

**UNIT 8 – WEATHER**  
**Lesson 1.1 (page 106)**

**1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to point out and say adverbs of time.
- + learn how to know different adverbs of time and spell them correctly and fluently.
- + Use Vocabulary: tonight, tomorrow, tomorrow morning, next week, next Wednesday, next weekend.
- + Model sentences: *I'm going to visit the beach tomorrow. I hope the weather is sunny.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: point out and say adverbs of time, support their friends to complete the learning tasks or play the games.

**2. Teaching – Studying aids:**

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PPoint slides.
- Student's aids: Student's Book, Workbook, Notebook.

**3. Procedures:**

Times	Teaching's activities	Teacher's Act	Students' Act	Materials
5 mins	<b>I. Warm-up:</b> <i>“Slap a board”</i> game * To review the vocabulary items about weather, generate Ss' interests, and lead in the new lesson.	- Divide the class into two teams and make two lines. - Place the flashcards about weather on the board, showing the images. Call out a word and have the first Ss from each group race to slap the correct image on the board and say it correctly. The first Ss to slap the correct flashcard wins a point for their team.	- 2 groups	flashcards
10 mins	<b>II. Presentation:</b> <b>1. Listen and point.</b> <b>Repeat.</b> * To help the Ss recognize and say the adverbs of time.	- Arrange the flashcards ( <i>tonight, tomorrow, tomorrow morning, next week, next Wednesday, next weekend</i> ) on the board. - Ask the students to listen and pay their attention. - Play the audio and require them to listen and repeat.	- The whole class  - Individual	flashcards  Eduhome CD
10 mins	<b>2. Play “Heads up. What’s missing?”</b> * Students are unable to point and read the correct words.	- Divide the class into two teams. - Arrange the flashcards on the board and remove one card when students are not looking. ( <i>tonight, tomorrow, tomorrow morning, next week, next Wednesday, next weekend</i> ). One S from each team calls out the missing flashcard.	- Pair work	flashcards
5 mins	<b>III. Practice:</b> <b>1. Listen and practice.</b>			

5 mins	<p>* Students know how to talk about a plan in the near future.</p> <p><b>2. Look and write. Practice.</b></p> <p>* Students can talk about a plan in the near future.</p> <p><b>IV. Production:</b></p> <p>* Students can identify the sentence structure and say aloud the words correctly.</p> <p><b>V. Consolidation – homelink:</b></p> <p>* To help the students remember and pronounce the vocabulary items.</p>	<p>- Use DCR to show the useful language and have students look and read the useful language.</p> <p>- Play the audio and have them practice the useful language with their friends.</p> <p>- Have the students look and write.</p> <p>- Divide the class into pairs and have them check each other's work.</p> <p>- Have pairs practice saying the sentences.</p> <p>-Open DHA (Unit 8 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</p> <p>-Have the students play the game “Letter scramble”.</p> <p>-Require the students to do exercises on page 72 in the Workbook.</p> <p>-Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook.</p> <p>-Ask them to prepare Parts C and D, Lesson 1 on page 107 in the Student's Book.</p>	<p>- The whole class</p> <p>- Pairs</p> <p>- The whole class</p> <p>- Individual</p>	<p>Student's book Eduhome CD Student's book Workbook Notebook</p>
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#### 4. Reflection

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

**UNIT 8 – MY FRIEND AND I**  
**Lesson 1.2 (page 107)**

**1. Objectives:**

**Knowledge:** By the end of this lesson, students will be able to identify the sound changes and practice the conversations.

**Language knowledge and skills**

**Vocabulary:** *tonight, tomorrow, tomorrow morning, next week, next Wednesday, next weekend.*

**Sentence pattern:** I'm going to visit the beach tomorrow. I hope the weather is sunny.

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

**Attitude:** Support their friends to complete the learning tasks or play the games.

**2. Teaching – Studying aids:**

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA, Projector.

- Students' aids: Student's Book, Workbook, Notebook.

**3. Procedures:**

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I. Warm up</b> <b>Play the Yes or No game.</b>	<ul style="list-style-type: none"> <li>- Draw a line on the ground with chalk.</li> <li>- Explain to the students that one side is Yes and the other is No.</li> <li>- Show the students a flashcard and ask them a question: "<i>Is this tomorrow?</i>"</li> <li>- Get the class to jump to the correct side answer.</li> <li>- Lead in the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game with the whole class.</li> <li>- Listen to their teacher's instructions.</li> <li>- Look at the flashcards and carefully listen to questions.</li> <li>- Jump to the correct side (Yes/No) to show their answer.</li> <li>- Be ready for the new lesson.</li> </ul>	Pictures
20 mins	<b>II. Practice</b> <b>Practice 1:</b> <b>1. Listen and repeat. (CD3 Track 28)</b>  <b>2. Chant. Turn to page 126. (CD3 Track 29)</b>	<ul style="list-style-type: none"> <li>- Draw attention to the sound changes using DCR.</li> <li>- Briefly explain and demonstrate the sound changes.</li> <li>- Play the audio.</li> <li>- Have students notice the sound changes.</li> <li>- Play the audio again.</li> <li>- Have the students listen and repeat.</li> <li>- Correct the students' pronunciation if needed.</li> <li>- Play the audio (using DCR).</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's instructions.</li> <li>- Listen to the audio.</li> <li>- Listen and notice the sound changes first.</li> <li>- Listen to the audio again and repeat the sound changes.</li> <li>- Follow their teacher's instructions.</li> <li>- Listen to the chant.</li> <li>- Listen and repeat the sentences.</li> </ul>	DCR Student's Book

	<p><b>Practice 2:</b></p> <p><b>1. Describe the comic. Use the new words.</b>  <b>Listen.</b> (CD3 Track 30)</p> <p><b>2. Listen and write.</b> (CD3 Track 30)</p> <p>2. Listen and write. (CD3 Track 30)</p>	<ul style="list-style-type: none"> <li>- Introduce the situation: "Alfie and his friends are at break time."</li> <li>- Have students look at the story and ask these questions: <ul style="list-style-type: none"> <li>• Who can you see?</li> <li>• What are they doing?</li> <li>• What's the weather like?</li> </ul> </li> <li>- Play audio and have students look and listen.</li> <li>- Play the audio (using DCR) and demonstrate the activity using the example.</li> <li>- Play the audio and have students listen, and circle the correct words/phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to their teacher's introduction about the situation.</li> <li>- Look at the story and answer their teacher's questions.</li> <li>- Listen and follow their teacher's demonstration.</li> <li>- Listen to the story and circle the correct words/phrases.</li> <li>Listen to the story again and check the answers as a whole class.</li> </ul>	DCR Student's Book Flashcards
<b>10 mins</b>	<p><b>III. Production</b></p> <p>To help them practice the stories and use their own ideas.</p>	<ul style="list-style-type: none"> <li>- Working with their partners.</li> <li>- Students use their own ideas to make a story naturally.</li> <li>- Students can use their own ideas to make a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs.</li> <li>- Practice in front of the class.</li> </ul>	
<b>4 mins</b>	<p><b>IV. Consolidation</b></p> <p>-To help the students remember the target sentence structures.</p>	<ul style="list-style-type: none"> <li>- Have students look at the pictures and say.</li> <li>- Demonstrate the activity by making an example.</li> <li>- Have students listen and number the jobs they listen to in order.</li> <li>- Call some students to give their answers.</li> <li>- Play audio again and check students' answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and say.</li> <li>- Listen to the teacher carefully.</li> <li>- Listen and number.</li> <li>- Give their answers.</li> <li>- Check the answers.</li> </ul>	Pictures

#### 4. Reflection

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

**UNIT 8 – MY FRIENDS AND I**  
**Lesson 1.3 (page 108)**

**1. Objectives:**

**Knowledge:** By the end of this lesson, students will be able to talk about their plans in the near future correctly.

**Vocabulary:** tonight, tomorrow, tomorrow morning, next week, next Wednesday, next weekend.

**Sentence pattern:** “I’m going to visit the beach tomorrow.

I hope the weather is sunny”.

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

**Attitude:** Support their friends to complete the learning tasks or play the games.

**2. Teaching – Studying aids:**

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA, Projector.

- Students’ aids: Student’s Book, Workbook, Notebook.

**3. Procedures:**

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<b>I. Warm up</b> <b>Play Tic- Tac-Toe</b> <i>To help the students review .</i>	<ul style="list-style-type: none"> <li>- Draw a grid of 9 squares on the board, and fill them with the words introduced in the previous lesson.</li> <li>- Divide students into two teams.</li> <li>- One student in the first team chooses a word and makes a sentence. If correct, the team gets an X or O in whatever square he/she wants.</li> <li>- Swap roles.</li> <li>- The team with 3 X or O in a row is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Divide class two teams.</li> <li>- Follow their teacher’s instructions before playing the game.</li> <li>- Play the game.</li> </ul>	Flashcard
20 mins	<b>III. Practice</b> <b>Practice 1:</b> <b>1. Point and say</b> <b>(Page 108).</b>	<ul style="list-style-type: none"> <li>- Demonstrate the activity using the speech bubble.</li> <li>- Have Student A point at a picture, Student B say the sentence.</li> <li>- Swap roles and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Follow their teacher’s instructions.</li> <li>- Make sentences.</li> </ul>	DCR Student’s Book
	<b>Practice 2:</b> <b>2. List other types of weather.</b>	<b>Practice again.</b> <ul style="list-style-type: none"> <li>- Students work in the same pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their teammates to complete the task.</li> </ul>	DCR Student’s Book

		<ul style="list-style-type: none"> <li>- Have pairs list other types of weather and times in the future they know.</li> <li>- Have pairs practice the activity again. Swap roles and repeat.</li> <li>- Call some pairs demonstrate the activity in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher's instructions.</li> <li>- Make sentences.</li> <li>- Present their work in front of the class.</li> <li>- Follow the teacher's instructions.</li> </ul> <p>Make sentences in turns.</p>	Flashcards
<b>10 mins</b>	<b>IV. Production</b> - To help them remember the vocabulary items and sentence patterns.	<ul style="list-style-type: none"> <li>- Write what you are going to do on the calendar and tell your partner.</li> <li>- Demonstrate the activity.</li> <li>- Have students write different activities on the calendar.</li> <li>- Divide the class into pairs.</li> <li>- Have students take turns telling their partners about their plans .</li> </ul>	<ul style="list-style-type: none"> <li>- Write different activities on the calendar.</li> <li>- Work in pairs.</li> <li>- Take turns to talk about the plan and what he/she hopes the weather is like.</li> </ul> <p>Present in front of the class</p>	DCR Student's Book Flashcards
<b>5 mins</b>	<b>V. Consolidation</b> -To help the students remember the target sentence structures.	<ul style="list-style-type: none"> <li>- Students play the game "Make sentences".</li> <li>- Write a few random words on the board.</li> <li>- Have the students work in pairs to make up as many sentences.</li> </ul> <p>The team with the most sentences is the winner.</p>	<ul style="list-style-type: none"> <li>- Play the game "Make sentences" with their teammates.</li> <li>- Follow their teacher's instructions before playing the game.</li> </ul>	Pictures

#### **4. Reflection**

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

**UNIT 8: WEATHER**  
**Lesson 2.1 (SB page 109 + WB page 74)**

**1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to
  - + point out and say types of weather.
  - + Use vocabulary: *humid, dry, calm, breezy, clear, gray.*
  - + Model sentences: - *It's humid today.*  
*- Oh, then I'm going to visit the water park.*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident in supporting their friends, and work hard to complete the learning tasks or play the games.

**2. Teaching – Studying aids:**

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

**3. Procedures:**

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I. Warm up: Play the “Snake game”</b> <i>* To help the students review vocabulary about weather, activities and adverbs of time and, lead in the new lesson.</i> <b>II. Presentation:</b> <b>A1. Listen and point.</b> <b>Repeat. (CD3 Track 32)</b> <i>* To help the students recognize, ask and recognize and say the types of weather.</i> - New words: <i>humid, dry, calm, breezy, clear, gray.</i>	- Divide the class into two teams to play the game. - Give the ball to the first student and ask them to begin saying a type of weather. - Then the first student passes the ball to any of their friends. - Lead in the new lesson.  - Arrange the flashcards ( <i>types of weather</i> ) on the board. - Use DCR on Eduhome to play the audio +1 <sup>st</sup> : point to each flashcard. +2 <sup>nd</sup> : point to the pictures in their S.B +3 <sup>rd</sup> : listen and repeat. - Help them with their pronunciation if necessary. Have the class work in pairs. - Arrange the flashcards on the board and guide Ss to play. - Use DCR on Edu home to show the useful language and have Ss	- 2 groups - Listen to the instructions - Try to guess it.  - The whole class - Listen and follow - Point to the pictures in - Listen and repeat. - Complete the task.	Flashcards  Audio  Student's book
10 mins	<b>A2. Play Board race game</b> <b>III. Practice:</b> <b>B1. Listening and practice. (CD3 Track 33)</b>			

<b>10mins</b>	<p>* <i>To practice asking and answering about what the weather is like today</i></p> <p><b>2. Look and write. Practice.</b></p> <p><b>IV. Production:</b>  <b>Use DHA on Edu home</b>  <i>*To help them remember the vocabulary about what the weather is like today</i></p>	<p>look and read the useful language silently.</p> <ul style="list-style-type: none"> <li>- <i>It's humid today.</i></li> <li>- <i>Oh, then I'm going to visit the water park.</i></li> <li>- Explain the concept meaning of the language.</li> <li>- Play the audio and have them look at the useful language.</li> </ul> <p>Then ask Ss to work in pairs and practice using the vocab from Part A.</p> <p>- Demonstrate the activity using the example.</p> <p>- Ask Ss to look and write their answers in their SB.</p> <p>- Let Ss check each other's work in pairs.</p> <p>- Use DCR on Edu home to check the answers.</p>	<ul style="list-style-type: none"> <li>- Look and read</li> <li>- Pair work</li> <li>- Practice the useful language.</li> </ul>	Whiteboard Audio  Audio  Edu home Flashcards
<b>5 mins</b>	<p><b>V. Consolidation – homelink:</b>  <i>*To help students remember and pronounce the vocabulary items.</i></p>	<p>- Open DHA (Unit 8 – Lesson 2) on Edu home to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</p> <p>- Ask the students to focus on the language structures</p> <p>- Show the flashcards and invite some pairs to practice the structure.</p> <p>- Ask Ss to do exercises on page 74 in the Workbook.</p> <p>- Have them copy each new word six times in their Notebook, prepare Parts C and D- Unit 8- Lesson 2</p>	<ul style="list-style-type: none"> <li>- The whole class</li> <li>- Play the game</li> </ul>	Edu home Flashcards
<b>5 mins</b>			<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Ask and answer the questions using the target pattern sentence structures.</li> </ul>	Workbook

#### **4. Reflection**

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