**KẾ HOẠCH BÀI DẠY** **TUẦN 13 MÔN TIẾNG ANH**

 NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp  | Môn |  Tên bài |
| Hai2/12 | Sáng |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 | 5A | T.Anh | Unit 7 : Our favourite school activities Lesson 3- Activity 4 - 6 |
|  2 | 5A | T.Anh | Unit 8 : In our classroom- Lesson 1- Activity 1 - 3 |
|  3 |  |  |  |
| Ba3/12 | Sáng |  1 | 5B | T.Anh | Unit 7 : Our favourite school activities Lesson 3- Activity 4 - 6 |
|  2 | 5B | T.Anh | Unit 8 : In our classroom- Lesson 1- Activity 1 - 3 |
|  3 | 3B | T.Anh | Unit 7 : Classroom instructions - Lesson 3 - Activity 4 - 6 |
|  4 | 3B | T.Anh | Unit 8 : My school things - Lesson 1Activity 1 - 3 |
| Chiều |  1 | 5C | T.Anh | Unit 7 : Our favourite school activities Lesson 3- Activity 4 - 6 |
|  2 | 5C | T.Anh | Unit 8 : In our classroom- Lesson 1- Activity 1 - 3 |
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|  Tư4/12 | Sáng |  1 | 3A | T.Anh | Unit 7 : Classroom instructions - Lesson 3 - Activity 4 - 6 |
|  2 | 3A | T.Anh | Unit 8 : My school things - Lesson 1Activity 1 - 3 |
|  3 | 5B | T.Anh | Unit 8 : In our classroom- Lesson 1* Activity 4 - 6
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|  4 | 5B | T.Anh | Unit 8 : In our classroom- Lesson 2* Activity 1 - 3
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| Chiều |  1 |  |  |  |
|  2 |  |  |  |
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| Năm5/12 | Sáng |  1 | 3B | T.Anh | Unit 8 : My school things - Lesson 1Activity 4 - 6 |
|  2 | 3B | T.Anh | Unit 8 : My school things - Lesson 2Activity 1 - 3 |
|  3 | 5A | T.Anh | Unit 8 : In our classroom- Lesson 1Activity 4 - 6 |
|  4 | 5A | T.Anh | Unit 8 : In our classroom- Lesson 2Activity 1 - 3 |
| Chiều |  1 |  |  |  |
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|  3 |  |  |  |
| Sáu6/12 | Sáng |  1 | 5C | T.Anh | Unit 8 : In our classroom- Lesson 1Activity 4 - 6 |
|  2 | 5C | T.Anh | Unit 8 : In our classroom- Lesson 2Activity 1 - 3 |
|  3 | 3A | T.Anh | Unit 8 : My school things - Lesson 1Activity 4 - 6 |
|  4 | 3A | T.Anh | Unit 8 : My school things - Lesson 2Activity 1 - 3 |
| Chiều |  1 |  |  |  |
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 *Thứ Hai ngày 2 tháng 12 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read a text and show understanding of the text by circling the correct options to complete the sentences provided.

- write a brief paragraph consisting of about 30 words about your favourite school activities and why their brother / sister / friend likes them with the help of guiding questions and a writing frame.

- present to the class a report of a survey on pupils’ favourite school activities.

**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 55

- Teacher’s guide: Pages 123, 124, 125

- 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 playing *Rock, paper, scissors* game

**b. Content**

- Play the game.

**c. Expected outcomes**

- Pupils can correctly use some sentences they have previously learned.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Rock, paper, scissors** |
| - Greet the class. Ask pupils toplay *Rock, paper, scissors* review the words: do projects, solve maths problems, play games, read stories, useful, interesting, fun, good for group work. - Ask pupils to show the sign of Rock, paper, scissors to show the answers they choose.- Ask pupils to open their books at page 55 and look at *Unit 7, Lesson 3, Activity 4.* | - Pupils listen to the teacher’s instructions and play the game. - Pupils open their books to start the lesson. | - Vocabulary: *do projects, solve maths problems, play games, read stories, useful, interesting, fun, good for group work* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To read a text and show understanding of the text by circling the correct options to complete the sentences provided.

**b. Content**

- Activity 4. Read and circle.

**c. Expected outcomes**

- Pupils can read a text and show understanding of the text by circling the correct options to complete the sentences provided.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and circle.**  |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the paragraph and circle the correct options to complete the sentences provided. Check comprehension.**Step 2:** Use Number **1** as an example. Have pupils read Sentence **1**; then scan the paragraph above quickly to find the correct person (*Linh).* Then tell them to compare with the options given in the sentence provided and circle the letter ***c***.**Step 3:** Set a time limit for pupils to do the rest of the task independently. Go around the classroom and offer help where necessary.**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:** Invite two pupils to take turns asking and answering why *Linh, Minh, Lucy* and *Bill* like these school activities, for example, *Why does Linh like singing?* − *Because she wants to be a singer in the future*. Correct their pronunciation where necessary. | - Pupils pay attention to the paragraph and read them as a class.- Pupils look at the incomplete sentences and answer options. Pupils read the text again and circle the correct answers.- Pupils swap books with a partner to check their answers before checking as a class.- Two pupils take turns to practise asking and answering. | – A paragraph about four friends with different favourite school activities, and the reasons why they like these activities.– Four sentences to complete with three answer options  |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To write a brief paragraph consisting of about 30 words about favourite school activities and why their brother / sister / friend likes them, with the help of guiding questions and a writing frame.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a short paragraph about their favourite school activities and why they like them, with the help of guiding questions and a writing frame.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** |
| **Step 1:** Tell the class the goal of the activity and explain that they should read the guiding questions and complete the writing frame with their personal information. Tell pupils that they should write about 30 words. Check comprehension.**Step 2:** Use Sentence **1** as an example. Have pupils read the first sentence in the frame. Remind them of the question words in the first question before completing the sentence. Tell them to do the same with the rest of the sentences.**Step 3:** Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one or two pupils to stand up and read their sentences aloud. | - Pupils listen to the teacher’s explanation.- Pupils read the first sentences in the frame and complete the sentences.- Pupils follow the teacher’s instructions and do the task independently.- Pupils swap books with a partner, then check answers as a class.- Pupils read aloud the sentences they have completed in front of the class. | Guiding questions and a writing frame**Suggested answer:***My sister’s favourite school activities**My sister’s favourite school activity is solving maths problems. She likes it because she thinks it’s interesting, and she wants to teach maths in the future. She doesn’t like singing because she thinks she does not have a good voice.* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present to the class a report of a survey on pupils’ favourite school activities.

**b. Content**

 - Activity 6. Project

**c. Expected outcomes**

 - Pupils can present to the class a report of a survey on pupils’ favourite school activities.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** |
| **Step 1:** Check pupils’ survey results.**Step 2:** Invite a pupil to report his / her survey results with your help.**Step 3:** Have pupils work in groups to report their own results*.* Go around the classroom and offer help where necessary.**Step 4:** Invite a few groups to report their survey results in front of the class. Praise them when they do a good job*.* | - Pupils listen to the teacher’s explanation.- Pupils work in groups of five, report their survey to their friends in groups.- Pupils report their survey in front of the class. | A picture of a girl presenting the results of her survey in front of the class**Suggested presentation:** |

**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: Lucky number (ppt)**

- Explain how to play the game*.*

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

- Divide the class into 2 teams.

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

- Check the pupils’ answers as a whole class.

- If they give the correct answers, they get points for their team.

- The team with more points will be the winner.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about school things and their locations.

- correctly say the words and use *Where are the \_\_\_\_\_\_? – They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

- use *Where are the \_\_\_\_\_?* understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the locations of school things.

- correctly use *Where are the \_\_\_\_\_\_? - They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

- use the words *beside, under, above, in front of* in relation to the topic “In our classroom”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about the locations of school things 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 school things they have and great respect for other people’s school things by using appropriate gestures and intonation when asking and answering about school things.

**II. MATERIALS**

- Pupil’s book: Page 56

- Audio tracks 76, 77

- Teacher’s guide: Pages 126, 17, 128

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabularies about school things and things around them.

**b. Content**

- Game: Kim’s game

**c. Expected outcomes**

- Pupils can correctly say the names of school things and things around them.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Kim’s game (ppt)** |
| - Tell pupils they are going to remember the pictures and write the pictures’ names.- Demonstrate the game by using an example.- Divide pupils into two groups.- Fly the flashcards on the board. Ask pupils to look at and remember the flashcards carefully.- Ask each member of the group to take turns running to the board and write only the name of one picture. - The group with more correct answers will be the winner. Praise the winner. | - Pupils listen to the teacher’s explanation. - Pupils follow the teacher demonstrating the game.- Pupils work in two groups.- Pupils look at and remember the flashcards carefully.- Each member of the group takes turns running to the board and writes only the name of one picture. - Pupils praise the winner. | Pictures (*pen, pencil, eraser, book, desk, clock, pictures, map*) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about school things and their locations.

**b. Content**

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

**c. Expected outcomes**

**-** Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about school things and their locations using *What are these? -**They are \_\_\_\_\_\_\_\_.* and *Where are the \_\_\_\_\_\_? – They’re \_\_\_\_\_.*

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 76) |
| **Step 1:** Have pupils look at Pictures **a** and **b**, and identify the characters and their activities. **Step 2:** Ask pupils to keep looking at the pictures. Play the recording for them to listen. **Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Correct their pronunciation where necessary.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 5:** Draw their attention to the question *Where are the maps?* And the answer *They’re beside the board.* Tell pupils that they are a question and an answer about the locations of school things.  | - Pupils look at Pictures **a** and **b** and identify the characters and their activities.- Pupils look at the pictures. and listen to the recording. - Pupils listen to the recording again, sentence by sentence, and repeat.- Pairs of pupils come to the front of the classroom to listen and repeat the sentences in the recording.- Pupils pay attention to the question and the answer and listen to the teacher’s explanation.- Pairs of pupils act out the conversations in front of the class. | - Context **a:**Miss Hoa asking pupils about school thingsMiss Hoa: *Class, what are these?*Class: *They are maps.*Miss Hoa: *Well done.*- Context **b:**Miss Hoa asking pupils about the location of school things Miss Hoa: *Where are the maps?* *Boy:* *They’re beside the board.*Miss Hoa: *That’s right.* |

**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 *above, beside, in front of, under and* use *Where are the \_\_\_\_\_\_?
- They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

 - Pupils can correctly say the words *above, beside, in front of, under* and use *Where are the \_\_\_\_\_? - They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 77) |
| **Step 1:** Have pupils look at the Pictures **a**, **b**, **c** and **d** and identify the locations of the school things.**Step 2:** Have pupils point at Picture **a**, listen to the first small section of the recording (*pencils / beside / book*) and repeat the words. Point at the words and Picture **a** and have pupils listen to and repeat the recording. Follow the same procedure with the words under the other three pictures.**Step 3:** Have pupils look at Picture **a** again and listen to the first exchange (*Where are the pencils?* **-** *They're beside the book.*). Ask them to repeat it. Follow the same procedure with the other three pictures and exchanges. Have the class repeat the questions and answers a few times.**Step 4:** Have pairs practise asking and answering the question *Where are the \_\_\_\_\_? - They’re \_\_\_\_\_.* Go around the classroom to offer help when necessary.**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.**Extension:** Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles. | - Pupils look at the Pictures **a**, **b**, **c** and **d** and identify the locations of school things.- Pupils point at Picture **a**, listen to the recording and repeat the words. Pupils do the same procedure with the other three pictures. - Pupils look at Picture a and listen to and repeat the questions and answers a few times. Pupils do the same procedure with the three other pictures.- Pairs of pupils practise asking and answering the question. - Pairs of pupils point at the pictures and say the questions and answers in front of the class.- Each half of the class takes turns asking and answering. | - Picture and word cues: **a.** five pencils beside the book and the words *pencils / beside / book* **b.** two erasers under the desk and the words *erasers / under / desk* **c.** two pictures above the windowand the words *pictures / above / window* **d.** two pens in front of the clock and the words *pens / in front of / clock* - Speech bubbles: *Where are the \_\_\_\_\_?*- *They’re \_\_\_\_\_.* **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 *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** |
| **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see Input). **Step 2:** Put pupils into pairs and practise asking and answering questions about the locations of school things. Go around the classroom to offer support where necessary. **Step 3:** Invite a few pairs to the front of the class to ask and answer questions about the locations of school things, using the picture cues. Praise pupils if they perform well. **Extension:** Invite some pairs of pupils to ask and answer questions about real school things in the classroom. For example, *Where are the fans? - They’re above the windows*; *Where’s the projector? - It’s in front of the screen.*  | - Pupils look at the pictures and identify the context.- Pupils work in pairs and practise asking and answering questions about the locations of school things.- Pairs of pupils come to the front of the class to ask and answer questions about locations of school things, using the picture cues.- Pairs of pupils ask and answer questions about the real school things in the classroom. | - Picture cues: two erasers in front of a pencil case, two pencils beside a notebook, two school bags under a desk, two maps above a bookcase - Speech bubbles: *Where are the \_\_\_\_? - \_\_\_.***Suggested answer:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Memory Game (ppt)**

- Show a picture on the board.

- Pupils have to look at the picture and try to remember the position of things in 15 seconds.

- Put the picture away. Show a question with 03 answer options A, B and C. Pupils have to choose the correct answer based on what they can remember and call it out.

E.g. *B. The three books are beside the bag.*

- Give one score to the pupil with the correct answer.

3, Activity 6. Ask them to draw their study corners with the locations of school things and present their group’s pictures to the class at Project time.

 *Thứ Ba ngày 3 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung : - Học sinh đọc hiểu được nội dung và yêu cầu của tiết học.

* Hỏi và trả lời cấu trúc câu theo bản thân.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về vị trí các đồ vật theo thực tế.

* Hiểu mẫu câu và sử dụng mẫu câu với từ cho sẵn.
* Quan tâm việc luyện đọc phân vai của học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 3 – Period 6**

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| **I.OBJECTIVES** |  |
| **Language**  | By the end of the lesson, pupils will be able to:* read and match two sentences and two dialogues with four pictures.
* read, understand and complete the incomplete sentences by writing the correct words in the gaps.
* make classroom instructions, choose one from the box and read it to the classmates to act out.
 |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **General Competencies** | Listening: listen to some classroom instructionsCritical Thinking: read and match, do the projectSelf-control & independent learning: perform learning tasksCommunication and collaboration: work in pairs or groups Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 55
* Teacher’s guide Pages 98, 99
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 7)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Read and match – Let’s write – Project – 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 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 for the groups and encourage them.

**Option 3**: **Game**- Divide the class into 2 teams. Each team chooses one arrow to go to the question. Have pupils listen and choose the right sentence. They will get points for the right answers.- Back to the menu for another question.- Pupils take turns to play until they get all the arrows.- The team with more points is the winner. | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 4. Read and match.** 8 minutes |
| a. Goal: | To read and match two sentences and two dialogues with four pictures. |  |
| b. Input: | Four picture cues, two sentences and two dialogues to match |  |
| c. Outcome: | Pupils can read and match two sentences and two dialogues with four correct pictures.**Key: 1.** d **2.** c **3.** a **4.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences / exchanges and the pictures. Tell them about this activity and give pupils an example by getting them to read the first sentence in chorus. Draw a line to match it with Picture d.**Step 2:** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support.**Step 3:** Get pupils to swap books with a partner to check answers as a class. Write the correct answers on the board for them to correct their answers | Whole classIndividual work/ Pair workPair work |  |
| **PRODUCTION****Activity 5. Let’s write.** 9 minutes |
| a. Goal: | To read, understand and complete the incomplete sentences by writing the correct words in the gaps. |  |
| b. Input: | Two incomplete sentences and two incomplete dialogues |  |
| c.Outcome: | Pupils can read, understand and complete six sentences by writing the correct words in the gaps.**Key: 1.** book(s) **2.** Stand **3.** come; Yes **4.** speak; can’t |  |
| d.Procedure: | **Step 1:** Write the first incomplete sentence on the board: *1. Open your , please!***Step 2:** Read the incomplete sentence as a class. Elicit the word pupils have to write in the first gap and encourage them to say it.**Step 3:** Give pupils time to write down the answer.**Step 4:** Repeat Steps 1 to 3 for the other sentences.**Extension**: Invite one or two pupils to stand up, listen and repeat the sentences**.** | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workIndividual worl/ Pair work |  |
| **PRODUCTION****Activity 6. Project.** 8 minutes |
| a. Goal: | To make classroom instructions, choose one from the box and read it to the classmates to act out |  |
| b. Input: | Pieces of paper in which pupils write classroom instructions *(E.g. Stand up / Sit down, please! Close / Open your book(s), please! Go to the board, please! Go there / Come here, please! Tell me / Spell your name, please! etc.)* |  |
| c. Outcome: | Pupils can write instructions, choose one and read it to the classmates to act out. |  |
| d. Procedure: | **Step 1:** Put pupils into groups or ask the whole class to work together.**Step 2:** Tell pupils to write instructions on their sheets of paper, then fold and put them in a box. Explain that each pupil writes just one instruction.**Step 3:** Get each pupil to choose one instruction in the box then read it to the group/ whole class to act out.**Step 4:** Give pupils enough time to complete each step. Go around the classroom to monitor and offer support.**Extension:** Create a class display using the pictures and vote for the most creative.Note: If there is not enough time to complete the project in class, set it as homework and check by giving pupils time to share their work in the next lesson**.** | Whole class/ Group workGroup workGroup work/ Whole classIndividual workIndividual work/  |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.**Option 2:****Game: Sentence Puzzle*** Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.
* The group that makes it first will be the winner.
 | Whole classGroup work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 8: MY SCHOOL THINGS**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:* use the words *pen, ruler, book, school bag* in relation to the topic “School things”;
* use *I have \_\_\_\_\_.* to talk about having a school thing;
* understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.
 |
| **Core competencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication, planning and organization |
| **General competencies** | Listening: listen and repeatOral communication: let’s talkSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksSecure and organized: keep school things in the right ways |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 56
* Audio Tracks 77, 78
* Teacher’s guide Pages 100, 101
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 8)
* 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 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**: Chant and do activities (Unit 7, Lesson 3).* Ask pupils to chant and do the actions in Unit 7, Lesson 3 in groups.
* Give points to the groups and encourage them.

**Option 3**: Game: Listen and chooseReview the previous lesson by having the class play the game Listen and choose with the classroom instructions in Unit 7: *Stand up, sit down, close your book, open your book.* | Whole classGroup workIndividual 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) to talk about having a school thing |  |
| b. Input: | – Context a: Linh shows Ben her new pen and says: Look, Ben. I have a pen. Ben expresses his surprise and says: It's nice. I like it.– Context b: Linh shows Ben a ruler and says: I have a ruler, too. Ben says: It's nice. |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts to talk about having a school thing. |  |
| d.Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters (Linh 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 *I have a pen* and *I have a ruler.* Tell pupils that the sentence *I have \_\_\_\_\_.* is used to talk about having a school thing. | Whole classWhole classWhole classPair workIndividual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use: *I have \_\_\_\_\_.* to talk about having a school thing |  |
| b. Input: | – Picture cues: a. a pen b. a ruler c. a book d. a school bag– Speech bubble: I have \_\_\_\_\_.Audio script:a. a pen b. a ruler c. a book d. a school bag |  |
| c. Outcome: | Pupils can correctly say the words and use *I have \_\_\_\_\_.* to talk about having a schoolthing. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity.**Step 2:** Point at Picture **a** and the words a pen under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the words a few times. Draw pupils’ attention to the bubble. Elicit the missing words. Write the answer on the board. Play the recording for pupils to repeat the sentence a few times until they feel confident. Tell pupils to point at the relevant school thing in the picture when they are repeating the sentence.**Step 3:** Repeat the same procedure with Picture **b**, **c** and **d**.**Step 4:** Give pupils time to point at Pictures **a**, **b**, **c** and **d** to practise saying the sentences.**Step 5:** Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.**Game: Slap the board**Divide the class into four teams. Stick the pictures of activities on the board. T says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The faster pupil will get points for their team. | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workIndividual workIndividual workGroup work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal: | To enhance the correct use of *I have \_\_\_\_\_.* to talk about having a school thing |  |
| b. Input: | – Picture cue: Two pupils talk about having a school thing (a book, a school bag, a pen and a ruler).– Speech bubble: \_\_\_\_\_. |  |
| c. Outcome: | Pupils can enhance the correct use of *I have \_\_\_\_\_.* to talk about having a school thing |  |
| d. Procedure: | **Step 1:** Have pupils identify the school things in the picture (as in Input). Point at each school thing, elicit the missing words in the bubble (I have a book /ruler / etc.). Complete the sentence. Get pupils to say the completed sentence.**Step 2:** Put pupils into pairs. Encourage them to point at the school things in the picture and in the classroom respectively to say the sentence *I have \_\_\_\_\_.* Go around the classroom to offer support where necessary. **Game: Let’s move and say!**- Use a simple map (ppt), get 2-3 pupils to play at the same time.- Each pupil tosses a dice then moves accordingly.- When he/she gets to the space, they have to do the requirements. Whoever gets to the last place first is the winner.  | Whole class/ Individual workPair workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the pictures of the lessons 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 the words to make a complete sentence, then read it aloud.
* The group that makes it first will be the winner.

**Option 3: Preparation for the project**Tell pupils about the project on page 61. Ask them to prepare three school things at home and the language to present about them. Tell them to bring their school things to the classroom at the project time to talk with their classmates. Guide them with the presentation language. | Whole classGroup workWhole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung : - Học sinh đọc hiểu được nội dung và yêu cầu của tiết học.

* Hỏi và trả lời cấu trúc câu theo bản thân.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về vị trí các đồ vật theo thực tế.

* Hiểu mẫu câu và sử dụng mẫu câu với từ cho sẵn.
* Quan tâm việc luyện đọc phân vai của học sinh

 *Thứ Tư ngày 4 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 7: CLASSROOM INSTRUCTIONS**

**Lesson 3 – Period 6**

( Đã soạn lớp 3B**)**

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

 Thực hành nhiều hơn với các câu mệnh lệnh trong lớp học.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 8 : MY SCHOOL THINGS**

**Lesson 1 – Period 1**

 ( Đã soạn lớp 3B**)**

Bổ sung :Biết đọc tên một số dụng cụ học tập.

 Quan tâm việc luyện đọc phân vai của học sinh

 Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 8: IN OUR CLASSROOM**

**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 characters ask and answer about the locations of school things and tick or cross the pictures.

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

- sing the song *Where are they?* 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 pride in school things they have and great respect for other people’s school things by using appropriate gestures and intonation when asking and answering about school things.

**II. MATERIALS**

- Pupil’s book: Page 57

- Audio tracks 78, 79

- Teacher’s guide: Pages 129, 130, 131

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

**b. Content**

- Game: Flower blooming

**c. Expected outcomes**

- Pupils can correctly say the sentence structures *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_.*to ask and answer questions about the locations of school things.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Flower blooming (ppt)** |
| - Tell pupils that they are going to look at the picture given and choose the correct word or phrase suitable with the picture.- Have pupils play the game in two groups. One pupil of each group takes turns playing the game.- If he/ she gives a correct answer, he/ she will get one point and help the seedling grow and bloom.- If he/ she gives an incorrect answer, the teacher will invite a pupil of another group to answer.- Have pupils play the game.- The group with more points wins. Praise the winner. | - Pupils listen to the teacher’s explanation.- Pupils play the game in two groups. One pupil of each group takes turns playing. | Sentence structures:*Where are the\_\_\_\_\_?* *- They’re \_\_\_\_\_.*Seven pictures about the locations of school things.**\* Key:** *1. beside, 2. above, 3. under, 4. in front of, 5. under, 6. above, 7. beside* |

**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 about the locations of school things, and tick or cross the pictures.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts in which characters ask and answer about the locations of school things, and tick or cross the pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 78) |
| **Step 1:** Draw pupils’ attention to the pictures and elicit the names of the school things and their locations by asking questions, such as *What are these?* and *Where are they?* Remind them to look at Pictures **1**, **2**, **3**, and **4**. Elicit the words *rulers*, *school* *bags*, *pictures* and *pencils,* and prepositions including *beside*, *on*, *above, under* and *in*. **Step 2:** Play the recording all the way through for pupils to listen. Play the recording again for them to do the task by ticking or crossing the correct pictures. Then play it a third time for pupils to check and complete the activity. **Step 3:** Get pupils to swap books with a partner to check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Where are the rulers? Are the school bags under the table? Where are the pictures?* and *Are the pencils on the desk?*Correct the answers if necessary. | - Pupils look at the pictures and say the names of the school things and their locations.- Pupils listen to the recording all the way through. Then pupils listen to the recording again to do the task by ticking or crossing the correct pictures. Pupils listen to a third time to check and complete the activity.- Pupils swap books with a partner to check their answers before checking as a class. | - Picture cues: **a.** two rulers beside a notebook **b.** three school bags on a table**c.** two pictures above a window **d.** two pencils in a desk**Audio script:****\* Key:** *1. ✔, 2. 🗶,  3. ✔, 4. 🗶* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** |
| **Step 1:** Have pupils look at the pictures and identify the locations of the school things in the pictures.**Step 2:** Have pupils look at the gapped sentences. Draw their attention to the missing words in the sentences.**Step 3:** Model Exchange **1**. Have pupils look at the sentence. Ask them what word is missing (*beside*). Then have pupils complete the sentence (*They’re beside the notebooks*). Repeat the same procedure with Exchanges **2**, **3** and **4**. **Step 4:** Have pupils complete the gapped sentences individually and get them to swap books with a partner to check their answers before checking as a class.**Step 5:** Ask a few pairs to read the completed exchanges aloud in front of the class. Correct their pronunciation where necessary. | - Pupils look at the pictures. Pupils identify the locations of the school things.- Pupils look at the gapped sentences. Pay their attention to the missing words in the sentences.- Pupils follow the teacher demonstrating Exchange **1**. Pupils look at the sentence. Pupils answer the missing word, then complete the sentence. - Pupils complete the gapped sentences individually, then swap books with a partner to check their answers before checking as a class.- Some pairs of pupils read the completed exchanges aloud in front of the class. | - Four picture cues - Four gapped exchanges **\* Key:** *1. beside, 2. are; the pencil case, 3. erasers; under, 4. Where; above* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To sing the song *Where are they?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *Where are they?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 79) |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the locations of school things to reinforce their understanding. **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation, rhythm and melody. **Step 3:** Play the recording again, 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:** Play the recording again for pupils to sing and clap along with the recording. **Extension:** Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the location of school things.- Pupils listen to the whole song. Pupils listen carefully to the pronunciation, rhythm and melody.- Pupils listen to the recording line by line and repeat.- Pupils listen to the recording all the way through and sing along.- Pupils listen to the recording again to sing and clap along.- Some groups come to the front of the class to perform while the rest of the class sings and / or claps along. | The lyrics and recording of the song *Where are they?* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**Game: Who’s faster?**

- Tell pupils that they are going to play the game *Who’s faster?* in groups. Explain how the game is played: Each group makes sentences using school things and locations of them and reads them aloud to the class.

- Write a word on the board (e.g. *beside, under, above, in front of*) and a sentence as an example: *The pictures are above the bookcase.*

- Divide the class into groups of five. Ask groups to look at the words and the example on the board. Check comprehension.

- Give each group a piece of paper. Have groups make four sentences with the four words and phrases *beside, under, above, in front of*, then read the sentences aloud to the class. The group that makes correct sentences faster wins.

- Continue the game with other sets of location words if time allows- Continue the game with other sets of location words if time allows

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about possession.

- correctly use *Whose \_\_\_\_ is this? - It’s \_\_\_\_.* to ask and answer questions about possession.

- use *Is this your \_\_\_\_? - \_\_\_\_\_\_.* and *Whose \_\_\_\_ is this? – It’s \_\_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about possession 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 school things they have and great respect for other people’s school things by using appropriate gestures and intonation when asking and answering about school things.

**II. MATERIALS**

- Pupil’s book: Page 58

- Audio tracks 80, 81

- Teacher’s guide: Pages 131, 132, 133

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the structures *Where are the \_\_\_\_\_\_? - They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things.

**b. Content**

- Game: Sentence building

**c. Expected outcomes**

- Pupils can make and say the structures *Where are the \_\_\_\_\_\_? - They’re \_\_\_\_\_.* to ask and answer questions about the locations of school things correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Sentence building (ppt)** |
| - Tell pupils that they are going to play the game *Sentence building* in groups of four or five. - Nominate one pupil in each group as a leader. The leader says a sentence and the other group members have to stand in a line, holding the word cards to make a sentence. For example: *Where are the pictures?*- Set a time limit for the groups to play the game.- Invite two groups to the front of the class to play the game.- Have the class give comments and announce the winner. The group that makes the most correct sentences will win. | - Pupils listen to the teacher’s explanation.- Pupils follow the leader.- Pupils play the game.- Two groups come to the front of the class to play the game.- Pupils give comments and announce the winner. | Word cards: 1. pictures / are / the / Where / ? 2. bookcase / the / pictures / are / above / The / . 3. in front of / The / are / clock / books/ the / . 4. behind / are / The / pencil case / the / erasers / . 5. under / chair / The / rulers / are / the / .  |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about possession.

**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 possession.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 80) |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters and the locations of school things. **Step 2:** Ask pupils to look at Picture **a**. Play the recording of Context **a** for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. **Step 3:** Follow the same procedure with Picture **b**.**Step 4:** 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 *Whose crayon is this?* and the answer *It’s Linh’s.* Tell pupils that they are the question and answer about possession.  | - Pupils look at Pictures **a** and **b** and identify the characters and the locations of school things.- 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 with Picture **b**.- Pupils listen to the recording again and repeat in chorus sentence by sentence.- Pairs of pupils come to the front of the classroom to listen and repeat the sentences in the recording.- Pupils pay attention to the question and answer and listen to the teacher’s instruction. | - Context **a**:Mai asking Nam if this is his crayonMai: *Excuse me? Is this your crayon?*Nam: *No, it isn’t.*- Context **b:**Mai asking Nam whose crayon this is, and he answers that it’s Linh’s Mai: *Whose crayon is this?*Nam: *It’s Linh’s.*Mai: *Thank you.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly use *Whose \_\_\_\_ is this? - It’s \_\_\_\_.* to ask and answer questions about possession.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly use *Whose \_\_\_\_ is this? - It’s \_\_\_\_.* to ask and answer questions about possession.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 81) |
| **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of characters and their school things. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*glue stick / Mary’s*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*Whose glue stick is this? - It’s Mary’s.*) **Step 3:** Follow the same procedure with the other three pictures. Have the class listen to and repeat the questions and answers a few times. **Step 4:** Have pairs practise asking and answering *Whose \_\_\_\_ is this? - It’s \_\_\_\_.* using picture cues. **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.**Extension:** Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles. | - Pupils look at Pictures **a**, **b**, **c** and **d** and say the names of characters and their school things.- Pupils point at Picture **a**, listen to the recording and repeat the words. Pupils listen and repeat after the recording.- Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the questions and answers a few times.- Pairs of pupils practise asking and answering, using picture cues.- Pairs of pupils point at the pictures and say the questions and answers in front of the class.- One half of the class asks questions and the other half answers, then switches roles. | - Picture and word cues: **a.** Mary’s glue stick, and the words *glue stick / Mary’s* **b.** Bill’s crayon, and the words *crayon / Bill’s* **c.** Nam’s set square, and the words *set square / Nam’s* **d.** Mai’s pencil sharpener, and the words *pencil sharpener / Mai’s* - Speech bubbles: *Whose \_\_\_is this? - 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 *Is this your \_\_\_\_? - \_\_\_\_\_\_.* and *Whose \_\_\_\_ is this? – It’s \_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Is this your \_\_\_\_? - \_\_\_\_\_\_.* and *Whose \_\_\_\_ is this? – It’s \_\_\_\_.* in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** |
| **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see Input). **Step 2:** Put pupils into pairs and encourage them to ask and answer questions about possession. Go around the classroom to offer support where necessary. **Step 3:** Invite a few pairs to the front of the class to perform their conversations. Praise pupils if they perform well. | - Pupils look at the pictures. Pupils answer the questions to identify the context.- Pupils work in pairs and ask and answer questions about possession.- Pairs of pupils come to the front of the class to perform their conversations. | - Picture cues: Minh holding a set square, Mary holding a crayon, Linh holding a pencil sharpener, Bill holding a glue stick - Speech bubbles: *Is this your \_\_\_\_? - \_\_\_\_\_.**Whose \_\_\_\_ is this? - \_\_\_\_.* **Suggested answer:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**Game: Disappear! (ppt)**

- Prepare some pictures *(glue stick*, *crayon, set square, pencil sharpener)* and word cards.

- Show the pictures and word cards on the board. Have pupils read all the words.

- Disappear one picture and one word card. Have a pupil come to the board and write the correct word. If he/ she writes it correctly, he/ she will choose the next pair. If he/ she writes it incorrectly, the teacher will show the picture and the word on the board again.

- Praise pupils if they write the words correctly.

 *Thứ Năm ngày 5 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 8: MY SCHOOL THINGS**

**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 two communicative contexts in which pupils talk about the school things they have.
* read and complete the four gapped sentences with the help of the picture cues.
* sing the song School things with the correct pronunciation and melody.
 |
| **Core competencies** | decision making, teamwork, motivation, adaptability, problem-solving, integrity, initiative |
| **General competencies** | Listening: listen and choose the correct answersOral communication: sing a song Written communication: complete the sentencesSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: pupils wait for their turns to answer the questionsDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 57
* Audio Tracks 79, 80
* Teacher’s guide Pages 102, 103
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 8)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1:** Say Hello song.* Ask pupils to sing the song.
* Let pupils do actions. (waving, clapping, shaking hands…)

**Option 2**: **Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud. The group that makes it first will be the winner.**Option 3**: Invite a few pupils to stand up and pick up a school thing then say *I have\_\_\_\_\_.* | Whole classGroup workIndividual work |  |
| **PRACTICE****Activity 1. Listen and tick.** 8 minutes |
| a. Goal: | To listen to and understand two communicative contexts in which pupils talk about the school things they have |  |
| b. Input: | Picture cues: **1a.** a book **1b.** a pen**2a.** a school bag **2b.** a ruler  |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which the speakers talk about the school things they have.**Key: 1.** b **2.** a |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the name of the school thing in each picture and play the recording for Picture **1**.Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.**Step 2:** Repeat **Step 1** for the second target sentence.**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.**Game**: Who says fast? Teacher points to the picture, pupils say it as fast as they can. This can be played individually or in teams. | Whole classWhole classPair work/ Whole class Individual workIndividual workWhole class |  |
| **PRACTICE****Activity 2. Look, complete and read.** 9 minutes |
| a. Goal: | To read and complete the four gapped sentences with the help of the picture cues |  |
| b. Input: | Four picture cues of a pen, a book, a ruler and a school bag, and four gapped sentences to complete |  |
| c. Outcome: | Pupils can read and complete the four gapped sentences with the help of the picture cues.**Key: 1.** pen **2.** a book **3.** have a ruler **4.** I have a school bag |  |
| d.Procedure: | **Step 1**: Have pupils look at the picture cues and identify the school things (a pen, a book, a ruler and a school bag).**Step 2**: Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.**Step 3**: Have pupils look at the incomplete Sentence 1. Ask them what is missing in the sentence (pen). Write the answer on the board. Have them complete the gap and read the completed sentence in chorus.**Step 4**: Follow the same procedure with Sentences 2, 3 and 4.**Step 5**: Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.**Game: Choose the right pairs!**Divide the class into two teams. Each pupil from each team comes to the board, choose a card from the left, then choose one from the right. If they match, he/she gets points for their team. | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classIndividual workGroup work |  |
| **PRACTICE****Activity 3. Let’s sing.** 8 minutes |
| a. Goal: | To sing the song School things with the correct pronunciation and melody |  |
| b. Input: | The lyrics and the recording of the song School things |  |
| c. Outcome: | Pupils can sing the song School things 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 for pupils to listen to the whole song. Tell them to pay attention to the pronunciation and melody.**Step 3**: Play the recording line by line for pupils to listen and repeat. Tell pupils to point at the relevant character and his / her school things while singing the relevant lyrics. Correct their pronunciation where necessary.**Step 4**: Introduce actions for pupils to do while they are singing along with the recording. Play the recording all the way through for pupils to sing and do actions.**Step 5**: Give pupils time to practise singing and doing actions in pairs or groups.**Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform the song and the rest of the class sings and / or claps along the song. | Whole class/ Individual workWhole classIndividual workWhole class/ Individual workPair work/ Group workGroup work |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:****Game: Game: Let’s sing and move!**Play audio track 80, then ask pupils to sing and dance along to the song, when the music stops, everybody has to stop moving. Pupils who can’t stop in time will be eliminated. **Option 2: Goodbye and Bye activity**Say goodbye to each student and ask them to respond. | Group workIndividual work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**UNIT 8: MY SCHOOL THINGS**

**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 the questions and answers about having a school thing.
* correctly say the words and use *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.
* enhance the correct use of *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.
 |
| **Corecompetencies** | problem-solving, decision making, teamwork, reliability, motivation, adaptability, and initiative |
| **Generalcompetencies** | Listening: look, listen and repeatCritical thinking: listen, point and sayOral communication: let’s talkSociability: talk to each other, say good words to others |
| **Attributes** | Diligence: complete learning tasksResponsibility: appreciate kindnessSecure and organized: keep school things in the right ways |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Student’s book Page 58
* Audio Tracks 81, 82
* Teacher’s guide Pages 103, 104, 105
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 8)
* 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 and encourage pupils to respond to your greetings.**Option 1:** Sing the song *School things* of Unit 8, page 57.- Ask pupils to sing the song.- Invite some of them to the board to role play and do action, the rest of the pupils will sing.- Ask pupils to sing this song with some words covered. When they finish singing, check the lyrics.**Option 2**: Game: Who says fast? * Hold a flashcard, then reveal it slowly. Ask the students *What is it?*
* The pupils guess the answer as fast as possible.
* This can be played in groups to make it more interesting.

**Option 3**: Play ‘pass the ball’ game. Students stand up and pass the ball with the music played. When music stops, those who keep the ball must say a sentence with the structure *I have a ….* | Whole classIndividual work/ Group workWhole 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 the questions and answers about having a school thing. |  |
| b. Input: | – Context a: Mary asks Minh if he has a pen: *Do you have a pen?* and he answers: *Yes, I do.*– Context b: Mary asks Minh if he has a ruler: *Do you have a ruler?* and he answers: *No, I don’t.* |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on the questions and answers about having a school thing. |  |
| d. Procedure: | **Step 1**: Draw pupils’ attention to the pictures. Tell pupils about this activity. Have pupils look at Pictures **a** and **b** and identify names of the speakers in the pictures.**Step 2**: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the stress and intonation of the sentences. Play the recording again for pupils to listen and repeat sentence by sentence. Do this several times until they feel confident. Correct their pronunciation where necessary.**Step 3**: Follow the same procedure with Picture **b**.**Step 4**: Put pupils into pairs to practise repeating the sentences in Pictures **a** and **b**. Go around the classroom to offer support where necessary.**Step 5**: Draw pupils’ attention to the questions *Do you have a pen /a ruler?* and the answers *Yes, I do. / No, I don’t*. Tell pupils that they are used to asking and answering about having a school thing. | Whole classWhole classWhole classWhole class/ Pair workIndividual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing |  |
| b. Input: | – Picture cues: a. a pencil b. a pencil case c. a notebook d. an eraser– Speech bubbles: *Do you have \_\_\_\_\_?* − *Yes. I do. /No, I don't.***Audio script:** **a.** a pencil / yes  **b.** a pencil case / no **c.** a notebook / yes **d.** an eraser / no *A*: Do you have a pencil? *A*: Do you have a pencil case? *B*: Yes, I do.  *B*: No, I don’t. |  |
| c. Outcome: | Pupils can correctly say the words and use *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity.**Step 2:** Point at Picture **a** and the words underneath. Play the recording for pupils to listen to and repeat the words a few times. Draw pupils’ attention to the gapped question. Explain the meaning. Elicit the missing phrase and write it on the board. Play the recording for pupils to listen to and repeat the completed question and answer a few times. Remind pupils to point at the relevant school thing in the picture when they are repeating.**Step 3:** Repeat the same procedure with Pictures **b**, **c** and **d**.**Step 4:** Give pupils time to take turns asking and answering the questions about the school things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.**Step 5:** Invite a few pairs to come to the front of the class, take turns pointing at each school thing in the pictures to ask and answer the questions about having a school thing.**Note:** Explain the use of a / an before a noun: a book, a pen, a school bag, a ruler, etc. but an eraser**Game: LUCKY WHEEL*** Divide the class into four groups.
* Each group takes turns to pick a number.
* Have pupils look at the picture cues and answer the questions on the slide.
 | Whole class/ Individual workWhole class/ Individual workWhole classWhole class/ Individual workPair workGroup work/Individual work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal: | To enhance the correct use of *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing |  |
| b. Input: | − Picture cue: Two pupils ask and answer the question about having a school thing (a book, a notebook, a school bag, an eraser, a pen, a pencil, a pencil case and a ruler).− Speech bubble: *Do you have \_\_\_\_\_? − Yes, /No, \_\_\_\_\_.* |  |
| c. Outcome: | Pupils can enhance the correct use of *Do you have \_\_\_\_\_? - Yes, I do. / No, I don't.* to ask and answer questions about having a school thing. |  |
| d. Procedure: | **Step 1**: Draw pupils’ attention to the pictures. Elicit the context (see Input) and the missing words. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns to ask and answer with *yes*. Correct their pronunciation where necessary. Repeat the procedure, but with *no* answers.**Step 2:** Put pupils into pairs to do the task. Go around the classroom to offer support where necessary.**Step 3:** Invite some pairs to the front of the classroom to take turns to hold up a school thing in their classroom, ask and answer about having a school thing, first the answer with *yes*, then the answer with *no.*  | Whole class/ Individual workPair workPair work |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the pictures of the Lesson and repeat after the recording.**Option 2:****Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud. The group that makes it first will be the winner.**Option 3:** Teacher tells pupils to put their school things on a desk. Ask them: *Do you have a pen/book/ruler…?*If they have that item, say: *Yes, I do.* If not, then say: *No, I don’t.* | Whole classGroup workWhole class |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về vị trí các đồ vật theo thực tế.

- Quan tâm việc hoàn thành câu theo mẫu.

- Học sinh phát huy nhớ các câu ở phần nghe.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh thực hành phân vai và trả lời câu hỏi trực tiếp trên lớp.

 - Quan tâm sát sao các đối tượng học sinh

 - Hsinh tương tác theo mục tiêu của hoạt động.

 *Thứ Sáu ngày 6 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về vị trí các đồ vật theo thực tế.

- Quan tâm việc hoàn thành câu theo mẫu.

- Học sinh phát huy nhớ các câu ở phần nghe.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 8: IN OUR CLASSROOM**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh thực hành phân vai và trả lời câu hỏi trực tiếp trên lớp.

 - Quan tâm sát sao các đối tượng học sinh

 - Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**UNIT 8 : MY SCHOOL THINGS**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh nói nhiều hơn về các dụng cụ học tập .

 Biết cách nói về các dụng cụ học tập mà mình có

 Quan tâm đến học sinh đọc còn chậm

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**UNIT 8 : MY SCHOOL THINGS**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :- Quan tâm đến cách hỏi và trả lời về dụng cụ học tập của học sinh.

 - Chú ý cách phát âm đuôi một số từ khó cho học sinh

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