**KẾ HOẠCH BÀI DẠY** **TUẦN 6 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  14/10 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 4 - 6 |
| 3 |  |  |  |
| Ba  15/10 | Sáng | 1 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 3 : My friends. Lesson 3 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 3 : My friends. Lesson 3 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  16/10 | Sáng | 1 | 3A | T.Anh | Unit 3 : My friends. Lesson 3 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 3 : My friends. Lesson 3 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 3: My foreign friends. Lesson 3  - Activity 4 - 6 |
| 3 |  |  |  |
| Năm  17/10 | Sáng | 1 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 4 - 6 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  18/10 | Sáng | 1 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 1  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 4 : Our bodies. Lesson 1- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 4 : Our bodies. Lesson 1- Activity 4 - 6 |
| Chiều | 1 | 3A | T.Anh | Unit 4 : Our bodies. Lesson 1- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 4 : Our bodies. Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |

*Thứ Hai ngày 14 tháng 10 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly repeat with correct stress in the two syllable words, as in the words *‘active* and *‘friendly*, and in the sentences *He’s an active boy.* and *She’s a friendly girl.*

- identify the word stress on the 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 listening tasks.

**3. Attributes**

- Raise their awareness of good personality.

**II. MATERIALS**

- Pupil’s book: Page 26

- Audio tracks 32, 33, 34

- Teacher’s guide: Pages 53, 54

- 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 structures about someone’s personality.

**b. Content**

- Game: Find someone who is...

**c. Expected outcomes**

- Pupils can remember the words and sentence structures about someone’s personality.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Find someone who is...** | | |
| - Tell pupils that they are to walk around the classroom and find people who have the personality described on the sheet.  - Distribute the “Find Someone Who is ...” sheets.  - Play the game. Continue until two or three pupils complete the worksheet.  - Ask pupils to return to their seats.  - Check their pupils’ worksheet.  - Praise pupils if they do the activity well. | - Listen to the teacher’s explanation.  - Hold the sheets.  - Play the game until two or three pupils complete the worksheet.  - Return to their seats.  - Check their pupils’ worksheet. | Worksheet |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To correctly repeat with correct stress in the two syllable words, as in the words *‘active* and *‘friendly*, and in the sentences *He’s an active boy.* and *She’s a friendly girl.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly say the words with the stress on the first syllable as in the words *‘active* and *‘friendly*, and in the sentences *He’s active.* and *She’s friendly.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 32) | | |
| **Step 1:** Have pupils point at the word *‘active* and the sentence *He’s active.* Play the recording of the word and sentence 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 and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.  **Step 3:** Repeat **Steps 1** and **2** for the word *‘friendly* and the sentence *She’s friendly.* Go around the classroom and correct their pronunciation if necessary.  **Step 4:** Let pupils work in pairs or groups, say the words and read the sentences until they feel confident. | - Pupils point to the word and sentence. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.  - Pupils listen and repeat the stressed word and the sentence in front of the class.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups to say the words and read the sentences until they feel confident. | The words *‘active* and *‘friendly* the sentence  The sentences: *He’s ‘active*. and *She’s* *‘friendly* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To identify the word stress on the 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 the two syllable words.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 33) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that this is an ‘odd one out’ activity. Pupils read three options and circle the word which has a different stress pattern from the other two words.  **Step 2:** Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress different from the other two. Then get pupils to swap books with a partner to check their answers.  **Step 3:** Play the recording and have pupils listen and check the options. Correct the answers where necessary.  **Step 4:** Invite a few pupils to read aloud the words in front of the class. Correct the word stress where necessary. | - Pupils listen to the teacher’s explanation. Pupils read three options and circle the word which has a different stress pattern from the other two words.  - Pupils do the task individually. Pupils read the words and odd out the ones that have the stress different from the other two. Then pupils swap books with a partner to check their answers.  - Pupils listen to the recording and check the options.  - Pupils read aloud the words in front of the class. | Two sentences, each with three answer options  **Audio script:**  1. a. friendly b. fifteen   c. active  2. a. sixteen b. eighteen   c. clever  3. a. helpful b. about   c. nineteen  **\*Key:** *1. c 2. c 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**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 34) | | |
| **Step 1:** Have pupils look at the picture and state activity the characters do and the words to show their personality.  **Step 2:** Have pupils read the first verse of the chant and draw their attention to the stress of the words *active* and *friendly* as in words and in sentences. Check comprehension.  **Step 3:** Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap or do actions while chanting.  **Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant. Draw pupils’ attention to the words *helpful* and *clever* to practice the word stress as in words and in sentences.  **Step 5:** Play the recording all the way through for pupils to chant and clap their hands.  **Extension (For consolidation):** Replace two adjectives in the chant with other adjectives which have the stress on the first syllable for example, happy, busy, quiet, tidy, gentle. Have pupils practice the new chant. | - Pupils look at the picture and state activity the characters do and the words to show their personality.  - Pupils read the first verse of the chant and pay attention to the stress of the words *active* and *friendly* as in words and in sentences.  - Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap or do actions while chanting.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording all the way through to chant and clap their hands.  - Pupils follow the teacher’s instructions and practice the new chant. | - Two pictures:  The first picture showing a girl playing basketball with friends  The second picture showing a boy helping his dad  - The lyrics and the recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: A happy circle (ppt)**

- Write the question and answer on the board.

- Explain that they are going to make a circle, then ask and answer the questions about their friends’ personality.

- Put pupils in groups of six.

- Model the game. Have two pupils of each group make a question and answer about their friends’ personality.

e.g. Pupil A: *What’s Mai (she) like?*

Pupil B: *She’s helpful.*

- Have the class play the game.

- Invite one or two groups to perform in the front of the class. Praise pupils to encourage their performance.

**\* Option 2: Game: Circle jump**

- Divide the class into groups. Have two groups make two lines to play the game.

- Draw four large circles on the floor.

- Place some word cards (*active, friendly, clever, helpful*)in each circle.

- Call out a word, and a pupil from each group has to run and stand inside the corresponding circle as quickly as possible.

- Ask pupils to say the word when standing in the circle.

- The first pupil saying the correct word gets a point for their group. The group with more points wins the game.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and show the understanding of the text by completing the table.

- fill in the form with some information about a foreign friend.

- work in groups, search and find the names of five countries and their nationality adjectives, use the information to make a poster and give a presentation.

**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.

- Raise their awareness of good personality.

**II. MATERIALS**

- Pupil’s book: Page 27

- Teacher’s guide: Pages 54, 55, 56

- 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 previous lesson by having pupils sing the song *“My friends”*.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 29) | | |
| - Spend a few minutes revising the previous lesson by having pupils sing the song on page 23.  - Play the song for pupils to listen and sing in the chorus.  - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.  - Invite one pupil or a group to perform the song in front of the class. | - Listen to the teacher’s instructions.  - Listen and sing the song in chorus.  - Sing the song in chorus and clap hands to reinforce the activity.  - Perform the song in front of the class. | The lyrics and the recording of the song *“My friends”* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and show the understanding of the text by completing the table.

**b. Content**

- Activity 4. Read and complete.

**c. Expected outcomes**

- Pupils can read and show their understanding of the text by completing the table.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and complete.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and complete the table with the information in the text. Ask pupils to study the table. Make sure that they understand the information in each column. In weaker classes, explain that *in the first column, they are main information you need to find about Emma such as her name, her nationality, her appearance and personality. The second column is the information about Emma.*  **Step 2:** Do blank 1 as an example. First, have pupils read the information in the table and decide what information they need (*nationality*). Then, have pupils find the information about Emma’s nationality in the text. Write the word to fill in blank 1.  **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 their books with a partner and check their answers before checking as a class. Explain the type of information they need for each gap, e.g. *For gap 2, you need a word to describe Emma’s hair. For gap 3, you need a word to tell what Emma is like. For gap 4, it is an example to show that Emma is friendly. Look for the word meeting in the reading.*  **Extension (For advanced level):** Ask pupils to choose five keywords about Emma (*American, hair, classmates, dishes, and friendly*). Have pupils work in pairs and talk about Emma. | - Pupils listen to the teacher’s explanation. Pupils study the table.  - Pupils follow the teacher demonstrating the example. Then, pupils find the information about Emma’s nationality in the text.  - Pupils do the task independently.  - Pupils swap their books with a partner and check their answers before checking as a class.  - Pupils choose five keywords about Emma. Pupils work in pairs and talk about Emma. | - A short text about Emma  - A table to fill in information about Emma  **\*Key:** *1. American, 2. long, 3. helpful, 4. friends* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To fill in the form with some information about a foreign friend.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can fill in the form with some information about a foreign friend.

**d. Organisation**

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| **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 and fill in the form with the information about a foreign friend. Check comprehension.  **Step 2:** Have pupils fill in the first blank together as an example. Ask them to read the first line in the form and elicit possible answers. Then have them write the answer in the gap.  **Step 3:** Give pupils time to complete the form independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class.  **Extension:** Invite one or two pupils to read their completed form in front of the class. | - Pupils listen to the teacher’s explanation.  - Pupils fill in the first blank together as an example. Pupils read the first line in the form and elicit possible answers. Then pupils write the answer in the gap.  - Pupils complete the form independently.  - Pupils swap their books with a partner and check their answers before checking as a class.  - Pupils read their completed form in front of the class. | A form with some suggested information  **Suggested answer:**   |  |  | | --- | --- | | My foreign friend’s name | Rosie | | His / Her age | 10 | | His / Her nationality | Australian | | His / Her appearance | fair hair, tall | | His / Her personality | friendly and helpful | |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To work in groups, search and find the names of five countries and their nationality adjectives, use the information to make a poster and give a presentation.

**b. Content**

- Activity 6. Project.

**c. Expected outcomes**

- Pupils can search and find the names of some countries and their nationality adjectives, make a poster and give a presentation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project.** | | |
| **Step 1:** Tell pupils about the goal of the activity. Restate the steps in the project. Explain that they have searched for the names of five countries and their nationality adjectives and prepared a poster to present in class. In the poster, there are the names of the countries and their nationality adjectives. If possible, there is some information about the countries such as people, flags, maps.  **Step 2:** Have groups put the posters on the desk and practice the presentation. Encourage all members in the group to present. Go around the classroom and offer help where necessary.  **Step 3:** Get two groups to work together and take turns to give their presentations. Invite a few groups to show their poster and give their presentations in front of the class. Praise good performances. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups to put the posters on the desk and practice the presentation.  - Two groups work together and take turns to give their presentations. Pupils show their poster and give their presentations in front of the class. | A pupil’s poster about five countries and nationalities  Use the suggested checklist for assessment in the introduction.  **Suggested presentation:**  *Pupil 1:* Look at this poster. There are 5 countries and nationalities. Japan - Japanese. Malaysia - Malaysian, Italy - Italian, China - Chinese, Canada - Canadian.  *Pupil 2:* This is Zara. He’s Malaysian. He comes from Kuala Lumpur, Malaysia. |

**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: Who’s faster? (ppt)**

- Tell pupils that they are going to look at pictures or word cards and answer the teacher's questions.

- Prepare sets of pictures (*Australian, Malaysian, American, Japanese*) and word cards (*friendly, helpful, clever, active*).

- Ask pupils to work in two groups.

- Show a picture or a word card on the board and ask a question related to the picture or the word card. Ask pupils to raise their hands as fast as they can to answer the question.

- The pupil with the correct answer will get points for their group.

- Remark pupils’ pronunciation. Praise the winner.

**\* Option 2: Game: Rock, paper, scissors**

- Ask pupils to give the sentence structures about someone’s nationality and personality. Write the sentence structures on the board.

- Tell pupils they are going to ask and answer questions about their nationality and personality.

- Put pupils into pairs.

- Encourage the pupils to play *rock, paper, scissors*. The loser asks the question.   
The winner gives the answer.

e.g. Pupil A: *What nationality is Akiko?*

Pupil B: *She’s in Japanese.*

Pupil A: *What’s she like?*

Pupil B: *She’s friendly.*

- Call a few pupils to perform in front of the class.

- Praise pupils to encourage their performance.

*Thứ Ba ngày 15 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

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

* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

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

* Chú ý đến kĩ năng nói và viết của một số học sinh.
* Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES** | |
| **Languagefocus** | By the end of the lesson, pupils will be able to:   * repeat and pronounce the sounds **th** (voiced) and **th** (unvoiced) in isolation, the words *that* and *thank*, and the sentences *That's Lucy*. and *Thank you*. with the correct pronunciation and intonation. * identify the target words *that* and *thank*, and the sentences *Thank you, Bill* and *That’s Lucy* while listening. * say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and 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 26 * Audio Tracks 32, 33, 34 * Teacher’s guide Pages 47, 48 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 3) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and tick – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupil’s 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 pupils 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 point to the groups and encourage them.  **Option 3**: Game: Find six names  Have pupils do the puzzle to find six names of the characters.  *(Please see the provided the corresponding PowerPoint slides.)* | Whole class  Group work  Individual work/ Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal | To correctly repeat the sounds ***th*** (voiced) and ***th*** (unvoiced) in isolation, the words *that* and *thank*, and the sentences *That's Lucy*. and *Thank you*. with the correct pronunciation and intonation. | |  |
| b. Input | - The sound ***th*** (voiced), the word *that* and the sentence *That's Lucy.*  - The sound ***th*** (unvoiced), the word *thank* and the sentence *Thank you.* | |  |
| c. Outcome | Pupils can correctly repeat the sounds **th** (voiced) and **th** (unvoiced) in isolation, the words *that* and *thank*, and the sentences *That's Lucy*. and *Thank you*. with the correct pronunciation and intonation. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the sound **th** (voiced), the word *that* and the sentence *That's Lucy*. Play the recording and encourage them to point to the correct sound/ word/ sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them when their pronunciation is good.  **Step 3:** Repeat Steps 1 and 2 for the sound **th** (unvoiced). | Whole class/ Individual work |  |
| **PRACTICE**  **Activity 2. Listen and tick.** 9 minutes | | | |
| a. Goal | To identify the target words *that* and *thank* while listening. | |  |
| b. Input | Two questions with three sentence options for each question.  ***Audio script:***  *1. Thank you, Bill.*  *2. That’s Lucy.* | |  |
| c. Outcome | Pupils can identify the words *that* and *thank* while listening.  Key: 1. b 2. a | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the three sentence options for each question.  **Step 2:** Play the recording for pupils to listen to. Play the recording again for pupils to listen and tick the correct options.  **Step 3:** Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences**.** | Whole class/ Individual work  Pair work/ Whole class  Whole class/ 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:** Draw pupils’ attention to the lyrics of the chant. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant.  Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters **th** in the words *that* and *thank.*  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation, if necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant, while the rest of the class claps along. | Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the text/ pictures of the lesson and repeat after the recording.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask pupils 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 provided corresponding PowerPoint slides. | Whole class  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 3: OUR FRIENDS**

**Lesson 3 – Period 6**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * read and match four target sentence patterns with four pictures . * read, understand and complete three sentences by writing the target words in the gaps. * draw three pictures of their friends and introduce them to the class. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and 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: practice 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 27 * Teacher’s guide Pages 49, 50 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 3) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and match – Let’s write – Project – Fun corner and wrap-up** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Procedure** | | | **Teacher’s activities** | | **Pupil’s 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**: Play the game in the PowerPoint slides for Unit 3 – lesson 3 – period 6 | | | Whole class  Group work  Individual work/ Group work |  | | |
| **PRACTICE**  **Activity 4. Read and match.** 8 minutes | | | | | | | | |
| a. Goal | | To read and match four target sentence patterns with four pictures. | | | | | |  |
| b. Input | | Four target sentences with four pictures to match | | | | | |  |
| c.Outcome | | Pupils can read and match four sentences with four pictures.  *Key: 1. d 2. c 3. a 4. b* | | | | | |  |
| d.Procedure | | **Step 1:** Draw pupils’ attention to the first sentence (*My name's Nam.*) and read it as a class.  **Step 2:** Draw pupils’ attention to Picture d. Get them to read the sentence again and match it to the correct picture.  **Step 3:** Repeat Steps 1 and 2 for other sentences. Go around the classroom to offer support where necessary.  **Step 4:** Get pupils to swap books with their partners, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers. | | | Whole class/ Individual work  Pair work/ Individual work | | |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | | | | | | |
| a. Goal | | | To read, understand and complete three sentences by writing the target words in the gaps. | | | |  | |
| b. Input | | | Three picture cues with three target sentences to complete | | | |  | |
| c. Outcome | | | Pupils can read, understand and complete three sentences by writing the target words in the gaps.  Key: 1. is 2. This is my 3. That’s my teacher | | | |  | |
| d. Procedure | | | **Step 1:** Write the first incomplete sentence on the board:   1. *This \_\_\_\_\_ my friend, Mai.*   **Step 2:** Read the incomplete sentence together as a class, then look at Picture 1. When you reach the first gap, point at it and encourage pupils to say the answer.  **Step 3:** Give pupils time to write the answer in their notebooks.  **Step 4:** Repeat Steps 1 to 3 for Sentences 2 and 3.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences**.** | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work | | |  | |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | | | | | | |
| a. Goal | To draw three pictures of their friends and use them to practise talking to their classmates. | | | | |  | | |
| b. Input | - A sample picture of a friend (a girl).  - Materials: sheets of paper, coloured pencils. | | | | |  | | |
| c. Outcome | Pupils can draw three pictures of their friends and use them to practise talking to their classmates. | | | | |  | | |
| d. Procedure | **Step 1:** Tell pupils to open their pictures (they have drawn at home) and use them to practise talking to their classmates.  **Step 2:** Put pupils into groups and give them time to show the pictures of their friends to talk to the groups, e.g. “This is my friend, (name).”.  **Step 3:** Tell pupils to do the task. Give them enough time to complete each step.  **Step 4:** Go around the class to monitor and offer support if necessary.  **Step 5:** If time allows, invite two or three pupils to go to the front of the class and present their pictures to the class.  **Extension:** Create a class display using the pictures an  d vote for the most creative. | | | | Whole class/ Individual work  Group 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 this lesson and read/ repeat after the teacher.  **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. | | | | Whole class  Group work |  | | |

*Thứ Tư ngày 16 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 3: MY FRIENDS**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :Luyện thực hành nghe- hiểu .

Học sinh phát huy nhớ các câu ở phần nghe .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 3: MY FRIENDS**

**Lesson 3 – Period 6**

( Đã soạn lớp 3C**)**

Bổ sung : Hướng dẫn hsinh viết câu thực hành.

Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

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

- correctly say the words and use *What do you like doing in your free time? – I like \_\_\_\_\_.* to ask and answer questions about hobbies;

- enhance the correct use of *What do you like doing in your free time? – I like \_\_\_\_\_* . to ask and answer questions about hobbies in freer contexts;

- use the phrases *play the violin, surf the Internet, go for a walk, water the flower* in relation to the topic “Hobby”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about hobbies 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**

- Explore new interests and develop healthier and balanced lifestyle, then improve general well-being.

**II. MATERIALS**

- Pupil’s book: Page 28

- Audio tracks 35, 36

- Teacher’s guide: Pages 61, 62, 63, 64

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review and get pupils ready for the new lesson.

**b. Content**

- Sing a song/ Answer the questions.

**c. Expected outcomes**

- Pupils can sing the song and answer the questions.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Sing a song** | | |
| - Greet the class.  - Then have pupils sing along the song *My friends* and clap their hands.  - Ask pupils the lead-in questions:  ***+ Do you go to school in the evenings or at the weekends?***  ***+ What do you do when you are free?***  - Write the title *Our free-time activities* on the board and model it for the class to repeat a few times. - Tell pupils what they will learn in this lesson. | - Pupils sing the song.  - Pupils listen and answer the questions.  - Pupils listen and repeat. |  |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

**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 what someone likes doing in their free time.

**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 what someone likes doing in their free time.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 35) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b**, identify the characters and their activities.  **Step 2:** Ask pupils to look at the pictures. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. 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 to and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What do you like doing in your free time, Mary?* and the answer *I like playing the violin*. Tell pupils that they are the question and the answer about what someone likes doing in their free time. | - Pupils look at Pictures **a** and **b** and identify the characters and their activities in the pictures.  - Pupils look at the pictures and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.  - Pupils listen to the recording again and repeat in chorus, sentence by sentence.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a**:  Mary phoning Nam asking what he’s doing  Mary: *What are you doing, Nam?*  Nam: *I’m watching a cartoon. I like watching cartoons in my free time.*    – Context **b**:  Mary answering Nam’s question  Nam: *What do you like doing in your free time, Mary?*  Mary: *I like playing the violin.* |

**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 and use *What do you like doing in your free time? – I like \_\_\_\_\_.* to ask and answer questions about what someone likes doing in their free time.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What do you like doing in your free time?  
 – I like* \_\_\_\_\_\_\_\_*.* to ask and answer questions about what someone likes doing in their free time.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 36 ) | | |
| **Step 1:** Have pupils look at the Pictures **a, b, c** and **d** and identify the characters and their activities. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*playing the violin*). Point at the words and Picture a and have pupils listen and repeat after the recording (What do you like doing in your free time? - I like playing the violin).  **Step 3:** Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.  **Step 4:** Have pairs practise asking and answering the question *What do you like doing in your free time? - I like \_\_\_\_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Extension:** Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then switch roles. | - Pupils look at the pictures and identify the characters and their activities.  - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the questions & answers in front of the class.  - Pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then switch roles. | – Picture and word cues:  **a.** a girl playing the violin and the words *play the violin* underneath  **b.** a boy surfing the Internet and the words *surf the Internet* underneath  **c.** a boy going for a walk and the words *go for a walk* underneath  **d.** a girl watering the flowers and the words *water the flowers* underneath  – Speech bubbles: *What do you like doing in your free time? I like* \_\_\_\_\_\_\_\_*.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

To correctly use *What do you like doing in your free time? - \_\_\_\_.* to ask and answer questions about what someone likes doing in their free time in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use *What do you like doing in your free time? - \_\_\_\_.* to ask and answer questions about what someone likes doing in their free time in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures. 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 (*What do you like doing in your free time?).* Using the boy who is surfing the Internet as the cue, elicit an answer to complete the second speech bubble (*I like surfing the Internet*.) as an example. Then write the question and answer on the board. Get pupils to say them. Repeat the same procedure with three other pictures.  **Step 3:** Put pupils into pairs and have them practise asking and answering questions about what someone likes doing in their free time. Go around the classroom to offer support where necessary.  **Step 4:** Invite a few pairs to the front of the class to ask and answer questions about  what someone likes doing in their free time, using the picture cues. Praise pupils if they perform well.  **Extension:** Invite some pairs of pupils to ask and answer questions about the real  activities they like doing in their free time. For example, *What do you like doing in your*  *free time? – I like listening to music.; What do you like doing in your free time? – I like playing*  *football.* | - Pupils look at the pictures and answer the questions.  - Pupils look at the bubbles to understand how the sentence pattern is used. Pupils follow the teacher’s instruction.  - Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.  - Pairs of pupils practise asking and answering questions in front of the class.  - Pairs of pupils ask and answer questions about the real activities they like doing in their free time. | Picture cues: a boy surfing the Internet, a girl watering the flowers, a boy going for a walk, a girl playing the violin  – Speech bubbles: *What do you like doing in your free time? -\_*\_\_\_\_\_*.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**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 about what someone likes doing in their free time and number the pictures;

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

- revise target words about free-time activities by playing *Who has more correct answers?*

**2. Competences**

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

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

**3. Attributes**

- Show their pride in their personal information and what they like doing in their free time.

**II. MATERIALS**

- Pupil’s book: Page 29

- Audio track 37

- Teacher’s guide: Pages 64, 65, 66

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives** - To revise vocabularies.

**b. Content**- Game: Guesing game

**c. Expected outcomes**

- Pupils can correctly say the words about free-time activities.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing game** | | |
| - Draw pupils’ attention to the screen.  - Explain the rules of the game: Pupils look at the clue and guess  + 1 open-picture: get 3 points  + 2 open-pictures: get 2 points  + All pictures left: 1 point | - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is. | Vocabularies: Free-time activities:  *swim – surf the Internet – ride a bike – water the flowers – watch TV –  play the violin – play basketball – go for a walk – play the guitar* |

**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 about what someone likes doing in their free time and number the pictures.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can understand four communicative contexts about what someone likes doing

in their free time and number the pictures according to what they hear.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 37) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What’s he/she doing?* and *What does he/she like doing in their free time?* to elicit the activities of the characters. For example, the boy in Picture **a** is watching a cartoon. He likes watching cartoons. The boy in Picture **b** is going for a walk. He likes going for a walk. The girl in Picture **c** is watering the flowers. She likes watering the flowers. The girl in Picture **d** is playing the violin. She likes playing the violin.  **Step 2:** Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity.  **Step 3:** Check answers together as a class. Play the recording a third time for pupils to double-check their answers and correct their answers in pairs. Have pupils explain the answers by asking questions. For example, for Picture d, ask, *What’s she doing? What*  *does she like doing in her free time?*  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | - Pupils look at the pictures and answer the questions.  - Pupils listen to the recording to do the task. Pupils listen to the recording a third time to check their answers.  - Pupils swap books with their partner, then check answers as a class.  - Pupils listen to the recording again to double-check their answers.  - Pupils explain the answers by answering questions.  - Pupils listen to the recording, sentence by sentence, and repeat in chorus. | **Picture cues:**  a. a boy watching a cartoon.  b. a boy going for a walk in the park.  c. a girl watering the flowers.  d. a girl playing the violin.  **Audio script:**  **Key:** *1. d 2. c*  *3. b 4. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Have pupils look at the pictures. Get them to identify the activities of the characters in the pictures.  **Step 2:** Have pupils look at the gapped sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Do Exchange **1** with the class as an example. Have pupils read the question. Then ask them to look at the gapped answer and the picture cue. Ask them what words are missing (*going for a walk*). Then have pupils complete the sentence (*I like going for a*  *walk.*).  **Step 4:** Follow the same procedure with Exchanges **2, 3** and **4**.  **Step 5:** Have pupils complete the gapped sentences individually and ask pupils to read the completed exchanges aloud.  **Extension:** Nominate a few pairs to read the exchanges aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good. | - Pupils look at the pictures and identify the activities of the characters in the pictures.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Exchange **1**.  - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the completed exchanges aloud. | - Four picture cues  - Four gapped exchanges with the target sentences to complete  **Key:**  *1. going for a walk*  *2. surfing*  *3. the violin; playing*  *4. What; guitar* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To revise target words about free-time activities by playing *Who has more correct answers?*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise target words about free-time activities by playing *Who has more correct answers?*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that they are  going to play *Who has more correct*  *answers?* in groups. They will discuss and make as many sentences as possible to answer the question (asked by the teacher) *What do you like doing in your free time?.*  **Step 2:** The groups will write as many sentences as possible about their free-time activities within five minutes on their paper, e.g. *In our free time, we like reading books.*  *We like watering the flowers. We like surfing the Internet.* The representative of each group  will read aloud the sentences they have made in their group. The group that gets more correct sentences is the winner*.*  **Step 3:** Have pupils work in groups of five or six. Set a time limit for them to discuss and write down their sentences on the paper.  **Step 4:** Invite representatives of two groups to the front of the class to read their sentences aloud. Check answers together as a class and decide which group is the winner. | - Pupils follow the teacher’s instructions.  - In groups, pupils discuss and make as many sentences as possible to answer the questions: “*What do you like doing in your free time?”*  - The representative of each group read aloud their sentences in their group. - Work in groups of five or six to discuss and write down their sentences on the paper. - Representatives of two groups to the front of the class read their sentences aloud. | - An illustration of pupils playing the  game  - Paper and markers for groups to  make sentences |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Spinner the wheel (ppt)**

- Divide the class into 2 teams.

- In teams, they take turns to look at the picture and answer the questions. If they have the correct ones, they will get the points.

- The team with more points wins the game.

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

- Prepare a spinner plate and a pen.

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

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

- Ask pupils to continue the game until all pupils in each group can play the game.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

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

* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh**

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 3: MY FOREIGN FRIENDS**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

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

* Chú ý đến kĩ năng nói và viết của một số học sinh.
* Quan tâm sát sao các đối tượng học sinh.

*Thứ Năm ngày 17 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Nghe và hoàn thành bài theo yêu cầu .

- Kèm cặp học sinh chưa đọc được hội thoại.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh bước đầu thực hiện các mẫu câu đã học trong bài.

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

- Quan tâm sát sao các đối tượng học sinh.

*Thứ Sáu ngày 4 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Nghe và hoàn thành bài theo yêu cầu .

- Kèm cặp học sinh chưa đọc được hội thoại.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 4: OUR FREE-TIME ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh bước đầu thực hiện các mẫu câu đã học trong bài.

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

- Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 4: OUR BODIES**

**Lesson 1 – Period 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **I. OBJECTIVES** | | | | | | | |
| **Language** | | By the end of the lesson, pupils will be able to:  - use the words *ear, eye, face, hair, hand, mouth, nose, open, touch* in relation to the topic “Our bodies”;  - understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about their body parts.  - use *What’s this? – It’s \_\_\_\_.* to identify parts of the body. | | | | | |
| **CoreCompetencies** | | teamwork, motivation, communication, planning and organization | | | | | |
| **GeneralCompetences** | | Listening: look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk | | | | | |
| **Attributes** | | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks | | | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | | | |
|  | | | - Student’s book Page 28  - Audio Tracks 35, 36  - Teacher’s guide Pages 51, 52  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | | | |
| **III.PROCEDURE** | | | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up.** | | | | |
|  | | | **Teacher’s activities** | **Pupils’ activities** | | **Note** | |
| **Warm-up and review:** 5 minutes | | | | | |  | |
|  | | | Greet the class.  **Option 1:** Sing the chant in *Unit 4, Lesson 3*.  - Listen to the recording.  - Ask pupils to sing the chant.  - Select some more able pupils to sing the chant in front of the class.  **Option 2:** Sing the song *Head, Shoulders, Knees and Toes*.  - Pupils can dance while they sing the song and touch their heads, shoulders, knees, and toes in sequence to the words.  **Option 3:** ***Game:*** **Animal and body parts**  A really fun way to revise animal vocabulary and present new topic.  - Teacher gives a question (combined with descriptive gestures), then asks pupils to answer which animal is it.  Which animal has long ears?  Rabbit – ears.  Which animal has round eyes?  Fish – eyes.  Which animal has a long nose?  Elephant – nose.  Which animal has small hands?  Monkey – hand.  Which animal has a big face?  Lion – face. | Whole class  Whole class  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 identifying parts of the body. | | | |  |
| b. Input: | | | Context a: Bill: *Let’s play a game!* Mai: *OK.*  Context b: Bill: *What’s this?* Mai: *It’s a nose.* | | | |  |
| c. Outcome: | | | Pupils can understand and correctly repeat the sentences in two communicative contexts about parts of the body. | | | |  |
| 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 *What’s this?* and the answer *It's a nose*. Tell pupils that they are a question and an answer about a part of the body. | | Whole class  Whole class  Whole class  Pair work  Individual work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | | | | | |
| a. Goal: | | | To correctly say the words and use *What’s this? – It’s \_\_\_\_\_\_\_\_.* to identify parts of the body. | | | |  |
| b. Input: | | | - Picture cues: a. a face b. a hand c. an ear d. an eye  - Speech bubbles: What’s this?  It’s \_\_\_\_\_.  ***Audio script:***  *a. a face b. a hand c. an ear d. an eye*  *A: What's this?*  *B: It's a face.* | | | |  |
| c. Outcome: | | | Pupils can correctly say the words and use *What’s this?* and give the answer using *It’s \_\_\_\_.* to identify parts of the body. | | | |  |
| d. Procedure: | | | **Step 1:** Have pupils look at the pictures and elicit the parts of the body.  **Step 2:** Have pupils point at Picture a (a face), listen to the recording and repeat the phrase (a face). Follow the same procedure with the other three pictures. Have the class repeat the phrases several times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (*What’s this?*). Point at Picture a and have pupils listen and repeat after the recording (*It's a face.*). Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *What’s this? - It's \_\_.*  **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  Whole class/ Individual work  Pair work  Pair work | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | | | |
| a. Goal | To enhance the correct use of *What’s this?* and *It’s \_\_\_\_\_\_.* to identify parts of the body in context. | | | | | |  |
| b. Input | – Picture cue: The picture of a body and arrows pointing to an eye, a nose, a hand, a face, and an ear.  – Speech bubbles: *What's this? - \_\_\_\_\_\_.* | | | | | |  |
| c. Outcome | Pupils can enhance the correct use of *What’s this? – It’s \_\_\_\_\_\_.* to identify parts of the body. | | | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Have pupils look at the two bubbles to understand how the question and answer are used.  **Step 2:** Have pupils practise asking the question and giving their own answers in pairs. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around the classroom to observe and provide help.  **Step 3:** Invite some pairs to practise asking the question and giving the answers in front of the class.  **Extension:** For a more able class, have pupils point at their body parts and ask and answer questions about them using the structures learnt**.**  **Game: Pass the ball**  - Divide class into 2 big groups, each group has a ball.  - While the music plays, pupils pass the ball around the class.  - When the music stops, the pupil in each group with the ball has to take turns to ask and answer: *What’s this?* (point to body part). *- It’s a \_\_\_.* | | | Whole class/ Individual work  Pair work  Pair work  Individual work/ Whole class  Individual work/ Whole class | | |  |
| **Preparation for the project** | Tell pupils about the project on page 33. Ask them to prepare for it at home by making flashcards of some body parts. Remind them to bring their flashcards to class to present them at Project time. | | |  | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | | | |
|  | | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of Activites 2, 3 and repeat after the recording.  **Option 2: Roll and draw**  - Divide the class into 6 - 8 groups.  - Pupils in each group will roll a dice to see how many eyes/ ears/ noses/ hands/ faces they will draw.  - Each group presents their picture in front of the  class.  **Option 3: Game: Draw your monster.**  - Ask pupils to draw a picture about their favourite monsters (with body parts that they learnt today).  - Then ask pupils to work with their partners, tell their friends about it. | | Whole class  Group work  Individual work | | |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 4: OUR BODIES**

**Lesson 1 – Period 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **I. OBJECTIVES** | | | | | | |
| **Language** | | By the end of the lesson, pupils will be able to:  - use *What’s this? – It’s \_\_\_\_.* to identify parts of the body. | | | | |
| **CoreCompetencies** | | decision making, motivation, problem-solving | | | | |
| **GeneralCompetences** | | Self-control & independent learning: Perform listening and writing tasks.  Communication and collaboration: Work in pairs or groups. | | | | |
| **Attributes** | | Kindness: help partners to complete learning tasks  Leadership: collaborate with teachers to enhance language skills | | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | | |
|  | | | - Student’s book Page 29  - Audio Tracks 37, 38  - Teacher’s guide Pages 53, 54  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | | |
| **III.PROCEDURE** | | | **Warm-up and review – Listen and tick – Look, complete and read –– Let’s sing – Fun corner and wrap-up.** | | | |
|  | | | **Teacher’s activities** | **Pupils’ activities** | | **Note** |
| **Warm-up and review:** 5 minutes | | | | | |  |
|  | | | Greet the class.  **Option 1:** Spend a few minutes revising *What’s this? – It’s \_\_\_.*  **Option 2:** Revising *Lesson 1* by having a few pairs act out the exchanges in front of the class, pointing at their body parts.  - Give points to the pairs and encourage them.  **Option 3:** **Game “Who is faster?”**  - Divide the class into 2 big groups: Boys and Girls.  - Have two pupils stand back to back. Give them each a different flashcard to hold facing out and away from them.  - When teacher says *Go*, they walk three steps, turn to face each other and say what the other pupil has.  - The faster one will get a point. | Whole class  Group work  Group work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | | | |  |
| a. Goal: | | To listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body. | | | |  |
| b. Input: | | Picture cues:  1a. a hand 1b. an eye  2a. an ear 2b. a nose  ***Audio script:***  *1. A: What’s this?*  *B: It’s a hand.*  *2. A: What’s this?*  *B: It’s an ear.* | | | |  |
| c. Outcome: | | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body.  Key: 1. a 2. a | | | |  |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to Pictures 1a and 1b. Elicit the name of the body part in each picture.  **Step 2:** Play the recording for Question 1. Ask pupils to listen and tick the correct picture, a or b. 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:** Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.  **Step 5:** Tell pupils to return the books to their partners. 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  Whole class/ Individual work  Pair work  Individual work  Whole class | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | | | | |
| a. Goal: | | | To complete four target sentence patterns with the help of the picture cues. | | |  |
| b. Input: | | | Four exchanges with the target sentences to complete. | | |  |
| c. Outcome: | | | Pupils can complete four target sentence patterns with the help of the picture cues.  *Key: 1. an ear 2. an eye 3. a nose 4. a hand* | | |  |
| d. Procedure: | | | **Step 1:** Have pupils look at the pictures. Have them identify the body parts in the pictures.  **Step 2:** Have pupils look at the four 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 (an ear). Then have them look at the picture and identify the body part. Then have them complete the gap (*What’s this? - It's an ear.*).  **Step 4:** Follow the same procedure with Pictures 2, 3 and 4.  **Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  **Game: Matching friends**  **Step 1:** Teacher asks 4 pairs (8 pupils) to join this game. Divide them into 2 groups: A and B.  **Step 2:** Give randomly 4 pictures to each pupil in group A and 5 words to each pupil in group B.  **Step 3:** Pupils have to find a matching pair as fast as they can and say out loud their word. | | Whole class/ Individual work    Individual work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | | |
| a. Goal | To sing the song *Parts of the body* with the correct pronunciation and melody. | | | | |  |
| b. Input | The lyrics and the recording of the song *Parts of the body*. | | | | |  |
| c.Outcome | Pupils can sing the song *Parts of the body* with the correct pronunciation and melody. | | | | |  |
| d.Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them 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.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along.  Encourage the class to cheer the performers.  **Mini game: Follow me!**  - Teacher plays a song.  - Ask pupils to sing along as they continually pass a ball (or any object).  - When the music stops, the pupil holding the ball (or any object) has to sing one next sentence in the song. | | | | Whole class/ Individual work  Group work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |  |
|  | | | **Option 1:** Use *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2: Game: Lucky wheel**  - Divide class into 6 - 8 groups.  - Each group has a pupil to spin the wheel. Teacher pushes the button and let’s it spin until a pupil says “Stop!”.  - Their group will get points when he/ she answers the question correctly. | Whole class  Group work | |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 4: OUR BODIES**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh học từ về các bộ phận và ghi nhớ cách viết

Học sinh phát huy nhớ các câu ở phần nghe .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 4: OUR BODIES**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

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

Quan tâm sát sao các đối tượng học sinh.

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