**KẾ HOẠCH BÀI DẠY** **TUẦN 12 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  25/11 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 7 : Our favourite school activities  Lesson 1- Activity 4 - 6 |
| 2 | 5A | T.Anh | Unit 7 : Our favourite school activities  Lesson 2- Activity 1 - 3 |
| 3 |  |  |  |
| Ba  26/11 | Sáng | 1 | 5B | T.Anh | Unit 7 : Our favourite school activities  Lesson 1- Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 7 : Our favourite school activities  Lesson 2- Activity 1 - 3 |
| 3 | 3B | T.Anh | - Unit 7 : Classroom instructions - Lesson 1  Activity 4 - 6 |
| 4 | 3B | T.Anh | - Unit 7 : Classroom instructions - Lesson 2  Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  27/11 | Sáng | 1 | 3A | T.Anh | - Unit 7 : Classroom instructions - Lesson 1  Activity 4 - 6 |
| 2 | 3A | T.Anh | - Unit 7 : Classroom instructions - Lesson 2  Activity 1 - 3 |
| 3 | 5A | T.Anh | Unit 7 : Our favourite school activities  Lesson 2 - Activity 4 - 6 |
| 4 | 5A | T.Anh | Unit 7 : Our favourite school activities  Lesson 3- Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 7 : Our favourite school activities  Lesson 1- Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 7 : Our favourite school activities  Lesson 2- Activity 1 - 3 |
| 3 |  |  |  |
| Năm  28/11 | Sáng | 1 | 5B | T.Anh | Unit 7 : Our favourite school activities  Lesson 2 - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 7 : Our favourite school activities  Lesson 3- Activity 1 - 3 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  29/11 | Sáng | 1 | 5C | T.Anh | Unit 7 : Our favourite school activities  Lesson 2 - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 7 : Our favourite school activities  Lesson 3- Activity 1 - 3 |
| 3 | 3B | T.Anh | - Unit 7 : Classroom instructions - Lesson 2  Activity 4 - 6 |
| 4 | 3B | T.Anh | - Unit 7 : Classroom instructions - Lesson 3  Activity 1 - 3 |
| Chiều | 1 | 3A | T.Anh | - Unit 7 : Classroom instructions - Lesson 2  Activity 4 - 6 |
| 2 | 3A | T.Anh | - Unit 7 : Classroom instructions - Lesson 3  Activity 1 - 3 |
| 3 |  |  |  |

*Thứ Hai ngày 25 tháng 11 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four exchanges in which the speakers ask and answer questions about someone’s favourite school activities and number the pictures.

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

- listen to and complete *What school activities does she like?* songand to sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

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

**3. Attributes**

- Show their pride in their school and show their interest in their favourite school activities.

**II. MATERIALS**

- Pupil’s book: Page 51

- Audio tracks 68, 69

- Teacher’s guide: Pages 113, 114, 115, 116

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the structure by asking and answering questions about someone’s activity by playing *Lucky number*

**b. Content**

- Game: Lucky number

**c. Expected outcomes**

- Pupils can correctly ask and answer questions about someone’s favourite activity.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky number** | | |
| - Tell pupils they are going to choose a number, look at the picture and answer the question or complete the question.  - Divide pupils into 2 teams and play the game.  - Give points as the diamonds shown on the screen.  - Which team has more diamonds will be the winner. | - Pupils listen to the teacher’s instruction and play the game. | Sentence structures:  *What school activity does he / she like? – He / She likes \_\_\_.*  *What school activity do they like? - They like \_\_\_\_.* |

**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 exchanges in which the speakers ask and answer questions about someone’s favourite school activities and number the pictures.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can listen to and understand four exchanges in which the speakers ask and answer questions about someone’s favourite school activities and number the pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 68) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit what each child is doing.  Then say that it is his / her favourite school activity, for example:  *T: What’s he / she doing?*  *C: He’s / She’s \_\_\_.*  *T: Very good. He / She likes it. It’s his / her favourite school activity.*  **Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and number the pictures.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Extension:** Play the recording, pausing after each question and have pupils recall the answer. Check if they can give the correct answer. Correct their pronunciation where necessary. | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.  - Pupils follow the teacher’s instructions.  - Pupils swap books with their partner, then check answers as a class.  - Pupils listen to the recording again to double-check their answers.  - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | Picture cues:  a. a boy playing chess  b. a girl reading a book  c. a boy solving a maths problem at the board  d. a girl making a paper craft Audio script: *\** **Key:** *1. b 2. c   3. a 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 four gapped exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Model gapped Exchange **1**. Have pupils look at the picture above it, read the question and answer, and guess the missing word in the answer. Elicit the missing word to fill the gap (*doing projects*). Then put the class into two halves to take turns asking and answering. Correct their pronunciation where necessary.  **Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite a pupil to write the answers on the board. Give further support to those who find it difficult to do the task.  **Step 4:** Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils look at the pictures and identify personal information of characters in each picture.  - Pupils look at the four incomplete exchanges. - Pupils follow the teacher demonstrating the Exchange **1**.  - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class. - Pairs of pupils read the exchanges aloud. | **\* Key:**  *1. doing projects*  *2. doing word puzzles*  *3. solving a maths problem*  *4. reading books* |

**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 school activities does she like?* and to sing with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the song *What school activities does she like?* and to sing it with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6.** Listen, complete and sing**.** (Track 69) | | |
| **Step 1:** Have pupils read the song lyrics, look at the relevant picture and guess the missing words. Use Number **1** as an example (*playing word puzzles*). Fill in the gap.  **Step 2:** Repeat **Step 1** for Number **2**. Tell pupils to pay attention to the answer before deciding the missing word in the question (*he*). For Number **3**, ask pupils what the boy is doing to guess the missing phrase (*doing projects*).  **Step 3:** 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 the missing words.  **Step 4:** Check answers together as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 5:** Divide the class into two halves to take turns singing the questions and answer. | - Pupils pay attention to the title and lyrics of the song. Pupils guess the missing words.  - Pupils listen to the recording all the way through and complete the song.  - Pupils listen to the recording, line by line, and repeat. Pupils can do actions while they sing along with the recording.  - Each half of the class sings the questions, and the other half sings the answers, then switches roles. | **Picture cues:** a girl with a word puzzle, and a boy with a poster on the board, to represent doing a project  **\* Key:**  *1. playing word puzzles*  *2. he*  *3. doing projects* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Snakes and ladders (ppt)**

- Divide the class into 2 teams.

- Ask the first team a question from a unit you’re learning, for example, *What school activity do you like?* If they get the answer right, they roll a dice.

- Move their marker along the Snakes and Ladders board.

- Now ask the other team a new question, if they get the answer correct, then they move along the Snakes and Ladders board, too.

- Whenever a team lands on a square where the bottom of the ladder is, then their marker climbs up to the top of the ladder. Whenever a team arrives on a square at the head of a snake, then their marker slides down all the way to the bottom of the snake.

- The first team to reach the end is the winner.

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

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

- Stick the cards with words on the board.

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

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

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

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 7: OUR FAVOURITE SCHOOL 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 focusing on asking and answering questions about why someone likes a school activity.

- correctly say the words and phrases and use *Why does he / she like \_\_\_\_?* – *Because* *he / she thinks it’s* \_\_\_\_.to ask and answer questions about why someone likes a school activity.

- use *Why does he / she like \_\_\_?* *– Because he / she thinks it’s \_\_\_\_\_.* in a freer context.  
**2. Competences**  
- Critical thinking and creativity: learn how to ask and answer questions about personal information 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 interest in school subjects when talking about school subjects and school activities.

**II. MATERIALS**

- Pupil’s book: Page 52

- Audio tracks 70, 71

- Teacher’s guide: Pages 116, 117, 118

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *“What school activities does she like?”*.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Option 1: Let’s sing.** (Track 69) | | |
| - Greet the class, then divide the class into two halves to take turns singing the questions and the answers of the song *What school activities does she like?*  **Option 2:** **Look and guess.**  Explain the rules: Pupils look at the hidden pictures and guess.  Each image is revealed slowly. Pupils work in groups of four or five to say when they can answer the question. Pupils gue**ss** the mystery words to describe the pictures. The group having the fastest and correct answer wins the game.  - Get pupils to open their books at page 52 and look at *Unit 7, Lesson 2, Activity 1*.  - Tell pupils what they will learn in this lesson. | - Pupils take turns singing the questions and the answer of the song *What school activities does she like?*  - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is.  - Pupils open their books at page 52. | - The song in Activity 3, page 51  - Six hidden pictures |

**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 why someone likes a school activity.

**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 likes a school  
subject.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 70) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they are  talking about. Draw pupils’ attention to the question *Why does he like solving maths problems?* and the answer *Because he thinks it’s useful.* Tell pupils that questions beginning with *Why* are used to ask about the reason; and *Because* is the answer to a question about reason. **Step 2:** Ask pupils to look at Pictures **a**. Play the recording for them to listen and follow the  language. Play the recording again for pupils to listen and repeat the sentences individually  and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with  Picture **b**.  **Step 3:** Invite a few pairs to the front of the classroom to listen to and repeat the Exchanges  **a** and **b**. | - 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 individually and in chorus.  - 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 asking Tom what Minh is doing  Linh: *Hi, Tom. I can’t see Minh. What’s he doing?*  Tom: *He’s solving maths problems in the library. He likes maths.*  – Context **b**:  Linh asking Tom why Minh likes solving maths problems  Linh: *Why does he like solving maths problems?*  Tom: *Because he thinks it’s useful.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

**-** To correctly say the words and use *Why does he / she like \_\_\_\_?* – *Because he / she thinks it’s* \_\_\_\_. to ask and answer questions about why someone likes a school activity.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can say the words and use *Why does he / she like \_\_\_\_?* – *Because he / she thinks it’s* \_\_\_\_. to ask and answer questions about why someone likes a school activity.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 71) | | |
| **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and say what they can see in each picture. and elicit the meaning of the adjectives *fun*, *interesting* and *useful* and the phrase *good for group work*. Have the class repeat the words under the pictures a few times. **Step 2:** Play the first part of the recording for pupils to listen to and repeat the phrases and words in chorus and individually until they feel confident. Use the flash cards to practise the phrases and words under the pictures. **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing word or phrase in the question and then in the answer by pointing at Picture **a**. Remind them of *like+ Verb + -ing.* Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**. **Step 4:** Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary. **Step 5:** Invite a few pairs to act out the exchanges in front of the class. | - Pupils look at the pictures and elicit the personal information of each character.  - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | – **Picture and word cues:**  **a.** a girl playing games, and the words *play games / fun*  **b.** a boy doing a project with his friends, and the words *do projects / good for group work*  **c.** a girl reading a book and, and words *read books / interesting*  **d.** a boy solving a maths problems, and the words *solve maths problems / useful*  – **Speech bubbles:**  *Why does he / she like \_\_\_?* – *Because he / she thinks it’s* \_\_\_\_. **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

**-** To use *Why does he / she like \_\_\_? – Because he / she thinks it’s \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Why does he / she like \_\_\_? – Because he / she thinks it’s \_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Have pupils look at the pictures and elicit what each pupil is doing. Use the picture of the boy doing a crossword puzzle as an example to make the question and answer: *What school activity does he like? He likes playing games. Why does he like doing crossword puzzles? Because he thinks it’s fun.*  **Step 2:** Write the question and answer on the board and complete it. Divide the class into two halves and have them take turns asking and answering a few times before setting a time limit for the class to do the task in pairs. **Step 3:** Invite a few pairs to come to the front of the class and act out the exchanges. **Extension:** Turn the questions and answers into a personal exchange about a pupil’s favourite school activity and why he / she likes a particular school activity. | - Pupils look at the pictures and identify the character’s information in each 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 cues:** a boy doing a word puzzle, a girl reading a book, a boy solving a maths problem at the board, two girls presenting a project in front of the class – **Speech bubbles:**  What school activity does he / she like? - \_\_\_\_\_.  *Why does he / she like \_\_\_\_\_\_? – \_\_\_\_\_*.  **Suggested answers:** |

**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: Angry bird (ppt)**

- Divide the class into 2 teams.

- Each team takes turns choosing a number and answering the question.

- Pupils get points if they answer the question correctly.

- The team with more points is the winner.

**\* Option 2: Game: Pass the teddy bears**

- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).

- Ask pupils to listen to music and pass the ball.

- Stop music suddenly. Have the pupil with a red ball ask a question. Have the pupil with a yellow ball answer the question.

E.g.Pupil *A: Why does she like reading books?*

Pupil *B:* *Because she thinks it’s interesting.*

- Repeat the game several times.

*Thứ Ba ngày 26 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu.

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

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Thực hành nhiều hơn với các hoạt động tại trường
* Nói được những hoạt động của bản thân và các bạn trong lớp

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 1 – Period 2**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *open, close, stand up, sit down, go out, come in, speak, English, Vietnamese* and *please* in relation to the topic “Classroom instructions”; * use , *\_\_\_\_ please!* to give instructions; * read and complete the sentences correctly. * recognise target words while listening and acting out the classroom instructions by playing the game *Sit down, please!* |
| **Core competencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving |
| **General competencies** | Listening: listen and recognize the contexts focus on introduce someone, then repeat  Critical Thinking: talk about friends  Oral Communication: speak about friends, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 51 * Audio Tracks 69 * Teacher’s guide Pages 92, 93 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 7) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s play – 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 6, Lesson 1.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Chant and do activities (Unit 6, Lesson 3).   * Ask pupils to chant and do the actions in Unit 6, Lesson 3 in groups. * Give points for the groups and encourage them.   **Option 3**: play games in the powerpoint for Unit 7 – lesson 1 – period 2 | Whole class  Group work  Individual work/ Group work |  |

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| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts in which Ms Hoa gives pupils two instructions | |  |
| b. Input: | **Picture cues:**  1a. a book opening 1b. a book closing  2a. a boy about to stand up 2b. a boy about to sit down  **Audio script:**  1. Ms Hoa: Open your book, please!  2. Ms Hoa: Stand up, please! | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which Ms Hoa gives pupils two instructions.  **Key: 1.** a **2.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the instruction used in each picture. Play the recording for Question 1.  **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps **1** and **2** for Pictures **2a** and **2b.**  **Step 4:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their  answers again.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class    Whole class  Whole class  Pair work  Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete the four target sentence patterns with the help of the picture cues | |  |
| b. Input: | Four picture cues and four target sentences to complete | |  |
| c. Outcome: | Pupils can complete the four target sentence patterns with the help of the picture cues.  **Key: 1.** Open **2.** Close **3.** Stand up **4.** Sit down | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the instructions used in each picture.  **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 gapped sentence. Ask them what word is missing in the gap (*Open*). Then have them complete the sentence  (*Open your book, please*!).  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the sentences individually and ask a few pupils to read  them aloud  **Game: Slap the board.**   * Divide the class into four teams. * Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. * The one says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal: | To recognise target words while listening and acting out the classroom instructions by playing the game Sit down, please! | |  |
| b. Input: | Common classroom instructions prepared by pupils or the teacher, e.g. *Open your book(s), please! Close your book(s), please! Stand up, please! Sit down, please!* | |  |
| c. Outcome: | Pupils can recognise target words while listening and acting out the instructions. | |  |
| d. Procedure: | **Step 1:** Put pupils into groups of 5 or 6. Choose one pupil from each group as a person who gives instructions for the rest of the group to act out.  **Step 2:** Model by saying: Stand up, please! Pupils respond to this instruction by standing up.  **Step 3:** Have groups play the game. One pupil in each group gives instructions for his / her group to act out. Explain that pupils who perform the wrong action are out of the game.  **Step 4:** The winning group is the one that has the highest number of members left at the end of the game.  **Game:Matching game**  Use pictures and flashcards, get 3 pupils to hold the pictures and 3 more to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Group work/ Individual work  Group work/ Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Using *hoclieu.vn*, have pupils look at the words in the pictures of Lesson 1 and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud. The group that makes it first will be the winner.  **Option 3: Catch the butterflies**  - Divide the class into 2 teams.  - Each team chooses one butterfly to go to the question.  - Have pupils look, read and choose the right option.  - Back to the menu for another question.  - Pupils take turns to play until they catch all the butterflies.  - The one who gets the most butterflies is the winner. | Whole class  Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:  use the words *open, close, stand up, sit down, go out, come in, speak, English, Vietnamese* and *please* in relation to the topic “Classroom instructions”;   * use *May I \_\_\_\_? – Yes, you can. / No, you can’t.* to ask for and give permission ; * listen to and demonstrate understanding of communicative contexts in asking for and giving permission * ask for and give permission correctly and confidently. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **General competencies** | Oral Communication: practice asking for and giving permission  Self-control & independent learning: perform listening & speaking tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 52 * Audio Tracks 70, 71 * Teacher’s guide Pages 93, 94, 95 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 7) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 3, Lesson 1.   * Ask pupils to sing the song * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Play game **Sit down, please!** (Unit 7, Lesson 1).   * Ask pupils to give instructions for his / her group to act out. * Give points for the groups and encourage them.   **Option 3**: **Game: Jigsaw Puzzle**  Divide the class into 2 teams. Have pupils guess, complete the jigsaw puzzle pictures and say the right sentences. | Whole class  Group work  Individual work/ Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To correctly say the words and use *May I \_\_\_\_\_?* and *Yes, you can. / No, you can’t.* to ask for and give permission. | |  |
| b. Input: | – Context a:  Ben: May I open the book?  Mr Long: No, you can’t.  – Context b:  Mai: May I go out?  Mr Long: Yes, you can. | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving permission. | |  |
| 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 class to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *May I open the book?* and the answers *No, you can’t. and Yes, you can.* Tell pupils that they are used to asking for and give permission. | Whole class  Whole class  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 *May I \_\_\_\_ ? and Yes, you can. / No, you can’t.* To ask for and give permission | |  |
| b. Input: | **– Picture cues:**  a. A boy asks Mr Long for his permission to leave the classroom.  b. A boy asks Mr Long for his permission to speak Vietnamese.  c. A girl asks the teacher for her permission to open her book.  d. A boy asks Ms Hoa for her permission to sit down.  – Speech bubbles: May I \_\_\_\_\_? – Yes, you can. / No, you can’t.  **Audio script:**  a. go out / yes b. speak Vietnamese, yes  c. open the book / no d. sit down, no  *A*: May I go out?  *B*: Yes, you can.  *A*: May I open the book?  *B*: No, you can’t | |  |
| c. Outcome: | Pupils can correctly say the words and use *M*ay I \_\_\_\_\_ ? and *Yes, you can. / No, you can’t.* to ask for and give permission. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and identify the characters.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase and word *(go out / yes*). Follow the same procedure with the other three pictures.  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recordings Point at Picture **c** and have pupils listen and repeat after the recording *(May I open the book? – No, you can’t).*  **Step 4:** Have pairs practise asking for and giving permission using *May I \_\_\_\_\_\_? – Yes, you can. / No, you can’t.* with Pictures **b** and **d**. **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster 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 *May I ?* and *Yes, you can. / No, you can’t.* to ask for and give permission | |  |
| b. Input: | – Picture cue: A picture of a classroom in which pupils are asking the teacher for her permission to open the book / speak Vietnamese / come in / go out  – Speech bubbles: May I ? –Yes, / No, I . | |  |
| c. Outcome: | Pupils can enhance the correct use of *May I ?* and *Yes, you can. / No, you can’t.* to ask for and give permission. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Put pupils into pairs and encourage them to ask for permission and give answers. Go around the classroom to offer support.  **Step 3:** Invite some pairs of pupils to come to the front of the class to perform.  **Matching game**  Prepare pictures and sentence cards. Three pupils hold the pictures and three others hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Pair work  Pair work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the pictures of Lesson 2 and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**   * Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud. * The group that makes it first will be the winner.   **Option 3: Game: Candy or chilly?**  - Divide the class into 2 teams.  - Each team chooses one square to go to the question.  - Have pupils look, read and choose the right option.  - Back to the menu for another question.  - Pupils continue taking turns to play until all the squares are revealed.  - The team with more points is the winner. | Whole class  Group work  Group work |  |

*Thứ Tư ngày 27 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B )

Bổ sung :Bước đầu biết một số câu mệnh lệnh trong lớp học

Biết chào hỏi theo buổi trên lớp

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B)

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

Quan tâm việc luyện đọc phân vai của học sinh

Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 7: OUR FAVOURITE SCHOOL 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 in which pupils ask and answer questions about why someone likes a school activity, and to tick the correct pictures.

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

- review the target language by asking why someone likes a school activity by playing a game of *Making sentences*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite school activity.

- 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 school activities.

**II. MATERIALS**

- Pupil’s book: Page 53

- Audio track 72

- Teacher’s guide: Pages 119, 120, 121

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise vocabulary and structures to ask and answer about someone’s school activities.

**b. Content**

- Game: Guessing game

**c. Expected outcomes**

- Pupils can remember the words and practise structures to ask and answer about someone’s school activities.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing game (ppt)** | | |
| - Draw pupils’ attention to the screen.  - Explain the rules of the game: Pupils look at the hidden pictures and guess.  - Have pupils practise the structures to ask and answer the question about his/ her friends’ favourite activities through the picutures. | - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is.  - Pupils look at the pictures and practice the structures in pairs. | Vocabulary: School activities  *do projects, play games, read books, solve maths problems, sing, dance, play the piano, paint*  Structures:  *Why does he / she like ...?*  *Because he / she thinks ...* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 4: LISTEN AND TICK.** (5 minutes)

**a. Objectives**

- To listen to and understand two communicative contexts in which pupils ask and answer questions about why someone likes a school activity, and to 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 pupils ask and answer questions about the reasons why someone likes a school activity, and tick the correct pictures.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 72) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit what each pupil is doing. Have pupils predict which picture is mentioned in Conversation **1** (**b**).  **Step 2:** Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and tick the correct picture.  **Step 3:** Repeat Steps **1** and **2** for Conversation **2**.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Extension:** Have pupils explain why they chose the answers. For example:  1. The correct picture is **b**: *Hoa and Long are working together at Project time. Long’s holding the poster while Hoa’s presenting the project.*  2. The correct picture is **a**: *The boy is drawing a beautiful picture.* | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and **b** and listen to the recording. Pupils listen to the recording and choose the correct answers.  - Pupils follow the teacher’s instructions.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | Picture cues:  **1a.** a girl is reading in the library  **1b.** a girl and a boy are presenting a project  **1c.** a girl is solving a maths problem on the board  **2a.** a boy drawing a picture  **2b.** a boy solving a maths problem on the board  **2c.** a boy singing a song  **Audio script:**  **\* Key:** *1. b 2. a* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 5: READ AND COMPLETE.** (10 minutes)

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Use Dialogue **1** as an example. Have pupils read it and guess the missing words. Remind them to pay attention to what the picture illustrates. (*A girl is presenting a project in front of the class with a boy holding the poster*).  **Step 2:** Repeat **Step 1** for the second dialogue.  **Step 3:** Give pupils a time limit to read the dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. Invite two pairs of pupils to take turns role-playing the completed dialogues. Check pronunciation where necessary.  **Extension:** Put the class into groups to make similar dialogues with their personal information and act them out. | - Pupils do Dialogue together. Pupils look at the pictures and elicit the names of the things in the pictures and guess the missing words.  - Pupils do the other gaps in Dialogue **2** independently.  - Pupils swap books with a partner and check their answers before checking as a class.  -Two pairs of pupils take turns role-playing the completed dialogues.  - Pupils work into groups to make similar dialogues with their personal information and act them out. | Two gapped dialogues and picture cues.  **\* Key:**  *1. doing projects*  *2. solving maths problems; he thinks* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To review the target language by asking why someone likes a school activity by playing a game of *Making sentences.*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can review the target language by asking why someone likes a school activity by playing a game of *Making sentences*.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Draw pupils’ attention to the game input on the board. Introduce and explain how to play the game: The class is divided into groups of 3 - 4. Pair up the groups, so that each group plays against another group.  Each group member must select a school activity and say why his or her sister or brother likes it. The group that makes sentences faster and says them correctly will be the winners.  **Step 2:** Give pupils a time limit to play the game and go around the class to offer help where necessary.  **Step 3:** When the time is up, nominate pairs of groups to come to the board to check the answers. Encourage the rest of the pupils to cheer when they answer correctly. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures.  - Pupils practise asking and answering questions in front of the class. | A picture of two teams taking turns making sentences with the words and phrases on the board |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

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

- Divide the class into 2 teams.

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

- In teams, they take turns choosing the number and looking at the picture then answer the questions. Read the question aloud and answer it. If they have the correct one, they roll the dice and get the points.

- The team with more points wins the game.

**\* Game 2: Pass the ball**

**-** Give two different coloured balls to two pupils, one ball (ask the question) and another one (answer the question).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly. Have one pupil ask, and the other answer the question.

- Repeat the game several times.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly stress the words *'solving* and *'reading* in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

- 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 their talents and critical think about skills they can get from each school activities

**II. MATERIALS**

- Pupil’s book: Page 54

- Audio tracks 73, 74, 75

- Teacher’s guide: Pages 121, 122, 123

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about school activities and the structures *What school activity do you like? - I like \_\_\_.;* and *Why do you like it? - Because I think it’s \_\_\_*.

**b. Content**

- Game: Interview

**c. Expected outcomes**

- Pupils can remember and correctly ask and answer about school activities.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Interview (ppt)** | | |
| - Invite a few pairs to the front of the class to take turns asking and answering questions about his or her favourite school activity and the reasons.  - Shows the structures of *What school activity do you like? - I like \_\_\_.* and *Why do you like it? - Because I think it’s \_\_.* on the board to help pupils remember and use the structures correctly.  - Check their pronunciations and give compliments after they finish. Embrace all the different ideas from pupils. | - Pupils work in pairs.  - Pupils take turns asking and answering questions about favourite school activities and the reasons.  - Pupils look at and use the structures on the board to ask and answer correctly. | Structures:  *- What school activity do you like? - I like \_\_\_\_.*  *- Why do you like it? -Because I think it’s \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly stress the words *'solving* and *'reading* in isolation and in the sentences   
*He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly stress the words *'solving* and *'reading* in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 73) | | |
| **Step 1:** Have pupils point at the word *'solving* and the sentence *He likes 'solving maths problems.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.  **Step 2:** Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.  **Step 3:** Repeat **Steps 1** and **2** for the word *'reading* and the sentence *Her favourie school activity is 'reading books.* Go around the classroom and correct pupils’ pronunciation where necessary. **Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences.  **Extension:** Ask pupils to make more sentences, replacing *'solving* and *'reading* with verbs ending with -ing and having the similar stress pattern, for example, *talking, drawing, riding, playing,* etc. and practise reading the sentences aloud. Pay attention to the correct sentence stress. | - 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.  - Pupils make more sentences, replacing *'solving* and *'reading* with verbs ending with -ing and having the similar stress pattern, for example, *talking, drawing, riding, playing,* etc. and practise reading the sentences aloud. | The word *'solving* and the sentence *He likes 'solving maths problems.* The word *'reading* and the sentence *Her favourie school activity is 'reading books.* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

**b. Content**

Activity 2. Circle, listen and check.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 74) | | |
| **Step 1:** Tell pupils that this is an odd-one-out exercise. Pupils need to circle the word having the different stress to the other two in each line. Then they listen to the recording to check their answers.  **Step 2:** Set a time limit for pupils to do the task.  **Step 3:** When the time is up, play the recording, once or twice, for pupils to listen and check their answers. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.  **Step 4:** Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary. | - Pupils circle the word having a different stress from each line.  - Pupils listen to the recording to check.  - 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, listen to and repeat the words. | Three sets of two-syllable words  **Audio script:**  **\* Key:** *1. a 2. b 3. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 75) | | |
| **Step 1:** Have pupils look at the pictures and identify the school activities. **Step 2:** Have pupils read the first verse of the chant and draw their attention to the words *'reading, 'dancing, 'drawing, 'painting*. Check comprehension.  **Step 3:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.  **Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant, but draw their attention to the words *'reading, 'singing, 'drawing, 'swimming*.  **Step 5:** Play the recording all the way through for pupils to chant and clap their hands.  **Extension:** Replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable, for example, *swimming, writing, talking* and *hiking*. Have pupils do the same thing with the second verse and practise chanting the new one. | - Pupils pay attention to the lyrics of the chant.  - Pupils read the first verse of the chant.  - Pupils listen to the recording for the first verse, line by line, and repeat.  - Pupils listen to the recording and clap and do the actions while chanting.  - Pupils do the same with the second verse.  - Pupils listen all the way through to chant and clap.  - Pupils work in two or more groups to replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable. Pupils do the same with the second verse of the chant and practice chanting the new chant. | 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: Guess the actions**

- Call out one student to come to the front of class and whisper to him or her

the name of an action, e.g. reading books

- Ask him or her to do the action without making any sounds.

- Let other pupils in the class guess the actions.

- Give points to the team that has the pupil do the action and the one gives the correct answers.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu.

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

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

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

* Thực hành nhiều hơn với các hoạt động tại trường
* Nói được những hoạt động của bản thân và các bạn trong lớp

*Thứ Năm ngày 28 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :-Hỏi và trả lời về các hoạt động tại trường học.

- Nghe và hoàn thành bài theo yêu cầu .

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu..

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

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

*Thứ Sáu ngày 29 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :-Hỏi và trả lời về các hoạt động tại trường học.

- Nghe và hoàn thành bài theo yêu cầu .

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu..

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

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *open, close, stand up, sit down, go out, come in, speak, English, Vietnamese* and *please* in relation to the topic “Classroom instructions”; * use *May I \_\_\_\_? – Yes, you can. / No, you can’t.* to ask for and give permission ; * listen to and understand four communicative contexts and number the correct pictures. * complete six gapped sentences with the help of picture cues. * sing the song May I come in and sit down? with the correct pronunciation, rhythm and melody. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **General Competencies** | Self-control & independent learning: perform listening & writing 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  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 53 * Audio Tracks 72, 73 * Teacher’s guide Pages 95, 96, 97 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 7)   - Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 7, Lesson 1.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Play game **Sit down, please!** (Unit 7, Lesson 1).   * Ask pupils to give instructions for his / her group to act out. * Give points to the groups and encourage them.   **Option 3**: **Game: Green Earth**  Divide the class into 2 teams. Click the numbers to go to the questions. When a team answers correctly, click one tree to grow it. | Whole class  Group work  Individual work/ Group work |  |

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| --- | --- | --- | --- |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask their teachers for permission. | |  |
| b. Input: | – **Picture cues:**  a. Minh asks for Ms Hoa’s permission to speak Vietnamese.  b. Nam asks for Ms Hoa’s permission to open a book.  c. Linh asks for Ms Hoa’s permission to leave the classroom.  d. Bill asks for Ms Hoa’s permission to sit down.  **Audio script:**  1. Nam: May I open the book?  Ms Hoa: Yes, you can.  2. Minh: May I speak Vietnamese?  Ms Hoa: Yes, you can.  3. Bill: May I sit down?  Ms Hoa: No, you can’t.  4. Linh: May I go out?  Ms Hoa: Yes, you can. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask their teachers for permission.  **Key: 1.** b **2.** a **3.** d **4.** c | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the questions to ask for permission used in the pictures and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.  **Step 2:** Get 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.  **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  Pair work  Whole class/ Individual work  Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete the six target sentence patterns in the dialogues with the help of the picture cues | |  |
| b. Input: | Four picture cues and four exchanges with target sentences to complete | |  |
| c. Outcome: | Pupils can complete the six target sentence patterns with the help of the picture cues.  **Key: 1.** can’t **2.** Yes **3.** go out; No **4.** sit down; can | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify what the characters in the pictures are asking for.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what word is missing in the answer (can’t). Then have them complete the answer (No, you can’t.).  **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: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song May I come in and sit down? with the correct pronunciation and melody | |  |
| b. Input: | The lyrics and the recording of the song *May I come in and sit down?* | |  |
| c. Outcome: | Pupils can sing the song *May I come in and sit down?* with the correct pronunciation and melody. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback.  **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 to.  **Step 5:** Introduce actions for pupils to do while they sing along with the recording.  **Extension:** Put pupils into groups to create actions for the song. Invite some groups to the front of the class to perform, while the rest of the class sings and / or claps along the song.  **Game:**  **Matching game**  Use pictures and sentence cards, get 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud. The group that makes it first will be the winner.  **Option 2: Game: Save the ocean animals**  - Divide the class into 2 teams.  - Each team chooses one letter to go to the question.  - Have pupils look, read and choose the right option.  - Back to the menu for another question.  - Pupils continue taking turns to play until they save all the sea creatures.  - The team who saves the most sea creatures is the winner. | Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 3 – Period 5**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * repeat and pronounce the sounds of the consonant clusters ***sp*** and ***st*** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation; * To identify the target words *speak* and *stand* and the sentences *Speak English, please!* and *May I stand up?* while listening. * complete two gapped sentences with three options. * say the chant with the correct rhythm and pronunciation. |
| **Core competencies** | communication, planning and organization, stress tolerance, and initiative |
| **General competencies** | Listening: listen and repeat, listen and tick  Self-control & independent learning: perform ;earning 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  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 54 * Audio Tracks 74, 75, 76 * Teacher’s guide Pages 97, 98 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 7) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and tick – Let’s chant – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 7, Lesson 2.   * 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**: Play game **Sit down, please!** (Unit 7, Lesson 1).   * Ask pupils to give instructions for his / her group to act out. * Give points to the groups and encourage them.   **Option 3**: **Game: Jigsaw puzzle - Guess and say** | Whole class  Group work  Individual work/ Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | |
| a. Goal: | To correctly repeat the sounds of the consonant clusters **sp** and **st** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation | |  |
| b. Input: | – The consonant cluster **sp**, the word *speak* and the sentence *Speak English, please!*  – The consonant cluster **st**, the word *stand* and the sentence *May I stand up?* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the consonant clusters **sp** and **st** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the consonant cluster **sp**, the word *speak* and the sentence *Speak English, please!* Play the recording and encourage them to point at the consonant cluster / word / sentence while they listen.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary.  **Step 3:** Repeat Steps 1 and 2 for the consonant cluster **st.** | Whole class  Whole class  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 2. Listen and tick.** 9 minutes | | | |
| a. Goal: | To identify the target words *speak* and *stand* while listening | |  |
| b. Input: | Two gapped sentences for completion with three options  Audio script:  1. Speak English, please!  2. May I stand up? | |  |
| c. Outcome: | Pupils can identify the words *speak* and *stand* while listening.  **Key: 1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the three options for each question.  **Step 2:** Play the recording for pupils to listen to. Play the recording again for pupils to listen and tick the correct options.  **Step 3:** Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences**.** | Whole class/ Individual work  Whole class  Pair work  Individual 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 sounds of the consonant clusters **sp** and **st** in isolation, in the words *speak* and *stand*  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation, if necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant, while the rest of the class claps along. | Whole class/ Individual work  Whole class/ Individual work  Whole class  Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Game: Find the correct sounds!**  -Divide the class into 2 teams.  -Each team chooses one letter to go to the question.  -Teacher can write scores in box A and B. | Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh thực hành viết nhiều hơn về các địa điểm khác nhau .

- Chú ý cách thực hiện linh hoạt các câu mệnh lệnh.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 3– Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :- Quan tâm đến một số câu mệnh lệnh dùng ở lớp học .

Biết thực hành linh hoạt các câu mệnh lệnh trong lớp học.

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