**ĐĂNG KÝ GIẢNG DẠY TUẦN 22 ( Từ ngày 17-21/02/2025)**

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| ***Thứ***  ***Ngày*** | ***Buổi*** | ***Lớp*** | ***Tiết*** | ***Môn*** | ***Tên bài*** |
| ***Hai*** | ***Chiều*** | **4B** | 1 | English | Unit 13: Appearance - Lesson 1 (1,2,3) |
| **4B** | 2 | English | Unit 13: Appearance - Lesson 1 (4,5,6) |
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|  | | | | | |
| ***Ba*** | ***Sáng*** | **4A** | 1 | English | Unit 13: Appearance - Lesson 1 (1,2,3) |
| **4A** | 2 | English | Unit 13: Appearance - Lesson 1 (4,5,6) |
| **5B** | 1 | English | Unit 13: Our special days  Lesson 1 (1,2,3) |
| **5B** | 2 | English | Unit 13: Our special days  Lesson 1 (4,5,6) |
| ***Chiều*** |  | 1 |  |  |
| **3A** | 2 | English | Unit 13: My house - Lesson 1 (1,2,3) |
| **3A** | 3 | English | Unit 13: My house - Lesson 1 (4,5,6) |
|  | | | | | |
| **Tư** | **Sáng** | **4C** | 1 | English | Unit 13: Appearance - Lesson 1 (1,2,3) |
| **4C** | 2 | English | Unit 13: Appearance - Lesson 1 (4,5,6) |
| **4B** | 3 | English | Unit 13: Appearance - Lesson 2 (1,2,3) |
| **4B** | 4 | English | Unit 13: Appearance - Lesson 2 (4,5,6) |
|  | | | | | |
| ***Năm*** | ***Sáng*** | **4C** | 1 | English | Unit 13: Appearance - Lesson 2 (1,2,3) |
| **4C** | 2 | English | Unit 13: Appearance - Lesson 2 (4,5,6) |
| **5B** | 3 | English | Unit 13: Our special days  Lesson 2 (1,2,3) |
| **5B** | 4 | English | Unit 13: Our special days  Lesson 2 (4,5,6) |
| **Sáu** | **Sáng** | **3A** | 1 | English | Unit 13: My house - Lesson 2 (1,2,3) |
| **3A** | 2 | English | Unit 13: My house - Lesson 2 (4,5,6) |
| **4A** | 3 | English | Unit 13: Appearance - Lesson 2 (1,2,3) |
| **4A** | 4 | English | Unit 13: Appearance - Lesson 2 (4,5,6) |

***Duyệt bài, Ngày 14 tháng 02 năm 2025***

***Phó hiệu trưởng***

***Nguyễn Thị Hằng***

**WEEK 22**

**Grade 3**: Lớp 3A: Chiều thứ ba ngày 18 tháng 02 năm 2025

**ENGLISH**

**Unit 13: My house - Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

–Use the words *living room, bedroom, kitchen, bathroom, here, there*

–Use *Where’s the……….? – It’s here/ there.* to ask and answer questions about the location of a room in a house

- ***Vocabulary:*** living room, bedroom, kitchen, bathroom, here, there

- ***Model sentences***:

*A: Where’s the……….?B: It’s here/ there.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about house

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 161, 162, audio Tracks 22, 23, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko.  - Ask Ss look at the pieces of picture.  - Ask Ss go to the board and jigsaw puzzle into the correct picture    -T checks who’s the winner?  - Ask Ss look at the pieces of picture  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1 (1,2,3)”.*  **2. Presentation(16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ living room : phòng khách*  *(picture)*  *+ bedroom : phòng ngủ (situation)*  *+ kitchen : phòng bếp (picture)*  *+ bathroom : phòng tắm (picture)*  *+ house : ngôi nhà (translation)*  *+ here : ở đây (situation)*  *+ there : ở kia (translation)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where’s the……..? − It’s here / there. to ask and answer questions about the location of a room in a house.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a , b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  *A: Where’s the bedroom?*  *B: It’s here/ there.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the name of the rooms.    - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers  - Have Ss to practise:  + T says asks and Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of Where’s the……? − It’s here / there. to ask and answer questions about the location of a room in a house in a freer context.*  **\*Procedure:**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+How many rooms are there in the picture?*  *+What rooms are they?*  *+Where’s the ……….?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to work in pairs to ask and answer  - Invite some pupils to the front of the class to present their exchanges.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 1 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+*  *Mai says Come in, please!Linh says*  *Wow, I like your house! in picture a.*  *+*  *Linh asks Where’s your bedroom? Mai answers*  *It’s here. in picture b.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and repeat  -Ss practice in chorus  -Ss work in pairs to practice  -Ss point and say  -Ss listen.  -Ss listen  -Ss look at the picture and answer  *+I can see a house*  *+ There are four rooms*  *+ They are living room, kietchen, bedroom, bathroom.*  *+ It’s here/ there*  -Ss note  - Ss say the completed sentences.  -Ss work in pairs  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 3**: Lớp 3A: Chiều thứ ba ngày 18 tháng 02 năm 2025

**ENGLISH**

**Unit 13: My house - Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Listen to and understand simple exchanges in relation to the topic “My house”

- Read and write about the location of rooms in a house and things in a room.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 163, 164; audio Tracks 24, 25; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***“Passing the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, ss in each team take turn to pass the ball.  - After the music ends, 3 ss have the ball – stand up and say the name, using the sentence model.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and circle:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures*  **\*Procedure:**  - Elicit the name of the room in each picture    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.a 2.b*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the rooms (*a living room, a kitchen, a bathroom and a bedroom*).    - Have Ss look at the four incomplete exchanges and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. living room 2. kitchen*  *3. bathroom; there 4. bedroom; here*  **Activity 3. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song Where is it? with the correct melody and pronunciation.*  **\*Procedure:**  - Introduce the title and lyrics of the song: “*Where is it?* ” song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (1,2,3).* | - Ss listen and keep the puppet  - Ss listen to music and play the game  -Ss listen  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a:*  *a hand pointing at a nearby living room*  *+ Picture 1b:*  *a hand pointing at distant living room*  *+ Picture 2a:*  *a hand pointing at a nearby bedroom*  *+ Picture 2b:*  *a hand pointing at a distant bedroom*  -Ss guess the answers  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the picture and say:  -Ss look and answer  -Ss answer: *living room*  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss read aloud  - Ss look and listen.  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the character while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 3**: Lớp 3A: Sáng thứ sáu, ngày 21 tháng 02 năm 2025

**ENGLISH**

**Unit 13: My house- Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- use the words *table, chair, book, lamp, in and on* in the target sentence patterns

- use Where are the…..? – They’re……. to ask and answer questions about the locations of things in a room

- ***Vocabulary:*** table, chair, book, lamp, in, on

- ***Model sentences***:

*A: Where are the tables?*

*B: They’re in the living room.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about house

- Co-operation: ready to help friends in pair work/ group work.

- Oral Communication: speak about someone, ask and answer the questions

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 165, 166; audio Tracks 26,27, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***Guess the pictures***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Write any word on the board.  - The first pupil has to take the last four or three letters of that word and form a new word.  - The second pupil does the same, and the chain continues until a pupil is unable to form a word.  - The pupil who fails to form a word or misspells it is out of the game.  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **2. Presentation(16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ table : cái bàn (realia)*  *+ chair : cái ghế (realia)*  *+ lamp : cái đèn (picture)*  *+ on : trên (visual)*  *+ in : trong (visual)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to to ask and answer questions about the locations of things in a room.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where are the….? – They’re ……. to ask and answer questions about the locations of things in a room.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: Where are the tables?*  *B: They’re in the living room.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the name of each character.    - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of Where are the ….? – They’re…….. to ask and answer questions about the locations of things in a room in a freer context.*  **\*Procedure:**    - T asks ss to attend to the picture.  *+ What can you see in the picture?*  *+What are they?*  *+Where are they?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss *use of Where are…..?* and *They’re …….* to ask and answer (groups of four)  - Invite some groups to perform.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Mai says *This is the living room.*  *– In picture b:* Linh asks *Where are the chairs?* And Mai answers *They’re in the kitchen.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and answer  *+ Picture a:*  *a. tables in the living room*  *+ Picture b:*  *chairs in the living room*  *+ Picture c:*  *books on the table*  *+ Picture d:*   *lamps on the table*  -Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and role play.  -Ss listen  -Ss look at the picture and answer  *+*  *two tables, four chairs, two books and two lamps on a table*  -Ss note  - Ss say the completed sentences.  -Ss work in groups  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 3**: Lớp 3A: Sáng thứ sáu, ngày 21 tháng 02 năm 2025

**ENGLISH**

**Unit 13: My house - Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Listen to and understand simple exchanges in relation to the topic “My house”

- Read and write about the location of rooms in a house and things in a room.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: talk about rooms in a house and things in a room.

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 167, 168; audio Tracks 28; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Sing a song:* ***“My house”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the song on the screen.  <https://www.youtube.com/watch?v=qZyJPZxsmZk>  - Ask pupils to listen, sing and dance the song.  - Say “Open your book page 21” and look at *“Unit 13, Lesson 2 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.*  **\*Procedure:**  - Elicit the names and ages of the characters in the pictures.      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.c 2. d 3. a 4. b*  **Activity 2.** **Look, circle and read.**  ***\*Aims:*** *Ss will be able**to* *circle the correct answers to the gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the rooms and things in the pictures.    - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*tables*).  + Have Ss circle the correct options  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and circle the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  -T gives feedbacks.  *Key: 1. b 2. b 3. a 4. b*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to review vocabulary and structure words in relation to the topic “My house” and use them in the sentence patterns Where’s…….? − It’s here / there. and Where are …….?– They’re ……. by playing the game Bingo.*  **\*Procedure:**    - Explain how to play the game:  + Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words for reviewing.  + Get Ss to copy the grid onto a paper sheet and fill their grids with the vocabulary words.  + Ss need to listen carefully for the words that you’ll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids.  + Eventually, one pupil will have crossed out all of his or her words and should out “*Bingo!”* to show that he / she has finished.  - Give Ss time to play the game in pairs or groups.  - When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns *Where’s …….? − It’s here / there. and Where are …….? – They’re…….*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  - Prepare the new lesson: *Unit 13, Lesson 3 (1,2,3).* | - Sing and dance the song in chorus.  - Ss open their books  -Look at the pictures and say:  *+ Picture a:*  *two lamps in the bathroom*  *+ Picture b:*  *two lamps in the bedroom*  *+ Picture c:*  *two lamps in the living room*  *+ Picture d:*  *two lamps in the kitchen*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write number and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the pictures and say  -Ss listen and answer  -Ss read and complete  -Ss work in pairs  -Ss read  - Ss listen  -Ss play the game  - Ss play the game  -Ss listen and answer  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 4:** Lớp 4A: Sáng thứ Ba, Ngày 18 tháng 02 năm 2025

Lớp 4B: Chiều thứ Hai, Ngày 17 tháng 02 năm 2025

Lớp 4C: Sáng thứ tư , Ngày 19 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Appearance - Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use the words and phrases big, short, slim, tall in relation to the topic "Appearance”

- Use *What does he / she look like? – He's / She's …….* to ask and answer questions about someone’s appearance;

- ***Vocabulary:*** short, slim, tall, look like

- ***Model sentences***:

*A: What does he/ she look like?*

*B: He’s/ She’s tall.*

- ***Skills***: speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 183, 84, audio Tracks 21, 22, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko.  - Ask Ss look at the pieces of picture.  - Ask Ss go to the board and jigsaw puzzle into the correct picture    -T checks who’s the winner?  - Ask Ss look at the pieces of picture  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ short : thấp, ngắn (picture)*  *+ slim : mảnh mai (situation)*  *+ tall : cao (picture)*  *+ look like : trông như (translation)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s appearance.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able to* *correctly say the words and use What does he / she look like? – He’s / She’s ….. to ask and answer questions about someone’s appearance* **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  *A: What does he/ she look like?*  *B: He’s/ She’s tall.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the appearance    - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers  - Have Ss to practise:  + T says asks and Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of What does he / she look like? – He’s / She’s …….. to ask and answer questions about someone’s appearance in a freer context.*  **\*Procedure:**  - T asks ss to guess each  *+ What can you see in the picture?*    - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to work in pairs to ask and answer  - Invite some pupils to the front of the class to present their exchanges.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 1 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+*  Picture a  *Nam: Do you have a brother, Lucy? Lucy: Yes, I do*  *+* Picture b  *Nam: What does he look like?*  *Lucy: He’s tall.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practice  -Ss listen to the teacher  -Ss point and say  -Ss listen.  -Ss listen  -Ss look at the picture and answer  *+I can see a family of four people with different appearances*  -Ss note  - Ss say the completed sentences.  -Ss pay attention  -Ss work in pairs  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 4:** Lớp 4A: Sáng thứ Ba, Ngày 18 tháng 02 năm 2025

Lớp 4B: Chiều thứ Hai, Ngày 17 tháng 02 năm 2025

Lớp 4C: Sáng thứ tư , Ngày 19 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Appearance - Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use the words and phrases big, short, slim, tall in relation to the topic "Appearance"

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Appearance

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 186, 187; audio Tracks 23, 24; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***“Passing the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, ss in each team take turn to pass the ball.  - After the music ends, 3 ss have the ball – stand up and say the name, using the sentence model.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which characters ask and answer questions about a family member’s appearance, and tick the correct pictures.*  **\*Procedure:**  - Elicit the name of the room in each picture  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.a 2.b*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete the target sentence patterns in four exchanges about appearance with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the appearance of the people (*tall, short, big, slim*).    - Have Ss look at the four incomplete exchanges and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*   1. *tall 2. short 3. look; big*   *4. What; She’s slim.*  **Activity 3. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song What do your parents look like? with the correct melody and pronunciation.*  **\*Procedure:**  - Introduce the title and lyrics of the song: “ *What do your parents look like?* ” song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (1,2,3).* | - Ss listen and keep the puppet  - Ss listen to music and play the game  -Ss listen  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a:*  *a slim woman*  *+ Picture 1b:*  *a short woman*  *+ Picture 2a:*  *a tall boy playing football*  *+ Picture 2b:*  *a short boy playing football*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss write the correct answer  -Ss listen and repeat.  -Ss look at the picture and say  -Ss look and answer  -Ss answer: *tall*  -Ss look, complete and read the completed sentence in chorus.  -Sswork in groups and complete the sentence  -Ss read aloud  - Ss look and listen.  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the character while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 4:** Lớp 4A: Sáng thứ Sáu Ngày 21tháng 02 năm 2025

Lớp 4B: Sáng thứ tư, Ngày 19 tháng 02 năm 2025

Lớp 4C: Sáng thứ năm , Ngày 20 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Appearance - Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use the words and phrases a round face, big eyes, long hair, and short hair in relation to the topic "Appearance"

- Use *What does he / she look like? –He / She has* …… to ask and answer questions about someone’s appearances

- ***Vocabulary:*** long, round

- ***Model sentences***:

*A: What does he / she look like?*

*B: He/ She has a round face.*

- ***Skills***: speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Oral Communication: speak about someone, ask and answer the questions

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 188, 189; audio Tracks 25, 26, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***Teacher says***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Teachers quickly review body parts, focusing on Face features.  -Teacher plays "Teacher says": Touch your ears/nose/face/eyes/hair .... to review face features.  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **2. Presentation(16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ round : tròn (realia)*  *+ long : dài (realia)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s appearance, using the verb to have*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able to correctly say the phrases and use What does he / she look like? – He / She has …... to ask and answer questions about someone’s appearance.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What does he / she look like?*  *B: He/ She has a round face.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the name of each character.    - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of What does he / she look like? – He / She has ………. to ask and answer questions about someone’s appearance in a freer context.*  **\*Procedure:**  - T asks ss to attend to the picture.  *+ What can you see in the picture?*  *+Where are they?*  *+ What do they look like?*    - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss *use of What does he/ she look like?* and *He has/ She has…….* to ask and answer (pairs work)  - Invite some groups to perform.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  **5. Homework. (2’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:*  Bill: *How old is your brother, Mai?* Mai: *He’s four*  *– In picture b:*  Bill: *What does he look like?*  Mai: *He has a round face.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and answer  *+ Picture a:*  *a boy with short hair + Picture b:*  *a girl with long hair*  *+ Picture c:*  *a boy with a round face*  *+ Picture d:*   *a girl with big eyes*  -Ss practice in chorus  - Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and role play.  -Ss listen  -Ss look at the picture and answer  *+*  *a group of four pupils with different appearance*  -Ss note  - Ss say the completed sentences.  -Ss work in pairs and ask and answer  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 4:** Lớp 4A: Sáng thứ Sáu Ngày 21tháng 02 năm 2025

Lớp 4B: Sáng thứ tư, Ngày 19 tháng 02 năm 2025

Lớp 4C: Sáng thứ năm , Ngày 20 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Appearance - Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use the words and phrases big, short, slim, tall, a round face, big eyes, long hair, and short hair in relation to the topic "Appearance".

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Appearance”

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 190, 191; audio Tracks 27; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:*  **play the Angry Bird game (PPT)**  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 2 teams.  - Pupils from each team choose a number, then answer the question in that number.  - If the Ss answer correctly, the teacher clicks on the brick of that number to find out the scores.  - Say “Open your book page 21” and look at *“Unit 13, Lesson 2 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which characters ask and answer questions about someone’s appearance, and number the correct pictures.*  **\*Procedure:**  - Elicit the questions to ask for the appearance of the character in each picture.    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.d 2. a 3. c 4. b*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete the target sentence patterns in two exchanges about appearance with the help of picture cues* **\*Procedure:**  - Have Ss look at the pictures and identify the appearance of the characters in the pictures  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*big*).  + Have Ss write the first word  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and complete the sentences 2.  - Invite pairs of pupils to stand up and read aloud the sentences.  -T gives feedbacks.  *Key: 1. big / short, face 2. look like, long hair*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to review vocabulary about family members and appearance by playing the game Tic-tac-toe.*  **\*Procedure:**    - Tell pupils that they are going to play the game Tic-tac-toe.  +Two pupils play at a time. One pupil is X, and the other is O.  +The pupils take turns choosing a square by saying a word and putting their mark in the corresponding square.  +The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.  - Invite two pupils to play at a time.  - Change the words in the grid and let pupils play the game several times if there is enough time.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  - Prepare the new lesson: *Unit 13, Lesson 3 (1,2,3).* | - Ss listen and play the game  - Ss open their books  -Look at the pictures and say:  *+ Picture a:* *a girl with short hair + Picture b:* *a girl with big eyes*  *+ Picture c:*  *a girl with long hair + Picture d:*  *a girl with a round face*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write number and swap books with their partners.  - Ss check their answers and guessing  -Ss write the correct answer  -Ss listen and repeat.  -Ss look at the pictures and say  -Ss listen and answer  -Ss read and complete  -Ss write  -Ss read the completed sentence  -Ss work in pairs and complete  -Ss read aloud  - Ss listen the rule of the game  - Ss listen the rule of the game  - Ss listen the rule of the game  -Ss play the game  - Ss play the game  -Ss listen and answer  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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**Grade 5 :** Lớp 5B : Sáng thứ ba, Ngày 18 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Our special days - Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use *What will you do \_\_\_? – We’ll \_\_\_.* to ask and answer questions about what someone will do for a special day

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

- ***Vocabulary:*** Children’s Day, Teachers’ Day, Sports Day, Mid-Autumn Festival

- ***Structures***: *A: What will you do on Children’s Day?*

*B: We’ll sing, dance and have a party.*

- ***Skills***: speaking and listening

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Enhance understandings of what people do on special occasions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 207, 208, 209, audio Tracks 21, 22, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 18, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Sing a song:* ***Tet’s coming***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the video on the screen.  <https://www.youtube.com/watch?v=cv8d4alcdk8>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1 (1,2,3)”.*  **2. Presentation (15’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *Children’s Day: ngày Quốc tế Thiếu nhi (explain)*  *+*  *Teachers’ Day: ngày Nhà giáo Việt Nam (situation)*  *+ Sports Day: ngày hội thể thao (picture)*  *+* *Mid-Autumn Festival: Tết Trung thu*  *(picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about what someone will do for a special*  *day.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and their activities in the pictures.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly* *use What will you do \_\_\_\_? – We’ll \_\_\_\_. to ask and answer questions about what someone will do on / at a special day.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What will you do on Children’s Day?*  *B: We’ll sing, dance and have a party.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Have Ss look at the picture and identify the characters and their activities    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *What will you do \_\_\_\_? – We’ll \_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **4. Production: (6’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *correctly What will you do \_\_\_? – We’ll \_\_\_. in a freer context.*  **\*Procedure:**  - Have ss look at the picture and draw their attention to the names of four special days and the activities characters will do on / at these days.    - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.  - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the structures *What will you do \_\_\_? – We’ll \_\_\_.*  - Invite a few pairs to point at the pictures and ask and answer questions.  **5. Fun corner and wrap- up (4’)**  Game: **Spin the wheel**  - Divide class into 2-4 teams  - Each team takes turns choosing a month of the year, then asks and answers using the clues shown on the screen. If the ss can successfully make a conversation, they get to spin the wheel and get points for their teams. | - Sing and dance the song together.  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say  +In picture a:  Mai: *Do you also have Children's Day in your country, David?*  David: *We went to the beach.*  + In picture b:  Mai: *What will you do on Children’s Day?*  David: *We’ll sing, dance and have a party.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:*  *Some children dancing on Children’s Day*  *+ Picture b:*  *Some children singing on Teachers’ Day*  *+ Picture c:*  *Two children playing badminton on Sports Day*  *+ Picture d:* *Some children having a party at Mid-Autumn Festival*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and answer  *+* *Four pictures showing four different activities on / at four special days*  - Ss say the completed sentences.  -Ss work in pairs to ask and answer  -Ss perform in front of the class.  - Ss listen  -Ss listen and play the game  -Ss praise the winner. |

**D. ADJUSTMENTS (if necessary):**

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**Grade 5 :** Lớp 5B : Sáng thứ ba, Ngày 18 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Our special days - Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Listen to and understand two communicative contexts in which pupils ask and answer questions about what someone will do for a special day.

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our special days”.*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform listening and reading tasks.

**3. Attitude/ Qualities:**

- Show their pride in their personal information and what someone will do for a special day.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 210, 211, 212; audio Tracks 23, 24; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned structures.*  **\*Procedure:**  - Give two different colored teddy bears to two pupils, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **2.Practice: (25’)**  **Activity 1. Listen and tick or cross:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which speakers ask and answer questions about what someone will do on / at a special day.*  **\*Procedure:**  - Have ss look at the picture and elicit the activities in the pictures.  *+What will they do?*    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Have ss explain the answers.  *Key: 1. x 2. x 3.v 4.v*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the activities.    - Have Ss look at the four incomplete exchanges and elicits the options  - T models with sentence 1  + Have Ss circle the correct answer *(have a party)*  + Have Ss look at the picture and identify the needed information *(have a party).*  - Have Ss work in groups and complete the sentences 2, 3 and 4.  - Get Ss to swap books with a partner and check their answers before checking as a class.  -T gives feedbacks.  *Key:*  *1. have a party*  *2. Teachers’ Day*  *3. on Sports Day, We’ll*  *4. What will, sing and dance*  **Activity 3. Listen, complete and sing**  ***\*Aims:*** *Ss will be able to* *listen and complete the song What will you do on Children’s Day? and sing it with correct pronunciation, rhythm and melody.*  **\*Procedure:**  - Introduce the title and lyrics of the song:*What will you do on Children’s Day?*    - Tell ss the aim of the activity  - Draw ss’ attention to the gapped sentences and guess the missing words and complete the sentences.  - Play the recording all the way through for ss to listen to the whole song.  - Play the recording again for them to fill in the gaps with the missing words.  - Check answers together as a class.  - Play the recording line by line for pupils to listen and repeat.  - Invite a few groups to the front of the class to sing the song.  **3. Fun corner and wrap- up (5’)**  **Game:**  **Guessing game**  - Draw ss’ attention to the screen.  - Explain the rules of the game: Ss look at the clue and guess  + 1 open-picture: get 3 points  + 2 open -pictures: get 2 points  + All pictures left: 1 point . | - Ss listen to the teacher’s instruction  - Ss play the game  *Ex:*  *A: What will you do on Teacher’s Day?*  *B: We’ll sing and dance.*  - Continue playing the game.  - Ss open their books  -Look at the pictures and say:  *+ Picture 1:* *A group of children dancing*  *+ Picture 2:* *A group of children singing*  *+ Picture 3: Some boys playing football*  *+ Picture 4:* *A group of children having a party in the moon*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class and guessing  -Ss explain the answers  -Ss look at the picture and identify the activities.  -Ss look at the exchanged and pay attention  -Ss look and say the correct answer  -Ss listen and pay attention  -Ss complete the sentences  -Ss swap books with a partner and check their answers before checking as a class.  -Ss listen  - Ss listen and pay attention  - Ss listen to the teacher’s instruction.  - Ss look at the gapped sentences and guess the missing words and complete the sentences.  - Ss listen to the song  - Ss listen and fill in the gaps with missing words.  - Ss check answers together as a class.  - Ss listen to the recording, line by line, and repeat.  - Ss come to the front of the class to sing the song.  - Ss follow the teacher’s instructions.  - Ss look at the screen and guess what the word is. |

**D. ADJUSTMENTS (if necessary):**

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**Grade 5 :** Lớp 5B : Sáng thứ năm, Ngày 20 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Our special days - Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts in

which characters ask and answer questions about drinks they will have at an event.

- Correctly use *What food / drinks will you have at the party? – We’ll have \_t*o ask and answer questions about food and drinks someone will hav an event.

- Use *What food / drinks will you have at the party? – We’ll have*

- ***Vocabulary:*** burgers, milk tea,

- ***Structures:***  *A: What food / drinks will you have at the party?*

*B: We’ll have milk tea.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s food and drinks at an event correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. Attitude/ Qualities:**

- Enhance understanding of different kinds of food and drinks at different styles of event.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 212, 213, 214; audio Tracks 25, 26, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 20, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (4’)**  *Game:*  ***Roll the dice***  *\*****Aims:*** *to revise the sentence structures about someone who did something in the past.*  **\*Procedure:**  - Divide the class into groups of six. Have each student count the numbers from one to six.  - Ask a student from each group to roll the dice to choose a pupil asking the question.  - Ask that student to ask the question and invite another student of the group to answer the question.  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *burgers: những bánh mì kẹp thịt*  *(picture)*  *+*  *milk tea: trà sữa (picture)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts in*  *which characters ask and answer questions about drinks they will have at an event.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and predict what they are talking about.    - Play the recording for them to listen.  - Play the recording again (sentence by sentence) for Ss to listen and repeat Correct their pronunciation where necessary.  - Invite a few pairs to the front of the classroom to listen to and repeat the sentences.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will have at an event.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the structures.  *A: What food / drinks will you have at the party?*  *B: We’ll have milk tea.*  **3.Practice: (6’)**  ***\*Drill pictures***  - Have Ss look at the pictures and elicit identify the food and drinks.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *What food / drinks will you have at the party? – We’ll have \_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **4.Production: (5’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use What food / drinks will you have at the party? – We’ll have \_\_\_. in a freer context.*  **\*Procedure:**  - Ask questions to help them identify the context.    - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.  - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the picture cue *What food / drinks will you have at the party? – We’ll have \_\_\_. And What will you do at/ after the party?- We\_\_\_*  - Invite a few pairs to point at the pictures and ask and answer questions.  - Invite some pairs of ss to ask and answer questions about the real activities  **5. Fun corner and wrap- up (4’)**  **Game:**  **Prepare for your party**  - Divide the class into three teams.  - Tell the ss that they are working at a restaurant. They have to ask their customers what food and drinks they want for their parties and serve on the table.  - Ask the ss to look at pictures and read the full sentences.  - Ask ss to check their friends’ pronunciation.  - Play the game. | - Ss listen to teacher’s instruction  - Ss play the game  *Ex:*  *A: What will you do on \_\_\_\_\_\_?*  *B: We’ll \_\_\_\_\_\_*  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:*  Mary: *Hi, Mai. Will you come to my birthday party next Sunday?*  Mai: *Yes, I will. Thanks!*  *– In picture b:*  Mai: *What drinks will you have at the party?*  Mary: *We’ll have fruit juice and milk tea.*  Mai: *Shall I bring some fruit?*  Mary: *Yes, please!*  -Ss listen  -Ss listen and repeat in chorus  - Pairs of Ss listen and repeat  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures.  - Ss look, listen and answer  *a: A pizza*  *b: Two burgers*  *c: Three glasses of milk tea*  *d: Two bottles of apple juice*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and answer  *+*  *Some food and drinks (chicken, vegetables, rice, grapes, mineral water and milk) for a meal on the first table. Some food and drinks (apples, chips, a pizza and a burger, apple juice and milk tea) for a*  *party on the second table*  - Ss say the completed sentences.  -Ss work in pairs to ask and answer  *A:What food / drinks will you have at the party?*  *B:We’ll have pizza.*  *A: What will you do at/ after the party?*  *B: We’ll sing and dance*  -Ss perform in front of the class.  - Ss ask and answer about their family.  -Ss listen to the teacher  - Ss play the game  - Continue playing the game. |

**D. ADJUSTMENTS (if necessary):**

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**Grade 5 :** Lớp 5B : Sáng thứ năm, Ngày 20 tháng 02 năm 2025

**ENGLISH**

**Unit 13: Our special days - Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about the food and drinks someone will have at an event

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our special days”.*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. Attitude/ Qualities:**

- Enhance understanding of what people eat and drink on special occasions.

- Express their preferences for food and drinks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 216, 217; audio Tracks 27; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (4’)**  *Play a game:* ***“Run to the corner”***  *\*****Aims:*** *to* *revise the sentence structure* **\*Procedure:**  - Draw ss’ attention to the pictures and say the name of food and drinks.  - Ask 2 ss to come to the front and ask about *their food and drinks they want at their parties*.  + When they finish answering the questions, other players (1 from each team) will run to the pictures mentioned and say the name of that food/ drinks.  + Who faster is the winner and get 1 point for that round.  - Say “Open your book page 21” and look at *“Unit 13, Lesson 2 (4,5,6)”.*  **2. Practice: (27’)**  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which characters talk about food and drinks they will have at an event and tick the correct pictures*  **\*Procedure:**  - Elicit the names of the food and drinks    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.b 2. a*  **Activity 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Ask Ss to identify the food and drinks someone will have at a meal / party.  - Have Ss look at the 2 incomplete exchanges and elicits the missing words in the sentences.  - T models with the first sentence  + Ask Ss what is missing in the sentence *(will).*  + Have Ss look at the picture and identify the needed information *(And what drinks will we have)*  - Have Ss work in pairs and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  *Key:*  *1. will, apple juice*  *2. burgers and pizza, we, mineral water and milk tea*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to practise the target vocabulary and sentence patterns by playing the game Our Children’s Day party menu*  **\*Procedure:**    - Tell the class that the game will be played in groups of three. Ss in each group will discuss as many names of *fruit, food and drinks* as possible in the menu for their *Children’s Day party*  - Invite two or three groups to the front of the class.  - Let Ss have a time limit to make a menu (*including fruit, food and drinks*).  - Each group shows and tells the menu to the class. The group that says the most sentences about their menu with correct grammar will be given five points / stars.  **3. Fun corner and wrap- up (4’)**  **Game:**  **Lucky Food (ppt)**  - Divides the class into 3 teams.  - Each team takes turns choosing a food/ drink and answering the question.  - T checks the answer with the whole class.  - Ss collect the points if they answer the question correctly.  - The team with the most points is the winner. | - Ss pay attention.  -Ss play the game  - Ss congratulate to the winner  - Ss open their books  - Look at the pictures and say:  *1a. Two burgers, some chips, two apples and two bottles of mineral water*  *1b. Two burgers, some chips, two apples and two glasses of milk tea*  *1c. Two burgers, some chips, two apples and two glasses of apple juice*  *2a. Two burgers, some grapes and two glasses of apple juice*  *2b. Two pizzas, some grapes and two glasses of apple juice*  *2c. Some chips, some grapes and two glasses of apple juice*  -Ss guess the answers  - Ss listen to the tape and match  - Ss listen again, match and swap books with their partners.  - Ss check their answers and guessing  - Ss answer and check  -Ss listen and repeat.  -Ss look at the picture and say  -Ss follow the teacher.  -Ss read and answer  -Ss work in pairs and fill in the gaps  - Ss swap books and check  -Ss listen and pay attention  - Ss play the game  -Ss play the game  -Ss play the game  -Ss play the game |

**D. ADJUSTMENTS (if necessary):**

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***Duyệt bài, Ngày 14 tháng 02 năm 2025***

***Phó hiệu trưởng***

***Nguyễn Thị Hằng***