-because he/she thinks it's...</p> | <p>Flashcards/PPT</p> |

|  |                  |
|--|------------------|
| <p><b>Activity 1: Telephone</b></p> <p><b>How to play:</b></p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like :<br/>         “He likes playing games.”</p> <p>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>  | <p>Sentences</p> |
| <p><b>Let's practice</b></p>   | <p>15 mins</p>   |
| <p><b>Activity 1: Spin the lucky circle</b></p> <p><b>How to play:</b></p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <p>What school activity does he/she like? – He/she likes...<br/>         Why does he/she like...?-because he/she thinks it's...</p> <p>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins</p> <p>After having students practice in pairs, Teacher calls some pairs come to the board and practice.</p> <p>The others look and comment.</p> | <p>PPT</p>       |
| <p><b>Let's check</b></p>  | <p>5 mins</p>    |
| <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p>   |                  |
| <p><b>Goodbye class.</b></p>   |                  |

TEACHING PLAN  
GRADE 5

LESSON 13-UNIT 8: IN OUR CLASSROOM



**Target of the lesson:**

| <u>Vocabulary</u>  | <u>Structure</u>   | <u>Target</u>   |
|--|--|---|
| Above, beside, in front of, under<br>Crayon, glue stick, pencil sharpener, set square. | Where are the...? – they're ...<br>Whose ... is this? – It's ... | -Asking and answering questions the locations of school things.<br>-Asking and answering questions about possession |

**Teaching material:**

Song “school things song”

Flashcards /PPT

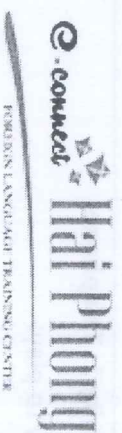
CLASS PROCEDURE

| <b>Teacher’s activities</b>  | <b>Material</b> |
|--|-----------------|
| <b>Let’s warm up</b><br>Greet students   | 5 mins          |
| <b>Activity 1: Song</b><br>Play “school things song” and dance with students.  | Music           |
| <b>Let’s review</b><br>Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question “What would you like to be in the future? (firefighter, gardener, reporter, writer)<br>Stick flashcards on the board in row.<br>After having all the words on the board, have students read in chorus, then in groups and individual. | Flashcards      |
| <b>Activity 1: List the words about the topics: My future jobs</b><br><b>How to play:</b><br>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.<br>In 2 or 3 minutes, Students go to the board and write down their words.<br>At the end, which team has more words is the winner.                                |                 |

|  |   |
|--|---|
| <p><b>Let's learn</b></p> <p>Teacher introduces new words: Above, beside, in front of, under<br/>Crayon, glue stick, pencil sharpener, set square.<br/>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher teach the new structure:<br/>Where are the...? – they're ...<br/>Whose ... is this? – It's ...</p>  | <p><b>10 mins</b></p> <p>Flashcards/PPT</p> |
| <p><b>Activity 1: Telephone</b></p> <p>How to play:<br/>Devide class into 3 teams. Each team stands in a line.<br/>The teacher whispers a sentences to the first student of three teams like :<br/>"The crayons are under the table."<br/>The game only starts when both the first students from 3 teams know the sentence.<br/>Then each student whispers the sentence to the next student until the last student gets the sentence. The team which can repeat the sentence first and correctly will get 1 point.<br/>Change members for the next turn.<br/>At the end, which team has more points is the winner.</p>   | <p>Sentences</p>                            |
| <p><b>Let's practice</b></p> <p><b>Activity 1: Spin the lucky circle</b></p> <p>How to play:<br/>Divide class into 3 teams. Each teams has a pair for each turn.<br/>Students work in pairs in 2 minutes to ask and answer the questions:<br/>Where are the...? – they're ...<br/>Whose ... is this? – It's ...<br/>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins</p> <p>After having students practice in pairs, Teacher calls some pairs come to the board and practice.<br/>The others look and comment.</p> | <p><b>15 mins</b></p> <p>PPT</p>            |

|   |               |
|---|---------------|
| <b>Let's check</b>  | <b>5 mins</b> |
| T counts all the points and rewards the winning team.   |               |
| T instructs students how to do the exercises at home.   |               |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers. |               |
| Goodbye class.  |               |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 14-REVIEW**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>  | <u>Target</u>                                      |
|---|---|--|
| Do projects, play games, read books, solve maths problems<br>Difficult, easy, fun, good for group work, useful.<br>interesting.<br>Above, beside, in front of, under<br>Crayon, glue stick, pencil sharpener, set square. | What school activity does he/she like? – He/she likes...<br>Why does he/she like...?<br>because he/she thinks it's...<br>Where are the...? – they're ...<br>Whose ... is this? – It's ... | -Review some questions and answers that Ss learnt. |

**Teaching material:**

Song “ My future jobs”  
Flashcards /PPT

**CLASS PROCEDURE**

| <b>Teacher's activities</b> |   | <b>Material</b>                 |
|-----------------------------|---|---------------------------------|
| <b>Let's warm up</b>        | Greet students  | <b>5 mins</b>                   |
| <b>Activity 1: Song</b>     | Play “My future jobs”.and dance with students.  | Music                           |
| <b>Let's review</b>         | Review the vocabulary by using the flashcards or showing on the screen. Ask the whole class, using question “What is this? (Firefighter, gardener, reporter, writer, teacher, dentist)<br>After having all the words on the board, have students read in chorus, then | <b>7 mins</b><br><br>Flashcards |

|   |                                     |
|---|-------------------------------------|
| <p>in groups and individual.</p>  |                                     |
| <p><b>Activity 1: List the words about the topic: school activities</b></p> <p>How to play:</p> <p>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.</p> <p>In 2 or 3 minutes, Students go to the board and write down their words.</p> <p>At the end, which team has more words is the winner.</p>   |                                     |
| <p><b>Let's review</b></p> <p>Teacher review words: Do projects, play games, read books, solve maths problems, difficult, easy, fun, good for group work, useful. Interesting, above, beside, in front of, under, crayon, glue stick, pencil sharpener, set square.</p> <p>Teacher read first and students repeat. Then ask students read in whole class, group and individuals</p> <p>Teacher review the structures:</p> <p>What school activity does he/she like? – He/she likes...</p> <p>Why does he/she like...?-because he/she thinks it's...</p> <p>Where are the...? – they're ...</p> <p>Whose ... is this? – It's ...</p> | <p>8 mins</p> <p>Flashcards/PPT</p> |
| <p><b>Activity 1: Telephone</b></p> <p>How to play:</p> <p>Devide class into 3 teams. Each team stands in a line.</p> <p>The teacher whispers a sentences to the first student of three teams like :<br/>"She likes reading books."<br/>The game only starts when both the first students from 3 teams know the sentence.</p> <p>Then each student whispers the sentence to the next student until the last student gets the sentence.The team which can repeat the sentence first and correctly will get 1 point.</p> <p>Change members for the next turn.</p> <p>At the end, which team has more points is the winner.</p>        | <p>Sentences</p>                    |
| <p><b>Let's practice</b></p>  | <p>15 mins</p>                      |
| <p><b>Activity 1: Spin the lucky circle</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p>  | <p>PPT</p>                          |

|   |               |
|---|---------------|
| <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <p>What school activity does he/she like? – He/she likes...</p> <p>Why does he/she like...? -because he/she thinks it's...</p> <p>Where are the...? – they're ...</p> <p>Whose ... is this? – It's ...</p> <p>One student spins the lucky circle to get the number. And the number is also the age of answer. Then one asks and the other answers. If the team has correct answer will get the point matching the number the team spins.</p> <p>After having students practice in pairs, Teacher calls some pairs come to the board and practice.</p> <p>The others look and comment.</p> |               |
| <b>Let's check</b>  | <b>5 mins</b> |
| <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p>  |               |
| Goodbye class.  |               |



**TEACHING PLAN**  
**GRADE 5**

**LESSON 15 - UNIT 9: Our door activities**

**Lesson content: UNIT 9: Our door activities**

**Material:** Flashcards, Magnet, A3 paper

**CLASS PROCEDURE**

| <b>Step/<br/>Time</b>       | <b>Teacher's activities</b>  | <b>Students' activities</b> | <b>Material</b> |
|-----------------------------|--|-----------------------------|-----------------|
| <p>Warm-up<br/>(5 mins)</p> | <p>Greeting students</p> <p><b>Activity:</b> Hello Song</p> <p><a href="https://www.youtube.com/watch?v=ggqHDRJVVxk">https://www.youtube.com/watch?v=ggqHDRJVVxk</a></p> <p><u>U</u></p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along</p> | <p>Sing and dance</p>       | <p>Song</p>     |

|                        |   |                           |                      |
|------------------------|---|---------------------------|----------------------|
|                        | the song. Do it 2-3 times to get students be familiar with the song.  |                           |                      |
|                        | Introduce the lesson: UNIT 9: Our door activities   | Look at the board.        |                      |
|                        | <ul style="list-style-type: none"> <li>- T teaches students words below:<br/>Aquarium, campsite, funfair, theatre, dance around the campsite, listen to music, play chess, watch the fish.</li> <li>- Pay attention to students' pronunciation.</li> </ul> Have students read in chorus, in groups and individually   | Learn new words           | Flashcards<br>Magnet |
| Vocab<br>(15 mins)     | <b>Activity: Drawing pictures</b> <ul style="list-style-type: none"> <li>- Ask students to work in group 5</li> <li>- Ask students to draw a picture about one of activities like: "dance around the campsite, listen to music, play chess, watch the fish"</li> </ul> Teacher writes the form on the board:<br>Were you at the ... yesterday? – Yes, we were/No, we weren't.<br>What did you do yesterday? – We ...<br>Teach students by replacement words.s | Take part in the activity | A3 Paper             |
| Structure<br>(20 mins) | <b>Activity: Review structure</b><br><b>How to play:</b><br>To enhance the correct use of structure "Were you at the ... yesterday?" – "Yes, we were/No, we weren't."<br>. to ask and answer questions about pupils' abilities in a freer context<br>To enhance the correct use of structure "What did you do yesterday?" – "We ... " to ask and answer questions about pupils' abilities in a freer context  | Work in groups of 5       |                      |
| Review                 | Let's review the last time together.  | Read in chorus.           |                      |

|        |                         |          |  |
|--------|-------------------------|----------|--|
| Ending | Giving homework.<br>Bye | Bye bye. |  |
|--------|-------------------------|----------|--|



**TEACHING PLAN**  
**GRADE 5**  
**LESSON 16 - UNIT 10: Our school trip**

**Lesson content:**

- **Vocab:**
    - Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park
    - Plant trees, play games, visit the old buildings, walk around the lake.
  - **Structures:**
    - "Did they do to ...? – Yes, they did/No, they didn't"
    - "What did they do there? – They ..."
- Material:**
- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive board/ TV, sticky ball, magnets.

**CLASS PROCEDURE**

| Step/<br>Time       | Teacher's activities  | Students' activities | Material                        |
|---------------------|---|----------------------|---------------------------------|
| Warm-up<br>(3 mins) | Greeting students<br><b>Activity: Song</b><br>How to play:<br><b>Song: What's The Weather Like Today - THE KIBOOMERS</b><br>( <a href="https://www.youtube.com/watch?v=KUSbazn3STO">https://www.youtube.com/watch?v=KUSbazn3STO</a> ) | Sing and dance       | Song                            |
| Vocab<br>(20 mins)  | Introduce the lesson  | Look at the board.   |                                 |
|                     | Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park<br>Plant trees, play games, visit the old buildings, walk around the lake.  | Learn new words      | Flashcards<br>, PPT,<br>Magnets |

|                        |  |                           |  |
|------------------------|--|---------------------------|--|
|                        | <p><b>Activity:</b></p> <p>How to play: Show only one of a part's flashcard for students to guess what it is</p>   | Take part in the activity | Television<br>/<br>Flashcard             |
|                        | <p><b>Game: Hidden pictures</b></p> <p>How to play</p> <ul style="list-style-type: none"> <li>- T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board.</li> <li>- T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team.</li> <li>- Each correct answer gets 10 points</li> </ul> <p>Congrate the winning team</p> | Take part in the activity |  |
| Structure<br>(10 mins) | <ul style="list-style-type: none"> <li>- Teacher writes the form on the board: <ul style="list-style-type: none"> <li>• "Did they do to ...? – Yes, they did/No, they didn't"</li> <li>• "What did they do there? – They ..."</li> </ul> </li> <li>- Teach students by replacement words.</li> </ul> <p>Teacher asks some individual students and has their answer of daily routines with the structure they've learnt.</p>  | Work in pairs/ groups     | Television,<br>laptop<br>chalk,<br>board |
|                        | <p><b>Work in pairs/ in groups.</b></p> <p><b>Activity : Interview</b></p> <ul style="list-style-type: none"> <li>- Guide students to work in group 4</li> <li>- Guide students to interview each other by asking question "Did they do to ...?"</li> <li>- The others in group answer these question.</li> <li>- For example "Yes, they did"</li> </ul>   | Take part in the activity |  |

|                   |   |                 |      |
|-------------------|---|-----------------|------|
|                   | - Ss can freetalk about clothing topic  |                 |      |
| Review            | Let's review the last time together.  | Read in chorus. |      |
| Ending<br>(2mins) | <ul style="list-style-type: none"> <li>- Giving homelink.</li> <li>- T plays Goodbye song (from YouTube).</li> </ul> Link:<br><a href="https://www.youtube.com/watch?v=SRyFIVeN1Ws">https://www.youtube.com/watch?v=SRyFIVeN1Ws</a> | Sing and dance  | Song |



**TEACHING PLAN**  
**LESSON 17 - GRADE 5**

**Lesson content: Review Unit 9+10**

**Aims:** Students practice words: Aquarium, campsite, funfair, theatre, dance around the campsite, listen to music, play chess, watch the fish. Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park  
 Plant trees, play games, visit the old buildings, walk around the lake.

Students can practice 2 main structures:

1. Were you at the ... yesterday? – Yes, we were/No, we weren't.  
 What did you do yesterday? – We ...
2. Did they do to ...? – Yes, they did/No, they didn't  
 What did they do there? – They ...

**Material:** Flashcards, Magnets, chalk

**CLASS PROCEDURE**

| Step/<br>Time       | Teacher's activities  | Students' activities | Material |
|---------------------|---|----------------------|----------|
| Warm-up<br>(5 mins) | Greeting students<br><br><b>Activity: Song</b><br>How to play:<br>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song. | Sing and dance       | Song     |
| Vocab               | Introduce the lesson  | Look at the board.   |          |

|                        |  |  |                      |
|------------------------|--|--|----------------------|
| (15 mins)              | <ul style="list-style-type: none"> <li>- Review for students words below:<br/>Aquarium, campsite, funfair, theatre, dance around the campsite, listen to music, play chess, watch the fish. Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park. Plant trees, play games, visit the old buildings, walk around the lake.</li> <li>- Pay attention to students' pronunciation.</li> <li>- Have students read in chorus, in groups and individually</li> </ul> | Learn new words  | Flashcards<br>Magnet |
|                        | Read again all words (2-4 times) in chorus.  | Read in chorus.  |                      |
|                        | <p>Teacher writes the form on the board:</p> <p>1. Were you at the ... yesterday? – Yes, we were/No, we weren't.</p> <p>What did you do yesterday? – We ...</p> <p>2. Did they do to ...? – Yes, they did/No, they didn't</p> <p>What did they do there? – They ...</p> <ul style="list-style-type: none"> <li>- students by replacement words.s</li> </ul>  | Learn new forms  |                      |
| Structure<br>(20 mins) | <p><b>Work in pairs/ in groups.</b></p> <p><b>Activity : Interview</b></p> <ul style="list-style-type: none"> <li>- Guide students to work in group 4</li> </ul> <p>Guide students to interview each other by asking questions related to lesson.</p> <ul style="list-style-type: none"> <li>- The others in group answer these question</li> </ul>  | Work in pairs/ groups<br><br>Take part in the activity | chalk                |
| Review                 | Let's review the last time together.   | Read in chorus.  |                      |
| Ending                 | Giving homework.<br>Bye  | Bye bye.   |                      |

**Lesson content: Review Unit 6, unit 7, unit 8, unit 9, unit 10**

**Aims:** Students practice words: First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs. Do projects, play games, read books, solve maths problems  
 Difficult, easy, fun, good for group work, useful. interesting. Above, beside, in front of, under  
 Crayon, glue stick, pencil sharpener, set square. Aquarium, campsite, funfair, theatre, dance around the campsite, listen to music, play chess, watch the fish. Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park  
 Plant trees, play games, visit the old buildings, walk around the lake.

Students can practice 5 main structures:

1. Where's the ...? – it's on the ...  
 Could you tell me the way to the computer room, please? - ...
2. What school activity does he/she like? – He/she likes...
3. Where are the...? – they're ...  
 Whose ... is this? – It's ...
4. Were you at the ... yesterday? – Yes, we were/No, we weren't.  
 What did you do yesterday? – We ...
5. Did they do to ...? – Yes, they did/No, they didn't  
 What did they do there? – They ...

**Material:** Flashcards, Magnets, chalk

**CLASS PROCEDURE**

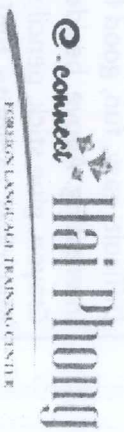
| Step/<br>Time       | Teacher's activities   | Students' activities | Material |
|---------------------|--|----------------------|----------|
| Warm-up<br>(5 mins) | <p>Greeting students</p> <p><b>Activity: Song</b></p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.</p> | Sing and dance       | Song     |
| Vocab               | Introduce the lesson   | Look at the board.   |          |

|                        |  |                                  |                      |
|------------------------|--|----------------------------------|----------------------|
| (15 mins)              | <p>- Review for students words below:</p> <p>First floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs. Do projects, play games, read books, solve maths problems</p> <p>Difficult, easy, fun, good for group work, useful, interesting. Above, beside, in front of, under</p> <p>Crayon, glue stick, pencil sharpener, set square.</p> <p>Aquarium, campsite, funfair, theatre, dance around the campsite, listen to music, play chess, watch the fish. Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Soi Tien Theme Park</p> <p>Plant trees, play games, visit the old buildings, walk around the lake.</p> <ul style="list-style-type: none"> <li>- Pay attention to students' pronunciation.</li> <li>- Have students read in chorus, in groups and individually</li> </ul>  | Learn new words                  | Flashcards<br>Magnet |
| Structure<br>(20 mins) | <p>Teacher writes the form on the board/ shows ppt</p> <ol style="list-style-type: none"> <li>1. Where's the ...? – it's on the ...<br/>Could you tell me the way to the computer room, please? - ...</li> <li>2. What school activity does he/she like? – He/she likes...</li> <li>Why does he/she like...? -because he/she thinks it's...</li> <li>3. Where are the...? – they're ...</li> <li>Whose ... is this? – It's ...</li> <li>4. Were you at the ... yesterday? – Yes, we were/No, we weren't.</li> <li>What did you do yesterday? – We ...</li> <li>5. Did they do to ...? – Yes, they did/No, they didn't</li> <li>What did they do there? – They ...</li> </ol> <p><b>Work in pairs/ in groups.</b></p> <p><b>Activity : Interview</b></p> <ul style="list-style-type: none"> <li>- Guide students to work in group 4</li> </ul> <p>Guide students to interview each other by asking questions related to lesson.</p> <ul style="list-style-type: none"> <li>- The others in group answer these question</li> </ul> | Learn new forms                  | Read in chorus.      |
|                        | <p><b>Work in pairs/ groups</b></p>  | <p>Take part in the activity</p> | chalk                |

|        |                                      |                 |  |
|--------|--------------------------------------|-----------------|--|
| Review | Let's review the last time together. | Read in chorus. |  |
| Ending | Giving homework.<br>Bye              | Bye bye.        |  |

**TEACHING PLAN**  
**GRADE 5**

**LESSON 20 – FAMILY TIME**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>   | <u>Target</u>   |
|---|--|---|
| Buy souvenirs, collect seashells, eat seafood, see some interesting places, take a boat trip around the bay, walk on the beach. | <ul style="list-style-type: none"> <li>- Did you ...?</li> <li>- Yes, I ... I ...</li> <li>- What did your family do in ...?</li> <li>- We...</li> </ul> | <ul style="list-style-type: none"> <li>- Asking and answering questions about whether someone did something in the past.</li> <li>- asking and answering questions about activities someone did somewhere.</li> </ul> |

**Teaching material:**

Song "Did you swim last Sunday?" (<https://www.youtube.com/watch?v=PlEVocWLVio>)

Flashcards /PPT

**CLASS PROCEDURE**

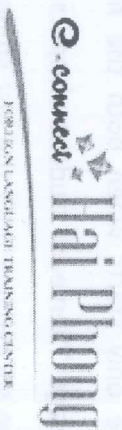
| <b>Teacher's activities</b>   |  | <b>Material</b> |
|---|--|-----------------|
| <b>Let's warm up</b>  |  | 5 mins          |
| Greet students  |  |                 |
| <b>Activity: Simon Says</b>   |  |                 |
| Teacher tells students the rule of game and asks whole class to take part in the game.  |  |                 |
| Teacher uses some directions ( stand up, sit down, hands up, hands down, turn around, clap your hands)  |  |                 |
| Teacher will call out directions, but students should not follow that direction unless teacher says "Simon says..." First. If a move is performed when Simon Says is not first said, then that student must sit on their chairs. The last student standing is the winner. |  |                 |

|   |                              |
|---|------------------------------|
| <p><b>Let's learn</b></p> <p>Teacher introduces the new words: Buy souvenirs, collect seashells, eat seafood, see some interesting places, take a boat trip around the bay, walk on the beach.</p> <p>Teacher shows words by using flashcards or PPT.</p> <p>Teacher reads first and ask students to repeat for a few times.</p> <p>Teacher ask students to read in whole class, groups or individuals if necessary.</p>  | <p><b>15 mins</b></p>        |
| <p><b>Activity: Telephone game</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Three teams line up into 3 lines. The teacher whispers a word or sentence to the first student of both three teams. The game only starts when both the first student from 3 teams know the message. Then each student whispers the message to the next student in the group successively until the last student gets the message. The team which can repeat the message first and correctly receives a point. Start the game with the second student of each group becoming the first ones in line.</p> <p>At the end, which team has more points is the winner.</p>   | <p><b>PPT/Flashcards</b></p> |
| <p><b>Let's practice</b></p> <p>Teacher introduces the new structure:</p> <ul style="list-style-type: none"> <li>- Did you ... ?</li> <li>- Yes, I ... I ...</li> <li>- What did your family do in ... ?</li> <li>- We...</li> </ul> <p><b>Activity 1: Sing a song "Did you swim last Sunday?"</b></p> <p><b>Activity 2: Play "Bomb game"</b></p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about activities they did following the structure they've learnt.</p> <p>Divide class into 3 teams. 3 teams play "Rock, paper, scissors" to get first player.</p> <p>Teacher picks 1 pair in each team in turn to stand up, ask and answer about something they did.</p> <p>After their conversation, teacher let them choose 1 number from the lucky spin and get the points for their team.</p> | <p><b>15 mins</b></p>        |
| <p><b>Activity 1: Sing a song "Did you swim last Sunday?"</b></p> <p><b>Activity 2: Play "Bomb game"</b></p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about activities they did following the structure they've learnt.</p> <p>Divide class into 3 teams. 3 teams play "Rock, paper, scissors" to get first player.</p> <p>Teacher picks 1 pair in each team in turn to stand up, ask and answer about something they did.</p> <p>After their conversation, teacher let them choose 1 number from the lucky spin and get the points for their team.</p>  | <p><b>PPT/paper</b></p>      |

|   |               |
|---|---------------|
| <p>If they choose Bomb, they will lose all points.</p> <p>If they choose Switch, they can choose to change points with another team.</p> <p>Teacher asks students to practice together by using picture and introducing some one.</p> |               |
| <b>Let's check</b>  | <b>5 mins</b> |
| T counts all the points and rewards the winning team.   |               |
| T instructs students how to do the exercises at home.   |               |
| (In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.   |               |
| Goodbye class.  |               |

**TEACHING PLAN**  
**GRADE 5**

**LESSON 21 – OUR TET HOLIDAY**



**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>  | <u>Target</u>   |
|---|---|---|
| <p>Buy roses/ buy a branch of peach blossoms, decorate the house, do the shopping, make <i>banh chung</i>, make spring rolls</p> <p>fire works show, flower festival, New Year party.</p> | <p>* Will you ... for Tet?<br/>- Yes, I will/ No, I won't</p> <p>* Where will you go at Tet?<br/>- I'll go to ...</p> | <p>- Asking and answering questions about what someone will do something for Tet</p> <p>- Asking and answering questions about reasons why someone will go at Tet</p> |

**Teaching material:**

Flashcards /PPT

**CLASS PROCEDURE**

| <b>Teacher's activities</b>   | <b>Material</b> |
|---|-----------------|
| <b>Let's warm up</b>  | <b>5 mins</b>   |
| Greet students  |                 |
| <b>Activity: Play "Pass the balls" game</b>   |                 |
| <ul style="list-style-type: none"> <li>- Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question).</li> <li>- Have students listen to music and pass the balls.</li> </ul> | Balls, music    |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Stop music suddenly.</li> <li>- Have the student with a red ball make a question for the child who has yellow ball.</li> </ul>   |  |
| <p><b>Let's learn</b></p> <p>Teacher introduces the new words:</p> <p>Buy roses/ buy a branch of peach blossoms, decorate the house, do the shopping, make <i>banh chung</i>, make spring rolls</p> <p>fire works show, flower festival, New Year party.</p> <p>Teacher shows words by using flashcards or PPT.</p> <p>Teacher reads first and ask students to repeat for a few times.</p> <p>Teacher ask students to read in whole class, groups or individuals if necessary.</p>  | <p><b>8 mins</b></p> <p>PPT/Flashcards</p> |
| <p><b>Activity 1: Word Jumble Race</b></p> <p>How to play:</p> <p>Divide class into 3 teams.</p> <p>Teacher asks student to prepare a piece of paper.</p> <p>Teacher writes a phrase on the board or shows it on the screen that has some its letters missed (Buy roses, buy a branch of peach blossoms, decorate the house, do the shopping, make <i>banh chung</i>, make spring rolls fire works show, flower festival)</p> <p>All members in team have to write a full phrase on the prepared paper.</p> <p>Which team is the fastest and has a correct answer will get 1 point.</p> <p>Change words for the next turn.</p> <p>At the end, which team has more points is the winner.</p> | <p><b>15 mins</b></p> <p>PPT/board</p>     |
| <p><b>Let's practice</b></p> <p>Teacher introduces the new structure:</p> <ul style="list-style-type: none"> <li>* Will you ... for Tet?</li> <li>- Yes, I will/ No, I won't</li> <li>* Where will you go at Tet?</li> <li>- I'll go to ...</li> </ul>  | <p><b>15 mins</b></p> <p>PPT/chalk</p>     |
| <p><b>Activity: Spin the lucky circle</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p>  | <p>PPT/chalk/ sticky ball</p>              |

|  |               |
|--|---------------|
| <p><b>* Will you ... for Tet?</b><br/>         - Yes, I will/ No, I won't<br/> <b>* Where will you go at Tet?</b><br/>         - I'll go to ...</p> <p>One student spins the lucky circle to get the number. And the number is also the age of answer. Then one asks and the other answers. If the team has correct answer will get the point matching the number the team spins.</p> <p>Teacher asks students to practice together by using picture and introducing some one.</p> |               |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p> <p>Goodbye class.</p>   |               |
|  | <b>5 mins</b> |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 22 - REVIEW**



**Target of the lesson:**

| <i>Vocabulary</i>  | <i>Structure</i>  | <i>Target</i>  |
|--|---|--|
| <p>Buy souvenirs, collect seashells, eat seafood, see some interesting places, take a boat trip around the bay, walk on the beach.</p> <p>Buy roses, buy a branch of peach blossoms, decorate the house, do the shopping, make <i>banh chung</i>, make spring rolls</p> <p>fire works show, flower festival, New Year party.</p> | <p><b>* Did you ...?</b><br/>         - Yes, I ... I ...</p> <p><b>* What did your family do in ...?</b><br/>         - We...</p> <p><b>* Will you ... for Tet?</b><br/>         - Yes, I will/ No, I won't</p> <p><b>* Where will you go at Tet?</b><br/>         - I'll go to ...</p> | <p>- Review some questions and answers from Unit 11 - 12</p> |

**Teaching material:**

## Flashcards /PPT

### CLASS PROCEDURE

| Teacher's activities   | Material              |
|--|-----------------------|
| <p><b>Let's warm up</b></p> <p>Greet students</p> <p><b>Activity: Hot seat game</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 or 3 teams.</li> <li>- Call a pupil to come up to the front and pick a flash card.</li> <li>- He/ She has to use gestures to show their friends what the word or phrase is.</li> <li>- A pupil from each team asks a question to find out the answer.</li> <li>- The team that has the correct answer gets a point.</li> </ul>  | <p><b>5 mins</b></p>  |
| <p><b>Let's review vocabulary</b></p> <p><b>Activity 1: Guessing game</b></p> <p>How to play:</p> <p>T divides the class into 2 teams.</p> <p>T shows on the screen (review words in unit 11,12) and Ss guess what it is or what they are behind those squares.</p> <p>Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team.</p> <p>Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p> <p><b>Activity 2: Rock paper scissors game.</b></p> <p>Divide students into two groups.</p> <p>Put the flashcards on the floor in one line.</p> <p>Each group will stand on one pole of the line.</p> <p>The first two students of each line will play the "paper, scissors, stone", who is the winner can move one step forward, next to a flash card and read out loud the word.</p> <p>Students in a group take turn to play the "paper, scissors, stone". The game ends when one student can reach the other side of the line.</p> | <p>Flashcards</p>     |
| <p><b>Let's review structure</b></p>   | <p><b>15 mins</b></p> |

|  |                               |
|--|-------------------------------|
| <p>T shows on the screen (review all structures in unit 11,12)</p> <p>Teacher asks some individual students and has their answer with the structure they've learnt in unit 11 + 12</p> <ul style="list-style-type: none"> <li>* Did you ...?</li> <li>- Yes, I ... I ...</li> <li>* What did your family do in ...?</li> <li>- We...</li> <li>* Will you ... for Tet?</li> <li>- Yes, I will/ No, I won't</li> <li>* Where will you go at Tet?</li> <li>- I'll go to ...</li> </ul>  | <p>Flashcards/PPT</p>         |
| <p><b>Activity: Spin the lucky circle</b></p> <p>How to play:</p> <p>Divide class into 3 teams. Each teams has a pair for each turn.</p> <p>Students work in pairs in 2 minutes to ask and answer the questions:</p> <ul style="list-style-type: none"> <li>* Did you ...?</li> <li>- Yes, I ... I ...</li> <li>* What did your family do in ...?</li> <li>- We...</li> <li>* Will you ... for Tet?</li> <li>- Yes, I will/ No, I won't</li> <li>* Where will you go at Tet?</li> <li>- I'll go to ...</li> </ul> <p>One student spins the lucky circle to get the number. And the number is aslo the age of answer. Then one asks and the other answers. If the team has correct anwer will get the point matching the number the team spins.</p> | <p>PPT/chalk/ sticky ball</p> |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p>   | <p>5 mins</p>                 |
| <p>Goodbye class.</p>  |                               |

**TEACHING PLAN**  
**GRADE 5**  
**LESSON 23 – OUR SPECIAL DAYS**

**Target of the lesson:**

| <u>Vocabulary</u>   | <u>Structure</u>   | <u>Target</u>  |
|---|--|--|
| At Mid-Autumn Festival, on Children’s Day, on Sports Day, on Teachers’ Day<br>Apple juice, burgers, milk tea, pizza | * What will you do ... ?<br>- We’ll ...<br><br>*What food/drinks will you have at the party?<br>- We’ll have ... | - Asking and answering questions about what someone will do for special days<br>- Asking and answering questions about food and drinks at an event |

**Teaching material:**

Flashcards /PPT

**CLASS PROCEDURE**

| <b>Teacher’s activities</b>  |  | <b>Material</b>  |
|--|--|------------------|
| <b>Let’s warm up</b>   |  | <b>5 mins</b>    |
| Greet students   |  |                  |
| <b>Activity: List the word about topic “Special days”</b>  |  |                  |
| How to play:<br>Divide class into 3 teams . Each team in 2-3 minutes will list all the words start that Teacher requires.<br>In 2 or 3 minutes, Students go to the board and write down their words.<br>At the end, which team has more words is the winner.   |  |                  |
| <b>Let’s learn</b>   |  | <b>15 mins</b>   |
| Teacher introduces the new words: At Mid-Autumn Festival, on Children’s Day, on Sports Day, on Teachers’ Day<br>Apple juice, burgers, milk tea, pizza<br>Teacher shows words by using flashcards or PPT.<br>Teacher reads first and asks students to repeat for a few times.<br>Teacher ask students to read in whole class, groups or individuals if necessary. |  | Flashcards / PPT |
| <b>Activity: Slap the board</b>  |  |                  |
| How to play:   |  | Flashcard/dart   |

|  |  |
|--|--|
| <p>Pin the flashcards on the board.</p> <p>Get the students to go to sleep.</p> <p>Write the following points under random flashcards: -5,-2,0,10,12,15.</p> <p>Get students to wake up and get one to throw a dart at a flashcard after saying it.</p> <p>Give/take away those points.</p>  |  |
| <p><b>Let's practice</b></p> <p>Teacher introduces the new structure:</p> <p>* What will you do ...?<br/>- We'll ...</p> <p>*What food/drinks will you have at the party?<br/>- We'll have ...</p>   | <p><b>15 mins</b></p> <p>PPT/board</p> |
| <p><b>Activity : Question dice toss:</b></p> <p>How to play:</p> <ul style="list-style-type: none"> <li>- Ask the class one of the questions from the sentence structures.</li> <li>- Throw a dice to the class. The student who catches the dice must answer the question correctly. If they answer correctly they can roll the dice to get points with the below secret grid game.</li> <li>- They must then ask another question and throw the dice across the class to another student.</li> <li>- Repeat the activity as many times you see fit depending on time.</li> </ul> | <p>PPT/dice</p>                        |
| <p>Teacher asks students to practice together by using picture and introducing some one.</p>   |  |
| <p><b>Let's check</b></p> <p>T counts all the points and rewards the winning team.</p> <p>T instructs students how to do the exercises at home.</p> <p>(In case there is time left, T may have students do exercise 1 in class and report by using targeted questions and answers.</p>   |  |
| <p>Goodbye class.</p>  |  |

**LESSON OBJECTIVES:**

- ☑ Understand and use vocabulary related to staying healthy.
- ☑ Ask and answer questions about how often activities are done to stay healthy.
- ☑ Describe their own and others' healthy habits.

**STRUCTURES:**

- ☑ How does he/she stay healthy? – He/she ...
- ☑ How often does he/she ...? - ...

**VOCABULARY:**

- Do morning exercise, do yago, drink fresh juice, eat healthy food, eat vegetable, play sports.
- Every day, once a week, three times a week, twice a week.

**MATERIALS:**

- ☑ Flashcards with vocabulary words and images
- ☑ Whiteboard and markers
- ☑ Worksheets for practice
- ☑ Audio clips (if available) of people talking about their healthy habits
- ☑ Small objects or props related to healthy activities (e.g., yoga mat, sports equipment)

**PROCEDURE:**

| Step/<br>Time          | Procedure  | Objectives                             | Material   |
|------------------------|--|--|------------|
| Warm-up<br>(5 mins)    | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>☑ Greet the students and ask them how they are feeling today.</li> <li>☑ Play a quick game of "Simon Says" incorporating actions from the vocabulary list (e.g., "Simon says do morning exercise," "Simon says play sports").</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show flashcards with the vocabulary words and images.</li> <li>- Say each word aloud and have the students repeat after you.</li> <li>- Briefly explain each activity and its benefits for staying healthy.</li> </ul> | To get students focused for the lesson | Board      |
| Vocabulary<br>(10 min) | <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show flashcards with the vocabulary words and images.</li> <li>- Say each word aloud and have the students repeat after you.</li> <li>- Briefly explain each activity and its benefits for staying healthy.</li> </ul>   | To present the new target vocabulary   | Board, PPT |

|  |  |  |                   |
|--|--|--|-------------------|
|  | <p><b>Activity:</b></p> <p>Practice the vocabulary with a matching game: students match the words with the correct images.</p>   |  |                   |
| <p><b>Structure</b><br/><b>(10 min)</b></p>    | <p>☑ Introduce the first structure: "How does he/she stay healthy? – He/she ..."</p> <ul style="list-style-type: none"> <li>• Example: "How does she stay healthy? – She does yoga."</li> </ul> <p>☑ Introduce the second structure: "How often does he/she ...? – ..."</p> <ul style="list-style-type: none"> <li>• Example: "How often does he do morning exercise? – He does it every day."</li> </ul> <p>☑ Write the structures on the board and practice with the students by asking them about the pictures on the flashcards.</p> <p>☑ Pair up students to practice asking and answering these questions with each other.</p> | <p>To get students understand the structure.</p>                           | <p>Board, PPT</p> |
| <p><b>Practice</b><br/><b>(10 min)</b></p>     | <p>☑ Hand out worksheets with exercises that include matching vocabulary to pictures, filling in the blanks with the correct frequency words, and writing sentences using the structures.</p> <p>☑ Monitor the students and provide help as needed.</p> <p>☑ Have a few students share their answers with the class.</p>   | <p>To get students to ask and answer the sentence structure questions.</p> | <p>Board, PPT</p> |
| <p><b>Consolidation</b><br/><b>(5 min)</b></p> | <p>☑ Review the key vocabulary and structures by playing a quick Q&amp;A game. Toss a ball to a student and ask them a question using the structures. The student answers and then tosses the ball to another student to ask a new question.</p> <p>☑ Recap the lesson by asking students to name one thing they learned about staying healthy.</p>  |  | <p>Board, PPT</p> |

**LESSON OBJECTIVES:** Review unit 13+14

**STRUCTURES:**

**Unit 13-**

What will you do ...? – We'll ..

What food/drinks will you have at the party? – We'll have ...

**Unit 14-**

How does he/she stay healthy? – He/she ...

How often does he/she ...? - ...

**VOCABULARY:**

**Unit 13-**

At Mid-Autumn Festival, on Children's Day, on Sports Day, on Teachers' Day

**Unit 14-**

Do morning exercise, do yoga, drink fresh juice, eat healthy food, eat vegetables, play sports.  
 Every day, once a week, three times a week, twice a week.

**MATERIALS:**

- ☑ Flashcards with vocabulary words and images
- ☑ Whiteboard and markers
- ☑ Worksheets for practice
- ☑ Audio clips (if available) of conversations related to the units
- ☑ Props related to Unit 13 (e.g., pictures of festivals, food)
- ☑ Props related to Unit 14 (e.g., sports equipment, healthy food items)

**PROCEDURE:**

| Step/<br>Time                         | Procedure  | Objectives   | Material          |
|---------------------------------------|--|--|-------------------|
| <p><b>Warm-up</b><br/>(5 mins)</p>    | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>☑ Greet the students and engage in a brief conversation about their day.</li> <li>☑ Play a quick memory game: Show flashcards from Unit 13 and Unit 14 briefly, then ask students to recall as many words as they can.</li> </ul>                               | <p>To get the students focused for the lesson</p>                        | <p>Board, PPT</p> |
| <p><b>Vocabulary</b><br/>(10 min)</p> | <p>☑ <b>Unit 13:</b></p> <ul style="list-style-type: none"> <li>• Show flashcards and say each word/phrase aloud, having students repeat after you.</li> <li>• Discuss briefly each event or celebration.</li> </ul> <p>☑ <b>Unit 14:</b></p> <ul style="list-style-type: none"> <li>• Show flashcards and say each</li> </ul> | <p>To reinforce existing vocabulary from the last couple of lessons.</p> | <p>Board, PPT</p> |

|                                      |   |  |                   |
|--------------------------------------|---|--|-------------------|
|                                      | <p>word/phrase aloud, having students repeat after you.</p> <ul style="list-style-type: none"> <li>Briefly explain each healthy activity and its benefits.</li> </ul> <p>☑ Play a matching game where students match vocabulary words to their images.</p>  |  |                   |
| <p><b>Structure</b><br/>(10 min)</p> | <p>☑ <b>Unit 13:</b></p> <ul style="list-style-type: none"> <li>Introduce and write on the board: "What will you do ...? – We'll..." and "What food/drinks will you have at the party? – We'll have ..."</li> <li>Provide examples and practice with students using different festivals and foods.</li> </ul> <p>☑ <b>Unit 14:</b></p> <ul style="list-style-type: none"> <li>Introduce and write on the board: "How does he/she stay healthy? – He/she ... " and "How often does he/she ...? - ... "</li> <li>Provide examples and practice with students using different healthy activities and frequencies.</li> </ul> | <p>To enable the students to ask and answer the structure questions using (but not limited to) the vocabulary presented in the presentation stage.</p> | <p>Board, PPT</p> |
| <p><b>Practice</b><br/>(10 min)</p>  | <p>☑ Split the class into pairs or small groups.</p> <p>☑ Give each group a set of mixed-up sentences (using the structures from both units) and have them arrange the words in the correct order.</p> <p>☑ Distribute worksheets that include fill-in-the-blank exercises and sentence construction tasks.</p> <p>☑ Monitor the class and assist as needed.</p>  | <p>To enable students to produce the target structures freely.</p>   | <p>Board, PPT</p> |
| <p><b>Review</b><br/>(5 min)</p>     | <p>☑ Review key vocabulary and structures by playing a quick Q&amp;A game. Toss a ball to a student and ask a question using the structures from either unit. The student answers and then tosses the ball to another student to ask a new question.</p> <p>☑ Summarize the lesson by asking students to share one thing they enjoyed or found interesting about Units 13 and 14.</p>   |  |                   |

**LESSON OBJECTIVES:**

- ☑ Identify and describe common health problems.
- ☑ Suggest appropriate remedies for different health problems.

**STRUCTURES:**

What's the matter? – I have ... You should ...

**VOCABULARY:**

Headache, sore throat, stomach ache, toothache Drink warm water, go to the dentist, have a rest, take some medicine

**MATERIALS:**

- ☑ Flashcards with vocabulary words and images
- ☑ Whiteboard and markers
- ☑ Worksheets for practice
- ☑ Role-play props (e.g., toy doctor kit, water bottle, pillow)

**PROCEDURE:**

| Step/<br>Time                         | Procedure   | Objectives                                    | Material          |
|---------------------------------------|---|---|-------------------|
| <p><b>Warm-up<br/>(5 mins)</b></p>    | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>☑ Greet the students and engage in a brief conversation about how they are feeling today.</li> <li>☑ Play a quick game of "Simon Says" incorporating actions related to health (e.g., "Simon says pretend to have a headache").</li> </ul>   | <p>To get students focused for the lesson</p> | <p>Board</p>      |
| <p><b>Vocabulary<br/>(10 min)</b></p> | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>☑ Show flashcards with the vocabulary words and images.</li> <li>☑ Say each word aloud and have the students repeat after you.</li> <li>☑ Briefly explain each health problem and remedy, using actions and props to illustrate.</li> </ul> <p><b>Activity:</b></p> <p>Play a matching game where students match vocabulary words to their images.</p> | <p>To present the new target vocabulary</p>   | <p>Board, PPT</p> |
| <p><b>Structure<br/>(10 min)</b></p>  | <p>☑ Introduce the first structure: "What's the matter? – I have ..."</p> <ul style="list-style-type: none"> <li>• Example: "What's the matter? – I have</li> </ul>   |   | <p>Board, PPT</p> |

|  |  |  |                   |
|--|--|--|-------------------|
|  | <p>a headache."</p> <p>❑ Introduce the second structure: "You should ..."</p> <ul style="list-style-type: none"> <li>• Example: "You have a headache. You should take some medicine."</li> </ul> <p>❑ Write the structures on the board and practice with the students by asking them about different health problems and suggesting remedies.</p> <p>❑ Pair up students to practice asking and answering these questions with each other.</p>       | <p>To get students understand the structure.</p>                           |                   |
| <p><b>Practice</b><br/><b>(10 min)</b></p>     | <p>❑ Hand out worksheets with exercises that include matching vocabulary to pictures, filling in the blanks with the correct words, and writing sentences using the structures.</p> <p>❑ Monitor the students and provide help as needed.</p> <p>❑ Conduct a role-play activity: one student pretends to be sick, and the other student acts as the doctor, using the structures to ask and answer questions about health problems and remedies.</p> | <p>To get students to ask and answer the sentence structure questions.</p> | <p>Board, PPT</p> |
| <p><b>Consolidation</b><br/><b>(5 min)</b></p> | <p>❑ Review the key vocabulary and structures by playing a quick Q&amp;A game. Toss a ball to a student and ask them a question using the structures. The student answers and then tosses the ball to another student to ask a new question.</p> <p>❑ Recap the lesson by asking students to name one thing they learned about health problems and remedies.</p>   |  | <p>Board, PPT</p> |

**LESSON OBJECTIVES:**

- ☑ Review and consolidate vocabulary and structures from Units 11 to 15.
- ☑ Use the learned structures to communicate effectively in various contexts.
- ☑ Engage in activities that reinforce their understanding of the units' content.

**STRUCTURES:**

**Unit 11 + Unit 12 + Unit 13 + Unit 14 + Unit 15**

**VOCABULARY:**

**Unit 11 + Unit 12 + Unit 13 + Unit 14 + Unit 15**

**MATERIALS:**

- ☑ Flashcards with vocabulary words and images
- ☑ Whiteboard and markers
- ☑ Worksheets for practice

**PROCEDURE:**

| Step/<br>Time                         | Procedure  | Objectives   | Material          |
|---------------------------------------|--|--|-------------------|
| <p><b>Warm-up</b><br/>(5 mins)</p>    | <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>☑ Greet the students and engage in a brief conversation about their day.</li> <li>☑ Play a quick game of "Guess the Word": Describe a vocabulary word from any unit without saying the word, and have students guess what it is.</li> </ul>   | <p>To get the students focused for the lesson</p>                        | <p>Board, PPT</p> |
| <p><b>Vocabulary</b><br/>(10 min)</p> | <ol style="list-style-type: none"> <li>1. Present the flashcards for the vocabulary for Unit 11 to Unit 15.</li> <li>2. Drill with students.</li> <li>3. If a student knows one then they can throw for points.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>4. Pin the flashcards on the board.</li> <li>5. Get the students to go to sleep.</li> <li>6. Write the following points under random flashcards: -5,-2,0,10,12,15.</li> <li>7. Get students to wake up and get one to throw a dart at a flashcard after saying it.</li> <li>8. Give/take away those points.</li> </ol> | <p>To reinforce existing vocabulary from the last couple of lessons.</p> | <p>Board, PPT</p> |

|                                  |  |          |
|----------------------------------|--|----------|
|                                  | <p>the whole class/ groups/ pairs.</p> <p><b>2. Practicing</b></p> <p>Have Ss look at the structures on screen and practice in pairs. Then call some pairs to go to the board to speak. Give points for the volunteer ones and count on points of their team.</p> <p><b>Activity 3: Ring the bell!</b></p> <p><b>- Have Ss repeat the structure:</b></p> <ul style="list-style-type: none"> <li>- Play in teams. Each team has 3 Ss stand in the front table to play.</li> <li>- T shows the pictures on screen and in order to answer the questions Ss have to ring the bell. Each correct answer gets 1 point. Which team has the most points will be the winner.</li> </ul> |          |
| <b>Review</b><br><b>(5 mins)</b> | <ul style="list-style-type: none"> <li>- Tally up points and award the winning team.</li> <li>- Extra worksheet:<br/><a href="https://games4esl.com/wp-content/uploads/Seasons-Worksheets-1.pdf">https://games4esl.com/wp-content/uploads/Seasons-Worksheets-1.pdf</a></li> </ul>  | Stickers |



**TEACHING PLAN**  
**LESSON 29**  
**REVIEW**  
**GRADE/LEVEL: 5**

| VOCABULARY   | STRUCTURE   |
|--|---|
| <ul style="list-style-type: none"> <li>- Unit 15: autumn, spring, summer, winter, cool, cold, hot, warm, blouse, jeans, jumper, trousers.</li> <li>- Unit 16: headache, sore throat, stomach ache, toothache, drink warm water, go to the dentist, have a rest, take some medicine.</li> </ul> | <ul style="list-style-type: none"> <li>- Unit 15:<br/>A: What's the matter?<br/>B: I have ____.</li> <li>A: You should ____.</li> <li>- Unit 16:<br/>A: How's the weather in Ha Noi?<br/>B: It's ____.</li> <li>A: What do you usually wear in ____?<br/>B: I wear ____.</li> </ul> |

- ❖ **MATERIAL**
- Computer, flashcards, 3-4 bells, dice or balls, stickers or candies.
- ❖ **PROCEDURE**

| Step/Time                             | Procedure   | Material                   |
|---------------------------------------|---|----------------------------|
| <b>Warm-up</b><br><b>(10 mins)</b>    | <b>1. Greeting</b><br>- Greet Ss.<br>- Ask Ss some simple daily questions: <i>How are you?/ How old are you?/ How's the weather today?/ Are you happy?/ etc.</i><br>- Have Ss write the date and the topic. Go around and check.<br><b>2. Reviewing the previous lesson about "HEALTH" and "SEASONS"</b><br>- Divide class into 3 or 4 groups.<br>- Have Ss come to the board and write all the vocabulary about health in Unit 15 and 16. Which team has the most counted-words will be the winner.<br>- Have Ss repeat the new words. Focus on pronouncing.   | <b>Computer</b>            |
| <b>Vocabulary</b><br><b>(10 mins)</b> | <b>Activity 1: Slap the board</b><br>- Play in teams. Each team needs 1 player to come to the board.<br>- Write at least 10 words on the board and show on screen the image of this word. They have to guess which word is the correct one and quickly slap at it.<br>- Each correct answer gets 1 point. Which team has the most points will be the winner.<br>- Repeat 3-4 times with new players.  | <b>Computer</b>            |
| <b>Structure</b><br><b>(15 mins)</b>  | - Before attending to the Activity 2, have Ss review the structures on screen.<br><b>Activity 2:</b><br>- Play in teams. Each team sends 1 player and come to the board in 1 round. By raising the hand and say "BINGO", they will take the right to answer.<br>- T writes 1 word on the board and the players have to make a full sentence using learned structures.<br><b>Eg: T writes "warm" on the board. The correct answer is "It's warm in spring."</b><br><b>Eg: T writes "matter" → "What's the matter?"</b><br>- Each correct answer gets 1 point. Which team has the most points will be the winner.<br>- Repeat 3-4 times with new players. | <b>Computer</b>            |
| <b>Review</b><br><b>(5 mins)</b>      | - Tally up points and award the winning team.   | <b>Stickers or Candies</b> |

| VOCABULARY   | STRUCTURE   |
|--|---|
| Ant, crow, dwarfs, fox, grasshopper, hare, tortoise,<br>Snow White.<br>Cook well, run fast, sing beautifully, work hard. | A: Who are the main characters in the story?<br>B: They're ____.<br>A: How did he/she/it ____?<br>B: He/She/it _____. |

❖ **MATERIAL**

Computer, flashcards, 3 bells, dice or balls, stickers, or candies.

❖ **PROCEDURE**

| Step/Time                             | Procedure  | Material               |
|---------------------------------------|--|------------------------|
| <b>Warm-up</b><br><b>(7 mins)</b>     | <b>1. Greeting</b><br>- Greet Ss.<br>- Ask Ss some simple daily questions: <i>How are you?/How old are you?/How's the weather today?/Are you happy?/etc.</i><br><b>2. Introducing the topic</b><br>- Have Ss watch a short video and then guess the topic of the day.<br><a href="https://www.youtube.com/watch?v=khmrr7-W6BA">https://www.youtube.com/watch?v=khmrr7-W6BA</a><br><i>(If the internet is not available, use a flashcard about Snow White or any kid's stories instead.)</i><br>- Write the date and the topic on the board and have Ss read them loudly.                             | Computer<br>Flashcards |
| <b>Vocabulary</b><br><b>(13 mins)</b> | <b>1. Teaching</b><br>- Show the vocabulary on-screen or with flashcards.<br>- Have Ss read them in whole class/groups/pairs or individuals. Make sure Ss have the right pronunciation.<br><b>2. Practicing</b><br><b>Activity 1: Word's race!</b><br><i>(PPT file)</i>  | Computer<br>Flashcards |
| <b>Structure</b><br><b>(15 mins)</b>  | <b>1. Teaching</b><br>- Show the structures on screen or write them on the board and guide Ss in reading them in whole class/groups/pairs.<br>- Have Ss write down in their notebooks. T goes around and checks.<br>- Write the words "cook, sing, run, work" on the board and explain <b>The verb conjugation in past simple tense.</b><br>+ The past simple of regular verbs is typically formed by adding "-ed" to the end of the infinitive. When changing to the negative form, we use "didn't" = didn't" + infinitive verb.<br>E.g.: cook → cooked → didn't cook; work → worked → didn't work. | Computer               |

|                 |   |                     |
|-----------------|---|---------------------|
|                 | <p>+ Irregular verbs don't follow a specific pattern. When changing to the negative form, we use "did not = didn't" + infinitive verb.<br/>E.g.: sing → sang → didn't sing; run → ran → didn't run.</p> <p><b>2. Practicing</b></p> <ul style="list-style-type: none"> <li>- Work in teams.</li> <li>- Have Ss look at the 1<sup>st</sup> story on screen and guess who are the main characters and what are their characteristics based on the vocabulary.</li> </ul> <p>Write down the example for Ss to follow.</p> <p>+ <b>The 1<sup>st</sup> picture is "The Ant and The Grasshopper".</b></p> <ul style="list-style-type: none"> <li>→ They're the ant and the grasshopper.</li> <li>→ The ant worked hard.</li> <li>→ The grasshopper didn't work hard.</li> </ul> <p>- Each team will have 30 seconds for each picture and give answers written on the board. The team that gives the most correct answers will be the winner.</p> <p>- Ss should give the below answers:</p> <p>+ <b>The 2<sup>nd</sup> picture is the story "The Tortoise And The Hare".</b></p> <ul style="list-style-type: none"> <li>→ They're the tortoise and the hare.</li> <li>→ The hare ran fast.</li> <li>→ The tortoise didn't run fast.</li> </ul> <p>+ <b>The 3<sup>rd</sup> one is "Snow White".</b></p> <ul style="list-style-type: none"> <li>→ They're the Snow White and the dwarfs.</li> <li>→ Snow White sang beautifully/ cooked well.</li> <li>→ The dwarfs worked hard.</li> </ul> | Stickers or Candies |
| Review (5 mins) | Tally up points and award the winning team.   |                     |



**TEACHING PLAN**  
**UNIT 18 - LESSON 31**  
**MEANS OF TRANSPORTS**  
**GRADE/LEVEL: 5**

| VOCABULARY                       | STRUCTURE  |
|----------------------------------|--|
| Bicycle, bus, taxi, foot, by, on | <p>A: Where do you want to visit?<br/>B: I want to visit ____.</p> <p>A: How can I get to ____?<br/>B: You can get there ____.</p> |

❖ **MATERIAL**

Computer, flashcards, 3 bells, dice or balls, stickers, or candies.

❖ **PROCEDURE**

| Step/Time                       | Procedure  | Material               |
|---------------------------------|--|------------------------|
| <b>Warm-up<br/>(7 mins)</b>     | <p><b>1. Greeting</b></p> <ul style="list-style-type: none"> <li>- Greet Ss.</li> <li>- Ask Ss some simple daily questions: <i>How are you?/ How old are you?/ How's the weather today?/ Are you happy?/ etc.</i></li> </ul> <p><b>2. Review the previous lesson about "Stories for children"</b></p> <ul style="list-style-type: none"> <li>- Play in 3-4 teams.</li> <li>- Have Ss come to the board and write all the vocabulary in Unit 17. Which team has the most counted words will be the winner.</li> </ul> <p><b>3. Introducing the topic</b></p> <p>Write the date and the topic on the board and have Ss read them loudly.</p>   | Computer               |
| <b>Vocabulary<br/>(13 mins)</b> | <p><b>1. Teaching</b></p> <ul style="list-style-type: none"> <li>- Show the vocabulary on-screen or by flashcards.</li> <li>- Have Ss read them in class, in groups, in pairs, or individually. Make sure Ss have the right pronunciation.</li> </ul> <p><b>2. Practicing</b></p> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>- Play in teams.</li> <li>- Write the words "on" on the right side of the board and "by" on the left. Use flashcards or PPT to show the images of the transportation. Have Ss guess which words go with which vehicles by stepping to the left or right.</li> <li>- Who gives the wrong answer will be out of the game. In the end, which team that has the most correct answers will be the winner.</li> </ul> | Computer<br>Flashcards |
| <b>Structure<br/>(15 mins)</b>  | <p><b>1. Teaching</b></p> <p>Show the structure on the screen or write on the board and guide Ss to read in the whole class/ groups/ pairs.</p> <p><b>2. Practicing</b></p> <ul style="list-style-type: none"> <li>- Practice in pairs. Then call some pairs to go to the board to speak using the pictures on the PPT. Give points to the volunteer and count on the points of their team.</li> </ul> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>- Play in teams. Each team has 3 Ss stand in the front table to play.</li> <li>- T shows the pictures on screen and to answer the questions Ss have to ring the bell. Each correct answer gets 1 point. Which team has the most points will be the winner.</li> </ul>                      | Computer               |
| <b>Review<br/>(5 mins)</b>      | <p>Tally up points and award the winning team.</p>   | Stickers or<br>candies |

**LESSON OBJECTIVES:** Review unit 17+18 (stories for children and means of transport)

**STRUCTURES:**

**Unit 17-** Q: Who are the main characters in the story?

A: They're...

Q: How did he/she ...?

A: He/she ...

**Unit 18-** Q: Where do you want to visit?

A: I want to visit ...

Q: How can I get to ...?

A: You can get there ...

**VOCABULARY:** Unit 17: Ant, crow, dwarfs, fox, grasshopper, hare, Snow White, tortoise  
Cook well, run fast, sing beautifully, work hard

Unit 18: Hanoi Opera House, Dragon Bridge, Ngo Mon Square, Ho Chi Minh City Museum,  
by bicycle, by bus, by taxi, on foot

**MATERIALS:** Flashcards, dart, dice, basketball game

**PROCEDURE:**

| Step/<br>Time            | Procedure  | Objectives   | Material          |
|--------------------------|--|--|-------------------|
| Warm-up<br>(5 mins)      | <p><b>Activity:</b></p> <p>Get students to stand up and greet them.</p> <p>Reinforce important rules and sound cue for students to be quiet.</p> <p>Split class into 2 teams.</p> <p>Get the students to identify the date, day, month and year and award with throwing the darts.</p> | To get the students focused for the lesson             | Dart              |
| Presentation<br>(10 min) | <p><b>Procedure:</b> Tell students we are doing a review lesson. Write the topic names on the board.</p> <p>Present the flashcards for the vocabulary and drill with students. Write some/all vocabulary on the board, and ensure the vocab is split into the topic categories.</p>    | To reinforce existing vocabulary from the two previous | Flashcards, board |

|  |  |   |                 |
|--|--|---|-----------------|
|  | <p><b>Activity:</b> Hide flashcards and do a chalk relay race for the flashcards. Award extra points (10) for teams who give extra topic-specific examples other than the flashcards.</p> <p>If any are missing then add them to the list and drill.</p>   | lessons.  |                 |
| <p><b>Practice</b><br/><b>(10 min)</b></p>     | <p><b>Procedure:</b> Write out sentence structures on the board. Give extra points to students who can identify which sentence structure relates to which of the 2 recap topics. Drill with students.</p> <p><b>Activity:</b> Throw the dice at a student and ask them a structure question. When they have answered get them to throw the dice. Multiply the points by 10 and if they land on 1 or 6 the other team throws instead.</p> | To enable the students to ask and answer the structure questions using (but not limited to) the vocabulary presented in the presentation stage. | Dice            |
| <p><b>Production</b><br/><b>(10 min)</b></p>   | <p><b>Procedure:</b> Choose one student from each team to carry out the dialogue from the structures. One Ss asks and one Ss answers. If it is a more advanced class then wipe away the answers from the board so they come up with them themselves.</p> <p><b>Activity:</b> Once they have carried out the dialogue, they can play the basketball game.</p>   | To enable students to freely produce the target structures.   | Basketball game |
| <p><b>Consolidation</b><br/><b>(5 min)</b></p> | <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students read all the words one more time</li> <li>2. Add up points and determine winner.</li> <li>3. Give out prize.</li> </ol>   |   |                 |

**LESSON OBJECTIVES:** Students should be able to ask and answer about their thoughts of famous places as well as estimate the distance between two places.

**STRUCTURES:**

Q: What do you think of ...?

A: I think it's / they're ....

Q: How far is it from ... to ...?

A: It's about ... kilometres.

**VOCABULARY:** New words: beautiful, exciting, fantastic, peaceful

Review: Numbers: 29,40,100,129, ...

**MATERIALS:** darts, dice, fly swatters, handout

**PROCEDURE:**

| Step/<br>Time            | Procedure  | Objectives                                       | Material             |
|--------------------------|--|--|----------------------|
| Warm-up<br>(5 mins)      | <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Get students to stand up and greet them.</li> <li>2. Play I spy with objects in the classroom.</li> <li>3. Award 3 points for each correct one.</li> </ol>   | To get students focused for the lesson.          | Board                |
| Presentation<br>(10 min) | <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the flashcards for the vocabulary for places.</li> <li>2. Drill the vocabulary with students as a class, as groups, and individually.</li> <li>3. If a student knows one then they can throw for points.</li> </ol> | To present the new target vocabulary for places. | Flashcards,<br>Darts |
| Practice<br>(10 min)     | <p><b>Procedure:</b></p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>4. Pin the flashcards on the board.</li> <li>5. Get the students to go to sleep.</li> <li>6. Write the following points under random</li> </ol>  | To get students to                               | Handout              |

|   |  |   |                 |
|---|--|---|-----------------|
|   | <p>Present the flashcards for the vocabulary and drill with students. Write some/all vocabulary on the board, and ensure the vocab is split into the topic categories.</p> <p><b>Activity:</b> Hide flashcards and do a chalk relay race for the flashcards. Award extra points (10) for teams who give extra topic-specific examples other than the flashcards.</p> <p>If any are missing then add them to the list and drill.</p>      | To reinforce existing vocabulary from the two previous lessons.   |                 |
| <p><b>Practice</b><br/>(10 min)</p>     | <p><b>Procedure:</b> Write out sentence structures on the board. Give extra points to students who can identify which sentence structure relates to which of the 2 recap topics. Drill with students.</p> <p><b>Activity:</b> Throw the dice at a student and ask them a structure question. When they have answered get them to throw the dice. Multiply the points by 10 and if they land on 1 or 6 the other team throws instead.</p> | To enable the students to ask and answer the structure questions using (but not limited to) the vocabulary presented in the presentation stage. | Dice            |
| <p><b>Production</b><br/>(10 min)</p>   | <p><b>Procedure:</b> Choose one student from each team to carry out the dialogue from the structures. One Ss asks and one Ss answers. If it is a more advanced class then wipe away the answers from the board so they come up with them themselves.</p> <p><b>Activity:</b> Once they have carried out the dialogue, they can play the basketball game.</p>   | To enable students to freely produce the target structures.   | Basketball game |
| <p><b>Consolidation</b><br/>(5 min)</p> | <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students read all the words one more time</li> <li>2. Add up points and determine winner.</li> <li>3. Give out prize.</li> </ol>   |   |                 |



*Phu Binh*



*Nawien Phai Boan*