**KẾ HOẠCH BÀI DẠY** **TUẦN 2 MÔN TIẾNG ANH**

 NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp  | Môn |  Tên bài |
| Hai16/9 | Sáng |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 | 5A | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 1 - 3 |
|  2 | 5A | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 4 - 6 |
|  3 |  |  |  |
| Ba17/9 | Sáng |  1 | 5B | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 1 - 3 |
|  2 | 5B | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 4 - 6 |
|  3 | 3B | T.Anh | Unit 1 : Hello. Lesson 1 - Activity 1 - 3 |
|  4 | 3B | T.Anh | Unit 1 : Hello. Lesson 1 - Activity 4 - 6 |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  Tư18/9 | Sáng |  1 | 3A | T.Anh | Unit 1 : Hello. Lesson 1 - Activity 1 - 3 |
|  2 | 3A | T.Anh | Unit 1 : Hello. Lesson 1 - Activity 4 - 6 |
|  3 | 5A | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 1 - 3 |
|  4 | 5A | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 4 - 6 |
| Chiều |  1 | 5C | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 1 - 3 |
|  2 | 5C | T.Anh | Unit 1 : All about me. Lesson 1 - Activity 4 - 6 |
|  3 |  |  |  |
| Năm19/9 | Sáng |  1 | 5B | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 1 - 3 |
|  2 | 5B | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 4 - 6 |
|  3 |  |  |  |
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| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
| Sáu20/9 | Sáng |  1 | 5C | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 1 - 3 |
|  2 | 5C | T.Anh | Unit 1 : All about me. Lesson 2 - Activity 4 - 6 |
|  3 | 3B | T.Anh | Unit 1 : Hello. Lesson 2 - Activity 1 - 3 |
|  4 | 3B | T.Anh | Unit 1 : Hello. Lesson 2 - Activity 4 - 6 |
| Chiều |  1 | 3A | T.Anh | Unit 1 : Hello. Lesson 2 - Activity 1 - 3 |
|  2 | 3A | T.Anh | Unit 1 : Hello. Lesson 2 - Activity 4 - 6 |
|  3 |  |  |  |

*Thứ Hai ngày 16 tháng 9 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information.

- correctly say the words and use *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_.* to ask and answer questions about personal information.

- use *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_\_.* in freer contexts.

- use the words *city*, *Class 5A, Class 5B,* *countryside* in relation to the topic “All about me!”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

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

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

**3. Attributes**

- Show their pride in their personal information and where they live.

**II. MATERIALS**

- Pupil’s book: Page 10

- Audio tracks 5, 6

- Teacher’s guide: Pages 18, 19, 20, 21

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *Back to school*.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *Back to school* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 1) |
| - Spend a few minutes revising the previous lesson by having pupils sing the song on page 7.- Play the song for pupils to listen to and sing in chorus.- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.- Invite one pupil or a group to perform the song in front of the class. | - Listen to the teacher’s instructions. - Listen and sing the song in chorus.- Sing the song in chorus and clap hands to reinforce the activity.- Perform the song in front of the class individually or in groups. | The lyrics and the recording of the song *Back to school* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 5) |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see Input). **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**. **Step 3:** Play the recording again for pupils to listen to and repeat individually and/ or in chorus sentence by sentence.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 5:** Draw pupils’ attention to the question *Can you tell me about yourself, Lan?* and the answer *Well, I’m in Class 5C.* *I live in the countryside.* Tell pupils that they are used to ask and answer questions about personal information. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus. Pupils do the same procedure with Picture **b**.- Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.- Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | - Context a: Ben: *Hello, I’m Ben. Nice to meet you.* Lan: *Hello, Ben. I’m Lan. Nice to meet you, too.* - Context b: Ben: *Can you tell me about yourself, Lan?* Lan: *Well, I’m in Class 5C. I live in the countryside.* Ben: *I’m in Class 5B. I live in the city.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

- To correctly say the words and use *Can you tell me about yourself?* *- I’m in \_\_\_\_\_.;
I live in the \_\_\_\_\_.* to ask and answer questions about personal information.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_\_.* to ask and answer questions about personal information.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 6) |
| **Step 1:** Have pupils look at the pictures and elicit the personal information of each character. **Step 2:** Have pupils point at Picture **a** (a girl standing near the door of Class 5A), listen to the recording and repeat the word (*Class 5A*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension. **Step 3:** Point at the first bubble and have pupils listen and repeat after the recording (*Can you tell me about yourself?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I’m in Class 5A.*). Repeat the same procedure with the other three pictures. **Step 4:** Have pupils work in pairs to practise asking and answering the question *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_\_.*, using speech bubbles and Pictures **a**, **b**, **c** and **d**. **Step 5:** Invite a few pairs to point at the pictures and say the questions & answers in front of the class. | - Pupils look at the pictures and elicit the personal information of each character.- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.- Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.- Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.- Pairs of pupils point at the pictures and say the questions & answers in front of the class. | - Picture and word cues: **a.** a girl standing at the door of Class 5A and the words *Class 5A* underneath **b.** a boy standing at the door of Class 5B and the words *Class 5B* underneath **c.** a boy standing in front of high buildings in the city and the word *city* underneath **d.** a girl standing in front of a house in the countryside and the word *countryside* underneath - Speech bubbles: *Can you tell me about yourself? - I’m in \_\_\_\_\_. I live in the \_\_\_\_\_\_.*  |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To use *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_\_.*
a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** |
| **Step 1:** Draw pupils’ attention to the pictures. Have them look at the pictures and identify the character’s information in each picture. Check comprehension. **Step 2:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help. **Step 3:** Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well. | - Pupils look at the pictures and identify the character’s information in each picture.- Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. - Pairs of pupils practise asking and answering questions in front of the class. | - Picture cue: a picture of two pupils showing their personal information (classes they are in and places they live in). - Speech bubbles: *- Can you tell me about yourself? - \_\_\_\_\_.**My name’s \_\_\_.**I’m in \_\_\_\_\_.**I live in the \_\_\_\_.**My birthday is in \_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s talks

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Interview (ppt)**

- Explain how to play the game*.*

- Demonstrate the game by using an example.

- Give each pupil a handout.

- Have the pupil go around the classroom and ask five of their friends using *Can you tell me about yourself?*, then write down the answers.

- Have other pupils answer the question, e.g. *I’m in Class 5A. I live in the countryside.*

- Call some pupils to talk about themselves in front of the class.

**\* Option 2: Game: Pass the teddy bears**

- Give two different coloured teddy bears to two pupils, a black teddy bear (*ask the question*) and a white teddy bear (*answer the question*).

- Ask pupils to listen to music and pass the teddy bears.

- Stop music suddenly. Have the pupil with a black teddy bear make a question. Have the pupil with a white teddy bear answer the question.

e.g.Pupil *A: Can you tell me about yourself?*

 Pupil *B:* *I’m in Class 5A. I live in the city.*

- Repeat the game several times.

**\* Preparation for the project:** Tell pupils about the project at page 15. Ask them to prepare for it at home by making posters about their favourite things. Remind pupils to bring the posters to class to present them at Project time.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which pupils ask and answer questions about personal information and tick the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- sing the song *All about me!* with the correct pronunciation, rhythm and melody.

**2. Competences**

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

- Self-control & independent learning: perform pronunciation and intonation, listening and reading tasks.

**3. Attributes**

- Show their pride in their personal information and where they live.

**II. MATERIALS**

- Pupil’s book: Page 11

- Audio tracks 7, 8

- Teacher’s guide: Pages 21, 22, 23

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the learned sentence structures

**b. Content**

- Game: Spin the wheel

**c. Expected outcomes**

- Pupils can correctly use the sentence structures *Can you tell me about yourself? - I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_.* to ask and answer questions about personal information.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Spin the wheel** |
| - Ask pupils if they remember the previous sentence structures to ask and answer questions about personal information.- Write the question and answers on the board.- Prepare the numbers on the wheels to match with pupils’ numbers in the class.- Spin the wheel to choose two numbers. Invite two pupils with those numbers, one pupil asks the question *Can you tell me about yourself?*, and one pupil answers the question.- Ask their friends to check their pronunciation.- Continue spinning the wheel for pupils to practice sentence structures. | - Give the sentence structures.- Look at the question and answers on the board.- Ask and answer the question *Can you tell me about yourself?*.- Check their friends’ pronunciation.- Continue playing the game. | Sentence structures:*Can you tell me about yourself?* *- I’m in \_\_\_\_\_.; I live in the \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 4: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand two communicative contexts in which pupils ask and answer questions about personal information and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about personal information and tick the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 7) |
| **Step 1:** Draw pupils’ attention to the pictures. Elicit the personal information of the character (name, grade, place of living) in each picture. Explain the new word *grade*. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. **Step 2:** Repeat **Step 1** for Exchange **2**. **Step 3:** Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board. **Step 4:** Play the recording again for pupils to double-check their answers. **Extension:** Ask pupils to look at the picture, recall the information about Peter and Wendy and say some sentences about them, e.g. *Peter is a pupil. He’s in Grade 5. He lives in the countryside.* | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.- Pupils follow the teacher’s instructions. - Pupils swap books with their partner, then check answers as a class.- Pupils listen to the recording again to double-check their answers.- Pupils look at the picture, recall the information about Peter and Wendy and say some sentences about them. | Picture cues: **1a.** a boy standing near a house in the countryside and holding a card with his name (Peter) and grade (5) written on it **1b.** a boy standing near a building in the city and holding a card with his name (Peter) and grade (5) written on it **1c.** a boy standing near a house in the countryside and holding a card with his name (Peter) and grade (4) written on it **2a.** a girl standing near a house in the countryside and holding a card with her name (Wendy) and grade (3) written on it **2b.** a girl standing near a building in the city and holding a card with her name (Wendy) and grade (5) written on it.**2c.** a girl standing near a building in the city and holding a card with her name (Wendy) and grade (3) written on it **\*Key:** *1. a 2. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 5: PRACTICE** (10 minutes)

**a. Objectives**

- To complete four gapped exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete four gapped exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** |
| **Step 1:** Have pupils look at the pictures. Get them to identify personal information of the character in each picture. **Step 2:** Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences. **Step 3:** Model Exchange 1. Have pupils look at the exchange. Ask them what is missing in the answer (a place of living). Then have them look at the picture and identify the needed information (countryside). Ask them to complete the gap (*I live in the countryside.*). Follow the same procedure with Exchanges 2, 3 and 4. **Step 4:** Have pupils complete the exchanges individually. Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they choose the answers. For example, for Exchange 1, ask *Why did you choose “village”? - I see some parts of a village (a small house with a large yard in front of it, a field behind the house) in the picture* | - Pupils look at the pictures and identify personal information of the character in each picture.- Pupils look at the four incomplete exchanges. - Pupils follow the teacher demonstrating the Exchange 1.- Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.- Pupils explain why they choose the answers. | - Four picture cues - Four gapped exchanges with the target sentences to complete**\*Key:** *1. countryside / village* *2. Class 5B* *3. tell; city* *4. yourself; mountains* |

**e. Assessment**

- Performance products: Pupils’ answers and explanation

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To sing the song *All about me!* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *All about me!* with the correct pronunciation, rhythm and melody.

 **d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 8) |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding. **Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody. **Step 3:** Play the recording again, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording. **Step 4:** Play the recording all the way through for pupils to sing along. **Step 5:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.- Pupils listen to the recording all the way through carefully to the pronunciation and the melody.- Pupils listen to the recording again, line by line, and repeat. Pupils do actions while they sing along with the recording.- Pupils listen to the recording all the way through and sing along.- Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along. | The lyrics and the recording of the song *All about me!* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Roll the dice (ppt)**

- Divide the class into groups of six. Have each pupil count the numbers from one to six.

- Ask a pupil from each group to roll the dice to choose a pupil asking the question.

- Ask that pupil to ask the question and invite another pupil of the group to answer the question about his / her personal information.

e.g. Pupil *A: Can you tell me about yourself?*

 Pupil *B:* *I’m in Class 5B. I live in the countryside.*

- The pupils giving the correct answer will continue rolling the dice.

- The pupils giving the incorrect answer will lose their turns.

**\* Option 2: Game: Spinner game**

- Prepare a spinner plate and a pen.

- Put pupils in groups of six pupils. Have pupils sit in a circle around the spinner plate.

- Ask pupils from each group to take turns to put a pen in the middle of the spinner plate, then spin the pen twice to find out the two pupils the pen points to. Then have the two pupils ask and answer the question about personal information.

e.g. Pupil A: *Can you tell me about yourself?*

 Pupil B: *I’m in Class 5A. I live in the city*

- Ask pupils to continue the game until all pupils in each group can play the game.
Praise pupils if they perform well.

 *Thứ Ba ngày 17 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Lưu ý phát âm một số từ khó cho học sinh.

 Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A )

Bổ sung :Thực hành nói về các hoạt động theo thực tế lớp học.

 Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 1: HELLO**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*- use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.** to greet, self-introduce and respond to greetings.- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings” |
| **Corecompetencies** | Teamwork, reliability, motivation |
| **General competencies:** | Listening: listen and recognize the characters, then repeatCritical Thinking: self-introduceSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes:** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIALS** |
|  | * Pupil’s book Page 10
* Audio Tracks 5, 6
* Teacher’s guide Pages 17, 18, 19
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up.**  |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes  |  |
|  | Greet the class.**Option 1:** Sing the song “Hello song”- Ask pupils to sing the song.- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Game: Review the numbers and the alphabet by having the class play the game:1. Pick the numbersStep 1: Teacher says the numbers for the pupils to choose.Step 2: Give points to the pupils with the correct choosing and encourage them.2. Look and say the missing lettersStep 1: Ask pupils to say the missing letters, then check with the class. Step 2: Give points to the pupils and encourage them.Review the numbers and the alphabet as the whole class. | Whole classIndividual work/ Group workIndividual work/ Group work |  |
| **EXPLORATION****Activity 1. Look, listen and repeat.** 8 minutes |  |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings. |  |
| b. Input: | Context a: Ben: Hello. I’m Ben. Mai: Hi, Ben. I’m Mai.Context b: Minh: Hi. I’m Minh. Lucy: Hello, Minh. I’m Lucy. |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on greetings, self-introducing, and respond to greetings. |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.**Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen. **Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording. **Step 5:** Draw their attention to the sentences *Hello. I’m Ben and Hi, Ben. I’m Mai*. Tell pupils that these sentencesare used to greet, self-introduce and respond to greetings; and that *Hi* is more friendly than *Hello* in conversation.  | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a.Goal: | To correctly say the character names and use *Hello. /Hi. I’m \_\_\_\_.* and *Hello,/ Hi,\_\_\_\_\_\_. I’m \_\_\_\_.* to greet, self-introduce and respond to greetings. |  |
| b.Input: | - Picture cues:**a.** Ben, a British male pupil and Mai, a Vietnamese female pupil greet each other.**b.** Minh, a Vietnamese male pupil and Lucy, a British female pupil greet each other.- Speech bubbles: *Hello./ Hi. I’m \_\_\_\_\_. Hello,/ Hi,\_\_\_\_. I’m \_\_\_\_\_.***Audio script: a**. Ben, Mai **b.** Minh, Lucy. A: Hello, I’m Mai. B: Hi, Mai. I’m Ben. |  |
| c.Outcome: | Pupils can correctly say the character names and use *Hello./ Hi. I’m \_\_\_\_\_.* and *Hello,/ Hi,\_\_\_\_\_. I’m \_\_\_\_\_\_.* to greet, self-introduce and respond to greetings.  |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture a and b. Elicit the name of each character.**Step 2:** Point at Picture a and the words Ben and Mai under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the words a few times. Follow the same procedure with Picture b.Write the answer on the board until they feel confident. Tell pupils to point at the relevant school thing in the picture when they are repeating the sentence.**Step 3:** Draw pupils’ attention to the bubble. Explain the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Divide the class into halves to take turns to repeat each character’s speech in picture a until they feel confident. Remind pupils to point at the relevant character in the picture when they are repeating. **Step 4:** Repeat the same procedure with picture b.**Step 5:** Give pupils time to work in pairs and take turns to act out the role of each character in picture a and picture b.**Step 5:** 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.**Game:** Work in pairs with a partner using of *Hello./Hi. I’m \_\_\_\_.* and *Hello,/Hi, \_\_\_\_\_. I’m \_\_\_\_.* to greet, self-introduce and respond to greetings. Invite some pairs to perform. Encourage pupils to practise speaking English. | Whole classWhole class/ Individual workWhole class/ Individual workPair workPair work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |  |  |
| a. Goal | To enhance the correct use of *Hello./Hi. I’m \_\_\_\_.* and *Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_.* to greet, self-introduce and respond to greetings. |  |
| b. Input | – Picture cue: Lucy meets Minh in the school playground. They greet, self-introduce and respond to greetings– Speech bubble: *Hello./Hi. I’m \_\_\_\_\_.-\_\_\_\_\_.* |  |
| c. Outcome | Pupils can enhance the correct use of *Hello./Hi. I’m\_\_\_\_\_.* and *Hello,/Hi,\_\_\_\_\_\_\_\_. I’m \_\_\_\_\_.* to greet, self-introduce and respond to greetings. |  |
| d. Procedure | **Step 1:** Draw pupil’s attention to the picture. Ask questions to help them identify the context ( see Input). Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.**Step 2:** Put pupils into groups of four. Encourage them to greet, self-introduce and respond to greetings. Go around the classroom to offer support where necessary. **Game: Let’s say “Hello”!!!**Divide the class into 2 groups: boys and girls. Ask each pupil from one group to come and practise greeting, self-introducing and responding to greetings with one pupil from the other group. Give points to the groups, praise the pupils. | Whole class/ Individual workGroup workGroup work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *hoclieu.vn* , have pupils look at the words in the pictures of Activities 1, 2 and repeat after the recordings.**Option 2:****Game: Can you say this?**Divide the class into groups of four. Ask pupils of each group to come to the board and practise saying the conversation of the characters. Give points to the groups. **Option 3: Preparation for the project:**Tell pupils about the project on page 15. Ask them to prepare it at home by making a pupil card with their personal information on a piece of paper, and bring their work to the classroom at the project time to present it. Show them a sample and guide them how to fill the information.  | Whole classGroup workIndividual work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 1: HELLO**

**Lesson 1 – Period 2**

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*- use *Hello/ Hi. I’m \_\_\_\_\_.* and *Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet, self-introduce and respond to greetings.- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings” |
| **Core competencies** | teamwork, motivation, adaptability, communication |
| **General competences** | Listening: listen and recognize the characters, then repeatCritical Thinking: self-introducingSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Pupil’s book Page 11
* Audio Tracks 7, 8
* Teacher’s guide Pages 19, 20
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
 |
| **III. PROCEDURE** | **Warm-up and review – Listen and circle – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupilsactivities** | **Note** |
| **Warm-up and review:** 5 minutes. |  |
|  | Greet the class.**Option 1:** Sing the song “Hello song”- Ask pupils to sing the song- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Game: Play A, B, C.Step 1: Divide the class into 4 teams.Step 2: Set rule: Pupils go to the monitor/screen and touch/click the correct letter in the tree that is the same to the letter that Mary says.Step 3: Encourage pupils to join the game.Step 4: Give points to the teams and encourage them.(Please see the PowerPoint file for reference.) | Whole classGroup work |  |
| **PRACTICE****Activity 4. Listen and circle.** 8 minutes |  |
| a. Goal | To listen, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings. |  |
| b. Input | Picture cues: **1a**. Lucy and Ben first meet each other. **1b**. Lucy and Minh first meet each other. **2a**. Ben and Mai first meet each other. **2b**. Ben and Lucy first meet each other. ***Audio script:*** *1. Lucy: Hello. I’m Lucy.* *Minh: Hello, Lucy. I’m Minh.**2. Ben: Hi. I’m Ben.* *Mai: Hi, Ben. I’m Mai.* |  |
| c. Outcome | Pupils can listen, understand and circle the correct pictures relevant to two communicative contexts in which two pupils greet, self-introduce and respond to greetings.***Key:***  ***1****.b* ***2****.a* |   |
| d. Procedure | **Step 1:** Draw pupil’s attention to Pictures **1a** and **1b**. Tell them about the activity. Use Pictures **1a** and **1b** as an example. Elicit the names of the characters in each picture. Point at the pictures respectively to explain the context. Play the recording for question 1 for pupils to listen. Play the recording again. Elicit pupils to give the answer. Circle the letter **b** in Picture **1b.** play the recording a third time for pupils to double- check their answers.**Step 2:** Play the recording for Question 2 for pupils to do the task.**Step 3:** Get pupils to swap books with a partner. Play the recording again to check answers together as a class. Write the answers on the board for pupils to correct their answers.**Step 4:** Play the recording all the way through for pupils to double-check all the answers.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole classWhole classPair workWhole classWhole class |  |
| **PRACTICE****Activity 5. Look, complete and read.** 9 minutes |
| a. Goal | To complete the gapped sentences and read them aloud with the help of the picture cues |  |
| b. Input | Four picture cues and four incomplete sentences |  |
| c. Outcome: | Pupils can complete the gapped sentences and read the completed sentences aloud.***Key:******1****. Hello/Hi* ***2****. Hello/Hi* ***3****. I’m* ***4****. Hello/Hi; I’m*  |  |
| d. Procedure | **Step 1:** Get pupils to look at the pictures. Get them to identify the characters (*Ben, Lucy, Mai* and *Ben, Minh* and *Lucy*)**Step 2:** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.**Step 3:** Model with sentence 1. Ask them what is missing in the sentence (*Hello/ Hi*). Have them look at the picture and complete the gap, then read the completed sentence in chorus.**Step 4:** Follow the same procedure with sentence 2,3 and 4. Draw the pupil’s attention to the gap in sentence 2, and 3; particularly, the two gaps in sentence 4. Tell pupils to think about the appropriate word to fill each gap.**Step 5:** Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.**Game:** Role playStep 1: Divide the class into 2 teams.Step 2: Invite 1 student in each team to go to the board and role play. Step 3: Give points to each team.Step 4: Encourage students to role play to practise speaking English. | Whole classWhole classWhole class/ Individual workIndividual workGroup work |  |
| **PRACTICE****Activity 6. Let’s sing.** 8 minutes |
| a. Goal | To sing the song *Hello* with the correct pronunciation and melody.  |  |
| b. Input | The lyrics and the recording of the song *Hello.* |  |
| c. Outcome | Pupils can sing the song *Hello* with the correct pronunciation and melody. |  |
| d. Procedure | **Step 1:** Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. Tell pupils to point at the relevant character while singing his or her name. **Step 2:** Play the recording all the way through for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.**Step 3:** Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.**Step 4:** Introduce actions for pupils to do while singing along with the recording, for example, using hand movements to greet, introduce and respond to greetings. Play the recording all the way through for pupils to sing and do actions.**Step 5:** Give pupils time to practice singing and doing actions in pairs or groups.**Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and/ or claps along the song.  | Whole classWhole classIndividual work/ Whole classGroup workGroup work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *hoclieu.vn,* have pupils look at the words in the picture of Activity 4 and repeat after the recording.**Option 2: Game: Sing and do. Then stop!**Divide the class into 4 teams: Apple, Banana, Orange, Watermelon. Set the rules: Teacher plays the music, pupils will sing and do the actions of the song. Then the teacher stops the music, pupils stop doing. Those who cannot make it have to sit down. The team with more pupils left and more beautiful dancing is the winner. Give points to pupils. | Whole classWhole class/ Group work |  |

 *Thứ Tư ngày 18 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: HELLO**

**Lesson 1 – Period 1**

 ( Đã soạn lớp 3B**)**

Bổ sung : Hướng dẫn hsinh đánh trọng âm trong câu.

 Chú ý đến kĩ năng đọc và nghe của một số học sinh

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: HELLO**

**Lesson 1 – Period 2**

 ( Đã soạn lớp 3C**)**

Bổ sung : Hướng dẫn hsinh viết câu thực hành.

 Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite things.

- correctly say the words and use *What’s your favourite \_\_\_?* *- It’s \_\_\_\_.* to ask and answer questions about someone’s favourite things.

- use *What’s your favourite \_\_\_? - It’s \_\_\_\_.* in freer contexts.

- use the words *dolphin, pink, sandwich and table tennis* in relation to the topic “All about me!”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s favourite things correctly and fluently.

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

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

**3. Attributes**

- Show their love and interest in sports, colours, animals and food.

**II. MATERIALS**

- Pupil’s book: Page 12

- Audio tracks 9, 10

- Teacher’s guide: Pages 23, 24, 25, 26

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the words about sports, colours, animals and food.

**b. Content**

- Game: Bingo

**c. Expected outcomes**

- Pupils can remember and say the words about sports, colours, animals and food correctly

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Bingo** |
| - Prepare pictures of sports, colours, animals and food.- Stick all the pictures on the board. - Have pupils say the names of the pictures. Check pupils’ pronunciation.- Give each pupil a bingo grid with nine spaces. - Explain that when you call out a word, pupils should search for that word on their bingo card. If they have the word, they should cross it out. The first player to get three words in a row, either vertically, horizontally, or diagonally, will shout out *Bingo* and win the game.- Have pupils play the game.- Afterwards, ask pupils to read all the words again. | - Look at the pictures on the board. - Say the names of the pictures. - Hold a bingo grid.- Listen to the teacher’s explanation.- Play the game.- Read all the words again. | Suggested words: *swim, table tennis, basketball, football, badminton, blue, green, brown, pink, parrot, rabbit, cat, dog, meat, egg, chicken, fish.* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

- To provide context and get pupils interested

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite things.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 9) |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see Input). **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. **Step 3:** Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 5:** Draw their attention to the question *What’s your favourite sport?* and the answer *It’s basketball.* Tell pupils that they are used to asking and answering questions about someone’s favourite sport. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat. - Pupils follow the teacher’s instructions.- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.- Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | - Context a: Mai: *Where are you going, Mary?* Mary: *I’m going to the sports centre.* - Context b: Mai: *What’s your favourite sport?* Mary: *It’s basketball. What about you?* Mai: *My favourite sport is swimming.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

- To correctly say the words and use *What’s your favourite \_\_\_?* *- It’s \_\_\_\_.* to ask and answer questions about someone’s favourite things.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What’s your favourite \_\_\_?* *- It’s \_\_\_\_.* to ask and answer questions about someone’s favourite things.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 10) |
| **Step 1:** Have pupils look at the pictures and elicit the names of the things in the pictures. Have the class repeat the words a few times. Check comprehension. **Step 2:** Have pupils point at Picture **a**, listen to the recording, and repeat the words (*sport - table tennis*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension. **Step 3:** Point at the bubbles and have pupils listen and repeat after the recording (*What’s your favourite sport? - It’s table tennis.*). Draw pupils’ attention to the ping pong table and racquets. Point at Picture **a** and have pupils listen and repeat the sentences until they feel confident. Follow the same procedure with Pictures **b**, **c** and **d**. **Step 4:** Have pupils work in pairs and practise asking and answering the question *What’s your favourite \_\_\_? - It’s \_\_\_\_.* using speech bubbles and Pictures a, b, c and d. **Step 5:** Invite a few pairs to point at the pictures and say the questions & answers in front of the class. | - Pupils look at the pictures and elicit the names of the things in the pictures. Pupils repeat the words a few times.- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.- Pupils listen and repeat after the recording. Pupils listen to and repeat the sentences until they feel confident. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**.- Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a, b, c and d.- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | - Picture and word cues: **a.** a ping pong table and racquets **b.** pink colour **c.** a dolphin **d.** a sandwich - Speech bubble: *What’s your favourite \_\_\_\_? - It’s \_\_\_\_.* **Audio script:****a.** sport / table tennis **b.** colour / pink **c.** animal / a dolphin **d.** food / a sandwich **a.** *A:* What’s your favourite sport?  *B:* It’s table tennis. **b.** *A:* What’s your favourite colour? *B:* It’s pink. **c.** *A:* What’s your favourite animal?*B:* It’s a dolphin. **d.** *A:* What’s your favourite food? *B:* It’s a sandwich. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To use *Can you tell me about yourself? - I’m in \_\_\_. I live in \_\_\_.* and *What’s your favourite \_\_\_? - It’s \_\_\_\_.* in freer contexts.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Can you tell me about yourself? - I’m in \_\_\_. I live in \_\_\_.* and *What’s your favourite \_\_\_? - It’s \_\_\_\_.* in freer contexts.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** |
| **Step 1:** Draw pupils’ attention to the pictures. Have them say the actions of the characters in the pictures. Ask questions to help pupils identify favourite things of the characters (see Input). **Step 2:** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. **Step 3:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking and answering questions about favourite things in pairs, using picture cues. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around to observe and provide help. **Step 4:** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well. **Extension (for advanced pupils):** Have pupils ask and answer questions about their favourite things (sport / colour / food / animal / school subject / book …), using the structures and vocabulary learnt. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures. Pupils identify favourite things of the characters.- Pupils look at the speech bubbles on the board and say the completed sentences.- Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking and answering questions about favourite things in pairs, using picture cues.- Pupils practise asking and answering questions in front of the class.- Pupils ask and answer questions about their favourite things (sport / colour / food / animal / school subject / book, …), using the structure and vocabulary learnt. | - Picture cue: Linh playing table tennis Lucy wearing a pink dress and holding a pink teddy bear Minh watching a dolphin dancing in the lake Bill eating a sandwich - Speech bubbles: *Can you tell me about yourself? - I’m in \_\_\_. I live in \_\_.**What’s your favourite \_\_\_\_\_\_? - \_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s talk and interaction

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Flash card passing (ppt)**

- Stick the flash cards (*sports, colour, animals, food*) on the board. Ask pupils to say the words related to the flash cards.

- Hand out the flash cards to different pupils around the class.

- Play the song *All about me!* (Track 8). Ask pupils to pass the flash cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite the pupil holding the flash card to ask the question, e.g. *What’s your favourite (animal)?* That pupil invites another one to answer the question,e.g.*It’s (a dolphin).*

- Play the music again and repeat the activity.

- Ask pupils to check their friends’ pronunciation.

**\* Option 2: Game: Whisper**

- Divide the class into two teams. Tell each team to form a line.

- Explain that when you whisper a sentence to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the sentence reaches the last pupil in the line, he / she should call it out. A correct sentence scores one point.

e.g. *My favourite sport is basketball. / My favourite sport is table tennis.*

 *My favourite colour is pink. / My favourite colour is blue.*

 *My favourite animal is a dolphin. / My favourite animal is a parrot.*

 *My favourite food is a pizza. / My favourite food is a sandwich.*

- Play the game.

- Count the points for each team and announce the winner. The team with more points wins.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- listen to and understand three communicative contexts in which speakers ask and answer questions about favourite things and match the characters with the right pictures.

- complete two target gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in sports, colours, animals and food.

**II. MATERIALS**

- Pupil’s book: Page 13

- Audio track 11

- Teacher’s guide: Pages 26, 27, 28

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the sentence structure *What’s your favourite \_\_\_?* *- It’s \_\_\_\_.* to ask and answer questions about someone’s favourite things.

**b. Content**

- Game: Lucky windows

**c. Expected outcomes**

- Pupils can correctly say the sentence structure *What’s your favourite \_\_\_?* *- It’s \_\_\_\_.* to ask and answer questions about someone’s favourite things.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky windows** |
| - Prepare pictures of the words (*table tennis, pink colour, a dolphin, a sandwich*).- Show the windows on the board/ slide. Each window contains a picture and different points. And there are two lucky windows with two lucky stars.- Divide the class into two groups.- Explain how the game is played. Have a pair of pupils from each group choose a window, look at the picture, then ask and answer questions about someone’s favourite things.e.g.Pupil *A: What’s your favourite sport?* Pupil *B:* *It’s table tennis.* - Give points to the group having the correct answer. - Continue with the other pupils.- The group that gets more points wins. Praise the winner. | - Work in two groups.- Listen to the teacher’s explanation. A pair of pupils from each group chooses a window, looks at the picture, then asks and answers questions about someone’s favourite things.- Continue playing the game. | There are four windows containing pictures; different points and two windows containing lucky stars. - Pictures (*table tennis, pink, a dolphin, a sandwich*)Sentence structures:*What’s your favourite \_\_\_\_?**- It’s \_\_\_\_.*  |

**e. Assessment**

- Performance products: Pupils’ answers and interaction

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 4: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand three communicative contexts in which speakers ask and answer questions about favourite things and match the characters with the right pictures.

**b. Content**

- Activity 4. Listen and match.

**c. Expected outcomes**

- Pupils can listen to and understand three communicative contexts in which pupils ask and answer questions about someone’s favourite things and match the characters with the right pictures.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and match.** (Track 11) |
| **Step 1:** Draw pupils’ attention to the pictures of the three characters and the favourite things (colour / animal / sport). Identify them as a class. **Step 2:** Play the recording for Exchange 1. Ask pupils to listen and identify the correct picture (a, b or c) and draw a line to match the character (Bill) to the correct favourite thing (Picture b). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed. **Step 3:** Repeat **Step 2** for Exchanges **2** and **3**. Go around the classroom to offer support where necessary. **Step 4:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **Step 5:** Play the recording for pupils to check their answers again. **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | - Pupils look at the pictures of the three characters and the favourite things.- Pupils listen to the recording and identify the correct picture and draw a line to match the character to the correct favourite thing. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.- Pupils follow the teacher’s instructions.- Pupils swap books with a partner, then check answers as a class.- Pupils listen to the recording to check their answers again.- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | Picture cues: **1.** a picture of Bill **2.** a picture of Ben **3.** a picture of Linh **a.** an image of pink colour **b.** a picture of a dolphin **c.** a picture of a ping pong table and two racquets **Audio script:** 1. *A:* What are you doing, Bill?  *B:*I’m watching a film about animals.  *A:* What’s your favourite animal?  *B:* It’s a dolphin. I love dolphins very much. 2. *A:* Where were you yesterday, Ben?  *B:* I was at the sports centre.  *A:* What’s your favourite sport?  *B:* My favourite sport is table tennis. 3. *A:* What’s your favourite colour, Minh?  *B:* It’s green. What about you, Linh?  *A:* Pink. I like pink very much.**\* Key:** *1. b 2. c 3. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete two target gapped exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete two gapped exchanges with help of picture cues.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** |
| **Step 1:** Have pupils look at the pictures. Ask them to identify the characters and their favourite things (animal / food) in the pictures. **Step 2:** Model Exchange 1. Have pupils look at the exchange. Ask them what is missing in the first gap (favourite animal). Then have them look at the animal in the picture and identify it. Ask them to complete the gap (It’s a dolphin.). Repeat the same procedure with the other gap in the exchange. **Step 3:** Give pupils a time limit to complete gapped Exchange 2 independently. Go around the classroom and help where necessary.**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they chose their answers. For example, for the first gap in Exchange **1**, ask *Why did you choose “a dolphin”? - I see a dolphin in the picture.***Extension:** Make some true and false sentences about the conversation and ask pupils to clap hands when the sentences are false. For example: *The girl in Conversation 1 likes tigers*. It is a false sentence and pupils should clap their hands. | - Pupils look at the pictures. Pupils identify the characters and their favourite things in the pictures.- Pupils follow the teacher demonstrating the Exchange 1.- Pupils complete gapped Exchange 2 independently.- Pupils swap books with a partner and check their answers before checking as a class. Pupils explain why they chose their answers. | Two picture cues about favourite things and two incomplete exchanges**\*Key:** *1. a dolphin, Why* *2. pizza, don’t, a sandwich* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To revise the target vocabulary items and structures through the game *Find someone who…*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the target vocabulary items and structures through the game *Find someone who…*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.**  |
| **Step 1:** Tell pupils that they are going to play *Find someone who …* using the language learnt in Lesson 2. **Step 2:** Divide the class into four teams. Give each team a task: e.g. *Find someone who likes dolphins / table tennis / pink / sandwiches.* The members of each team should walk around the classroom, ask their classmates questions e.g. *What’s your favourite animal / colour / sport / food?* to get information about their favourite things. When they find someone, they write the name in the blank provided. Ask them to find as many different pupils as possible. **Step 3:** Set time for pupils to play the game. **Step 4:** The team that finds the most pupils at the end of the game wins. | - Pupils listen to the teacher’s instructions.- Pupils work in four teams. Pupils find someone, and write the name in the blank provided.- Pupils play the game. | A picture showing how to play the game: - A teacher standing at the front of the classroom and saying: *Find someone who likes dolphins.* - Two pairs of pupils asking and answering questions: *What’s your favourite animal? - It’s a dolphin.* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Guessing game (ppt)**

- Stick different pictures of sports, colours, animals and food on the board.

- Have pupils say the words related to the pictures.

- Invite pairs of volunteers to the board. One pupil asks the question, another one answers the question and points to the suitable picture.

e.g. Pupil *A: What’s your favourite colour?*

 Pupil *B:* *It’s green.*

- Continue until practicing all the vocabulary set. Praise pupils if they perform well.

**\* Option 2: Game: Matching**

- Use pictures and cards.

e.g. *A ping pong table and racquets - My favourite sport is table tennis.*

 *An image of pink colour - My favourite colour is pink.*

 *A dolphin - My favourite animal is a dolphin.*

 *A sandwich - My favourite food is a sandwich.*

- Have four pupils hold the pictures and stand in the corners of the classroom.

- Give four cards of sentences to four pupils.

- Ask pupils holding cards to find and match their cards with the correct pictures.

- Praise the one who finishes the matching first. Then ask the class to look and say the sentences aloud.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Lưu ý phát âm một số từ khó cho học sinh.

 Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 1: ALL ABOUT ME!**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A )

Bổ sung :Thực hành nói về các hoạt động theo thực tế lớp học.

 Quan tâm sát sao các đối tượng học sinh.

 *Thứ Năm ngày 19 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung : Học sinh đưa ra được sở thích của bản thân .

 Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :Hoàn thành bài đọc và viết về sở thích .

 Chia sẻ cùng nhau những điều mình quan tâm

 *Thứ Sáu ngày 20 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung : Học sinh đưa ra được sở thích của bản thân .

 Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :Hoàn thành bài đọc và viết về sở thích .

 Chia sẻ cùng nhau những điều mình quan tâm

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 1: HELLO**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye. |
| **Corecompetencies** | teamwork, reliability, motivation |
| **General competences** | Listening: listen and recognize the characters, then repeatCritical Thinking: self-introducingSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIALS** |
|  | * Pupil’s book Page 12
* Audio Tracks 9, 10
* Teacher’s guide Pages 21, 22
* Website *sachmem*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes  |  |
|  | Greet the class.**Option 1:** Point to a pupil and have him/her stand up and say *Hi, I’m …* Other pupils wave back and say *Hi*.Repeat with other pupils. Point faster and faster tomake this more fun.**Option 2**: Game: Picking coconut Step 1: Divide the class into 4 teams: A, B, C, D.Step 2: Set the rules: Teacher says (or plays the recording of) a number and let the teams take turns to answer. Pupils have to click the correct number on the screen. If the answer is correct, 1 point is given to that team.- Encourage pupils to join the game.- Give points to the teams and encourage the students. | Whole classGroup work |  |
| **EXPLORATION****Activity 1. Look, listen and repeat.** 8 minutes |  |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.  |  |
| b. Input | Context a: Ben: *Hi, Mai. How are you?* Mai: *Fine, thank you.* – Context b: Ben: *Goodbye, Mai.* Mai*: Bye, Ben.* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye. |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.**Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording. **Step 5:** Draw pupil’s attention to the sentences *Hi, Mai. How are you? Fine, thank you.* and *Goodbye/ Bye*. Tell pupils that the sentencesare used to greet, respond too greetings, and say goodbye. | Whole classWhole class/ Individual workPair workWhole class |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use *Hi. How are you? Fine, thank you*. to greet, respond to greetings and *Goodbye./ Bye*. to say goodbye. |  |
| b. Input: | – Picture cues: a. Ben and Mai meet each other again. b. Minh and Lucy say goodbye to each other.– Speech bubble: *Hi. How are you?* - \_\_\_\_\_,\_\_\_\_\_\_\_\_\_.*Goodbye*. - \_\_\_\_\_\_. ***Audio script:****a. Fine, thank you. b. Goodbye/ Bye.**A: Hi. How are you? - B: Fine, thank you.* *A: Goodbye. - B: Bye.* |  |
| c. Outcome: | Pupils can correctly say the words and use *Hi. How are you? Fine, thank you*. to greet, respond to greetings and *Goodbye./ Bye.* to say goodbye. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures a-b. Tell them about the activity. Elicit the name of each character.**Step 2:** Point at Picture a and the sentence *Fine, thank you.* under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with picture b. **Step 3:** Draw pupils’ attention to the first bubble. Explain the meaning. Elicit the missing words in the second bubble. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture b.**Step 4:** Give pupils time work in pairs to take turns to say the role of each character in picture a and picture b.**Step 5:** Invite a few pupils to come to the front of the classroom, point at the relevant character in each picture, and act out his/ her role.**Game: Role play**Have pupils work in pairs, then change partners for several times. Invite pupils to go to the board and role play. Encourage pupils to practice speaking English. | Whole class/ Individual workPair workPair work/ Whole classPair work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *Hi. How are you?* and *Fine, thank you*. to respond to greetings, and *Goodbye./ Bye* to say goodbye. |  |
| b. Input | – A picture of two pairs of pupils in the school playground. One pair greets and responds to each other’s greetings and the other says goodbye to each other. – Speech bubble: *Hi. How are you? - \_\_\_\_\_,\_\_\_\_\_.**Goodbye. Bye. -\_\_\_\_\_\_\_\_.* |  |
| c. Outcome | Pupils can enhance the correct use of *Hi. How are you? Fine, thank you.* to greet, respond to greetings*. Goodbye./ Bye.* to say goodbye. |  |
| d. Procedure | **Step 1:** Draw pupil’s attention to the picture. Elicit the context (see Input) and the missing words. Write the answers on the board. Complete the sentences. Invite two pupils to take turns to play each character’s role. Correct their pronunciation where necessary. Repeat the procedure with the second exchange. **Step 2:** Put pupils into pairs to do the task. Go around the classroom to offer support where necessary.**Step 3:** Invite some pairs to the front of the classroom to take turns to act out the exchanges. **Game: Pass the ball**Step 1: Set the rules: Give 2 balls to pupils and turn on the music. Pupils pass the ball until the music stops. The one who is keeping the ball will talk with his/ her friends, asking “How are you?”, the others have to say the answers.Step 2: Encourage pupils to practise speaking.Step 3: Give point to the pupils. | Whole class/ Individual workPair workWhole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *sachmem*, have pupils look at the words in the pictures of Activities 1, 2 and repeat after the recordings.**Option 2:** Divide the class into groups of four. Invite pupils to role play with their friends. Then change the partners. Encourage pupils to practise speaking English. Give points to the groups. | Whole classGroup work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 1: HELLO**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** |
| **Language**  | By the end of the lesson, pupils will be able to:- listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello. / Hi. I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye. |
| **Core competencies** | Teamwork, reliability, motivation  |
| **General competences** | Listening: listen and recognize the characters, then repeatCritical thinking: self-introducingSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIALS** |
|  | * Student’s book Page 13
* Audio Track 11
* Teacher’s guide, Pages 23, 24
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Read and match – Let’s play – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Sing the song “*Hello*” song.- Ask pupils to sing the song.- Invite some of them to come to the board to role play, the rest of the pupils will sing.- Give points to the pupils and encourage them.**Option 2**: Game: NumbersDivide the class into 4 groups. Invite pupils to go to the monitor and touch to choose the numbers. Pupils will get points for their teams if the answers are correct.Give points to the groups and encourage them.  | Whole classGroup workGroup work |  |
| **PRACTICEActivity 4. Listen and number.** 8 minutes |
| a. Goal | To listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye. |  |
| b. Input | Four picture cues:**a.** Lucy and Minh meet each other again. **b.** Lucy and Minh say goodbye to each other.**c.** Ben and Mai say goodbye to each other. **d.** Ben and Mai first meet each other.***Audio script:*** |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.***Key:*** *1.d 2. c 3. a 4. b* |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture. Tell them about this activity and show them how to do the task. Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture d. Play the recording again for pupils to check the answer.**Step 2:** Play the recording all the way through for pupils to do the task with the rest of pictures: Picture a, Picture b, and Picture c. Play the recording again for pupils to check their answers.**Step 3:** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.**Step 4:** Play the recording all the way through for pupils to double-check all the answers.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation, where necessary. | Whole class Whole class/Individual workPair workIndividual work |  |
| **PRACTICE****Activity 5. Read and match.** 9 minutes |
| a. Goal | To read and match pairs of target sentence patterns. |  |
| b. Input | Three pairs of sentence patterns, which together form simple exchanges between two pupils. |  |
| c. Outcome | Pupils can read and match pairs of target sentence patterns.***Key:*** *2. c 3. a* |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Sentence 1. Tell them about this activity, elicit the context and give feedback. Show them how to do the task. Get pupils to read Sentence 1 in chorus. Draw their attention to the line connecting Sentence 1 with Sentence b. Have pupils read Sentence b in chorus.**Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.**Step 3:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.**Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.**Game: Pass the ball!**Step 1: Give 2 balls for pupils.Step 2: Turn on the music and have students pass the ball. Then stop the music. Have students stop to pass the ball. The pupils who have the ball must stand up and practise speaking with their friends.Step 3: Give point to pupils.Step 4: Encourage pupils to practise speaking English. | Whole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |
| **PRODUCTION****Activity 6. Let’s play.** 8 minutes  |
| a. Goal | To practise using target sentence patterns by playing the game *Hello and goodbye.* |  |
| b. Input | A picture showing two groups of four pupils playing the game *Hello and goodbye*. |  |
| c. Outcome | Pupils can use the target sentence patterns by playing the game *Hello and goodbye.* |  |
| d. Procedure | **Step 1:** Tell pupils about the activity. Elicit the language that pupils need to greet, self-introduce, respond to greetings and say goodbye. Write the language on the board. Get the class to read the sentences in chorus.**Step 2:** Invite two groups of four to the front of the classroom to model the two contexts.– **Context 1:** Three players are sitting and talking together. One player pretends to be a newcomer, goes to the place, greets the group, and introduces himself or herself (*Hello./ Hi. I'm \_\_\_.)* The group responds to his/ her greetings (*Hello, / Hi,* \_\_\_.). Then he/ she sits down to join the group. One of the previous sitters stands up and goes out to pretend to be a newcomer. He/ She repeats the procedure. One by one, each member of the group repeats the procedure until the last one.– **Context 2:** Four players are sitting together talking happily. One of them stands up to leave. He/ She says goodbye to the group (*Goodbye./ Bye.*). The group responds to the leaver (*Goodbye./ Bye.).* One by one, each member of the group repeats the procedure until the last one.**Step 3:** Give pupils time to play the game. Move around the classroom to offer support where necessary. | Whole class/ Individual workGroup workWhole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the picture of Activity 4 and repeat after the recording.**Option 2: Game: Find a partner****Step 1:** Divide the class into 2 teams: boys and girls. Prepare the name tags.**Step 2:** Set the rules: Make a circle, then ask 1 pupil to come stand in the circle and choose a name tag. The one whose name is called will come to the circle and practise speaking by saying *Hi, I’m \_\_\_.***Step 3:** Encourage students to join the game. | Whole classGroup work |  |

 **Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: HELLO**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý cách viết câu văn cho học sinh

 Học sinh phát huy nhớ các câu ở phần nghe .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: HELLO**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh nhắc lại một số câu ở phần nghe, đọc một số câu viết.

 Quan tâm sát sao các đối tượng học sinh.

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| --- | --- |
| **Lãnh đạo duyệt****Nguyễn Thị Kim Huế** | **Người soạn bài****Nguyễn Thị Vân** |