**KẾ HOẠCH BÀI DẠY** **TUẦN 7 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  21/10 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 4 - 6 |
| 3 |  |  |  |
| Ba  22/10 | Sáng | 1 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 4 :Our hobbies - Lesson 2 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 4 :Our hobbies - Lesson 2 - Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 2  - Activity 4 - 6 |
| 3 |  |  |  |
| Tư  23/10 | Sáng | 1 | 3A | T.Anh | Unit 4 :Our hobbies - Lesson 2 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 4 :Our hobbies - Lesson 2 - Activity 4 - 6 |
| 3 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 1 - 3 |
| 4 | 5B | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  24/10 | Sáng | 1 | 3B | T.Anh | Unit 4 :Our hobbies - Lesson 3 - Activity 1 - 3 |
| 2 | 3B | T.Anh | Unit 4 :Our hobbies - Lesson 3 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  25/10 | Sáng | 1 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 4: Our free-time activities. Lesson 3  - Activity 4 - 6 |
| 3 | 3A | T.Anh | Unit 4 :Our hobbies - Lesson 3 - Activity 1 - 3 |
| 4 | 3A | T.Anh | Unit 4 :Our hobbies - Lesson 3 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 21 tháng 10 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

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

**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 what someone does at the weekend;

- correctly say the words and use *What do you do at the weekend? – I* \_\_\_\_. to ask and answer questions about what someone does at the weekend;

- use *What do you do at the weekend? – I* \_\_\_\_\_\_*.* in a freer context;

- understand and correctly use adverbs of frequency *always, usually, often, sometimes, rarely, never* in relation to the topic “Our free-time activities”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s free-time activities at the weekend correctly and fluently.

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

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

**3. Attributes**

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

**II. MATERIALS**

- Pupil’s book: Page 30

- Audio tracks 38, 39

- Teacher’s guide: Pages 66, 67, 68

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about free-time activities.

**b. Content**

- Game: Lucky number

**c. Expected outcomes**

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

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky number** | | |
| - Explain that students will play this game in three teams. There are six numbers, they have to choose the number and answer the free-time activity behind the number. If the answer is correct, their team can get the point. The number of candies behind the picture will be the points they get.  - Play the game.  - Afterwards, ask pupils to read all the words again. | - Listen to the teacher’s explanation.  - Choose the number.  - Say the activity revealed behind the number.  - Play the game.  - Read all the words again. | Pictures (*read stories, water the flowers, ride my bike, surf the Internet, listen to music, play table tennis)* |

**e. Assessment**

- Performance products: Pupils’ 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 what someone does at the weekend.

**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 does at the weekend.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 38) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures and their activities (see *Input*).  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. 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 do you do at the weekend?* and the answer *I usually listen to music*. Tell pupils that they are used to asking and answering about what someone does at the weekend. | - Pupils look at Pictures **a** and **b** and identify the characters and their activities in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat. Follow the same procedure with Picture **b**  - Pupils follow the teacher’s instructions.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a**:  Bill asking Mai about her  activity at the weekend  Bill: *What do you do at the weekend?*  Mai: *I usually listen to music*  – Context **b**:  Mai asking Bill about his activity at the weekend  Mai: *How about you, Bill? What do you do at the weekend?*  Bill: *I often play table tennis.* |

**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 do you do at the weekend? – I* \_\_\_\_. to ask and answer questions about what they do at the weekend.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

Pupils can correctly say the words and use *What do you do at the weekend? - I*\_\_\_\_*.* to ask and answer questions about what they do at the weekend.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 39) | | |
| **Step 1:** Have pupils look at Pictures **a, b, c** and **d** and elicit the activities of the characters.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*always / read stories*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*What do you do at the weekend? - I always read stories*.)  **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 do at the weekend? - I* \_\_\_\_\_*.* using the picture cues.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Extension:** Introduce two more adverbs of frequency in the chart, which are *rarely* and *never*, for pupils to contrast with the other adverbs of frequency they have learnt. Have them make some sentences about someone’s free-time activities at the weekend using the two adverbs of frequency. For example, *Thu rarely plays table tennis in her free time. She never goes roller skating in her free time.*  **More practice:**  Ask pupils to look at the pictures, say the name of the activities. Then, ask them to choose the correct option to complete the answer using adverbs of frequency.  Invite a pair of pupils to read the question and answer before moving to the next question. Check their pronunciation. Repeat these steps for the next five questions. | - Pupils look at the pictures and elicit elicit the activities of the characters.  - Pupils point at Picture **a**, listen to the recording, and repeat the word. Point at the bubbles and Picture **a** again and listen and repeat after the recording.  - Pupils listen and repeat after the recording. Pupils listen and repeat the questions and answers a few times. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**.  - Pupils work in pairs and practise asking and answering the question *What do you do at the weekend? - I* \_\_\_\_\_, 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 listen to teacher’s instructions. Pupils make some sentences about someone’s free-time activities at the weekend using the two adverbs of frequency.  - Pupils look at the pictures and say the name of the activities. Choose the correct answer.  - Pupils read the question and the answer out loud. | Picture and word cues:  **a.** a boy reading a story and the words *always / read stories* underneath  b. a girl watering the flowers and the words *usually / water the flowers* underneath  c. a girl riding her bike in the park and the words *often / ride my bike* underneath   * 1. d. a boy surfing the Internet and the words *sometimes / surf the Internet* underneath   – Speech bubbles: *What do you do at the weekend?*  *– I* \_\_\_\_\_*.*  **Audio script:**  **Key:**  1. I *always* ride a bike.  2. I *sometimes* surf the Internet.  3. I *rarely* water the flowers.  4. I *usually* read stories.  5. I *never* play table tennis. |

**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 do at the weekend? – \_\_\_\_\_.* to ask and answer questions about what they do at the weekend in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

Pupils can correctly use *What do you do at the weekend? – \_\_\_\_.* to ask and answer questions about what they do at the weekend in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the picture and elicit the activity each character is doing in the picture. Use the questions *What do you like doing in your free time?* and *What do you do at the weekend?* to elicit the answers. Tell them to look at the activities the  characters are doing to give their answers. Remind pupils that these structures are used to ask and answer questions about someone’s free-time activity.  **Step 2:** Demonstrate the conversation with one pupil in front of the class using the two  suggested questions.  **Step 3:** Put pupils into pairs and encourage them to ask and answer questions about what someone likes doing in their free time and what someone does at the weekend. Go around the classroom to offer support where necessary.  **Step 4:** Invite a few pairs to the front of the class to perform their conversations. | - Pupils look at the picture. Pupils say the actions of the characters in the pictures. Pupils identify the free-time activities of the characters.  - Work in pairs, ask and answer questions about what someone does at the weekend.  - Pupils follow the teacher’s instructions.  - Pairs of pupils ask and answer questions about what someone likes doing in their free time and what someone does at the weekend.    - Pairs of pupils come to the front and perform their conversations. | – Picture cues: a girl playing the violin; a boy riding his bike; a boy surfing the net; a girl reading a story  – Speech bubbles: *What do you like doing in your free time? – \_\_\_\_.*  *What do you do at the weekend? – \_\_\_\_.* |

**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 has more correct answers? (ppt)**

- Divide the class into three teams.

- Show a picture of a free-time activity with a hint of an adverb of frequency. In each turn, ask one representative from each team to come to the front. They look at the picture, read the sentence and ring the bell to get the chance to answer.

- Ask the pupils to read the full sentences.

- Ask pupils to check their friends’ pronunciation.

- Play the game.

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

**Key:** *1. A 2. C 3. B 4. C 5. A 6. C*

**\* Option 2: Role play (ppt)**

- Draw pupils’ attention to the pictures and say the free-time activities.

- Put pupils into pairs and encourage them to ask and answer questions about what someone does at the weekend. Go around the classroom to offer support where necessary.

- Invite a few pairs to the front of the class to perform their conversations.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

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

**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 about what someone does at the weekend and tick the correct pictures;

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

-listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

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

**II. MATERIALS**

- Pupil’s book: Page 31

- Audio tracks 40, 41

- Teacher’s guide: Pages 69, 70

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words *playing the violin, surfing the Internet, going for a walk, watering the flowers*.

**b. Content**

- Game: Lucky number

**c. Expected outcomes**

- Pupils can correctly say the words related to free-time activities.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky number** | | |
| - Divide the class into three teams.  - Have pupils take turns to choose a number.  - Ask pupils to look at the picture and say the activity.  - If the answer is correct, Teacher clicks the picture to open the hidden points.  - The team that gets more points wins. Praise the winner. | - Work in three teams.  - Listen to the teacher’s explanation.  - Look at the picture and say the activity.  - Continue playing the game.  - Praise the winner. | Pictures of free-time activities:  *read stories, ride my bike, watch cartoons, surf the Internet* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts about what someone does at the weekend and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two communicative contexts about what someone does at the weekend and tick the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 40) | | |
| **Step 1:** Draw pupils’ attention to Pictures **1a, 1b** and **1c**. Ask questions to help them identify the characters and their free-time activities.  **Step 2:** Play the recording for pupils to do Question **1** by ticking the right picture.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a, 2b** and **2c**.  **Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.  **Extension:** Read Conversation **1** aloud but change specific information. For example, *What are you doing, Kate? – I’m playing the violin.* Have pupils stand up when the information is different. Invite a student to correct the information. | - Pupils look at the pictures of the three characters and their free-time activities.  - Pupils listen to the recording and identify the correct picture and tick the right picture.  - Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.  - Pupils swap books with a partner, then check answers as a class.  - Pupils listen to the recording to check their answers again.  - Pupils read Conversation **1** aloud with different specific information. Pupils stand up when the information is different. A student corrects the information. | – Picture cues:  1a. a girl playing the violin  1b. a girl watching a cartoon on TV  1c. a girl listening to music  2a. a boy surfing the net  2b. a boy roller skating in the park  2c. a boy playing football  **Audio script:**  **Key:** *1. b 2. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Have pupils look at the pictures. Get them to identify the characters and their activities in the pictures.  **Step 2:** Have pupils look at the two gapped exchanges. Draw their attention to the missing words.  **Step 3:** Model with Exchange **1**. Have pupils look at the first gap. Ask them what words are missing (*like watching*). Then have them complete the sentence (*I like watching films.).* Get them to guess the missing words in the following sentences (*do you; cartoons*).  **Step 4:** Follow **Step 3** for Exchange **2**.  **Step 5:** Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud. | - Pupils look at the pictures. Pupils identify the characters and their activities in the pictures.  - Pupils pay attention to the missing words.  - Pupils follow the teacher demonstrating the Exchange 1.  - Pupils complete gapped Exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the completed exchanges aloud. | -Two picture cues  - Two gapped exchanges to complete  **\* Key:**  *1. like watching; do you; cartoons*  *2. What; the flowers; Do* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing.** (Track 41) | | |
| **Step 1:** Draw pupils’ attention to the gapped sentences. Encourage pupils to guess the missing words with the help of picture cues.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Then play the recording again for them to fill in the gaps with missing words.  **Step 3:** Check answers as a class. 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 and clap along with the recording. | - Pupils guess the missing words with the help of picture cues.  - Pupils listen all the way through carefully to the rhythm and pronunciation. Then listen to the recording again to fill in the gaps with missing words.  - Pupils listen to the recording, line by line, and repeat.  - Pupils listen to the recording all the way through and sing along. Pupils clap while singing. | - Picture cues: a girl playing the violin and a boy riding his bike  - The gapped lyrics and recording of the song *What do you like doing in*  *your free time?*  **Audio script:**  **Key:** *1. guitar 2. weekend 3. always* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1:**

- Place different pictures of free time activities on the board.

- Have pupils say the words related to the pictures.

- Tell pupils they are going to ask and answer the question about someone’s free-time activities in a freer context. Invite pairs of volunteers to the board. One pupil asks the question, another one answers the question and points to the suitable picture.

E.g. Pupil *A: What do you like doing in your free time?*

Pupil *B:* *I like playing the violin.*

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

**\* Option 2: Game: The football game (ppt)**

- Divide the class into 3 teams.

- Tell pupils that they are going to play football.

- Call on one pupil from each team to come to the board, play rock, paper, scissors to decide which team will play first.

- Pupils take turns to choose a number, read the question and say the answer.

- If the answer is correct, they will get points for their teams.

- If not, move to another team.

- The group with more points wins the game.

*Thứ Ba ngày 22 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

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

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu với những từ gợi ý.
* Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

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

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh nhớ được mẫu câu để hỏi và trả lời về một số hoạt động trong thời gian rảnh rỗi.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 4: OUR BODIES**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES** | | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - use *Open your \_\_\_\_!* and *Touch your \_\_\_!* to give instructions;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”. | | | |
| **CoreCompetencies** | Communication, planning and organization, stress tolerance and initiative. | | | |
| **General Competences** | Listening: Look, listen and repeat  Critical Thinking: Listen, point and say  Oral Communication: Let’s talk | | | |
| **Attributes** | Honesty: show body languages  Communication and collaboration: work in pairs or groups | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | |
|  | - Student’s book Page 30  - Audio Tracks 39, 40  - Teacher’s guide Pages 55, 56  - 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 song *Parts of the body* on page 29.  - Listen to the recording.  - Ask pupils to sing the song.  - Select some more able pupils to sing the song in front of the class.  **Option 2:** Spend a few minutes revising *Lesson 1* by getting some pairs to ask and answer questions about parts of the body, using *What’s this? – It’s \_\_\_\_\_\_.*  **Option 3**: **Review**  Teacher: We use ... for listening (pretend to listen to music)  Pupils: An ear!  Teacher: We use ... for looking (pretend to wear glasses)  Pupils: An eye!  Teacher: We use ... for smelling (pretend to smell something good)  Pupils: A nose!  Teacher: We put makeup on a ... (pretend to put on makeup)  Pupils: A face!  Teacher: We hold something with ... (pretend to hold heavy thing)  Pupils: A hand! | Whole class  Pair work  Whole class/ Individual 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 giving instructions. | |  | |
| b. Input | – Context a: Ms Hoa: Touch your nose!  – Context b: The doctor: Open your mouth! | |  | |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving instructions. | |  | |
| 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 instructions *Touch your nose!* and *Open your mouth!* Tell pupils that they are used to give instructions. | Whole class/ Individual work  Pair work  Individual work |  | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | | |
| a. Goal: | To correctly say the words and use *Touch your \_\_\_\_!* and *Open your \_\_\_\_!* to give instructions. | |  | |
| b. Input: | – Picture cues:  a. a girl touching her hair b. a boy touching his ears  c. a boy opening his mouth d. a boy opening his eyes  – Speech bubbles: Touch your \_\_\_!  Open your \_\_\_!  ***Audio script:***  *a. touch / hair b. touch / ears*  *c. open / mouth d. open / eyes*  *Touch your hair!*  *Open your mouth!* | |  | |
| c.Outcome | Pupils can correctly say the words and use *Touch your \_\_\_!* and *Open your \_\_\_!* to give instructions. | |  | |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the actions and the body parts.  **Step 2:** Have pupils point at Picture a (a girl touching her hair), listen to the recording and repeat the word (touch / hair). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (Touch your hair!). Point at Picture a and have pupils listen and repeat after the recording (Touch your hair!). Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise giving the instructions using the pictures.  **Step 5:** Invite a few pairs to point at the pictures and giving the instructions in front of the class. | Whole class/ Individual work      Pair work  Pair work |  | |
| **PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes | | | | |
| a. Goal | To enhance the correct use of *Touch your \_\_\_!* and *Open* *your \_\_\_!* to give instructions | |  | |
| b. Input | - Picture cues: A boy asks a girl to touch her hair and a doctor asks a boy to open his mouth.  - Speech bubbles: Touch your \_\_\_!  Open your \_\_\_! | |  | |
| c.Outcome | Pupils can enhance the correct use of *Touch your \_\_\_!* and *Open your \_\_\_!* to give instructions. | |  | |
| d.Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Draw pupils’ attention to the two bubbles used to give instructions. Have them identify what is missing in the structures. Check comprehension.  **Step 2:** Put pupils into groups of four and ask them to give instructions using the speech bubbles and picture cues. Go around the classroom to offer support. Encourage pupils to give more instructions using the words that they have learnt (e.g. *nose, face, ear,* ...).  **Step 3:** Invite some groups to the front of the class to perform their instructions. Praise them if they perform well.  **Game:** **At the Doctor's Office**  - Ask some volunteer pairs to play roles in front of class.  - One pupil is a doctor and another is the patient, who describes what hurts.  - When a patient says his/ her hurt, a doctor has to listen carefully and touch/ open that correct body part. | Whole class/ Individual work  Group 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 the lesson and repeat after the recordings.  **Option 2: Simon says**  - Teacher is the “Simon” and calls out the actions. Every student must follow and do the action, but only when they hear “Simon says ...”.  - If teacher leaves out “Simon says” before giving instruction, anyone who does the action is out.  - Then, teacher can choose one or more students as the leader to continue a game.  **Option 3: Can you touch ...?**  - Teacher starts the music, pupils sing and dance around the room.  - When teacher stops the music, put up a body flashcard, or just yell out the vocabulary.  - Pupils must find a partner and touch the appropriate body part on the other child. | Whole class  Whole class  Whole class/ Individual work  Pair work |  | |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 4: OUR BODIES**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** | | | | | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”; | | | | | | |
| **Corecompetencies** | Decision making, work standards and problem-solving | | | | | | |
| **General Competences** | Self-control & independent learning: Perform listening tasks.  Written Communication: Complete the sentence.  Communication and collaboration: Work in pairs or groups. | | | | | | |
| **Attributes** | Diligence: complete learning tasks | | | | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | | | |
|  | | - Student’s book Page 31  - Audio Tracks 41  - Teacher’s guide Pages 56 - 58  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | | | | |
| **III.PROCEDURE** | | **Warm-up and review – Listen and number – Listen, match and read – Let’s play – 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 the previous lesson by calling a few pairs to come to the front of the class to act out the instructions learnt, using *Touch your\_\_\_!* and *Open your \_\_\_!*  **Option 2**: Ask each pupil to say which body part they like best. Use the sentence “I like my ...”  Ex: *I like my eyes.*  **Option 3: Hidden picture game**  - Divide the class into 4 big groups.  - Each group takes turns to open a coloured box and guess what is the picture hidden behind it.  - The fastest group who answers correctly is the winner. | | | | Whole class  Individual work/ Whole class  Group work | |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | | | | | |
| a. Goal | To listen to and understand four communicative contexts in which instructions are given. | | | | |  | |
| b. Input | Picture cues:  a. a boy touching his nose b. a girl opening her mouth  c. a boy opening his eyes d. a girl touching her hair  ***Audio script:***  *1. Open your mouth!*  *2. Touch your hair!*  *3. Touch your nose!*  *4. Open your eyes!* | | | | |  | |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which instructions are given.  Key: 1. b 2. d 3. a 4. c | | | | |  | |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the action of the character in each picture.  **Step 2:** Play the recording for pupils to listen.  **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 Whole class  Whole class/ Individual work  Whole class/ Pair work | |  | |
| **PRACTICE**  **Activity 5. Look, match and read.** 9 minutes | | | | | | | |
| a. Goal | | To correctly match the sentence halves to make complete instructions and read them aloud. | | | |  | |
| b. Input | | Four picture cues with four pairs of sentence halves to match. | | | |  | |
| c. Outcome | | Pupils can correctly match the sentence halves and read them aloud.  *Key: 1. b 2. d 3. a 4. c* | | | |  | |
| d. Procedure | | **Step 1:** Draw pupils’ attention to the pictures. Elicit the actions of the characters. Check comprehension.  **Step 2:** Draw pupils’ attention to the first picture and incomplete sentence. Ask pupils to read and match. When pupils answer correctly (*Touch your face!*), tell them to draw a line to match the two sentence halves.  **Step 3:** Repeat Step 2 for Questions 2, 3 and 4.  **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:** Invite pairs of pupils to stand up and read the matched instructions aloud.  **Game: Listen and circle.**  - Pupils work in group of 4. Each pupil has different coloured pens (red, blue, black and purple).  - Teacher gives out a worksheet with many body part pictures on it.  - Ask pupils to listen and find the body part that they heard. Then circle it.  The winner is the player with the most circles. | Whole class/ Individual work  Pair work  Group work | | |  | |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | | | | | |
| a. Goal | | To practise using target sentence patterns by playing the game *Touch your hair!* | | | |  | |
| b. Input | | A picture of pupils making a circle. A girl is standing in the centre of the circle and saying: *Touch your hair!* The pupils are touching their hair. | | | |  | |
| c. Outcome | | Pupils can practise using target sentence patterns by playing the game *Touch your hair!* | | | |  | |
| d. Procedure | | **Step 1:** Elicit the language that pupils need to give instructions (*Touch your \_\_\_!* and *Open your\_\_\_!*). When pupils answer correctly, write the language on the board.  **Step 2:** Have pupils look at the picture. Get them to say how to play the game. Explain the rules of the game again: A boy / girl standing in the centre gives an instruction and other pupils have to follow it. If a pupil does not follow the instruction, he or she will be "out". Check pupils’ understanding by getting one pupil to repeat what they have to do.  **Step 3:** Have the whole class play the game. Ask one or two pupils to be the observer(s) of the game. Give out the instructions and monitor pupils while they play the game. Pupils who cannot follow the rules of the game will be “out” and become the observers.  **Step 4:** Divide the class into four teams. Each team plays the game. Pupils are eliminated if they do not perform the correct actions. Give stars/ points to the winner. | Whole class/ Individual work  Whole class/ Individual work  Individual work/ Whole class  Group 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: Listen and grab!**  - Pupils work in groups of 4.  - Teacher gives out a set of mini flashcards to each group.  - Ask pupils to listen carefully, then grab (as fast as they can) the correct flashcard that they heard.  - The winner is the player with the most cards at the end of the game.  **Option 3:**  - Divide the class into 10 groups (4 pupils/ group).  - Teacher calls out “I want to see ... 4 hands!” and groups must show only 4 hands (other hands can be hidden behind their backs).  - Teacher calls out “I want to see ... 6 eyes!” and groups must show only 6 eyes (other eyes can be closed).  - Teacher calls out “I want to see ... 1 mouth!” and groups must show only 1 opened mouth (other mouths can be covered).  - Teacher calls out “I want to see ... 3 faces!” and groups must show only 3 faces (other mouth can be covered by hand).  - Teacher calls out “I want to see ... 2 noses!” and groups must show only 2 noses (other noses can be covered by hand). | | Whole class  Group work  Group work | |  | |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

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

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu với những từ gợi ý.
* Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

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

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh nhớ được mẫu câu để hỏi và trả lời về một số hoạt động trong thời gian rảnh rỗi.

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

*Thứ Tư ngày 23 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 4: OUR BODIES**

**Lesson 2 – Period 3**

( Đã soạn lớp 3C**)**

Bổ sung :Nói được các bộ phận trên cơ thể .

Học sinh phát huy nhớ các câu ở phần nghe .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 4: OUR BODIES**

**Lesson 2 – Period 4**

( Đã soạn lớp 3C**)**

Bổ sung : Hướng dẫn hsinh hoạt động theo câu mệnh lệnh.

Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

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

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

-correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I* ꞌ*always listen to music*. and *She* ꞌ*sometimes plays the violin.*;

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

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

**2. Competences**

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

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

**3. Attributes**

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

**II. MATERIALS**

- Pupil’s book: Page 32

- Audio tracks 42, 43, 44

- Teacher’s guide: Pages 71, 72, 73

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about free-time activities.

**b. Content**

- Game: Choose the best answer in particular time.

**c. Expected outcomes**

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

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Choose the best answer in particular time.** | | |
| - Tell pupils they are going to look at the picture and choose the correct answer a, b or c.  - Divide the class into two teams.  - Have one pupil from each team play rock, paper, scissors to find the team which plays the game first.  - Have each team look at the picture and choose the correct answer a, b or c.  - If they choose the correct answer, they get points for their team. The team with more points is the winner. | - Listen to the teacher’s instructions.  - Work in two teams.  - Play rock, paper, scissors to find the team which plays the game first.  - Look at the picture and choose the correct answer a, b or c. | Pictures (*surf the Internet, play table tennis, play the violin, read stories, water the flowers, play the guitar, listen to music, play volleyball, ride my bike, go for a walk*) |

**. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Pictures & Answers

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

**a. Objectives**

- To correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I* ꞌ*always listen to music*. and *She* ꞌ*sometimes plays the violin*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I* ꞌ*always listen to music*. and *She* ꞌ*sometimes plays the violin*.

**d. Organisati**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 42) | | |
| **Step 1:** Draw pupils’ attention to the word ꞌ*always* and the sentence *I* ꞌ*always listen to music*. Play the recording and encourage pupils to point at the word and the sentence  while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their  pronunciation where necessary.  **Step 3:** Repeat **Steps 1** and **2** for the word ꞌ*sometimes* and the sentence *She* ꞌ*sometimes plays the violin.*  **Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences until they feel confident. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher’s explanation.  - Pupils listen to the recording again and repeat.    - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups to say the words and read the sentences. | – The word ꞌ*always* and the sentence *I* ꞌ*always listen to music.*  – The word ꞌ*sometimes* and the sentence *She* ꞌ*sometimes plays the violin.* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

**b. Content**

Activity 2. Circle, listen and check.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 43) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to circle the word that has a different stress from the other words.  **Step 2:** Give pupils a time limit to do the task individually. Have them read the words and circle the one that is different in each line **Step 3:** Play the recording for pupils to listen and check.  **Step 4:** Tell pupils to swap books with a partner, then check the answers as a class.  **Step 5:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up and repeat the words that have a different stress (1. tonight; 2. enjoy; 3. always). | - Pupils pay attention to the three sets of two-syllable words. Pupils listen to the teacher’s explanation.  - Pupils look at three words in the first line, read them aloud and circle the word that has the stress on the second syllable. Then pupils listen to the recording and check their answer.  - Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again.  - Pupils stand up and repeat the words that have a different stress. | Three sets of two-syllable words, each set contains one word with the stress on the second syllable  **Audio script:**  **\* Key:** *1. c 2. b 3. b* |

**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 44) | | |
| **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their 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 words *always* and *sometimes*.  **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 to. Encourage them to clap along while chanting. | - Pupils pay attention to the lyrics of the chant.  - Pupils listen all the way through carefully to the rhythm and pronunciation.  - Pupils listen to the recording, line by line, and repeat.  - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting. | The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Jump**

- Flash cards (*football, table tennis, Japan, England, dolphin, giraffe*)

- Tell pupils they are going to play the game *Jump*. If the word is the same as the flash card, pupils jump. If it isn’t, they keep still. Ask them to say the word on the flash card.

- Ask pupils to stand at their desks.

- Hold up a flash card from the vocabulary set and say a word. Have pupils play the game.

- Afterwards, raise all the flash cards for pupils to say the words.

**\* Option 2: Game: Spin the wheel (ppt)**

- Tell pupils they are going to look at the pictures and answer the questions.

- Divide the class into 3 teams.

- Pupils take turns to choose a number and answer the question.

- Check the pupils’ answers as a whole class.

- If they give the correct answers, they can spin the wheel to get points.

- The team with the most points will be the winner.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

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

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend;

- complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues;

- present their free-time activities to the class.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in leisure activities and entertainment.

**II. MATERIALS**

- Pupil’s book: Page 33

- Teacher’s guide: Pages 72, 73, 74

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the new words and structures from previous lessons.

**b. Content**

- Play *Mystery Box* game (ppt)

**c. Expected outcomes**

- Pupils can remember and answer all the questions correctly.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Play the game. (ppt)** | | |
| To play the game, divide the pupils into two teams and have them take turns choosing a letter and answering a question. After answering the question, the pupils have a choice. They can either KEEP the box or GIVE the box to the other team. Inside the box can be good points (e.g. +1000) or bad points (e.g. -1000). | Pupils play in two teams. Pupils take turns choosing a letter and answering a question. After answering the question, the pupils have a choice. They can either KEEP the box or GIVE the box to the other team. |  |

**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 understanding of a text by answering four questions about Laura’s free-time activities at the weekend.

**b. Content**

- Activity 4. Read and answer.

**c. Expected outcomes**

- Pupils can read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and circle.** | | |
| **Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and identify the keywords such as *What, Laura, always* and *weekend*. Then they should scan the text for relevant information (*She always plays the violin*).  **Step 2:** Repeat **Step 1** for **Questions 2, 3** and **4**. Explain the type of information they need for each answer. For Question 2, you need a phrase to describe Laura’s activity (*plays volleyball*). For Question 3, you need a phrase that tells you when she does her activity (*on Sundays*). For Question 4, you have to find out who Laura helps with the cooking on Sundays (*her mother*).  **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap books with a partner and check the answers before checking  as a class.  **Step 5:** Invite some pairs to take turns asking and answering the questions.  **Extension:** Ask pupils some more questions to check their comprehension of the text.  For example, *Who likes listening to music?* (Laura) *Does she like playing sports and games?*  (Yes, she does.) *What does she help her mother do?* (She helps her mother with the  cooking.) | - Pupils read Question **1** and pay attention to keywords such as *What, Laura*, *always* and *weekend*. Then they should scan the text for relevant information.  - Pupils repeat **Step 1** for **Questions 2, 3** and **4**. Pupils teacher to the techer’s explanation.  - Pupils read the text again and write the correct answers.    - Pupils swap books with a partner, then check answers as a class.  - Pupils in pairs take turns asking and answering the questions. | - A text and four questions about Laura.  **\* Key:**  *1. She always plays the violin (at the weekend).*  *2. She usually plays volleyball (on Saturdays).*  *3. She often goes for a walk on Sundays.*  *4. She helps her mother with the cooking on Sundays.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues.

.**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to read the gapped letter and explain that they need to fill in the gaps with information about the boy in the pictures’ free-time activities. Check comprehension.  **Step 2:** Have pupils complete the first, second and third gaps with names and an activity of their choice from the pictures. Ask them to read the sentences and elicit the names they chose (for Gaps 1 and 2) and the activity they chose (for Gap 3).  **Step 3:** Give pupils time to complete the rest of the letter independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check each other’s spelling  before checking as a class. | - Pupils listen to the teacher’s explanation.    - Pupils complete the first, second and third gaps with names and an activity of their choice from the pictures.    - Pupils complete the rest of the letter independently.  - Pupils swap their books with a partner and check each other’s spelling before checking as a class. | - A writing frame with seven blanks to complete  - Four picture cues.  **\* Key:**  ***Suggested answer:***  *Hi Tom,*  *My name is Duc. I like listening to music in my free time. I usually play the guitar on Saturdays. I often ride my bike on Sundays. I sometimes help my mum with the cooking in my free time. What about you? What do you like doing in your free time?*  *Love,*  *Duc* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present their free-time activities to the class.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can present their free-time activities to the class.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the list of free-time activities and adverbs of frequency they have prepared at home and present their free-time activities to the class.  **Step 2:** Have pupils work in groups. Each pupil looks at their lists and tells the group about their free-time activities.  **Step 3:** Invite a few pupils to look at their lists and tell the class about them, e.g. *I like playing the violin. I usually play it in my free time.* Have the rest of the class applaud if pupils perform well. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups of five. Pupils show his / her lists that they have made at home and tell the group about their free-time activities.  - Pupils show their work and talk about their free-time activities in front of the class. Pupils stick their lists on the wall (or board) as a display. | An illustration of a girl presenting her free-time activities in front of the  class  **Suggested presentation:**  Hi, everybody. Here are my free-time activities. I like playing the violin. I usually play it in my free time. I like taking photos. I often take photos with my friends on Sundays. I also like watering the flowers. I sometimes water the flowers at the weekend. |

**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: Slap the board**

- Divide the class into two or three teams.

- Teacher puts up a set of pictures or words on a board.

- A pupil from each team comes up to the board with fly swatters.

- They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.

- Whoever is the fastest with the correct slap gets a point for their team.

- Team with the most points is the winner.

*Thứ Năm ngày 24 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 4: OUR BODIES**

**Lesson 3 – Period 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I. OBJECTIVES** | | | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - correctly pronounce the sounds of the letters *ai* and *ea* in isolation, in the words hair and ears,and in the sentences *Touch your hair!* and *Touch your ears!* | | | | |
| **CoreCompetencies** | Decision making, problem-solving and integrity | | | | |
| **GeneralCompetences** | Self-control & independent learning: Perform listening tasks.  Communication and collaboration: Work in pairs or groups | | | | |
| **Attributes** | Diligence: complete learning tasks | | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | |
|  | - Student’s book Page 32  - Audio Tracks 42, 43  - Teacher’s guide Pages 58, 59  - 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:** Spend a few minutes revising Lesson 2 by asking the class to play the game *Touch your hair!* again.  **Option 2**:  **Game: Jump and say**  **Step 1:** Ask 5 – 6 pupils to join the game. Line them up in the line. Each pupil holds a flashcard.  **Step 2:** If the pupils hear that teacher has said the word that matches their flashcard, they must jump and say out loud.  **Option 3: Which is missing?**  **Step 1:** Teacher puts four or five flashcards on a board and tells pupils to read out loud.  **Step 2:** Ask them to close their eyes. Teacher takes one (or two/ three … - depending on the level of the class) item away.  **Step 3:** Have pupils open their eyes, ask them to guess what item is missing and say. | | Whole class  Group work  Individual work/ Group work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | | | |
| a. Goal | To repeat the sounds of the letters *air* and *ear* in isolation, the words hair and ears, and the sentences *Touch your hair!* and *Touch your ears!* with the correct pronunciation and intonation. | | | |  |
| b. Input | – The letters *air*, the word *hair* and the sentence *Touch your hair!*  – The letters *ear*, the word *ears* and the sentence *Touch your ears!* | | | |  |
| c. Outcome | Pupils can correctly repeat the sound of the letters *air* and *ear* in isolation, the words *hair* and *ears* and the sentences *Touch your hair!* and *Touch your ears!* | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the group of letters *air*, the word *hair* and the sentence *Touch your hair!* Play the recording and encourage pupils to point at the letters/ word/ sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat it. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them if their pronunciation is good.  **Step 3:** Repeat Steps 1 and 2 for the letters *ear*, the word *ears* and the sentence *Touch your ears!*  **Step 4:** Let pupils work in pairs or groups to pronounce the sound of the groups of letters *air* and *ear*, say the words *hair* and *ears*, and read the sentences *Touch your hair!* and *Touch your ears!* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | | | Whole class/ Individual work  Pair work/  Individual work |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | | | |
| a. Goal | To identify the target words *hair* and *ears* while listening. | | | |  |
| b. Input | Two gapped sentences with answer options  ***Audio script:***  *1. Touch your ears!*  *2. Touch your hair!* | | | |  |
| c. Outcome | Pupils can identify the words hair and ears while listening.  *Key: 1. c 2. b* | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension.  **Step 2:** Play the recording for pupils to listen.  **Step 3:** Play the recording again for pupils to listen and circle the correct answers.  **Step 4:** Tell pupils to swap their books with their partners, then check the answers as a class. Write the correct answers on the board. 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  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 sound of the groups of letters *ear* and *air*, the words *ears* and *hair*, and the sentences *Touch your ears!* and *Touch your hair!*  **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 chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns to listen to and repeat the chant, while the rest of the class claps along.  **Game: Who is the best leader?**  - Teacher can change the lyrics of the chant using many other body part words.  - Then ask some volunteer pupils to do the gesture (touch/ open/ point) while the rest of the class follow along. | | | Whole class/ Individual work    Group work  Whole class |  |
| **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: Self portraits**  - Teacher asks pupils to draw and colour a picture about themselves.  - After they finish drawing, teacher can hang their pictures on the board or around the room. Then allows pupils to participate in a gallery walk to view their friends’ work.  **Option 3: Relax your body**  *This is a mini exercise for kids to relax after a lesson. Pupils listen and do after teacher.*  Shake your hands!  Look around (eyes)!  Open and close your mouth! And smile!  Take a deep breath (nose)!  Comb your hair (by fingers)!  Massage your face!  - Repeat the exercise a few times! | | | Whole class  Group work  Whole class |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**UNIT 4: OUR BODIES**

**Lesson 3 – Period 6**

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| --- | --- | --- | --- | --- |
| **I. OBJECTIVES** | | | | |
| **Language** | | By the end of the lesson, pupils will be able to:  - read and write about parts of the body and instructions;  - make flashcards of the body parts and present them to the class. | | |
| **CoreCompetencies** | | Problem-solving, integrity, communication, planning and organization | | |
| **GeneralCompetences** | | Written Communication: Complete the sentence  Self-control & independent learning: Perform writing tasks | | |
| **Attributes** | | Diligence: complete learning tasks  Secure and organized: arrange words to make sentences | | |
| **II.** **RESOURCES AND MATERIAL** | | | | |
|  | | - Student’s book Page 33  - Teacher’s guide Pages 60, 61  - Website *hoclieu.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | |
| **III.PROCEDURE** | | **Warm-up and review – Read and match – Let’s write – Project – Fun corner and wrap-up** | | |
|  | | **Teacher’s activities** | **Pupils’ activities** | **Note** |
|  | | Greet the class.  **Option 1:** Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 32. Divide the class into groups and get them to do actions while they say the chant  **Option 2:** **Arrange words to make sentences.**  - Divide class into 6 - 8 groups.  -Pupils try to make a sentence using the given words. Then write their answers on a group board.  1. an/ It’s/ eye/ .  -> It’s an eye.  2. your/ touch/ nose/ !  -> Touch your nose!  3. mouth/ open/ !/ your  -> Open your mouth!  4. a/ and/ face/ a/ hand/ .  -> A face and a hand.  **Option 3:** **Bodiless**  Review body parts with the students and introduce the “No (body part)” concept**.**  - Teacher says “No (body part)!”.  - Pupils listen carefully, then cover this body part that they heard by hands. | Whole class  Individual work/ Group work  Whole class |  |
| a. Goal | To read the four sentences/ exchanges on the left and match them with the pictures on the right correctly. | | |  |
| b. Input | Four exchanges/ sentences with four pictures to match. | | |  |
| c. Outcome | Pupils can read four sentences/ exchanges and match them with the pictures correctly.  *Key: 1. d 2. c 3. b 4. a* | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first exchange and read it as a class. Draw pupils’ attention to Pictures a to d and identify the correct picture to match.  **Step 2:** Ask pupils to read the first exchange again and draw a line to match.  **Step 3:** Repeat Steps 1 and 2 for the other sentences.  **Step 4:** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers ag-  ain. | | Whole class/ Individual work  Pair work/  Individual work |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | | |
| a. Goal | | To read, understand and complete four target sentences / exchanges with picture cues. | |  |
| b. Input | | Four exchanges/ sentences with the target sentences to complete. | |  |
| c. Outcome | | Pupils can read, understand and complete four target sentences/ exchanges correctly with the picture cues given.  *Key: 1. a hand 2. an eye 3. nose 4. Open* | |  |
| d. Procedure | | **Step 1**: Write the first exchange on the board:  1. A: What’s this? B: It’s \_\_\_\_.  Read the question together as a class. Draw pupils’ attention to the picture (a hand) to elicit the answer. Encourage pupils to say the answer (It’s a hand.). Give pupils time to write the answers in their notebooks.  **Step 2:** Repeat Step 1 for the second, third and fourth sentences/ exchanges.  **Step 3:** If time allows, invite a few pairs to act out or read the sentences/ exchanges they have completed aloud in front of the class. The class observes and praises their work.  **Game: Who is the fastest writer?**  - Teacher asks 6 - 8 pupils to join this game.  - Teacher says out loud a word (twice).  - Pupils have to write as fast as they can. | Whole class/ Individual work  Whole class/ Individual work Pair work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project** 8 minutes | | | | |
| a. Goal | | To revise the target vocabulary items by making flashcards of the body parts pupils have learnt and presenting them to the class. | |  |
| b. Input | | – Pictures and flashcards of body parts, e.g*. eye, mouth, hand.*  – Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. | |  |
| c. Outcome | | Pupils can make flashcards of the body parts they have learnt and present them to the class. | |  |
| d.Procedure | | **Step 1:** Ask pupils to look at the picture of an eye in the book. Demonstrate how to make a flashcard of an eye. Draw an eye on a card and write the word *eye* under the picture.  **Step 2:** Show pupils your flashcard of an eye. Tell them to pass it around so that they can see what they are going to make.  **Step 3:** Put pupils into groups and give each group a set of materials for making flashcards of the body parts.  **Step 4:** Give pupils enough time to make flashcards. Encourage them to decorate their flashcards.  **Step 5:** When pupils have finished making their flashcards, give them time to present the flashcards to their classmates. Go around the classroom to monitor and offer support.  **Extension:** Create a class display using the flashcards and vote for the most creative. If there is not enough time to complete the *Project* in class, set it as homework and check by giving pupils time to share their work in the next lesson. | Whole class/ Individual work  Group work/  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |  |

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|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson.  **Option 2:** **The Memory Circle**  **Step 1:** Divide class into 6 groups (work in group of 6).  **Step 2:** The first pupil says a body part and touches it (e.g. face).  **Step 3:** The second pupil touches and says the first one’s word (face) but then adds their own (ears).  *The game continues until someone makes a mistake and then they’re out.*  **Option 3: Body Parts Memory Game**  **Step 1:** Divide the class into 4 groups.  **Step 2:** Teacher asks each group to choose a pair of numbers.  **Step 3:** Click on the box to reveal the hidden word. Then click on another box to reveal the picture.  **Step 4:** Once a correct match is made, this group will get 10 points. The group who has the most points is the winner! | Whole class  Group work  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

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

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

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

* Tìm được một số từ có liên quan đến nội dung bài học.
* Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

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

**Lesson 3 - Period 6**

( Đã soạn lớp 5B**)**

Bổ sung :Tổ chức cho hsinh thực hành các kĩ năng nói và viết.

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

*Thứ Sáu ngày 25 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

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

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

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

* Tìm được một số từ có liên quan đến nội dung bài học.
* Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**STARTER**

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

**Lesson 3 - Period 6**

( Đã soạn lớp 5B**)**

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

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

- Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**Unit 4: OUR BODIES**

**Lesson 3 – Period 5**

( 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 mệnh lệnh kèm theo bộ phận cơ thể.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**Unit 4: OUR BODIES**

**Lesson 3 – Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :Luyện thực hành nghe- hiểu .

Học sinh phát huy tính sáng tạo khi nói về khả năng của bản thân .

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