**KẾ HOẠCH BÀI DẠY** **TUẦN 4 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  30/9 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 4 - 6 |
| 3 |  |  |  |
| Ba  1/10 | Sáng | 1 | 5B | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 2 : Our names. Lesson 2 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 2 : Our names. Lesson 2 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  2/10 | Sáng | 1 | 3A | T.Anh | Unit 2 : Our names. Lesson 2 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 2 : Our names. Lesson 2 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 2: Our homes. Lesson 2 - Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 4 - 6 |
| 3 |  |  |  |
| Năm  3/10 | Sáng | 1 | 5B | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 4 - 6 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  4/10 | Sáng | 1 | 5C | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 2: Our homes. Lesson 3 - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 2 : Our names. Lesson 3- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 2 : Our names. Lesson 3 - Activity 4 - 6 |
| Chiều | 1 | 3A | T.Anh | Unit 2 : Our names. Lesson 3 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 2 : Our names. Lesson 3 - Activity 4 - 6 |
| 3 |  |  |  |

*Thứ Hai ngày 30 tháng 9 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 2: OUR HOME !**

**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 home and address;

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

- use What’s your address? – It’s \_\_\_\_\_\_\_\_\_\_. to ask and answer questions about someone’s address;

- use *Do you live in \_\_\_? Yes, / No, \_\_\_.* and *What’s your address?* *– It’s \_\_\_\_.* in a freer context.

**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 pride in their personal information and where they live.

**II. MATERIALS**

- Pupil’s book: Page 18

- Audio tracks 18, 19

- Teacher’s guide: Pages 38, 39, 40

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about different types of homes.

**b. Content**

- Game: Slap the board

**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: Slap the board** | | |
| - Prepare pictures of different types of homes.  - Divide the class into 3 teams. Number pupils in each team.  - Focus pupils on the sentences and pictures on the screen.  - Call out a number and ask pupil to slap the correct answer on the board.  - Check the answer with the whole class. | - Pupils remember their number.  - Pupils look and think about the correct answer for each question on the screen.  - Pupils run to the board and slap the correct answer. | Pictures (*tower, building, flat, that house, this building, that tower)* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about someone’s home and address.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about someone’s home and address.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 18) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they are talking about.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and follow the language. 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:** Invite a few pairs to the front of the classroom to listen and repeat the questions and answers of the Exchanges **a** and **b**.  **Extension:** Draw pupils’ attention to the question *What’s your address?* and the answer *It’s 45 Ba Trieu Street.* Explain how to use capital letters in addresses in English, and how to read the numbers in addresses (45 → forty-five). | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures and what they are talking about.  - 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**:  Minh asking Lucy if her  home’s nearby  Nam: *Do you live near the school?*  Lucy: *Yes, I do. I live about one kilometre from here.*  – Context **b**:  Minh asking Lucy about her address  Nam: *What’s your address?*  Lucy: *It’s 45 Ba Trieu Street.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 19) | | |
| **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and d and say what they can see in each picture.  **Step 2:** Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards to practise saying the numbers 116 (one sixteen), 38 (thirty-eight), 93 (ninety-three), 23 (twenty-three) and the street names.  **Notes:**  We say: 116: one-sixteen OR one-one-six.  DO NOT SAY: one hundred and sixteen  **Step 3:** Point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.  **Step 4:** Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary. Invite a few pairs to act out the exchanges in front of the class. | - Pupils look at the pictures and elicit the number and the names of the street in the pictures.  - Pupils listen to and repeat the words a few times. - Pupils point at Picture **a**, listen to the recording and repeat the sentences in both bubbles 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. | *–* Picture cues:  a. 116 Hoa Binh Street b. 38 Dien Bien Street  c. 93 Oxford Street  d. 23 Queen Street  *–* Speech bubbles:  *What’s your address?  – It’s \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To use *Do you live in \_\_\_? – Yes, / No, \_\_\_.* and *What’s your address? –* *It’s*\_\_\_. to ask and answer questions about someone’s address in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Do you live in \_\_\_? – Yes, / No, \_\_\_.* and *What’s your address? – It’s \_\_.* in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the pictures and elicit the addresses. Ask questions to help them identify the context (see Input).  **Step 2:** Point at the ﬁrst building and elicit the question in the ﬁrst speech bubble *Do you live in \_\_?* and the answer in the second speech bubble *Yes, / No, \_\_\_\_.* as an example. If the answer is *No*, then point at the question *What’s your address?* Write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.  **Step 3:** Give pupils time to work in pairs and take turns pointing at each picture to ask and answer using *Do you live in \_\_\_\_?  – Yes,* / *No, \_\_\_\_.* and *What’s your address?* *–* *\_\_\_\_*.  **Step 4:** Invite a few pairs to come to the front of the classroom and act out the exchanges. | - Pupils look at the pictures and identify the number and the name of the street.  - Pupils look at the first building and elicit the missing words in 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 address, using picture cues.  - Pupils practise asking and answering questions in front of the class. | *–* Picture cue: Four addresses  – Speech bubbles:  *Do you live in \_\_\_?  – Yes, / No, \_\_\_.*  *What’s your address?  – \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s talks

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Bad Luck Billy (ppt)**

- Ask all pupils to stand up.

- In rows, ask one pupil to read the question, the pupil beside answer that question.   
Then the next pupil goes.

- If Billy is struck by lightning when a pupil’s reading/ answering, that pupil is out   
(sit down).

- The last pupil standing is the winner.

**\* Option 2: Game: Racing**

- Divide the class into three groups. Each group has equal numbers of pupils.

- Ask pupils to stand in lines. Set the timer.

- Ask the first pupil from each line *What’s your address?* he/ she must answer and in turn ask the second pupil in the line. The second pupil then answers and asks the third, and so on.

- The group which has the shortest time to finish asking and answering wins the game.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 2: OUR HOMES**

**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 two communicative contexts in which speakers ask and answer questions about their addresses and circle the correct pictures;

- complete two gapped dialogues with the help of picture cues;

- listen to and complete the song *Homes* and to sing it 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 listening, reading and writing tasks.

**3. Attributes**

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

**II. MATERIALS**

- Pupil’s book: Page 19

- Audio tracks 20, 21

- Teacher’s guide: Page 40, 41, 42

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise numbers.

**b. Content**

- Listen and choose the numbers.

**c. Expected outcomes**

- Pupils can identify the correct numbers they hear.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Listen and choose the number.** | | |
| - Ask pupils to take out the board and chalk or marker.  - Play the audio and have pupils listen to the audio and write the number they hear in 5 seconds.  - Ask pupils to hold the board up to show the answer.  - Check the answer with the whole class. | - Pupils take out the board and chalk or marker.  - Pupils listen and write the numbers.  - Pupils show the answer and check. | Seven sets of three numbers. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts in which speakers ask and answer questions about their addresses and circle the correct pictures.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which speakers ask  
and answer questions about someone’s address and circle the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 20) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit the addresses. Remind them to pay attention to the numbers of the addresses. Have pupils predict which picture is referred to in Conversation 1 (Picture b).  **Step 2:** Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and circle the correct picture.  **Step 3:** Repeat **Steps 1** and **2** for Conversation 2.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary | - Pupils look at the pictures and say the numbers of the addresses.  - Pupils listen to the recording and circle the correct picture. Pupils listen to the recording again to do the task.  - Pupils swap books with a partner, and check answers before checking as a class.  - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | Picture cues:  **1a.** a private house at 67 Tay Son Street  **1b.** a private house at 79 Tay Son Street **1c.** a private house at 97 Tay Son Street **2a.** a block of flats at 53 London Street **2b.** a block of flats at 35 London Street **2c.** a block of flats at 63 London Street \* **Key:** *1. b 2. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

-To read and complete two gapped dialogues with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do the first gapped dialogue with the class as example. Have pupils read the dialogue. Draw pupils’ attention to the address and the distance from the address to the place where they are before guessing the missing words. Remind pupils of the collocation *far from*.  **Step 2:** Read the second dialogue. Point at the building and draw pupils’ attention to the boy’s hand toward the building on the left-hand side. Elicit the missing word (*that*). For other missing words, tell pupils to rely on the context of the questions and answers.  **Step 3:** Give pupils a time limit to read the gapped dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Extension:** Invite two pairs of pupils to act out the completed dialogues. Check pronunciation where necessary. | - Pupils follow the teacher demonstrating the Dialogue **1**. Pupils look at the picture and the address in the bubble  - Pupils read the second dialogue. Pupils follow the teacher’s instruction.  - Pupils complete gapped Exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the completed dialogues aloud. | Two picture cues and two gapped dialogues to complete  **\*Key:**  *1.100 Tran Hung Dao Street; from*  *2. that; Where; What’s;  231 Nguyen Van Cu Street* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen to and complete the song *Homes* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing (Track 21)

**c. Expected outcomes**

- Pupils can complete the song *Homes* and sing it with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing.** (Track 21) | | |
| **Step 1:** Have pupils read the song lyrics and guess the missing words with the help of the picture. Give Number 1 as an example (**building**). Fill in the gap.  **Step 2:** Repeat **Step 1** for Number 2 (*tower*) and Number 3 (*19*).  **Step 3:** Give a time limit for pupils to read and fill the gaps. Then play the recording again for them to check the answers.  **Step 4:** Play the recording again for pupils to listen and sing along before they practise singing the song. | - Pupils read the song and guess the missing words.  - Pupils follow the teacher's instructions.  - Pupils work individually, listen and complete.  - Pupils listen to the recording to check their answers again.  - Pupils listen and sing along. | The picture cue: Lotus Building far away and King Tower on Oxford Street  The gapped lyrics and recording of the song *Homes***.** |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Lucky number (ppt)**

- Teacher divides the class into 2 teams.

- Each team takes turns to choose the number and answer the question.

- Teacher checks the answer with the whole class.

- Pupils get the point(s) if they answer the question correctly.

- The team with more points is the winner.

**\* Option 2: Game: Interview**

- Teacher gives a pupil a handout.

- Pupils go around the class and ask 5 friends: *What’s your address?* and write the answers on the handout in 5 minutes.

- Teacher calls some pupils to come to the front and talk about their address and their friends’ addresses.

*Thứ Ba ngày 1 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 2 : OUR HOMES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời về địa chỉ của gia đình.
* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 2 : OUR HOMES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Bước đầu thực hiện được mẫu câu trước lớp
* Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 2: OUR NAMES**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:  - use the words *what, your, name, my, how old, years old*  in relation to the topic “Our names”;  - use *How old are you? - I'm .* to ask and answer questions about someone’s age;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  - read and write about people’s names and ages. |
| **Corecompetencies** | teamwork, adaptability, communication, initiative |
| **Generalcompetences** | Oral communication: talk about ages, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 18 * Audio Tracks 18,19 * Teacher’s guide Pages 32,33 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 2) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 7, Lesson 1.  - Ask pupils to sing the song.  - Invite some of them come to the board and role play, the rest of the pupils will sing.  **Option 2: Game: Guess the pictures**  - Write any words 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.  **Option 3**: **Game: Who’s faster?**  Divide the class into 2 teams. Have children look at the pictures on the screen and shout out the numbers which are hidden. Give points to the team with the faster and correct answers. *(Please see the provided corresponding PowerPoint slides for reference.)*  Then have the whole class count the numbers from 1 to 10. | Whole class/ Individual work  Group 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 asking and answering questions about the character’s age. | |  |
| b. Input | – Context **a**: Nam: *What’s your name?* Mary: *My name’s Mary*.  – Context **b**: Nam: *How old are you?* Mary: *I’m eight years old.* | |  |
| c.Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts about the character’s age. | |  |
| 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 classroom to listen and repeat the sentences in the recording.  **Step 5**: Draw pupils’ attention to the question *How old are you?* and the answer *I’m eight years old.* Tell pupils that they are a question and an answer about the someone’s age.  **Game: Lucky stars**  Divide the class into 2 teams (girls and boys). Have the teams take turns to choose the circle and answer the questions. For each correct answer, have pupils click the pink robot to get the stars. The team with more stars is the winner. *(Please see the provided corresponding PowerPoint slides for reference.)* | Whole class/ Individual work  Whole class  Pair work  Individual work  Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal | To correctly say the words and use *How old are you?* – *I’m years old*. to ask and answer questions about someone’s age. | |  |
| b. Input | – Picture cues:   * 1. A girl is holding a birthday cake with number 7.   2. A girl is holding a birthday cake with number 8.   3. A boy is holding a birthday cake with number 9.   4. A boy is holding a birthday cake with number 10.   – Speech bubbles: *How old are you? – I’m \_\_\_\_\_\_ years old.*  Audio script:  **a.** seven **b.** eight **c.** nine **d.** ten  *A:* How old are you?  *B:* I’m seven years old. | |  |
| c.Outcome | Pupils can correctly say the words and use *How old are you? – I’m \_\_\_ years old*. to ask and answer questions about someone’s age. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the numbers on the cakes.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the word (*seven*). Follow the same procedure with the other three pictures. Have the class repeat the numbers a few times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording *(How old are you?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I’m seven years old.*). Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *How old are you? – I’m \_\_\_\_\_ years old*.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | Whole class/ Individual work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *How old are you?* and to correctly respond using their own ages. | |  |
| b. Input | Picture cue: Two children want to buy birthday cakes in a bakery.  Speech bubbles: *How old are you? – .* | |  |
| c.Outcome | Pupils can enhance the correct use of *How old are you?* and correctly respond using their own ages. | |  |
| d.Procedure | **Step 1:** Have pupils look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer. Have pupils look at the first speech bubble and read *How old are you?* Ask them to point at the first cake and say *I'm four years old.* Let pupils listen and repeat the question and the answer a few times individually and in chorus.  **Step 2:** Go around the classroom, pointing to the cakes and asking *How old are you?* Let each pupil answer with the numbers on the cakes.  **Step 3:** Have pupils practise asking the questions and giving their own ages in pairs. If pupils find it difficult to say their ages, have them say the numbers in Activity 2 again.  **Step 4:** Invite some pairs of pupils to practise asking and answering about their ages in front of the class. | Whole class/ Individual work  Group work  Individual work  Pair work  Pair work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group who makes it first will be the winner.  **Option 2: Game: Spin the Wheel**  - Divide the class into teams.  - Teacher calls pupils from each team to answer the question “How old are you?”  - Pupils/ teacher click the “spin” button to get points. | Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 2: OUR NAMES**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:  - use the words *what, your, name, my, how old, years old* in relation to the topic “Our names”;  - use *How old are you? - I'm .* to ask and answer questions about someone’s age;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  - read and write about people’s names and ages. |
| **Corecompetencies** | teamwork, work standards, motivation, adaptability, communication, and initiative. |
| **Generalcompetences** | Oral communication: speak about ages, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | - Student’s book Page 19  - Audio Tracks 20  - Teacher’s guide Pages 34, 35  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 2)  - Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 1, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Sing a song on YouTube.  **Option 3: Game: What’s missing**  Divide the class into 2 teams. Have pupils look at the screen with numbers from 1 to 10. Then hide 1 number each time and have the teams raise their hands to answer. Give points for each correct answer. | Whole class  Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal | To listen to and understand four communicative contexts in which pupils ask and answer questions about ages. | |  |
| b. Input | Picture cues:   * 1. a birthday cake with number 7   b.birthday cake with number 8   1. a birthday cake with number 9   d**.** a birthday cake with number 10  *Audio script:*   * 1. *A:* How old are you?   *B:* I’m eight years old.   * 1. *A:* How old are you?   *B:* I’m ten years old.   * 1. *A:* How old are you?   *B:* I’m nine years old.   * 1. *A:* How old are you?   *B:* I’m seven years old. | |  |
| c.Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about ages.  **Key**: 1.B 2**.** d 3**.** c 4**.** a | |  |
| d.Procedure | **Step 1**: Have pupils look at Activity 4. Ask them *How many pictures are there? What can you see in each picture?* Draw pupils’ attention to the boxes at the corners of the pictures. Check their comprehension.  **Step 2**: Play the recording of the first dialogue. Tell pupils that they will need to listen to the age (e.g. *eight*) and number the pictures 1, 2, 3 or 4. Then ask pupils in which picture number eight appears (Picture **b**). Tell pupils to write “1” next to Picture **b**.  **Step 3**: Play the recording for the other dialogues and allow pupils to write down their answers. Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation if necessary. | Whole class / Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read .** 9 minutes | | | |
| a. Goal | To complete three gapped dialogues with the help of picture cues. | |  |
| b. Input | Three picture cues with three gapped dialogues to complete | |  |
| c.Outcome | Pupils can complete three gapped dialogues with the help of picture cues.  **Key: 1.** seven 2**.** eight years **3.** you; nine years’ old | |  |
| d.Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the numbers (ages) in the pictures.  **Step 2:** Have pupils look at the three incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*seven*). Then have them look at the picture and identify the number. Then have them complete the gap (*How old are you? – I’m seven years old.).*  **Step 4:** Follow the same procedure with Pictures **2** and **3**. Draw the pupils’ attention to the two gaps in the dialogue **3**.  **Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud. | Whole class / Individual work  Individual work/ Pair work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal | To sing the song *How old are you?* with the correct pronunciation and melody. | |  |
| b. Input | The lyrics and the recording of the song *How old are you?* | |  |
| c.Outcome | Pupils can sing the song *How old are you?* with the correct pronunciation and melody. | |  |
| d.Procedure | **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation.  **Step 3:** Play the recording of the song once or twice for pupils to listen and repeat line after line and do related actions, e.g. using a finger to trace the words or clapping their hands.  **Step 4:** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. | Whole class / Individual work  Group work / Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Have pupils in each team take turns to pass the ball. When the music ends, 3 students who are keeping the balls will stand up and say their names, using the sentence model.  **Option 3: Game: Whack the watermelon**  - Prepares a set of flashcards of numbers from 1 to 10.  - Divide the class into 3 teams.  - The teams take turns to send 2 pupils to go to the board and choose a flashcard to ask and answer about ages, using the model sentences and the number in the card.  - If they give the correct answers, they can whack a watermelon to get points for their teams.  - The team with more points is the winner. | Group work  Group work |  |

*Thứ Tư ngày 2 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 2: OUR NAMES**

**Lesson 2 –Activity 1-3 ( Period 3 )**

( Đã soạn lớp 3B**)**

Bổ sung : Hsinh thực hành giao tiếp trước lớp.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 2: OUR NAMES**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

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 2: OUR HOMES**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly pronounce the two-syllable words with the stress on the second syllable as in *ﬁf’teen* and *six’teen* in isolation and as in the sentences *I live at fifteen Ba Dinh Street*; *She lives at sixteen London Street*;

-identify the stress on some two-syllable words and circle the word with a diﬀerent stress pattern from the other two words;

- say the chant with the correct pronunciation, word stress and rhythm.

**2. Competences**

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

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

**3. Attributes**

- Show their pride in their personal home and address.

**II. MATERIALS**

- Pupil’s book: Page 20

- Audio tracks 22, 23, 24

- Teacher’s guide: Pages 42, 43, 44

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To get students ready for the lesson.

**b. Content**

- Song: Big Numbers

**c. Expected outcomes**

- Pupils can sing the song and be ready for the lesson.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Song: Big Numbers** | | |
| - Greet the class, then have the class listen and sing the song *Big Numbers*.  - Review numbers *Matching Game.*  Explain how to play the game: Pupils take turns to open two cards, trying to find the pairs of numbers (as numbers and words). If the cards don’t match, teacher clicks to turn them back. If the cards match, praise students and give them points for their team. | - Pupils sing the song.  - Pupils listen to teacher’s instructions.  Pupils play the game. | The song *Big Numbers* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- To correctly pronounce the two-syllable words with the stress on the second syllable as in *ﬁf’teen* and *six’teen* in isolation and as in the sentences *I live at fif'teen Ba Dinh Street* and *She lives at six'teen London Street.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce two-syllable words with the stress on the second syllable as in *ﬁf’teen* and *six’teen* in isolation and as in the sentences *I live at fif'teen Ba Dinh Street.* and *She lives at six'teen London Street.*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 22) | | |
| **Step 1:** Have pupils point at the word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.  **Step 2:** Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.  **Step 3:** Repeat Steps 1 and 2 for the word *six'teen* and the sentence *She lives at six'teen London Street.* Go around the classroom and correct pupils’ pronunciation where necessary.  **Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences. | - Pupils point to the word and sentence in the first line while listening.  - Pupils listen to the recording again and repeat.  - Pupils follow the teacher’s instructions for the second line.  - Pupils work in pairs or groups to say the words and read the sentences.  - Pupils listen to the recording and say the language in front of the class. | The word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.*  The word *six'teen* and the sentence *She lives at six'teen London Street.* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To identify the stress on some two-syllable words and circle the word with a diﬀerent stress pattern from the other two words..

**b. Content**

- Activity 2. Circle, listen and check.

**c. Expected outcomes**

- Pupils can identify the stress on some two-syllable words and circle the word with a diﬀerent stress pattern from the other two words.   
 **d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 23) | | |
| **Step 1:** Tell pupils that this is an odd-one-out exercise. Pupils circle the word having a different stress from each line. Then listen to the recording to check their answers.  **Step 2:** Set a time for pupils to do the task.  **Step 3:** Play the recording, once or twice, for pupils to listen and check their answers. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.  **Extension:** Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary. | - Pupils pay attention to the three sets of two-syllable words. Pupils listen to the teacher’s explanation.  - Pupils look at three words in each line, read them aloud and circle the word that is different from the other two. Then pupils listen to the recording to check their answers.  - Pupils do the task individually.  - Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again.  - Pupils stand up, listen to and repeat the words. | Three sets of two-syllable words  **Audio script:**  1. a. thirteen b. fourteen   c. thirty  2. a. nineteen b. sixty   c. ninety  3. a. twenty b. sixteen   c. eighteen  **\* Key:** *1. c 2. a 3. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To say the chant with the correct pronunciation,word stress and rhythm.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

- Pupils can say the chant with the correct pronunciation, word stress and rhythm.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 24) | | |
| **Step 1:** Have pupils look at the pictures and identify the addresses.  **Step 2:** Get pupils to read the first verse of the chant and draw their attention to the numbers 15 (*fif'teen)* and 16 (*six'teen)*. Check comprehension.  **Step 3:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.  **Step 4:** Repeat Steps **2** and **3** for the second verse of the chant but draw their attention to the numbers 18 *(eigh'teen)* and 19 *(nine'teen)*.  **Step 5:** Play the recording all the way through for pupils to chant and clap their hands.  **Extension:** Invite two groups of pupils to take turns chanting the questions and answers in the two verses, replacing *fifteen, sixteen* with *thirteen* and *fourteen; eighteen, nineteen* with *fifteen* and *sixteen.* | - Pupils pay attention to the pictures and lyrics of the chant.  - Pupils read the first verse of the chant.  - Pupils listen to the recording of the first verse, line by line, and repeat. Pupils can clap and do actions while chanting.  - Pupils do the same procedure with the second verse of the chant.  - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting.  - Pupils work in two or more groups to take turns chanting with the replaced words in the two verses. | The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Board race. / Writing race. (ppt)**

(1) Board race: Teacher numbers the students in each team. Teacher plays the recording then calls out the number, the students of that number from each team comes to the board, write the number they hear and read it aloud.

(2) Writing race: Each student/ pair gets a small erasable board. When teacher plays the audio, students write their answer on their board and show it to the teacher.

**\* Option 2: Game: Jumping**

- Tell pupils they are going to play the game *Jumping*. If teacher reads a word that is the same as what she writes on the board, pupils jump. If it is not, they keep still. Ask them to say the word written on the board.

- Ask pupils to stand at their desks.

- Write a number from the lesson and say a word. Have pupils play the game.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 2: OUR HOMES**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read a letter and show understanding by deciding if the sentences are true or false;

- write the answers to the guiding questions based on their personal information;

- present the results of a survey of pupils’ homes to the class.

**2. Competences**

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

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

**3. Attributes**

- Show their knowledge about houses and addresses.

**II. MATERIALS**

- Pupil’s book: Page 21

- Teacher’s guide: Pages 44, 45

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the structures they’ve learnt in the previous lessons.

**b. Content**

- Vocabularies and structures

**c. Expected outcomes**

- Pupils can listen and answer the questions.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game 1: Who’s faster? (ppt)**  **Game 2: Mystery box** | | |
| **Game 1: Who’s faster?**  - Show the hidden pictures and let pupils look, guess and say aloud the words.  **Game 2: Mystery box**  - Divide the class into two groups: Boys and Girls.  - The group with more points wins the game. | - Pupils listen to the teacher’s explanation.  - Pupils look at the screen and guess, then say aloud what they can see.  Pupils listen to the teacher’s explanation.  In teams, pupils take turns to choose the letters and answer the questions. If they have the correct answers, they can give the mystery box or keep it to the other teams. | * Vocabularies in the previous lessons*: tower, house, building, flat, street* * Review sentences:   *+ Do you live in this / that house?*  *+ Where do you live?*  *+ What’s your address?* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read a letter and show understanding by deciding if the sentences are Trueor False.

**b. Content**

- Activity 4. Read and tick True or False.

**c. Expected outcomes**

- Pupils can read a letter and show understanding by deciding if the sentences are true or false.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and tick True or False.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the letter and tick *True* or *False* for the sentences provided. Check comprehension.  **Step 2:** Give an example with Number 1. Have pupils read the sentence Number 1; then scan the letter above quickly to find the correct fact (*Sydney*)*.* Then tell them to compare with the information given in the sentence provided (*London*). Tell the pupils to tick the box *False*.  **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Extension:** Invite one or two pupils to read aloud the letter. Correct their pronunciation where necessary. | - Pupils listen to the teacher’s instruction.  - Pupils read the letter as a class.  - Pupils do sentence Number 1 as a class.    - Pupils do the task individually.  - Pupils swap books with a partner, and check answers before checking as a class.  - One or two pupils stand up and read aloud the letter. | - A short letter from David in Sydney to Lan in Viet Nam  - A table for ticking True or False  **\* Key:**  *1. F 2. T 3. T 4. F 5. F* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write the answers to guiding questions based on their personal information.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write the answers to guiding questions based on their personal information.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Tell the class the goal of the activity and explain that they should read the questions and write the answers based on their personal information.  **Step 2:** Give an example with Question **1**. Invite a pupil to read Question **1** and write the answer on the board and read it aloud. Correct the spelling and pronunciation where necessary.  **Step 3:** Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. If time allows, invite one or two pupils to stand up and read aloud their answers. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher’s instructions.  - Pupils do the task individually.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pupils stand up and read aloud their answers. | Questions about homes and addresses  **Suggested answers:**  *1. I live in a house in the countryside.*  *2. My address is 20 Vo Van Tan Street.*  *3. My best friend Nick lives in a building in Sydney.*  *4. His address is 53 George Street* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present the results of a survey of pupils’ homes to the class.

**b. Content**

- Activity 6. Project.

**c. Expected outcomes**

- Pupils can present the results of a survey of pupils’ homes to the class.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Check pupils’ preparation of their survey.  **Step 2:** Invite a pupil to report his / her survey with your help.  **Step 3:** Have pupils work in groups to practise reporting their own surveys*.* Go around the classroom and offer help where necessary.  **Step 4:** Invite a few pupils to report their surveys in front of the class. Praise them when they do a good job. | - Pupils listen to the teacher’s instruction.  - One pupil does an example with the teacher’s help.  - Pupils work in groups of five. Pupils show their posters that they have made at home and tell the group about different types of homes.  - Pupils show their work and talk about different types of homes. Pupils stick their posters on the wall (or board) as a display. | − A girl pupil is standing in front of the class to present the result of her survey. In her hand is a paper sheet containing the data of the survey.  − A poster of different types of homes: a house in the city, a block of flats, a house in the countryside, and a flat on the second floor |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)  
 **\* Option 1: Game: Mystery Box (ppt)** - Divide the class into two groups: Boys and Girls.  
 - Pupils listen to the teacher’s explanation.  
 - In teams, pupils take turns to choose the letters and answer the questions. If they have the correct answers, they can give the mystery box or keep it to the other teams. The group with more points wins the game.

**\* Option 2: Test your friend** - Have pupils work in groups of four.  
 - Have one pupil from each group tell the others about his/ her home. Ask their friends to check their pronunciation.  
 - Call some volunteers to perform in front of the class.  
 - Praise pupils if they perform well.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 2 : OUR HOMES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời về địa chỉ của gia đình.
* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 2 : OUR HOMES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Bước đầu thực hiện được mẫu câu trước lớp
* Quan tâm sát sao các đối tượng học sinh.

*Thứ Năm ngày 3 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 2 : OUR HOMES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :-Phát hiện và đọc được những từ liên quan đến âm của bài học.

- Nghe và hoàn thành các âm theo thứ tự hoạt động .

- Kèm cặp học sinh chưa đọc được âm và câu.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 2 : OUR HOMES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh thực hành tốt các mẫu câu đã học trong bài.

- Có thể cho học sinh luyện thực hành theo vòng tròn

- Kèm cặp học sinh chưa viết được câu theo nội dung bài.

*Thứ Sáu ngày 4 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 2 : OUR HOMES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :-Phát hiện và đọc được những từ liên quan đến âm của bài học.

- Nghe và hoàn thành các âm theo thứ tự hoạt động .

- Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 2 : OUR HOMES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh thực hành tốt các mẫu câu đã học trong bài.

- Có thể cho học sinh luyện thực hành theo vòng tròn

- Chia sẻ cùng nhau những địa điểm mà mình đã ở.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 2: OUR NAMES**

**Lesson 3 – Period 5**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:  - correctly pronounce the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam,* and in the sentences *I’m Mary* and *My name’s Nam*.  - use the words *what, your, name, my, how old, years, old* in relation to the topic “Our names”;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";  - read and write about people’s names and ages. |
| **Corecompetencies** | motivation, adaptability, problem-solving, integrity, communication |
| **Generalcompetences** | Listening: listen and recognize the sounds, then repeat  Oral communication: speak, ask and answer questions about names  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 20 * Audio Tracks 22, 23, 24 * Teacher’s guide Pages 35, 36, 37 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 2) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 2, Lesson 1.  - Ask pupils to sing the song.  - Invite some of them come to the board to role play, the rest of the pupils will sing.  - **Option 3**: **Game: Lucky number**  Review the previous lesson by having the class play the game *Lucky number*, using the model sentences: What’s your name? How old are you? | Whole class  Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal | To correctly repeat the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam*, and in the sentences *I’m Mary* and *My name’s Nam.* with correct pronunciation and intonation. | |  |
| b. Input | – The letter ***m***, the word *Mary* and the sentence *I'm Mary*.  – The letter ***n***, the word *Nam* and the sentence *My name's Nam*. | |  |
| c.Outcome | Pupils can correctly repeat the sounds of the letters ***m*** and ***n*** in isolation, the words *Mary* and *Nam*, and the sentences *I’m Mary* and *My name’s Nam* with correct pronunciation and intonation. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the letter ***m***, listen to the recording and repeat the letter until they feel confident. Correct the pronunciation if necessary.  **Step 2:** Have pupils point to the word *Mary*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help if necessary.  **Step 3:** Get pupils to read the sentence *I’m Mary.,* to listen to the recording and to repeat it several times. Then call on a few pupils to listen and repeat the sentence in front of the class.  **Step 4:** Repeat **Steps 1** to **3** for letter ***n***. Go around the class and correct the pronunciation if necessary.  **Step 5:** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups. | Whole class / Individual work  Pair work/ Group work |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | |
| a. Goal | To identify the target words *Mary* and *Nam* while listening. | |  |
| b. Input | Two gapped sentences with answer options  *Audio script:*   * 1. *Mary*: Hi. I’m Mary. **2.** *Nam:* Hello. My name’s Nam. | |  |
| c.Outcome | Pupils can identify the words *Mary* and *Nam* while listening.  **Key: 1.** b **2.** c | |  |
| d.Procedure | **Step 1:** Have pupils read the sentences. Explain that they have to listen to the recording and circle the correct option to complete the sentences. Explain that the words *Mai, Mary* and *Minh* in the first sentence start with the same ***m*** sound, and that the words *Mary / Mai* and *Nam* start with two different sounds, ***m*** and ***n***. Check their comprehension.  **Step 2:** Play the recording and have pupils circle the correct options. Then have pupils swap and check the answers in pairs or groups. Correct the answers if necessary.  **Step 3:** Invite a few pupils to read the complete sentences in front of the class. Remind them how to stress the target language. | Whole class / Individual work  Individual work / Pair work  Individual work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | |
| a. Goal | To say the chant with the correct rhythm and pronunciation. | |  |
| b. Input | The lyrics and recording of the chant. | |  |
| c.Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d.Procedure | **Step 1:** Have pupils scan the first verse of the chant and elicit its subject. Draw pupils’ attention to the word *Mary* and the sentence *My name’s Mary*. Check pupils’ comprehension.  **Step 2:** Play the recording, asking pupils to listen and repeat the first verse, line by line. Show them how to chant and clap hands.  **Step 3:** Play the recording of the whole verse again for pupils to do choral and individual repetition.  **Step 4:** Repeat **Steps 1** to **3** for the second verse of the chant. Go around the class and offer help to pupils who find it difficult.  **Extension:** If there is enough time, split the class into groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then select some groups to go to the front of the class to chant and clap hands. | Whole class / Individual work  Group work/  Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Game: Chant**  - Teacher can create a small competition for the pupils.  - Pupils work in group. Try to learn the chant by heart.  - Teacher can ask them to say the chant loudly/ quietly/ happily/ sadly.  - The group who can perform the best is the winner**.** | Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 2: OUR NAMES**

**Lesson 3 – Period 6**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:  - read and match three dialogues with pictures  - read, understand and complete an exchange with personal information  - make birthday cakes and use them to introduce names and ages. |
| **Corecompetencies** | motivation, adaptability, problem-solving, integrity, communication |
| **Generalcompetences** | Listening: listen and recognizethe sounds, then repeat.  Oral communication: speak about school things, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | - Student’s book Page 21  - Teacher’s guide Pages 37, 38  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 2)  - Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and match – Let’s write – Project – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 2, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Chant and do activities (Unit 2, Lesson 3).  - Ask pupils chant and do the actions in Unit 2, Lesson 3 in groups.  - Give point for the groups and encourage them.  **Option 3**: **Game: Lucky stars**  Review the previous lesson by having the class play the game *Lucky stars*, using the model sentences: How old are you? – I’m \_\_\_\_ years old.*(Please see the provided corresponsing PowerPoint slides for detailed rules explanation.)* | Whole class  Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Read and match.** 8 minutes | | | |
| a. Goal | To read and match three dialogues with pictures. | |  |
| b. Input | Three dialogues with three pictures to match | |  |
| c.Outcome | Pupils can read and match three dialogues with pictures.  **Key: 1.** b **2.** c **3.** a | |  |
| d.Procedure | **Step 1:** Have pupils read the first dialogue. Ask them some questions such as *Who are they?*  *What are they talking about?* Then have pupils look at the pictures and match the dialogue with the correct one. Check their comprehension, if necessary.  **Step 2:** Repeat **Step 1** for Dialogues **2** and **3**. Draw their attention to number eight while saying about age. Allow pupils to do the activity independently. Go around the class and offer help if necessary.  **Step 3:** Set a time limit for pupils to swap with a partner and check the answers.  **Step 4:** Select three pairs of pupils to read the dialogues in front of the class. | Whole class / Individual work  Pair work |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal | To read, understand and complete an exchange with their personal information. | |  |
| b. Input | An exchange with two gapped sentences | |  |
| c.Outcome | Pupils can read, understand and complete an exchange with their personal information. | |  |
| d.Procedure | **Step 1:** Have pupils read the dialogue and say what they are going to do. Ask some questions such as *Who asks the questions? What are the questions about? Who has to write the answers?* Check their comprehension. Remind them to write their personal information.  **Step 2:** Give pupils time to write the answers to the questions independently. Go around the class and help if necessary.  **Step 3:** Have pupils swap their answers in pairs or in groups before checking as a class. You may invite one or two pupils to write their answers on the board.  **Step 4:** If there is enough time, ask some pairs to role-play the dialogue in front of the class. Encourage the class to praise or cheer the performers. | Whole class / Individual work  Pair work / Group work  Pair work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal | To make birthday cakes and use them to introduce names and ages. | |  |
| b. Input | A paper birthday cake or a birthday cake drawn and coloured on a piece of paper. Ask pupils to make it as homework at the beginning of Unit 2 or Lesson 3. Remind them to write their names and ages on the cakes. | |  |
| c.Outcome | Pupils can say their names and ages, using birthday cakes. | |  |
| d. Procedure | **Step 1:** Have pupils take out the pieces of paper on which their names and ages are written.  **Step 2:** Ask pupils to work in groups. Have each pupil show his/ her birthday cake and say about his/ her name and age. The group praises his / her performance.  **Step 3:** Invite some pupils to repeat **Step 2** in front of the class. | Whole class  Group work  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 2:** **Game:** Pass the ball  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turn to pass the ball. After the music ends, 3 students have the ball – stand up and say the name, using the sentence model.  **Option 3: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud. The group who makes it first will be the winner. | Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 2: OUR NAMES**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh giới thiệu được bạn bè

Hỏi và trả lời tên của những người bạn .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 2: OUR NAMES**

**Lesson 3– Period 6**

( Đã soạn lớp 3B**)**

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

Ghi nhớ cấu trúc đã học để hỏi và trả lời tên

Quan tâm sát sao các đối tượng học sinh.

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