**KẾ HOẠCH BÀI DẠY** **TUẦN 8 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  28/10 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 3: My future job. Lesson 1- Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 3: My future job. Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Ba  29/10 | Sáng | 1 | 5B | T.Anh | Unit 3: My future job. Lesson 1- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 3: My future job. Lesson 1- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 5 :My hobbies - Lesson 1 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 5 :My hobbies - Lesson 1 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  30/10 | Sáng | 1 | 3A | T.Anh | Unit 5 :My hobbies - Lesson 1 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 5 :My hobbies - Lesson 1 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 3: My future job. Lesson 2- Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 3: My future job. Lesson 2- Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 3: My future job. Lesson 1- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 3: My future job. Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Năm  31/10 | Sáng | 1 | 5B | T.Anh | Unit 3: My future job. Lesson 2- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 3: My future job. Lesson 2- Activity 4 - 6 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  1/11 | Sáng | 1 | 5C | T.Anh | Unit 3: My future job. Lesson 2- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 3: My future job. Lesson 2- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 5 :My hobbies - Lesson 2 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 5 :My hobbies - Lesson 2 - Activity 4 - 6 |
| Chiều | 1 | 3A | T.Anh | Unit 5 :My hobbies - Lesson 2 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 5 :My hobbies - Lesson 2 - Activity 4 - 6 |
| 3 |  |  |  |

*Thứ Hai ngày 28 tháng 10 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 5: MY FUTURE JOB**

**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 jobs and someone’s future job;

- use the words *firefighter, reporter,* *gardener* and *writer* and the sentence patterns *What would you like to be in the future?* and *I’d like to be a* \_\_\_\_\_\_\_\_. to ask and answer questions about someone’s future job;

- use *What would you like to be in the future? – I’d like to be a \_\_\_\_.* in a freer context.

**2. Competences**

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

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

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

**3. Attributes**

- Show their love and interest in a certain job in the future.

**II. MATERIALS**

- Pupil’s book: Page 34

- Audio tracks 45, 46

- Teacher’s guide: Pages 75, 76, 77

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by playing a game.

**b. Content**

- Let’s play the Quiz game.

**c. Expected outcomes**

- Pupils can say the jobs correctly based on the given cues.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Play the Quiz game.** | | |
| - Spend a few minutes revising the previous lesson by playing the Quiz game.  - Divide the class into teams.  - T reads the quizzes.  - The faster team can give the answer.  - T adds points to the team. | - Listen to the teacher’s instructions.  - Listen and raise your hands to get the chance to answer. |  |

**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 focusing on asking and answering questions about someone’s future job.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 45) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters and other details. Draw pupils’ attention to the thought bubble and let them guess the job that Linh is thinking about.  **Step 2:** Ask pupils to focus on Picture **a**. Play the recording for them to listen to the entire conversation several times.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to stand up, listen and repeat the sentences in the recording. Check their pronunciation, provide corrections and offer feedback where necessary.  **Step 5:** Direct pupils’ attention to the question *What would you like to be in the future?* and the answer *I’d like to be a doctor*. Explain that this is about someone’s future job. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording.  - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a:**  Linh and Bill in Linh’s  living room. A photo of Linh’s parents  on the wall  Linh: *That’s my father.*  Bill: *What’s his job?*  Linh: *He’s a doctor.*  Bill: *Cool!*  – Context **b**:  Linh and Bill talking about future jobs. Link thinking of being a doctor in  the future  Bill: *What would you like to be in the future?*  Linh: *I’d like to be a doctor, too.* |

**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 *firefighter, reporter, gardener* and *writer* and use sentence patterns *What would you like to be in the future? – I’d like to be a \_\_\_\_\_\_\_ .* to ask and answer questions about someone’s future job.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the given words and use sentence patterns *What would you like to be in the future?* and *I’d like to be a \_\_\_\_\_\_\_.* to ask and answer questions about someone’s future job.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 46) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.  **Step 2:** Point at the question pattern *What would you like to be in the future?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I’d like to be a \_\_\_\_\_\_\_.*  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *What would you like to be in the future? – I’d like to be a firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**.  **Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.  **Step 5:** Put pupils in pairs and have pairs practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary | - 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 two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Pupils follow the teacher’s instructions with other three pictures.    - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | **– Picture and word cues:**   * 1. a firefighter saving a person from a fire and the word *firefighter* underneath   2. a reporter reporting the news in the street and the word *reporter* underneath   3. a gardener working in a garden and the word *gardener* underneath   4. a writer working at his desk and the word *writer* underneath   – Speech bubbles:  *What would you like to be in the future? I’d like to be a .*  **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 the words for jobs in Act 2 and sentence patterns *What would you like to be in the future?* and *I’d like to be a \_\_\_\_\_\_\_.* to ask and answer questions about someone’s future job in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use the words for jobs and sentence patterns *What would you like to be in the future?* and *I’d like to be a \_\_\_\_\_\_\_.* to ask and answer questions about someone’s future job in a freer context.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Direct pupils’ attention to the phrase *Job fair* in the picture. Have them guess the meaning of the phrase. Ask them what jobs they can find in the picture.  **Step 2:** Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should be. Give an example answer, e.g. *I’d like to be a doctor.* Get pupils to repeat the question and answer several times.  **Step 3:** Have some pairs practise asking and answering questions about the jobs in the picture. Go around the classroom to observe and provide help.  **Step 4:** Invite some pairs to practise asking the question and giving the answer in front of the class. Give corrections and feedback where necessary. Encourage them to talk about the jobs that they know and would like to do in the future. | - Pupils look at the phrase *Job fair* in the picture and guess the meaning of the phrase. Pupils answer what jobs thay can find in the picture.  - Pupils look at the bubbles to understand how the sentence pattern is used.  - Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.  - Pairs of pupils practise asking and answering questions in front of the class. | – Picture cue: A job fair at a school where the pupils are wearing the uniforms and accessories of different jobs.  – Speech bubbles:  *What would you like to be in the future?*  *\_\_\_\_\_\_\_.*  **Suggested answers:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Preparation for the project:** Ask pupils to prepare for the project on page 39 by doing a survey about the future jobs that their classmates would like to be in the future and the reasons why they would like to do the job. Ask pupils to do the survey during the time they learn Unit 5 so that they can present a report at Project time.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 5: MY FUTURE JOB**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which speakers ask and answer questions about people’s future jobs and number the pictures;

- complete the target sentence patterns about future jobs with the help of picture cues;

- listen to and complete the song *What would you like to be in the future?* 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 and reading tasks.

**3. Attributes**

- Show their interest in future jobs.

**II. MATERIALS**

- Pupil’s book: Page 35

- Audio tracks 47, 48

- Teacher’s guide: Pages 78, 79, 80

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

To say correctly the sentence structure: *I’d like to be a* \_\_\_\_\_\_\_\_. to talk about someone’s future job.

**b. Content**

- Quiz about jobs

**c. Expected outcomes**

- Pupils can correctly say the sentence structure: *I’d like to be a* \_\_\_\_\_\_\_\_. to talk about someone’s future job.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Quiz** | | |
| - Ask students to take out a piece of paper.  - Ask pupils to look at the picture, read the quiz and write the answer on the paper in 20 seconds.  - After answering all the quizzes, the teacher asks pupils to exchange the paper with their friends and check the answer. | - Take out a piece of paper.  - Read and write the correct answer in order.  1. firefighter  2. writer  3. gardener  4. teacher  5. reporter  6. driver | Sentence structures:  *I’d like to be a \_\_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

To listen to and understand four communicative contexts in which characters ask and answer questions about people’s future jobs, and number the pictures in the order.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which speakers ask and answer questions about people’s future jobs and number the pictures according to what they hear.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 47 ) | | |
| **Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there?* and *What job can you see in each picture?* Ask pupils further questions to elicit information about the people in the pictures, such as *What’s he or she doing?* and *Where is he or she?* Encourage pupils to say, for example, *The man in Picture a is planting some flowers. He’s in*  *a garden. He’s a gardener.* Explain that they will write numbers 1 – 4 next to the pictures  to put them in the correct order.  **Step 2:** Play the recording of the first dialogue. Ask pupils to find the correct picture and write number **1** in the box. Check their answers and give feedback.  **Step 3:** Play the recording of the other dialogues. Ask pupils to work individually, then work in pairs to check each other’s answers. Go around the class and give support if necessary.  **Step 4:** Check the answers as a class. Correct the answers, if necessary. | - Pupils look at Activity 4 and answer the questions. Pupils follow the teacher’s instructions.  - Pupils listen to the recording of the first dialogue and follow the teacher’s instruction.  - Pupils listen to the recording of the other dialogues and do the task.  - Pupils work in pairs to check their answers.  - Pupils check the answers as a class. | Picture cues:  **a**. a male gardener growing flowers in a garden  **b.** a female writer writing something at her desk  **c.** a female reporter reporting the news outdoors  **d.** a male firefighter at a fire  **Audio script:**  **Key:** *1. c 2. a 3. b 4. d* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To complete the target sentence patterns about future jobs with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

Pupils can complete the target sentence patterns about future jobs 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:** Ask pupils to look at the  pictures and identify the jobs that  the characters are doing or thinking about. Ask questions such as *Look at Question 1. What’s the person in the picture doing? Is she planting flowers? Where is she? What’s her job?* Elicit the words *gardener, writer, firefighter* and *reporter* for Questions **1 – 4**.  **Step 2:** Have pupils read the sentence in Question **1**. Ask them what is missing in the sentence, for example, a job. Ask them to complete the gap by finding the information from the picture above the sentence. Give the correct answer (*gardener*).  **Step 3:** Ask pupils to complete the other questions in the same way individually, then to check their answers in pairs. Go around the classroom and give support if necessary. Ask questions to help pupils explain their answers. For example, for Question **3** ask *How*  *do you know the answer is “firefighter”?* – *Because he’s wearing the uniform of a firefighter, and there’s a fire.*  **Step 4:** Ask some pupils to read the sentences and exchanges aloud. Give feedback and  corrections if necessary. | - Pupils look at the pictures and identify the jobs that the characters are doing or thinking about. Pupils answer the teacher’s questions.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Question **1**.  - Pupils complete the other questions individually. Pupils swap books with a partner and check their answers before checking as a class. Pupils answer the questions to explain their answers.  - Some pupils read the sentences and exchange them aloud. | Four picture cues showing different jobs and four gapped exchanges with the target sentences to complete  **Key:**  *1. gardener*  *2. writer*  *3. to be; firefighter*  *4. would you like; reporter* |

**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 would you like to be in the future?* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the lyrics and sing the song *What would you like to be in the future?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 48) | | |
| **Step 1:** Tell pupils that they will listen to the song and fill in the gaps in the lyrics and sing the song with the correct pronunciation, rhythm and melody.  **Step 2:** Have pupils read the lyrics and guess the words to fill in the gaps with the help of the picture.  **Step 3:** Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.  **Step 4:** Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.  **Extension:** Encourage pupils to change some of the words for jobs and sing the new version of the song. | - Pupils follow the teacher’s instructions.  - Pupils read the lyrics and guess the words to fill in the gaps with the help of the picture.  - Pupils listen to the song and fill in the gaps.  - Pupils listen to the recording and practise singing the song, line by line, until they feel confident. Pupils listen to and sing the whole song while clapping their hands.  - A few groups of pupils sing the song in front of the class.  - Pupils change some of the words for jobs and sing the new version of the song. | Context: Different pictures of people doing their jobs as a taxi driver, a teacher, a firefighter and a writer  **Key:**  *1. firefighter*  *2. writer*  *3. driver* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Roll the dice**

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

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

- Have that pupil ask the question and invite another pupil of the group to answer the question about future jobs.

E.g. Pupil *A: What would you like to be in the future?*

Pupil *B:* *I’d like to be a \_\_\_\_\_\_.*

- The pupil who gives the correct answers will continue rolling the dice.

*Thứ Ba ngày 29 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 5: MY FUTURE JOB**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

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

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 5: MY FUTURE JOB**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn hsinh đọc hội thoại và bước đầu thực hành mẫu câu.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 5: MY HOBBIES**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.  - correctly say the words and use: *What’s your hobby? – It’s \_\_\_\_\_.* to ask and answer about hobbies.  - enhance the correct use of *What's your hobby?* – *It’s \_\_\_\_\_.* to ask and answer questions about someone's hobby. |
| **CoreCompetencies:** | Teamwork, motivation, communication, planning and organizational skill |
| **General competencies:** | Listening: look, listen and repeat  Critical thinking: listen, point and say  Oral communication: let’s talk  Written communication: complete the sentence  Communication and collaboration: work in pairs or groups |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.RESOURCES AND MATERIAL** | - Student’s book Page 34  - Audio Tracks 45, 46  - Teacher’s guide Pages 62 - 64  - Website *hoclieu.vn*  - Flash cards/ pictures, ppt and posters (Unit 5)  - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 4 - Lesson 3.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2:** **Game: Action Simulation**  - Show pictures of hobbies: singing, swimming, drawing, dancing.  - Ask some pupils who can simulate the actions in the pictures through the shadows 🡪 Choose the best ones and gives them points.  - Ask pupils to match the numbers from 1 to 4 with the shadows below then the teacher clicks to show the answers.  **Option 3:** Chant and do activities (Unit 4, Lesson 3).  - Ask pupils to chant and do the actions in *Unit 4* in groups.  - Give points to the groups and encourage them. | Whole class  Individual work/ Group work  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies. | |  |
| b. Input: | - Context a: Bill points to the activity on the stage and asks Linh:  *What’s your hobby?* Linh says: *It’s singing.*  - Context b: Lucy points to the activity on the stage and asks Ben:  *What’s your hobby, Ben?* Ben says: *Dancing.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer about hobbies. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters (Bill, Linh, Lucy and Ben) in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the sentences: *What is your hobby? - It’s singing*. and *Dancing.* Tell pupils that we use the question: *What is your hobby?* to ask someone’s hobby and to answer we use: *It’s \_\_\_* (the activities). | Whole class/ Individual work  Whole class/ Individual work  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: *What's your hobby? - It's \_\_\_\_\_.* to ask and answer about hobbies. | |  |
| b. Input: | – Picture cues:  a. a girl singing  b. a boy drawing  c. a girl dancing  d. a boy swimming  – Speech bubble: *What's your hobby? - It's \_\_\_\_\_.* ***Audio script:***  *a. singing*  *b. drawing*  *c. dancing*  *d. swimming*  *A: What’s your hobby?*  *B: It’s singing.* | |  |
| c.Outcome: | Pupils can correctly say the words and use *What's your hobby? - It's \_\_\_\_\_.* to ask and answer about someone’s hobby. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the name of each hobby.  **Step 2:** Have pupils point at Picture **a** (a girl singing), listen to the recording and repeat the word (*singing*). Follow the same procedure with the other three pictures. Have pupils repeat the word a few times.  **Step 3:** Point at the first bubble and have pupils listen and repeat after the recording *(What's your hobby?)*. Point at Picture **a** and have pupils listen and repeat after the recording *(It's singing*.*)*. Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *What's your hobby - It's \_\_\_\_\_\_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: What’s missing?**  Divide the class into 4 groups.  A pupil from each group comes to the front, looks at the pictures and says which is missing.  Whoever says it fast will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |  |
| a. Goal: | To enhance the correct use of *What's your hobby?* – *It's \_\_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| b. Input: | - Picture cue: a boy and a girl are drawing by the beach, and three other people are swimming in the sea.  - Speech bubbles: *What's your hobby?* – *\_\_\_\_\_\_\_\_.* | |  |
| c.Outcome: | Pupils can enhance the correct use of What's your hobby? – *It's \_\_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them understand the context (see Input).  **Step 2:** Put pupils into pairs. Tell them to ask and answer questions using *What's your hobby? – It's \_\_\_\_.* Go around the classroom to offer support.  **Step 3:** Invite some pairs to the front of the class to present their hobbies.  **Game: Matching game**  - Write 4 new words on the board and ask pupils to read.  - Ask 4 pupils to come to the board and write their hobbies on pieces of paper and keep them in secret.  - Ask 1 pupil to come to the board and guess the hobbies written in the paper (He/ She has to write the answers in small pieces of paper and stick to each of the 4 pupils.)  - Ask the pupil on the board to ask the question to find out the answers and give him or her a point if correct (repeat the activities depending on the time). | Whole class/ Individual work  Pair work  Pair work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Preparation for the project:**  Tell pupils about the project on page 39. Ask them to draw pictures of their hobbies and their family members’ hobbies at home. Tell them to bring their pictures to the classroom at the project time to talk with their classmates.  **Option 2: Game: Watch and guess**  - Ask 1 pupil to come to the board and face the class.  - Show 1 picture of 4 hobbies and let the others act so that the pupil on the board can guess the name of the hobby in the picture (1 student will guess 3 pictures).  - Show 4 pictures on the board and ask pupils to repeat  -> Wrap-up.  **Option 3:**  Use *hoclieu.vn*, have pupils look at the words in the pictures of Lesson 1 and repeat after the recordings. | Whole class  Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 5: MY HOBBIES**

**Lesson 1 – Period 2**

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| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies.  - read and match the target sentence patterns with pictures.  -review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.* |
| **Corecompetencies:** | decision making, teamwork, adaptability, problem-solving, communication, planning and organization, and initiative. |
| **Generalcompetencies:** | Listening: listen and number  Critical thinking: read and match  Oral communication: let’s play  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions |
| **II.** **RESOURCES AND MATERIAL** | |
|  | Student’s book Page 35  Audio Tracks 47  Teacher’s guide Pages 64-65  Website *hoclieu.vn*  Flash cards/ pictures and posters (Unit 5)  Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Read and match – Let’s play –**  **Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** **Game: Slap the board**  - T asks 1 pair of pupils to come to the board, look at the pictures and repeat the hobbies in the pictures.  - T says out loud the word of 1 picture and asks those pupils to use the sticks to slap the board for the correct picture. (T calls 5 pairs).  - T lets the pupils ask and answer using: *What’s your hobby? - It’s \_\_\_\_.* (1 pupil uses the stick to point to the picture and asks, the other answers.)  **Option 2:** Chant and do activities (Unit 4, Lesson 3).  - Ask pupils to chant and do the actions in Unit 4, Lesson 3 in groups.  - Give points to the groups and encourage them.  **Option 3:** Sing the song in Unit 4, 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. | Whole class         Group work  Individual work/Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies. | |  |
| b. Input: | – Picture cues:  **a.** a girl singing **b.** a boy swimming  **c.** a boy drawing **d.** a girl dancing  ***Audio script:***  ***1.*** *A: What's your hobby?*  *B: Dancing.*  ***2.*** *A: What's your hobby?*  *B: It's drawing.*  ***3.*** *A: What's your hobby?*  *B: Swimming.*  ***4.*** *A: What's your hobby?*  *B: It's singing.* | |  |
| c.Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies and number the correct pictures.  **Key: 1.** d **2.** c **3.** b **4.** a | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the name of the hobby in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording the third time to give them another listening opportunity.  **Step 2:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 3:** Play the recording again for pupils to double-check their answers. | Whole class/ Individual work  Pair work/ Individual work  Individual work |  |
| **PRACTICE**  **Activity 5. Read and match.** 9 minutes | | | |
| a. Goal: | To read and match the target sentence patterns with pictures. | |  |
| b. Input: | Four sentences with four pictures to match | |  |
| c.Outcome: | Pupils can read and match the target sentence patterns with the correct pictures.  **Key: 1.** c **2.** d **3.** a **4.** b | |  |
| d.Procedure: | **Step 1:** Draw pupils' attention to the question, the four sentences and the pictures. Tell them about the activity and give pupils an example by getting them to read the question and sentence 1 in chorus. Draw a line to match it with the picture of the girl dancing.  **Step 2:** Give pupils time to match sentences 2, 3 and 4 individually. Check answers as a class.  **Extension:** Invite a few pupils to stand up and read the sentences aloud. Correct their pronunciation where necessary, praise them, and get the class to clap or cheer if they have good pronunciation. | Whole class/ Individual work  Whole class/ Individual work  Individual work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal: | To review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.* | |  |
| b. Input: | – A picture showing how to play the game  – Flash cards of *swimming, drawing, dancing, singing* | |  |
| c.Outcome: | Pupils can review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.* | |  |
| d.Procedure: | **Step 1:** Tell pupils the goal of the game and how to play it. Have four pupils hold different flash cards (swimming, drawing, dancing, singing).  **Step 2:** Invite four pupils to the front of the class to demonstrate how to play the game.  **Step 3:** Teacher shouts out "swimming", the pupil with the *swimming* flash card steps forward and shows his / her flash card to the whole class.  **Step 4:** Repeat the procedure with other flash cards. If a pupil fails to show his / her flash card or shows the wrong flash card, he / she is "out" of the game.  **Game: Guessing and choosing**  - T shows 4 pictures of hobbies and calls 4 pupils to come to the board and choose.  - T asks 4 pupils to come to the board and have each pupil choose 1 picture of a hobby and keep them in secret by covering them.  - Each of the other pupils will choose one of the given hobbies, write down on their small boards and keep their ideas a secret.  - The pupils on the board will show their pictures in turn.  - When the teacher says the word of the pictures shown on the board, the pupils having the same hobbies will raise their boards or raise their hands.  The pupils on the board will get the same points as the number of pupils raising their hands. | Whole class/ Individual work  Whole class  Individual work  Individual work  Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Review**  T shows 4 pictures on the board and asks pupils to repeat 🡪 Wrap-up.  **Option 2:**  Using *hoclieu.vn*, have pupils look at the words in the picture of Act 1, Lesson 2 and repeat after the recording.  **Option 3:**  **Game: Matching**  - T asks 2 pupils to come to the board (1 boy and 1 girl).  - T asks them to read 4 hobbies on the board.  - T asks them to stick the word cards which match with the pictures of hobbies. | Whole class  Group work  Group work |  |

*Thứ Tư ngày 30 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: MY HOBIES**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung : Hướng dẫn hsinh luyện tập đọc được từ nói về sở thích

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: MY HOBIES**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung : Hướng dẫn hsinh hoạt động nghe đọc.

Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 5: MY FUTURE JOB**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to have a certain job in the future;

- correctly say and use the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence patterns *Why would you like to be a \_\_\_\_\_\_ ?* and *Because I’d like to* \_\_\_\_\_\_\_\_. to ask and answer questions about the reasons why someone would like to be a certain job in the future;

- use *Why would you like to be \_\_\_?* *– Because I like to\_\_\_\_.* to ask and answer questions about someone’s future jobs in a freer context.

**2. Competences**

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

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

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

**3. Attributes**

- Show their love and interest in a certain job in the future.

**II. MATERIALS**

- Pupil’s book: Page 36

- Audio tracks 49, 50

- Teacher’s guide: Pages 81, 82, 83

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise vocabularies

**b. Content**

- Game: Guessing game

**c. Expected outcomes**

- Pupils can remember and say the words about jobs correctly.

**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  1st clue: get 3 points  2nd clue: get 2 points  3rd clue: 1 point | - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is. | Vocabulary: Jobs  *teacher – policeman-gardener – firefighter – reporter – writer – doctor-cook* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: LOOK, LISTEN AND REPEAT** (5 minutes)

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to be a certain job in the future.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to be a certain job in the future.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 49) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters in the pictures. Have them say what they can see in the thought bubbles.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the exchange for them to listen to.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording. Give corrections and feedback where necessary.  **Step 5:** Draw pupils’ attention to the question *Why would you like to be a doctor*? and the answer *Because I’d like to help people.* Explain that they are a question and an answer about why someone would like to be a certain job in the future. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.  - Pupils follow the teacher’s instructions.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a**:  Nam and Mary talking in their schoolyard. Mary thinking of being a doctor  in the future  Nam: *What would you like to be in the future?*  Mary: *I’d like to be a doctor.*  Nam: *Cool!*  – Context **b**:  Nam and Mary talking about the reasons for future jobs. Mary thinking of  helping people as a doctor  Nam: *Why would you like to be a doctor?*  Mary: *Because I’d like to help people.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: LISTEN, POINT AND SAY** (10 minutes)

**a. Objectives**

- To correctly say the words, phrases and use sentence patterns *Why would you like to be a \_\_ ?  
 – Because I’d like to \_\_\_\_\_\_.* to ask and answer questions about the reasons for someone to choose a certain job in the future.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly use the given words, the phrases and the sentence patterns *Why would you like to be a \_\_\_\_\_\_?* and *Because I’d like to \_\_\_\_\_\_ .* to ask and answer questions about the reasons why someone would like to do a certain job in the future.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 50) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *teacher* and the phrase *teach children* several times. Repeat the sameprocedure with Pictures **b**, **c** and **d**. Have the class repeat the words and the phrases.  **Step 2:** Point at the question *Why would you like to be a \_\_\_\_\_\_\_\_ ?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *Because I’d like to \_\_\_\_\_\_\_\_ .*  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *Why would you like to be a teacher?- Because I’d like to teach children*. Repeat the same procedure with Pictures **b**, **c** and **d**.  **Step 4:** Divide the class into two groups to take turns repeating the questions and the answers for Pictures **a - d** until they feel confident.  **Step 5:** Have pairs of pupils practise asking and answering the questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation, give corrections and feedback where necessary. | - Pupils point at Picture **a**, listen to the recording and repeat the word and phrase. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words and phrases a few times.  - Pupils point at the question and answer and repeat them.  - Pupils point at Picture **a**,listen and repeat after the recording. Pupils follow the same procedure with the other three pictures.  - Pupils work in groups and practise asking and answering the question, using speech bubbles and Pictures **a, b, c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | – Picture and word cues:  a. a female teacher teaching children in a classroom and the word *teacher / teach children* underneath  b. a male reporter reporting the news and the word *reporter / report the news* underneath  c. a female gardener working in a garden and the word *gardener / grow flowers* underneath  d. a male writer writing something at his desk and the word *writer / write stories* underneath  – Speech bubbles:  *Why would you like to be a \_\_\_\_\_\_\_\_\_\_?*  *Because I’d like to \_\_\_\_\_\_\_.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: LET’S TALK** (8 minutes)

**a. Objectives**

- To correctly use the sentence patterns *Why would you like to be a \_\_\_\_\_\_\_?* - *Because I’d like a \_\_\_\_\_\_.* to ask and answer questions about the reasons why someone would like to do a certain job in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use the sentence patterns *Why would you like to be a \_\_\_\_\_\_ ?* - *Because I’d like to \_\_\_\_\_\_\_ .* to ask and answer questions about the reasons why someone would like to do a certain job 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 and guess the jobs that the characters do. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Do the same with the other pair of speech bubbles.  **Step 2:** Have pairs of pupils practise asking and answering the questions about the reasons why someone would like to be a certain job. Go around the classroom and provide support when necessary.  **Step 3:** Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.  **Extension:** Encourage pupils to brainstorm some jobs they know, such as doctor, driver, pilot, policeman and farmer, and say the reasons why they would like to have such jobs, then talk in groups using the sentence patterns. | - Pupils look at the pictures and guess the jobs that the characters do. Pupils follow the teacher’s instruction.  - Pairs of pupils practise asking and answering the questions about the reasons why someone would like to be a certain job.  - Pupils practise asking and answering questions in front of the class.  - Pupils brainstorm some jobs they know, such as doctor, driver, pilot, policeman and farmer, and say the reasons why they would like to have such jobs, then talk in groups using the sentence patterns. | – Picture cues: a group of characters doing different jobs.  – Speech bubbles:  *Why would you like to be a / an \_\_\_\_\_\_\_\_ ?*  *- \_\_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**Game: Look and say**

- Divide the class into 2 teams: boys and girls.

- Draw pupils’ attention to the questions on the screen.

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

- The team with more points wins the game.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 5: MY FUTURE JOB**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use listen to and understand two communicative contexts in which speakers ask and answer questions about future jobs and tick the correct pictures;

- complete two conversations with the help of the picture cues;

- revise the target vocabulary items through the game.

**2. Competences**

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

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

**3. Attributes**

- Show their interest in a certain job in the future.

**II. MATERIALS**

- Pupil’s book: Page 37

- Audio track 51

- Teacher’s guide: Pages 83, 84, 85

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence structures *Why would you like to be a* \_\_\_\_\_\_\_*?* and *Because I’d like to* \_\_\_\_\_\_ *.*

**b. Content**

- Game: Lucky numbers

**c. Expected outcomes**

- Pupils can correctly say the phrases in the sentence structures *Why would you like to be a* \_\_\_\_\_*?* and *Because I’d like to* \_\_\_\_\_\_\_ *.* to ask and answer questions about someone’s future job.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *Lucky numbers*** | | |
| - Have pupils give the sentence structures to ask and answer questions about someone’s future job.  - Show sets of six magnifying glasses on the board/ slide. Each magnifying glass contains a conversation with pictures, options and different points.  - Divide the class into three groups.  - Explain how the game is played. Have a pair of pupils from each group choose a magnifying glass, choose the correct option to complete, then ask and answer questions about someone’s future job.  E.g.Pupil *A: Why would you like to be a teacher?*  Pupil *B:* *Because I’d like to teach children.*  - Give points for the group having the correct answer.  - Continue with the other pupils.  - The group that gets more points wins. Praise the winner. | - Pupils give the sentence structures to ask and answer questions about someone’s future job.  - Pupils follow the teacher’s instructions.  - Pupils work in three groups.  - Pupils listen to the teacher’s explanation. A pair of pupils from each group chooses a magnifying glass, chooses the option, then asks and answers questions about someone’s future job.  - Pupils continue playing the game.  - Pupils praise the winner. | There are six magnifying glasses with conversations and options to complete as well as different points.  *Why would you like to be a* \_\_\_\_\_\_\_*?* and *Because I’d like to* \_\_\_\_\_\_\_ *.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts in which characters ask and answer questions about future jobs, and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about their future jobs and tick the correct pictures according to what they

hear.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 51) | | |
| **Step 1:** Have pupils look at the pictures. Ask them *How many pictures are there?* in each question and *What jobs can you see in each picture?*  **Step 2:** Tell pupils to look at the pictures of Question **1**, and they will hear a conversation between a boy and girl about future jobs. Ask pupils to tick the correct picture that shows the boy’s future job. Play the recording for the first conversation twice.  **Step 3:** Do the same with the second conversation. Ask pupils to tick the correct picture that shows the girl’s future job.  **Step 4:** Ask pupils to work in pairs for their peer-checks. Correct answers and give feedback. | - Pupils look at the pictures, listen to the teacher and answer the questions.  - Pupils look at the pictures of Question **1** and listen to the recording and identify the correct picture then tick the correct box. Pupils listen to the recording again to do the task and check their work.  - Pupils do the same with the second conversation, listen and tick the correct picture.  - Pupils swap books with a partner, then check answers as a class.  - Pupils listen to the recording to check their answers again. | – Picture cues:  **1a.** a male teacher teaching children in a classroom  **1b.** a male doctor  **1c.** a male reporter reporting the news  **2a.** a female gardener working in a garden  **2b.** a female writer writing something at her desk  **2c.** a female dentist checking her patient's teeth  **Audio script:**  **Key:** *1. a 2. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To complete the target sentence patterns in two conversations about future jobs with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete the target sentence patterns about future jobs with the help of picture cues.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Ask pupils to look at the pictures and identify the jobs of the characters.  **Step 2:** Have pupils read Conversation **1**. Ask them what is missing from the gap. Have them complete the gap by finding the clues from the context and the picture. Repeat the same procedure with Conversation 2.  **Step 3:** Get pupils to complete the conversations individually, then ask a few pairs to read them aloud. Check their answers, giving corrections and feedback where necessary.  **Step 4:** Ask a few pairs to read the conversations aloud. Give feedback and corrections if necessary. | - Pupils look at the pictures. Pupils identify the jobs of the characters.  - Pupils read Conversation **1** and complete the gap by finding the clues from the text and the picture.  Pupils do the same with Conversation **2**.  - Pupils complete the conversations individually.  - Some pairs of pupils read the conversations aloud to check the answers. Others listen and check their answers.  - Pairs of pupils read the conversations aloud. | Two picture cues of jobs and two conversations with gaps to complete.  **Key:**  *1. reporter; Because*  *2. gardener; I’d like* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To review vocabulary about jobs by playing the game *Job word bank.*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can review vocabulary about jobs.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that two groups are going to play the game *Job word bank* within three minutes. Have the groups of five stand in two lines in front of the board. Give a piece of chalk to the pupils at the front of the lines. Ask *What would you like to be in the future?* and let them write a word for a job on the board. Encourage the first pupils to give the pieces of chalk to the next one of the line so that they continue to write words for jobs on the board.  **Step 2:** When the time is up, count the jobs that have been written correctly by each group. Reward the group with more correctly written jobs.  **Step 3:** Play the game again with some other groups. | - Pupils listen to the teacher’s instructions.  - Pupils work in groups of five. Two groups stand in two lines in front of the board. Pupils write a word for a job to answer the question, then give the chalk to the next one of the line.  - Which group has more correct words will be the winner.  - Praise the winner.  - Pupils play the game again with some other groups. | A board and two pieces of chalk |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Further practice (ppt)**

- Show a set of pictures of jobs and words, ask pupils to match the pictures with the name of the jobs.

- Show a set of pictures about future jobs and a sentence *“I’d like to grow flowers.”* and ask pupils to choose the correct job (gardener)

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

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 5: MY FUTURE JOB**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

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

Tiết 2 : **Tiếng Anh**

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 5: MY FUTURE JOB**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn hsinh đọc hội thoại và bước đầu thực hành mẫu câu.

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

*Thứ Năm ngày 31 tháng 10 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 5: MY FUTURE JOB**

**Lesson 2- Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :-Phát hiện và đọc được những từ chỉ nghề nghiệp.

- Hỏi và trả lời được nghề nghiệp muốn làm trong tương lai .

- Kèm cặp học sinh chưa đọc được hội thoại.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 5: MY FUTURE JOB**

**Lesson 2- Period 4**

( 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 1 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 5: MY FUTURE JOB**

**Lesson 2- Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :-Phát hiện và đọc được những từ chỉ nghề nghiệp.

- Hỏi và trả lời được nghề nghiệp muốn làm trong tương lai .

- Quan tâm sát sao các đối tượng học sinh

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 5: MY FUTURE JOB**

**Lesson 2- Period 4**

( 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

- Kèm cặp học sinh còn thực hành chậm.

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Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 5: MY HOBBIES**

**Lesson 2 – Period 3**

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| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.  - correctly say the words and use *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.  - enhance the correct use of *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby. |
| **Corecompetencies:** | Teamwork, work standards, adaptability, problem-solving, communication, planning and organization, stress tolerance. |
| **Generalcompetencies:** | Listening: look, listen and repeat  Critical thinking: listen, point and say  Oral communication: let’s talk  Written communication: complete the sentence  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 |
| **II.** **RESOURCES AND MATERIAL** | |
|  | - Student’s book Page 36  - Audio Tracks 48, 49  - Teacher’s guide Pages 66, 67  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** **Game: Matching**  - Teacher divides the class into 2 teams (Boys and Girls).  - Pupils in 2 teams take turns to open the boxes to match the shadows and their original pictures. (open: click the numbers; close: click the red signs).  - Pupils of each team will get points if their matching is correct.  - Review hobbies: singing, drawing, dancing, swimming.  **Option 2:** Sing the song in *Unit 4, 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 3:** Greet the class and encourage pupils to respond.  - Invite some pairs of pupils to ask and answer about hobbies using *What's your hobby? – It's \_\_\_\_\_.* in front of the class.  - Get pupils to open their books on page 36 and look at *Unit 5, Lesson 2, Activity 1*.  - Tell them what they will learn in this lesson. | Whole class/  Group work  Whole class/ Individual work  Individual work/ Whole class |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies. | |  |
| b. Input: | – Context **a:** Nam: *What's your hobby?* Mary: *I like cooking.*  – Context **b:** Minh: *What's your hobby?* Lucy: *I like walking.* | |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering about hobbies. | |  |
| 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 your hobby?* and the answers *I like cooking*. and *I like walking.* Tell pupils that there are questions and answers about hobbies. | Whole class  Whole class  Whole class/ Individual work  Pair work  Whole class |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly say the words and use *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| b. Input: | *–* Picture cues:  **a.** a boy running **b.** a girl painting  **c.** a girl walking **d.** a boy cooking  –Speech bubbles:  *What's your hobby? - I like \_\_\_\_\_*.  ***Audio script:***  ***a.*** *running* ***b.*** *painting* ***c.*** *walking* ***d.*** *cooking*  *A: What’s your hobby?*  *B: I like running.* | |  |
| c.Outcome: | Pupils can correctly say the words and use *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the hobbies.  **Step 2:** Have pupils point at Picture **a** (a boy running), listen to the recording and repeat the word (*running*). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at the first bubble and have pupils listen and repeat after the recording (*What’s your hobby?*). Point at Picture **a** and have pupils listen and repeat after the recording *(I like running.)*. Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *What’s your hobby? – I like \_\_\_\_\_.*  **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  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 your hobby?* – *\_\_\_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| b. Input: | – Picture cues: There are several people doing different activities in the park.  *–* Speech bubbles: *What's your hobby? – \_\_\_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *What's your hobby?* – *I like \_\_\_\_\_.* to ask and answer questions about someone's hobby. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (see *Input*).  **Step 2:** Put pupils into pairs and encourage them to ask and answer questions using the target sentence patterns. Go around the classroom to offer support where necessary.  **Step 3:** Invite some pairs to stand up to perform their exchanges.  **Game: Lucky numbers**  - T lets pupils review the pictures of hobbies.  - T divides the class into 2 teams.  - Pupils in 2 teams take turns to open the boxes and answer the questions: *What’s your hobby?* (T can show pictures/ flash cards of hobbies and ask pupils to say the hobbies out loud).  - T clicks on the box to reveal the points beneath.  - The team with the most points is the winner.  *(Please use the ppt slides provided for reference.)* | Whole class/ Individual work  Pair work   Pair work  Group work  /Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:**  Using *hoclieu.vn*, have pupils look at the words in the picture of Activities 1, 2 and repeat after the recordings.  **Option 2:**  **Game: Jigsaw puzzle**  Click on the puzzles and let the pupils get when the pictures of hobbies are revealed.  **Option 3: Practice**  T shows 4 pictures on the board and asks pupils to repeat -> Wrap-up. | Whole class  Group work    Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 5: MY HOBBIES**

**Lesson 2 – Period 4**

(35 minutes)

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - listen to and understand two communicative contexts in which pupils discuss different hobbies.  - complete four target sentences with the help of picture cues.  - sing the song *My hobby* with the correct pronunciation and melody. |
| **Corecompetencies:** | Decision making, teamwork, work standards, adaptability, communication, planning and organization. |
| **Generalcompetences:** | Listening: listen and tick  Written communication: look, complete and read  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL** | |
|  | - Student’s book Page 37  - Audio Tracks 50, 51  - Teacher’s guide Pages 67 - 69  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **II.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing –**  **Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:**  Greet the class. Invite a few pairs of pupils to the front of the class to use the picture cues in *Lesson* *2, Activity 3* to ask and answer questions to identify hobbies.  **Option 2:**  - Get pupils to open their books on page 32 and look at *Unit 4, Lesson 3, Activity 3*.  - Ask pupils to chant and do the actions in *Unit 4, Lesson 3* in groups.  - Give points for the groups and encourage them.  **Option 3:** **Game: Top 5 answers**  - Give questions which have many possible answers.  - T lets the pupils in the class write their answers (hobbies) on their boards.  - When T shows answers, each of pupils’ correct answers will get 1 point. | Whole class    Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts in which pupils discuss different hobbies. | |  |
| b. Input: | *- Picture cues:*  ***1a.*** *a boy walking* ***1b.*** *a boy cooking*  ***2a.*** *a girl running* ***2b.*** *a girl painting*  ***Audio script****:*  ***1.*** *A: What's your hobby?*  *B: I like cooking.*  ***2.*** *A: What's your hobby?*  *B: I like painting.* | |  |
| c.Outcome: | Pupils can listen to and understand two communicative contexts in which pupils discuss different hobbies.  **Key: 1.** b **2.** b | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the hobby in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording the third time for pupils to check their answers.  **Step 2:** Repeat **Step 1** for the second exchange.  **Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers. **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class    Whole class  Pair work  Individual work  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  9 minutes | | | |
| a. Goal: | To complete four target sentences with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentences | |  |
| c. Outcome: | Pupils can complete four target sentences with the help of picture cues.  ***Key: 1.*** *swimming* ***2.*** *singing* ***3.*** *cooking* ***4.*** *painting* | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the hobbies in the pictures.  **Step 2:** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the sentence. Ask them what is missing in the answer (*swimming*). Then have them look at the picture and identify the hobby. Then have them complete the gap (*What’s your hobby? – It’s swimming.).*  **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 Time:**  - T reviews words of hobbies by showing pictures.  - T divides the class into 2 teams (Boys and Girls).  - T asks 1 pupil of each team to come to the board and face the other. (They can’t see the pictures and questions on the ppt slide at the beginning.)  - When T says *GO*, 2 pupils will turn back, look at the screen, and say out loud the answers (A-B-C-D-E-F) as quickly as they can.  - The first one to say the letter and the word is the winner.  *(Please use the provided corresponding ppt slides for reference.)* | Whole class/ Individual work  Whole class/ Individual work Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work Group work |  |
| **PRODUCTION**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *My hobby* with the correct pronunciation and melody. | |  |
| b. Input: | The lyrics and the recording of the song *My hobby* | |  |
| c. Outcome: | Pupils can sing the song *My hobby* 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. Encourage pupils to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while they sing along with the recording.  **Game: Let’s sing!**  Divide the class into 2 teams. Each team has to sing a verse of the song. Then they all sing the last sentence.  The team who can make it better will get points. | Whole class/  Individual work  Whole class/  Individual work Whole class/  Individual work  Whole class/  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the pictures of Activity 4 and repeat after the recording.  **Option 2: Guessing game**  - T lets the whole class look at the pictures and asks: *What’s your hobby?*  - The first one to answer will get points.  **Option 3:** Practice  T shows 4 pictures of hobbies on the board and asks pupils to repeat 🡪 Wrap-up. | Whole class  Whole class/ Individual work  Whole class/ Individual work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: MY HOBIES**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh học từ về sở thích tự nói lên về bản thân

Học sinh phát huy nhớ các từ về sở thích kèm theo hành động.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 1: MY HOBIES**

**Lesson 2 – Period 4**

( 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** |