**KẾ HOẠCH BÀI DẠY** **TUẦN 5 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  7/10 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 4 - 6 |
| 3 |  |  |  |
| Ba  8/10 | Sáng | 1 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 3 : My friends. Lesson 1 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 3 : My friends. Lesson 1 - Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 1  - Activity 4 - 6 |
| 3 |  |  |  |
| Tư  9/10 | Sáng | 1 | 3A | T.Anh | Unit 3 : My friends. Lesson 1 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 3 : My friends. Lesson 1 - Activity 4 - 6 |
| 3 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 1 - 3 |
| 4 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  10/10 | Sáng | 1 | 3B | T.Anh | Unit 3 : My friends. Lesson 2 - Activity 1 - 3 |
| 2 | 3B | T.Anh | Unit 3 : My friends. Lesson 2 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  11/10 | Sáng | 1 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 2  - Activity 4 - 6 |
| 3 | 3A | T.Anh | Unit 3 : My friends. Lesson 2 - Activity 1 - 3 |
| 4 | 3A | T.Anh | Unit 3 : My friends. Lesson 2 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 7 tháng 10 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**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 in which characters ask and answer questions about someone’s nationality.

- correctly say the words for nationalities and use *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

- enhance the correct use of *What nationality is he / she? - \_\_\_\_\_.* to ask and answer questions about someone’s nationality in a freer context.

- use the words *nationality, Australian, Malaysian, American, Japanese* in relation to the topic “My foreign friends”.

**2. Competences**

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

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

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

**3. Attributes**

- Show their pride in where they come from and great respect for where someone comes from by asking and answering about nationality.

**II. MATERIALS**

- Pupil’s book: Page 22

- Audio tracks 25, 26

- Teacher’s guide: Pages 44, 45, 46

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about different countries that pupils have learnt in Tieng Anh 4.

**b. Content**

- Game:Slow reveal

**c. Expected outcomes**

- Pupils can say the names of the countries correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game:Slow reveal!** | | |
| - Tell the class they are going to play a vocabulary game to activate the names of some countries that they have learnt in Tieng Anh 4.  - Prepare the pictures about countries. Stick the pictures facing down on the board.  - Model the first picture, e.g. *Viet Nam*. Put a picture on the board and cover it with a piece of paper.  - Very slowly move the paper to reveal the picture, little by little.  - Ask *Which country is this?*. Ask pupils to guess the name of the country, e.g. *This is Viet Nam.*  - The first pupil to guess correctly comes to the front to choose the next picture.  - Continue the game until all of the words of the countries are said. | - Pupils listen to the teacher’s instructions.  - Pupils look at the pictures facing down on the board.  - Pupils follow the teacher demonstrating the activity. - Pupils observe the picture, little by little.  - Pupils say the name of the country  - Pupils come to the front to choose the next picture. | Flags (*Britain, Viet Nam, America, Australia, Japan, Singapore, Malaysia, Thailand,*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone’s nationality.

**b. Content** - Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone’s nationality.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 25) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures.  **Step 2:** Have pupils look at Picture **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.  **Step 3:** Play the recording and encourage pupils to point at the characters while listening.  **Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 5:** Draw pupils’ attention to the question *What nationality is he?* and the answer *He’s Australian.* Explain that they are used to talk about someone’s nationality. | - Pupils look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures.  - Pupils look at Picture **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.  - Pupils listen to the recording to point at the characters while listening.  - Pupils listen to the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | - Contexts:  **a.** Minh and mum in the kitchen, talking Minh’s new friend  **b.** Dad joining the conversation, asking about the nationality of Minh’s new friend  - Speech bubbles:  **a.** Minh: *Mum, I have a new foreign friend.*  Mum: *Do you? Where’s he from?*  Minh: *He’s from Australia.*  **b.** Dad: *What nationality is he?*  Minh: *He’s Australian.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the words for nationalities and use *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

**b. Content** Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words for nationalities and use *What nationality is he/she?   
- He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 26) | | |
| **Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the countries. Explain the word under each picture is not the name of the country, but it is the nationality.  **Step 2:** Play the first part of the recording for pupils to listen and repeat the words under the pictures in chorus and individually until they feel confident. Use the flash cards for *Australian*, *Malaysian*, *American* and *Japanese* to practise the words.  **Step 3:** Have pupils point at Picture a. Draw pupils’ attention to the speech bubbles and elicit the missing words (*What nationality is he? - He’s Australian.*) Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.  **Step 4:** Repeat **Step 3** with Pictures **b**, **c**, and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  **Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about someone’s nationality. | - Pupils look at the pictures, say what they can see in the pictures and identify the countries.  - Pupils listen to the first part of the recording and repeat the words under the pictures in chorus and individually until they feel confident.  - Pupils point at Picture a. Pupils listen to the next part of the recording a few times and repeat the sentences in both bubbles.  - Pupils follow the teacher’s instructions.  - Pupils practise asking and answering questions in pairs.  - Pairs of pupils point at the pictures and ask and answer questions about someone’s nationality. | - Picture cues:  **a.** Ben, Australian flag, a kangaroo and the word *Australian* underneath  **b.** a girl, Malaysian flag, Petronas Twin tower and the word *Malaysian* underneath  **c.** Mary, American flag, the Statue of Liberty and the word *American* underneath  **d.** a girl, Japanese flag, Sakura blossoms and the word *Japanese* underneath  - Speech bubbles:  *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To enhance the correct use of *What nationality is he / she? - \_\_\_\_\_.* to ask and answer questions about someone’s nationality in freer contexts.

**b. Content**- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can enhance the correct use of *What nationality is he / she? - \_\_\_\_\_.* to ask and answer questions about someone’s nationality in freer contexts.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Point at the first character and elicit the question in the first speech bubble (e.g. *What nationality is she?*) and the answer in the second speech bubble (*She’s Malaysian.*) as an example. Then write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.  **Step 3:** Put pupils into pairs to ask and answer questions about the nationality of each character in the picture. Go around and offer support where necessary.  **Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about someone’s nationality. | - Pupils look at the picture and identify the context.  - Pupils follow the teacher demonstrating the example. Pupils say the completed sentences. Pupils follow the teacher’s instructions with other pictures.  - Pupils work in pairs to ask and answer questions about the nationality of each character in the picture.  - Pairs of pupils come to the front of the classroom to ask and answer questions about someone’s nationality. | - Picture cue: Picture of four characters at the exhibition introducing their countries.  - Speech bubbles:  *What nationality is he / she? - \_\_\_\_\_.*  **Suggested answer:** |

**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: Sentence Puzzle (ppt)**

- Divide the class into groups of four.

- Give each group a sentence that is broken/cut into pieces.

- Ask them to arrange them to make a complete sentence, then read it aloud.

e.g.

is

What

nationality

he

?

- The group who makes it first will be the winner.

**\* Option 2: Game: Flashcard walk**

- Divide the class into four groups.

- Place several word cards on the classroom floor.

- Have pupils from each group come up the front.

- Play some music and have the pupils walk around the word cards.

- Stop the music and say the name of one flashcard, e.g. *he / Japanese*.

- Have the pupils pick up the correct word card and say a sentence using the word on the word card, e.g. *He’s Japanese*.

- Give the first group to make a correct sentence at one point.

- The group with the most points wins the game.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**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 four communicative contexts in which speakers ask and answer questions about someone’s nationality and tick the correct pictures.

- circle correct words in four exchanges with the help of picture cues.

- sing the song *My friends* with 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 tasks.

**3. Attributes**

- Show their pride in where they come from and great respect for where someone comes from by asking and answering about nationality.

**II. MATERIALS**

- Pupil’s book: Page 23

- Audio tracks 27, 28

- Teacher’s guide: Pages 47, 48

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structure *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

**b. Content**

- Game: Lucky stars

**c. Expected outcomes**

- Pupils can correctly say the sentence structure *What nationality is he / she? - He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s nationality.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky stars** | | |
| - Ask pupils if they remember the previous sentence structures to ask and answer questions about someone’s nationality.  - Write the question and answers on the board.  - Divide the class into two groups. Have a pupil from each group play *one, two, three* to find the group going first.  - Have two pupils from each group choose a colour star, look at the picture given and ask and answer the question about someone’s nationality.  - Ask the class to check their friends’ pronunciation. If they are correct, they will get points for their group.  - Continue the game until all the words are said.  - The group with more points wins the game. Praise the winner. | - Give the sentence structures about someone’s nationality.  - Look at the question and answers on the board.  - Work in two groups. Play *one, two, three* to find the group going first.  - Choose a colour star, look at the picture given and ask and answer the question about someone’s nationality.  - Check their friends’ pronunciation.  - Continue playing the game.  - Praise the winner. | - Sentence structures:  *What nationality is he / she? - He’s / She’s \_\_\_\_\_.*  - Flags (*Australia, Malaysia, America, Japan*)  - Four stars (each star contains a flag and a picture of a boy or a girl.)  - Two stars (each star contains a lucky star.) |

**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 four communicative contexts in which speakers ask and answer questions about someone’s nationality 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 speakers ask and answer questions about someone’s nationality and tick the correct picture according to what they hear.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 27) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What nationality is she? What’s he doing?* to elicit the nationalities of the characters and the activities they are doing in the pictures. Remind them to look at the pictures **a**, **b** and **c** to contrast. For example, have pupils explain that *the boy in picture* ***a*** *is playing football. He’s Japanese. The boy in picture* ***b*** *is playing football. He’s American. The boy in picture* ***c*** *is playing badminton. He’s Australian.*  **Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and choose correct pictures that show the nationalities of the characters mentioned in the conversations.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *What’s Sam doing? What nationality is he?*  **Extension (For advanced level):** Read conversation **1** aloud but change specific information. For example, *Look at Sam? - Who?  Is he playing basketball?* Have pupils stand up when the information is different. Invite a pupil to correct the information. | - Pupils look at the pictures and answer the questions. Pupils look at the pictures **a**, **b** and **c** to contrast.  - Pupils listen to the recording all the way through. Then listen to the recording again and choose correct pictures that show the nationalities of the characters mentioned in the conversations.  - Pupils swap books with a partner and check their answers before checking as a class. pupils explain the answers by answering questions.  - Pupils stand up when the information is different. A pupil corrects the information. | **- Picture cues:**  **1a.** a Japanese boy playing football  **1b.** an American boy playing football  **1c.** an Australian boy playing badminton  **2a.** a British girl standing in front of Big Ben  **2b.** an Australian girl standing in front of Sydney Opera House  **2c.** a Malaysian girl standing in front of Petronas twin tower  **- Audio script:** |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To circle correct words in four exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and circle.

**c. Expected outcomes**

- Pupils can circle correct options in the sentences and exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and circle.** | | |
| **Step 1:** Do sentences 1 together as an example. Draw pupils’ attention to the picture (*A girl holding the flag of America*) and elicit the words such as *America* and *American*. Have pupils read the sentences. Elicit the answer to fill in the gap (*America*).  **Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Nominate some pupils to write the answers on the board. Check the answers. Ask questions to have pupils explain why they choose the options. For example, for picture B, ask *why do you choose Malaysian? - Because there’s a flag of Malaysia.*  **Step 4:** Invite four pairs of pupils to act out the completed exchanges **3** and **4** in front of the class. Correct their pronunciation where necessary. | - Pupils follow the teacher demonstrating the example. Pupils read the sentences. Pupils give the answer to fill in the gap.  - Pupils do the task independently.  - Pupils swap books with a partner and check their answers before checking as a class. Pupils write the answers on the board. Pupils explain why they choose the options.  - Four pairs of pupils act out the completed exchanges **3** and **4** in front of the class. | - Picture cues  **a.** a girl holding the flag of America  **b.** a boy holding the flag of Malaysia  **c.** a girl holding the flag of Japan  **d.** a boy holding the flag of Australia  - Two pairs of sentences and two exchanges with options to circle  **\*Key:**  *1. America 2. Malaysian*  *3. What; Japanese*  *4. is; Australian* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To sing the song *My friends* with correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *My friends* with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 28) | | |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to say what they see.  **Step 2:** Have pupils read and listen to the song, draw their attention to the pronunciation, rhythm and melody.  **Step 3:** Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *British*, *Britain*, *land*, *see* in the first verse and *Australian*, *Australia*, *land*, *see* in the second verse.  **Step 4:** Ask pupils to listen to and sing the whole song while doing actions or clapping their hands. Go around the classroom and offer help where necessary.  **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. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to say what they see.  - Pupils read and listen to the song, pay their attention to the pronunciation, rhythm and melody.  - Pupils listen to the recording again and practise singing the song, line by line, while doing actions or clapping their hands.  - Pupils listen to and sing the whole song while doing actions or clapping their hands.  - Pupils come to the front of the class to sing the song. The class may sing along to reinforce the activity. | The lyrics and the recording of the song *My friends* |

**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: Yes or No? (ppt)**

- Divide the class into two groups.

- Have a pupil from Group A stand in front of the class facing away from the board.

- Stick a flashcard (a boy or a girl and his/ her country) on the board.

- Call another pupil to ask a question to find out his/ her nationality.

- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.

e.g. *Is he/ she Japanese?*

*Is he/ she Malaysian?*

*Is he/ she American?*

- Have pupils from each group take turns playing the game.

- The pupil getting a correct answer will get points for their group.

- The group with more points wins the game. Praise the winner.

**\* Option 2: Game: Circle the words**

- Divide the class into groups of three.

- Have each group take out one paper and two pens with different colours.

- Ask one pupil to write down the eight words of countries and nationality in random order then give it to his/ her friends.

- When he/ she calls out one word (e.g. *Japanese*), the other two pupils try to circle that word as fast as possible.

- The pupil who circles more words wins.

- Have some groups demonstrate the activity in front of the class. Praise the winner.

*Thứ Ba ngày 8 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Học sinh đọc hiểu được nội dung hội thoại.

Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh nhớ được mẫu câu để hỏi và trả lời về quốc tịch.

- Kèm cặp học sinh những từ khó và học sinh còn lúng túng.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES** | |
| **Language focus** | By the end of the lesson, pupils will be able to:   * use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”; * use *This is / That’s* ….. to introduce someone. * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our friends” * understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone. |
| **Corecompetencies** | decision making, teamwork, work standards, reliability, motivation |
| **GeneralCompetences** | Listening: listen and recognize the contexts focusing on introduce someone, then repeat.  Oral Communication: talk about friends, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 22 * Audio Tracks 25,26 * Teacher’s guide Pages 39 - 41 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 3) * 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* in Unit 2, Lesson 1.  - 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**: Chant and do activities (Unit 2, Lesson 3).  - Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups.  - Give points to the groups and encourage them.  **Option 3**: **Game: How old are you?**  - Divide the class into 2 teams.  - Have each team choose a number on the PowerPoint slide to go to the question and have them answer.  - For each team’s correct answer, T lets that team choose the birthday hat to reveal the points they will get.  - The team with more points is the winner.  *(Please use the provided corresponding PowerPoint slides for reference.)* | Whole class  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 introducing someone. | |  |
| b. Input | – Context a: Mai: This is Mary. Mr Long: Hi, Mary.  – Context b: Mai: That’s Mr Long. Bill: Hello, Mr Long. | |  |
| c.Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone. | |  |
| 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 their attention to the sentences: *This is Mary.* and *That’s Mr Long*. Tell pupils that these sentences are used to introduce Mary and Mr Long. | Whole class / Individual work  Pair work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal | To correctly say the character names and use *This is / That’s \_\_\_\_\_.* to introduce someone. | |  |
| b.Input: | - Picture cues:  a. Ben, a British male pupil  b. Mai, a Vietnamese female pupil  c. Mr Long, a Vietnamese male teacher  d. Ms Hoa, a Vietnamese female teacher  - Speech bubbles: This is / That’s \_\_\_\_\_.  ***Audio script:***  *a. Ben b. Mai*  *c. Mr Long d. Ms Hoa*  *This is Ben.*  *That’s Mr Long.* | |  |
| c.Outcome: | Pupils can correctly say the character names and use *This is / That’s \_\_\_\_\_.* to introduce someone. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the characters.  **Step 2**: Have pupils point at Picture **a**, listen to the recording and repeat the word (*Ben*). Follow the same procedure with the other three pictures. Have the class repeat the words a few times. **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording (*This is Ben*). Point at Picture **c** and have pupils listen and repeat after the recording (*That’s Mr Long*). **Step 4**: Have pairs practise saying *This is \_\_\_\_\_\_. That’s \_\_\_\_\_.* with Pictures **b** and **d**. **Step 5**: Invite a few pairs to point at the pictures and introduce the characters in front of the class.  **Game: Slap the board**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *This is / That’s \_\_\_\_\_.* to introduce someone. | |  |
| b. Input | – Picture cue: Minh and Mai meet Bill and Mary in the school playground. Minh introduces Bill  to Mai, then Minh introduces Mary to Mai. They greet and introduce themselves to each other.  – Speech bubbles: This is / That's \_\_\_\_\_. | |  |
| c.Outcome | Pupils can enhance the correct use of This is / That’s . to introduce someone. | |  |
| d.Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input).*  **Step 2:** Put pupils into groups of four and encourage them to greet and introduce someone.  Go around the class to offer support.  **Step 3:** Invite some groups to the front of the class to perform their conversations.  **Game: Matching game**  Using pictures and flash cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Using *hoclieu.vn*, have pupils look at the words in the pictures of Lesson 1 and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Option 3: Game: Tug of war**  Divide the class into 2 teams. Pupils will choose *This* or *That* to fill in the blanks. For each correct answer, pupils will get 5 stars for their teams.  **Preparation for the project**  Tell pupils about the project on page 27. Ask them to prepare for it at home by drawing three pictures of their friends on a piece of paper or in their notebooks. Remind them to bring their pictures to class to present them at Project time. | Whole class  Group work  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:   * use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”; * use This is / That’s . to introduce someone * Listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction. * read and complete the sentences correctly. * sing the song “*This is Linh”* with the correct pronunciation and melody. |
| **Corecompetencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving |
| **GeneralCompetences** | Listening: listen and recognize the contexts, focus on introducing someone, then repeat.  Critical Thinking: talk about friends.  Oral Communication: speak about friends, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 23 * Audio Tracks 27,28 * Teacher’s guide Pages 41 * Website*hoclieu.vn* * Flash cards/ pictures and posters (Unit 3) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – 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 2, Lesson 1.  - 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**: Chant and do activities (Unit 2, Lesson 3).  - Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups.  - Give points for the groups and encourage them.  **Option 3**:  - Divide the class into 2 teams standing in lines.  - Have a pupil in the front row choose a number. The pupil MUST give the answer before the time’s up. If they answer correctly, they will get stars. If their answer is wrong or given after the time meter goes off, they will have to go to the back of the line.  - How to use time-meter: After clicking a number, simply click on the time meter to start it.  - Click the STAR at the corner to turn back to the Select Menu.  - Give points to the pupils (corresponding to the stars on the pictures).  *(Please use the provided corresponding ppt slides for reference.)* | Whole class  Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal | To listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction. | |  |
| b. Input | Picture cues:  1 a. Mai introduces Minh to Bill.  1 b. Mai introduces Nam to Bill.  2 a. Linh introduces Ms Hoa to Ben.  2 b. Linh introduces Mr Long to Ben.  ***Audio script:***  *1. Mai: Bill, this is Nam.*  *Bill: Hi, Nam.*  *2. Linh: Ben, that’s Ms Hoa.*  *Ben: Hello, Ms Hoa.* | |  |
| c.Outcome | Pupils can listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.  ***Key*:** 1. b 2. a | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the names of the characters in each picture. Play the recording for Question 1. **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**. **Step 4:** Getpupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. 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 in chorus. Correct their pronunciation where necessary. | Whole class/ Individual work  Pair work/  Individual work  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal | To look, complete and read four target sentence patterns in two dialogues with the help of picture cues | |  |
| b. Input | Two picture cues and two exchanges with the target sentences to complete | |  |
| c.Outcome | Pupils can complete and read four target sentence patterns with the help of picture cues.  ***Key:*** *1. this is – Hello / Hi 2. that’s – Hello* | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.  **Step 2:** Have pupils look at the two 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 words are missing in the first sentence (this is) and in the second sentence (Hello/ Hi). Then have them complete the gaps (Ben, this is Nam. – Hello / Hi, Nam).  **Step 4:** Follow the same procedure with Picture 2. Draw the pupils’ attention to the two gaps in the dialogue.  **Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the cards of sentences on the board. Teacher says a sentence, a pupil from each team has to point/slap the right card and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Individual work/ Pair work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal | To sing the song *This is Linh* with the correct pronunciation and melody. | |  |
| b. Input | The lyrics and the recording of the song *This is Linh*. | |  |
| c. Outcome | Pupils can sing the song *This is Linh* with the correct pronunciation and melody. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model reading the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters in the picture 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 line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Game: Matching game**  Use pictures and flash cards, have three pupils hold the pictures and thê more hold the cards of sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**: **Game: Roll the dice**  Divide the class into 2 teams. Each team choose a character on the slide (Nam or Mary) for their team. The 2 teams take turns to choose letters to go to the questions. For each correct answer, pupils can roll the dice and click the coloured stones to move their characters. The team who finishes first will be the winner.  **Option 2: 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 that makes it first will be the winner.  **Option 3: Sentence line-up**  Put pupils into two teams, A and B, and have them sit on chairs facing the rest of the class. Give each team a set of word cards that together form a sentence (each team’s set should be different to the other’s). Read a sentence, e.g. “This is Lan.” If team A has the word cards containing *this, is, Lan* and the  full stop, they should stand up and move quickly into a line to show the sentence in the correct order.  Team B should remain seated. If they stand up when T says team A’s sentence, they will lose the game, and vice versa. | Group work  Group work  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Học sinh đọc hiểu được nội dung hội thoại.

Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh nhớ được mẫu câu để hỏi và trả lời về quốc tịch.

- Kèm cặp học sinh những từ khó và học sinh còn lúng túng.

*Thứ Tư ngày 9 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 3: OUR FRIENDS**

**Lesson 1 –Period 1**

( Đã soạn lớp 3B**)**

Bổ sung : Hsinh thực hành hội thoại trước lớp.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 3: OUR FRIENDS**

**Lesson 1 –Period 2**

( Đã soạn lớp 3B**)**

Bổ sung : Hướng dẫn hsinh câu giới thiệu về bạn bè.

Có thể cho học sinh luyện thực hành theo chuỗi liên tiếp.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**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 in which characters ask and answer questions about someone’s personality.

- correctly say the words and use *What’s he / she like? - He’s / She’s \_\_\_\_.* to ask and answer questions about someone’s personality.

- enhance the correct use of *What’s he / she like? - \_\_\_\_\_.* to ask and answer questions about someone’s personality in freer contexts.

- use the words *friendly, helpful, clever, active* in relation to the topic “My foreign friends”.

**2. Competences**

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

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

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

**3. Attributes**

- Raise their awareness of good personality.

**II. MATERIALS**

- Pupil’s book: Page 24

- Audio tracks 29, 30

- Teacher’s guide: Pages 49, 50, 51

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words and sentence structure *What does he/ she look like? - He’s/ She’s \_\_\_\_\_.* to ask and answer questions about someone’s appearance.

**b. Content**

- Game: Whack watermelons

**c. Expected outcomes**

- Pupils can correctly say the words and sentence structure *What does he/ she look like?***d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Watermelon whacking** | | |
| - Ask pupils to give the sentence structures about someone’s appearance. Write the sentence structure on the board.  - Tell pupils that they are going to choose watermelons, then look at the pictures and ask and answer the questions about someone’s appearance.  - Divide the class into two groups.  - Have two pupils from each group take turns to play the game.  - If they ask and answer the questions correctly, they can whack a watermelon to get points for their groups.  - The group with more points wins the game. Praise the winner. | - Give the sentence structures about someone’s appearance.  - Listen to the teacher’s explanation.  - Work in two groups.  - Take turns to play the game.  - Praise the winner. | - Sentence structures:  *What does he/ she look like? - He’s/ She’s*  - Pictures (*tall, short, slim, big, long hair, big eyes, a round face, short hair*)  - Watermelons with points (5, 5, 10, 10, 15, 15, 20, 20 points) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone’s personality.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone’s personality.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 29) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict what Lily’s nationality is.  **Step 2:** Play the recording for them to listen and check the prediction.  **Step 3:** Play the recording again, encourage pupils to point at the characters while listening.  **Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 5:** Draw pupils’ attention to the question *What’s she like?* and the answer *She’s friendly.* Explain that they are used to talk about someone’s personality. | - Pupils look at Pictures **a** and **b**, identify the characters and predict what Lily’s nationality is.  - Pupils listen to the recording and check the prediction.  - Pupils listen to the recording again, point at the characters while listening.  - Pupils listen to the recording again, sentence by sentence, point to the sentences and repeat.  - Pupils listen to the teacher’s explanation. | - Contexts:  **a.** Linh and Nam talking about a new friend in their class.  **b.** Nam asking about the new friend’s personality.  - Speech bubbles:  **a.** Linh: *There’s a new pupil in our class. Her name’s Lily.*  Nam: *What nationality is she?*  Linh: *She’s British.*  **b.** Nam: *What’s she like?*  Linh: *She’s friendly.* |

**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 he / she like? - He’s / She’s \_\_\_\_.* to ask and answer questions about someone’s personality.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What’s he / she like? - He’s / She’s \_\_\_\_.* to ask and answer questions about someone’s personality.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 30) | | |
| **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c**, and **d** and describe what they can see in each picture.    **Step 2:** Play the recording for pupils to listen to and repeat the phrases in chorus and individually until they feel confident. Use the flash cards for *a friendly girl*, *a helpful girl*, *a clever boy* and *an active boy* to practise the phrases.  **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. 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.  **Step 5:** Invite a few pairs to act out the exchanges in front of the class.  **Extension:** Have pupils brainstorm some adjectives to describe someone’s appearance that they have learnt to contrast with the adjectives to describe someone’s personality, for example, *tall*, *slim*, and *young.* | - Pupils look at Pictures **a**, **b**, **c**, and **d** and describe what they can see in each picture.  - Pupils listen to the recording and repeat the phrases in chorus and individually.  - Pupils listen to the recording and repeat the sentences in both bubbles a few times. Pupils follow the teacher’s instructions.  - Pupils point at the pictures and say the sentences in pairs.  - Pairs of pupils act out the exchanges in front of the class.  - Pupils brainstorm some adjectives to describe someone’s appearance that they have learnt to contrast with the adjectives to describe someone’s personality. | - Picture cues:  **a.** a friendly girl talking to her friends and the word *friendly* underneath  **b.** a helpful girl doing the dishes and the word *helpful* underneath  **c.** a clever boy reading and thinking of a new idea and the word *clever* underneath  **d.** an active boy exercising and the word *active* underneath  - Speech bubbles:  *What’s he / she like?  - He’s / She’s \_\_\_\_.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To enhance the correct use of *What’s he / she like? - \_\_\_\_\_.* to ask and answer questions about someone’s personality in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can enhance the correct use of *What’s he / she like? - \_\_\_\_\_.* to ask and answer questions about someone’s personality 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 picture and elicit the personality of each character in the picture. Remind pupils that *What’s he / she like?* and *- \_\_\_.* are used to ask and answer questions about someone’s personality.  **Step 2:** Give pupils time to work in pairs and take turns pointing and asking and answering questions about the personality of each character in the picture. Remind them to look at the activities the characters do.  **Step 3:** Invite a few pairs to come to the front of the classroom and act out the exchanges. | - Pupils look at the picture and elicit the personality of each character in the picture.  - Pupils work in pairs and take turns pointing and asking and answering questions about the personality of each character in the picture.  - Pairs of pupils come to the front of the classroom and act out the exchanges. | - Picture cues: Pupils in a class doing different activities that can tell their personality.  - Speech bubbles:  *What’s he / she like?  - \_\_\_\_\_.*  **Suggested answer:**  What’s he like?  - He’s helpful.  or  Look at him. He’s opening the door for the teacher. He’s helpful. |

**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: Whisper (ppt)**

- Divide the class into two groups. Have each group stand in a line.

- Model the activity. Give the first pupil in each line a flash card. Explain that he/she must read the word (without saying it out loud!) and then whisper it to the next pupil in the line. The second pupil must then whisper it to the third, and so on. When the word reaches the last pupil in the line, he/she should call it out. The first group to call out a correct word wins.

- Play the game.

- Praise the winner. Give feedback.

**\* Option 2: Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words on the board.

- Call out a word and have the first pupil from each group race to slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with the most points wins. Praise the winner.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**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 pupils ask and answer questions about someone’s personality and number the pictures.

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

- review the target vocabulary related to the topic “My foreign friends” by playing the game *The longest sentence*.

**2. Competences**

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

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

**3. Attributes**

- Raise their awareness of good personality.

**II. MATERIALS**

- Pupil’s book: Page 25

- Audio track 31

- Teacher’s guide: Pages 51, 52

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about someone’s appearance and personality.

**b. Content**

- Game: Crossword puzzle

**c. Expected outcomes**

- Pupils can correctly say the words about someone’s appearance and personality.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Crossword puzzle** | | |
| - Tell pupils that they are going to complete the crossword puzzle.  - Have pupils work in two groups. Give each group a crossword puzzle.  - Model with the first word, e.g. *personality*.  - Ask two groups to look at the crossword puzzle carefully, then complete the words in it.  - Give pupils two minutes to do the task. Go around and give further support to the group who find it difficult to do the task.  - Check the answers as the class.  - The group with more correct words wins the game.  - Ask pupils to read all the words aloud. | - Look at the pictures and say the words.  - Work in two groups.  - Follow the teacher’s instructions.  - Look at the crossword puzzle carefully, then complete the words in it.  - Do the task in two minutes.  - Check the answers in the class.  - Praise the winner.  - Read all the words aloud. | Appearance and personality words (*friendly, helpful, clever, active, slim, tall, young*)  **Crossword puzzle:** |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand four communicative contexts in which speakers ask and answer questions about someone’s personality and number the pictures.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts in which speakers ask and answer questions about someone’s personality and number the pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 31) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit the personalities of the people in the pictures. Remind them to look at the pictures to contrast. Have pupils predict which picture is number 1.  **Step 2:** Play the recording of the first dialogue for pupils to listen and check the prediction. Ask *What picture, everyone? Is your prediction correct? What’s Tom like? - He’s very helpful. Why do you choose picture* ***b****? - Because the boy is helping a kid.* Then play the recording again for pupils to listen and check.  **Step 3:** Play the recordings of dialogues **2**, **3** and **4**, and have pupils number the pictures.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed. | - Pupils look at the pictures and give the personalities of the people in the pictures. Pupils predict which picture is number 1.  - Pupils listen to the recording of the first dialogue and check the prediction. Then listen to the recording again and check.  - Pupils listen to the recordings of dialogues **2**, **3** and **4**, and number the pictures.  - Pupils swap their books with a partner and check their answers before checking as a class. | Picture cues:  **a.** a friendly boy talking to his friends  **b.** a helpful boy helping a child  **c.** a clever boy thinking of a new idea  **d.** an active boy playing badminton  **Audio script:**  .  **\*Key:** *1. b 2. a 3. d 4. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Look, complete and read.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Look, complete and read.** | | |
| **Step 1:** Model the first gapped exchange as an example. Have pupils read the dialogue and guess the missing words. Ask *What nationality is a new friend? - He’s Malaysian. Where is he from?*  *- He’s from Malaysia.* Then draw pupils’ attention to the picture and elicit the words to fill in the gaps, for example, ask *What’s the boy doing? - He’s helping the teacher. He’s carrying some notebooks for his teacher. What’s he like? - He’s helpful.*  **Step 2:** Give pupils a time limit to complete the gapped exchange 2 independently. Go around the classroom and help where necessary.  **Step 3:** 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 (For advanced level):** Make some true and false sentences about the conversations. For example, *The new maths teacher is from America (False), The new English teacher is friendly (True)*. Say a sentence and have pupils call out True or False. | - Pupils follow the teacher demonstrating the example.  - Pupils complete the gapped exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class. One pupil writes the answers on the board.  - Pupils look at some true and false sentences about the conversations and call out True or False. | - Two picture cues  - Two gapped exchanges to complete  **\* Key:** *1. Malaysia 2. helpful 3. American 4. like* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To review the target vocabulary related to the topic My foreign friends by playing the game *The longest sentence*.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *The longest sentence* to revise the target vocabulary and structure items learnt in Lessons 1 and 2.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Divide the class into 8 - 10 groups. Give each group a piece of paper.  **Step 2:** Write a word on the board (e.g. *friendly*) and ask the groups to write a sentence using the word within one minute. Remind the groups to make the sentence as long as possible.  **Step 3:** After one minute, the groups hold up the sentences and say them aloud. The group with the longest sentences wins.  **Step 4:** Play the game with another word. | - Pupils work in groups. Each group holds a piece of paper.  - Pupils look at the word on the board and write a sentence using the word within one minute. Pupils remember to make the sentence as long as possible.  - Pupils say the sentences aloud.  - Pupils continue playing the game. | An illustration of a class playing *The longest sentence*  The word, *friendly*, is on the board.  One group holding a sentence: Minh is friendly.  Another group holding a sentence: My sister is friendly. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Whisper**

- Divide the class into two groups.

- Ask pupils in each group to stand closely in a straight line.

- Teacher says a sentence to the first pupil in each line, e.g. *He’s clever.*

- Then, the first pupil whispers what she/ he hears to the second person in the line and so on until the last pupil.

- The last pupil will say the sentence out loud. If they say the sentence correctly, they will get points for their group.

- The group with more points wins the game.

**\* Option 2: Game: Spin the wheel!**

- Tell pupils they are going to ask and answer the question about their friends’ personality in a freer context.

- Invite pairs of volunteers to the board. One pupil asks the question about his/ her friend, another one answers the question about him/ her.

e.g. Pupil *A: What’s he like?*

Pupil *B: He’s active.*

- Have pairs of pupils continue practising with other friends.

- Praise pupils if they perform well.

*Thứ Năm ngày 10 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 2 – Period 3**

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| **I.OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:   * use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”; * use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone; * ask and answer questions about someone in contexts. * use *Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_.* to ask and answer questions about someone correctly. * ask and answer questions about someone confidently. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, initiative |
| **General competences** | Listening: listen and recognize someone, then repeat  Critical thinking: talk about someone  Oral communication: speak about someone, ask and answer the questions  Written communication: practise writing about school things  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills  Secure and organized: keep school things in the right ways |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 24 * Audio Tracks 29,30 * Teacher’s guide Pages 43, 44 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 3) * 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 in Unit 3, Lesson 1.  - 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**: Chant and do activities (Unit 2, Lesson 3).  - Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups.  - Give points to the groups and encourage them.  **Option 3**: **Game: This is/ That’s…**  Divide the class into three teams. Have students choose the food they like. Teacher clicks the food that is chosen. Let student make a sentence with the hidden picture. Give them points if they are right*.*  *(Please use the provided corresponding PowerPoint slides for reference.)* | Whole class  Group work  Individual 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 someone. | |  |
| b. Input | - Context a: Mai: Is this Bill? Nam: Yes, it is.  - Context b: Mary: Is that Nam? Mai: No, it isn’t. It’s Minh. | |  |
| c. Outcome | Pupils can understand and correctly repeat the questions and the answers in two communicative contexts about Bill and Minh. | |  |
| 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 their attention to the question *Is this Bill?* and the answer *Yes, it is.* and *Is that Nam*? and the answer *No, it isn’t. It’s Minh.* Tell pupils that they are the questions and the answers about Bill and Minh. | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal | To correctly say the words and use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about the characters. | |  |
| b. Input | - Picture cues:  a. Linh b. Lucy  c. Ben d. Nam  - Speech bubbles: Is this / that \_\_\_\_\_?  Yes, it is. / No, it isn’t. It’s \_\_\_\_\_.  ***Audio script:***  *a. Linh / yes b. Lucy / yes*  *c. Bill / no / Ben d. Minh / no /Nam*  *Is this Linh? - Yes, it is.*  *Is that Bill? - No, it isn’t. It’s Ben.* | |  |
| c. Outcome | Pupils can correctly say the words and use *Is this / that \_\_\_\_\_?* and *Yes, it is. / No, it isn’t. It’s*\_\_\_\_. to ask and answer questions about the characters. | |  |
| d.Procedure | **Step 1:** Have pupils look at the pictures and elicit the names of the characters.  **Step 2:** Have pupils point at Picture a, listen to the recording and repeat the words (Linh / yes). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at Picture a and have pupils listen and repeat after the recording (Is this Linh? – Yes, it is.). Point at Picture c and have pupils listen and repeat after the recording (Is that Bill? – No, it isn’t. It’s Ben.).  **Step 4:** Have pairs practise asking and answering I*s this that \_\_\_\_\_\_? Yes, it is./ No, it isn’t. It’s \_\_\_\_.* with Pictures b and d.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board**  Divide the class into four teams. Stick the pictures of charaters on the board. Teacher says a sentence/dialogue, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *Is this/ that\_\_\_\_\_\_?* and *Yes, it is. / No, it* *isn’t. It’s\_\_\_\_\_.* to ask and answer questions about someone. | |  |
| b. Input | - A picture of Bill and Mai in the park. Bill asks Mai about Linh and Nam.  - Speech bubbles: – *Is this/ that ?*  *– Yes,/ No, \_\_\_\_\_.* | |  |
| c. Outcome | Pupils can enhance the correct use of *Is this / that \_\_\_\_\_?* and *Yes, it is. / No, it isn’t. It’s \_\_\_\_\_.* to ask and answer questions about someone. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context.  **Step 2:** Put pupils into pairs and encourage them to ask and answer questions about the characters Linh and Nam. Go around the class to offer support.  **Step 3:** Invite some pairs to the front of the class to perform their conversations.  **Game: Matching game**  Use pictures and flash cards, get three pupils to hold the pictures and three more to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 2: Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/ cut into 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 3: Game**  Divide the class into 2 teams. Have the teams take turns to choose numbers. Teachers clicks the chosen numbers to go to the questions. For each correct answer, pupils choose a number to get their points. The team with more points will be the winner. | Whole class  Group work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 2 – Period 4**

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| --- | --- |
| **I.OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:   * use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”; * use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone; * listen to and understand communicative in contexts. * look, complete and read the dialogues with the help of picture cues. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative. |
| **Generalcompetences** | Listening: listen and recognise someone, then repeat.  Critical thinking: talk about someone.  Oral communication: speak about someone, ask and answer the questions  Written communication: practise writing about school things  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story  Sociability: talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills  Secure and Organized: keep school things in the right ways. |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 25 * Audio Track 31 * Teacher’s guide Pages 45, 46 * Website *hoclieu.vn* * Flash cards/pictures and posters (Unit 3) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s play – 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 3, Lesson 1.  - 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**: Chant and do activities (Unit 2, Lesson 3).  - Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups.  - Give points for the groups and encourage them.  **Option 3**:  Play the game in the PowerPoint slides for Unit 3 – Lesson 2 – Period 4 | Whole class/ Individual work  Group work  Individual work/  Group work |  |
| **PRACTICEActivity 4. Listen and number.** 8 minutes | | |  |
| a. Goal | To listen to and understand four communicative contexts in which pupils ask and answer questions about someone. | |  |
| b. Input | - Picture cues:  a. Bill b. Mary c. Ben d. Lucy  **Audio script:**  1. Nam: Is this Mary?  Mai: Yes, it is.  2. Minh: Is that Ben?  Mai: No, it isn’t. It’s Bill.  3. Linh: Is this Lucy?  Minh: Yes, it is.  4. Linh: Is that Bill?  Nam: No, it isn’t. It’s Ben. | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about someone.  Key: 1. b 2. a 3. d 4. c | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture.  **Step 2:** Play the recording.  **Step 3:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 4:** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **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/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal | To look, complete and read four target sentence patterns in four dialogues with the help of picture cues. | |  |
| b. Input | Four picture cues and four exchanges with the target sentences to complete | |  |
| c. Outcome | Pupils can look, complete and read four target sentence patterns with the help of picture cues  Key: 1. Is this 2. Is this 3. Is that 4. Is that | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the questions.  **Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what words are missing in the question (Is this). Then have them complete the gap (Is this Ben? Yes, it is.).  **Step 4:** Follow the same procedure with Pictures 2, 3 and 4. Draw pupils’ attention to the gaps in the Dialogues 2, 3 and 4.  **Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of sentences/ dialogues on the board. Teacher says a sentence/ dialogue, a pupil from each team has to point/ slap the right picture and says the sentence/ dialogue again. The one who says faster will get points. | Whole class/ Individual work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal | To recognise target words while looking at pictures of the characters and circle six names in a letter table and use them to ask and answer questions. | |  |
| b. Input | The letter table includes six names of six characters. They are Mary, Mai, Linh, Bill, Nam and Lucy. Pupils look at the pictures of six characters and find and circle their names in the rows or in the columns of the letter table. The name Mary has been circled as an example. | |  |
| c. Outcome | Pupils can recognise the characters in pictures and circle six names in a letter table, then ask and answer questions about them. | |  |
| d. Procedure | **Step 1:** Tell pupils to work in pairs.  **Step 2:** Model the activity by identifying the picture of Mary first, draw pupils' attention to the word Mary in the table. Point to the picture of Mary and ask: “Is this Mary?” Ask a pupil to answer the question: “Yes, it is.”  **Step 3:** Have pupils play the game. Explain that after identifying six characters in the pictures and circling their names, pupils should ask and answer questions about six characters (as mentioned in Step 2).  **Step 4:** Set a time limit for pupils to play and check the answers.  **Extension:** If time allows, invite a few pairs to perform the game in front of the class.  **Game:**  **Matching game**  Use pictures and cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Pair work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 2: Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Option 3:** Play the game in the PowerPoint slides for Unit 3 – Lesson 2 – Period 4 | Whole class  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

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

- Nói được quốc tịch của một số nước.

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

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :Tổ chức cho hsinh thực hành các kĩ năng của phần đọc và viết.

Quan tâm đến hsinh còn chưa tiếp thu kịp nội dung bài.

*Thứ Sáu ngày 11 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

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

- Nói được quốc tịch của một số nước.

- Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**STARTER**

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :- Tổ chức cho hsinh thực hành các kĩ năng của phần đọc và viết.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**Unit 3: OUR NAMES**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh tương tác để hỏi và trả lời về bạn của mình.

- Quan tâm đến hsinh còn chưa tiếp thu kịp nội dung bài.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**Unit 2: OUR NAMES**

**Lesson 1 – Period 2**

( Đã soạn lớp 3C**)**

Bổ sung :- Học sinh bước đầu hiểu được dạng câu hỏi yes/ no.

- 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** |