**KẾ HOẠCH BÀI DẠY** **TUẦN 16 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  23/12 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 9 : Our outdoor activities - Lesson 3  - Activity 4 - 6 |
| 2 | 5A | T.Anh | Unit 10 : Our school trip- Lesson 1  - Activity 1 - 3 |
| 3 |  |  |  |
| Ba  24/12 | Sáng | 1 | 5B | T.Anh | Unit 9 : Our outdoor activities - Lesson 3  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 10 : Our school trip- Lesson 1  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 9 : Colours - Lesson 3 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 1  Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  25/12 | Sáng | 1 | 3A | T.Anh | Unit 9 : Colours - Lesson 3 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 10 : Break time activities - Lesson 1  Activity 1 - 3 |
| 3 | 5A | T.Anh | Unit 10 : Our school trip - Lesson 1  - Activity 4 - 6 |
| 4 | 5A | T.Anh | Unit 10 : Our school trip- Lesson 2  - Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 9 : Our outdoor activities - Lesson 3  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 10 : Our school trip- Lesson 1  - Activity 1 - 3 |
| 3 |  |  |  |
| Năm  26/12 | Sáng | 1 | 5B | T.Anh | Unit 10 : Our school trip - Lesson 1  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 10 : Our school trip- Lesson 2  - Activity 1 - 3 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  27/12 | Sáng | 1 | 5C | T.Anh | Unit 10 : Our school trip - Lesson 1  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 10 : Our school trip - Lesson 2  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 1  Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 2  Activity 1 - 3 |
| Chiều | 1 | 3A | T.Anh | Unit 10 : Break time activities - Lesson 1  Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 10 : Break time activities - Lesson 2  Activity 1 - 3 |
| 3 |  |  |  |

*Thứ Hai ngày 23 tháng 12 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 9: OUR OUTDOOR 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 by completing the gaps in the mind map.

- write a short text about outdoor activities with the help of the picture cues and gapped

sentences.

- present the results of a survey about outdoor activities to the class using the target language.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 67

- Teacher’s guide: Pages 154, 155

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by saying the chant.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- Pupils can correctly say the chant with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant. (Track 95)** | | |
| - Introduce the activity.  - Play the chant for pupils to listen.  - Play the chant for pupils to listen and say the chant in chorus.  - Invite a few groups to the front of the class to say the chant. The class may say the chant along and clap to reinforce the activity.  - Praise the pupils if they sing well. | - Listen to the teacher’s explanation.  - Listen to the song.  - Listen and say the chant in chorus.  - Say the chant in groups. The class may say the chant along and clap to reinforce the activity. | The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read a text and show understanding by completing the gaps in the mind map.

**b. Content**

- Activity 4. Read and complete.

**c. Expected outcomes**

- Pupils can read and show understanding of the text by completing the gaps in the mind map.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and complete.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and find the correct information to complete the gaps in the mind map. Draw their attention to the first gap which has been done as an example *(e.g. We: jogged around the lake).* Check comprehension.  **Step 2:** Have pupils look at the mind map and identify the name of the characters. Then let them read the text and find appropriate activities that they did and fill in the gap. **Step 3:** Set a time limit for pupils to do the task independently. Remind pupils to use one activity for each gap. Go around the classroom and offer help if necessary. **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. **Extension:** Invite one or two pupils to point at the completed mind map and tell the class about the activities the children did (e.g. *Last Saturday, we went to Hyde Park. We jogged around the lake in the morning. At noon, we had a party. Toby played the guitar. Frank sang. In the afternoon, Julia and Laura played badminton. David and the boys learned how to ride horses*.) | - Pupils listen to the teacher’s explanation.  - Pupils look at the mind map and identify the name of the characters. Pupils read the text and find appropriate activities that they did and fill in the gap.  - Pupils do the task independently. Pupils use one activity for each gap.  - Pupils swap their books with a partner and check their answers before checking as a class.  - One or two pupils point at the completed mind map and tell the class about the activities the children did. | - A short text about a trip to Hyde Park  - A mind map with gaps to complete  **\* Key:**  *1. played the guitar*  *2. sang*  *3. played badminton*  *4. learned how to ride horses* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a short text about outdoor activities with the help of the picture cues and gapped sentences.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a short text about their outdoor activities with the help of the suggested questions and gapped sentences.

**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 write a short text with the help of the picture cues and the first gapped sentence. Tell pupils that they should write about 30 words. Check comprehension.  **Step 2:** Do the first gapped sentence together as an example. Have pupils read the sentence and elicit the gap in the sentence. Then have them look at the picture and identify the place they went to (campsite) and write the word in the gap (e.g. *Last summer, we went to the campsite.*).  **Step 3:** Give pupils time to look at the pictures and write the text independently. Go around and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their texts before checking as a class. **Step 5:** Invite one or two pupils to read their completed texts in front of the class. | - Pupils listen to the teacher’s explanation.  - Pupils do the first gapped sentence together as an example. Pupils read the sentence and elicit the gap in the sentence. Then pupils look at the picture, identify the place they went to and write the word in the gap.  - Pupils look at the pictures and write the text independently.  - Pupils swap their books with a partner and check their answers before checking as a class.  - One or two pupils read their completed texts in front of the class. | Four picture cues and gapped sentences as a guide  **Suggested answer:**  *Last summer, we went to the campsite. In the morning, we walked along the long road and watched the flowers (around the lake). At noon, we had a small party. We sang some English songs and ate cakes and sweets. In the afternoon, the boys played tug of war and the girls played badminton. We were all happy.* |

**e. Assessment**

- Performance products: Pupil’s answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present the results of a survey about outdoor activities to the class using the target language.

**b. Content**

- Activity 6. Project.

**c. Expected outcomes**

- Pupils can present the results of a survey about outdoor activities to the class using the target language.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Explain that pupils should ask one or two friends, using the suggested questions and answers shown in the survey (as homework). Then they use the survey to tell the class about where their friends went last summer and what activities they did. **Step 2:** Have pupils work in groups of five. Each pupil shows his / her survey and tells the group about it, e.g*. Hi. Last summer, Linh and I were at the campsite. In the morning, we walked around the lake. In the afternoon, we sang and danced around the campfire. We had a lot of fun at the campsite.* Go around the classroom and offer help if necessary.  **Step 3:** Invite a few pupils to show their surveys and tell the class about them. Praise good performances. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups of five. Each pupil shows his / her survey and tells the group about it.  - A few pupils show their surveys and tell the class about them. | Mai presenting her survey saying: *Last summer, Linh and I were at the campsite. We walked \_\_\_\_\_\_\_.*  A table with three columns showing pupils’ names, the place they went to and the activities they did  **Suggested presentation:**  Hi, everyone. Here are the results of my survey. Last summer, Linh and I went to the campsite. In the morning, we walked around the lake. In the afternoon, we danced  around the campfire. Minh was on the beach. He swam in the sea and read a book.  We were all happy. |

**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: Mind map (ppt)**

- Introduce the activity.

- Show a mind map.

- Put pupils in four groups. Give each group a mind map. Ask pupils in each group to complete the mind map.

- Then have one pupil from each group to the front of the class to present their task.

- Praise pupils to encourage their performance.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**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 a school trip in the past;

- correctly say the phrases *Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Suoi Tien Theme Park* and use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* to ask and answer questions about school trips in the past;

- correctly use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* to ask and answer questions in a freer context;

- use the words *hill, lake, park, pagoda* in relation to the topic “Our school trip”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about school trips in the past 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 famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 68

- Audio tracks 96, 97

- Teacher’s guide: Pages 156, 157, 158, 159

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the chant of Unit 9 on page 66.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant. (Track 95)** | | |
| - Play the chant for pupils to listen.  - Play the chant again for pupils to listen and chant along. Encourage them to clap their hands while chanting.  - Call on two or more groups to take turns listening to and repeating the chant, while the rest of the class claps their hands.  - Praise pupils if they perform well. | - Pupils listen to the chant.  - Pupils listen to the chant again and chant along. Clap their hands while chanting.  - Pupils take turns listening to and repeating the chant, while the rest of the class claps their hands. | The lyrics and recording of the chant (Unit 9, page 66) |

**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 a school trip in the past.

**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 a school trip in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 96) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who are they? Where are they? What are they talking about?*  **Step 2:** Draw pupils’ attention to the question *Did Nam and Mai go with you?* and the answer *Yes, they did.* Explain that they are used to ask and answer questions about what people did in the past.  **Step 3:** Play the recording and encourage pupils to point at each character when they are talking.  **Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat. Correct their pronunciation where necessary.  **Step 5:** Invite a few pairs of pupils to act out the conversations in front of the class. | - Pupils look at Pictures **a** and **b** and identify the characters. Pupils answer the questions.  - Pupils pay attention to the questionand the answer.Pupils listen to the teacher’s explanation.  - Pupils listen to the recording and point at each character when they are talking.  - Pupils listen to the recording again. Pupils point and repeat sentence by sentence.  - Pairs of pupils act out the conversations in front of the class. | - Context **a**:  Lucy and Linh meeting at school  *Lucy:* Hello, Linh. How was your school trip last weekend?  *Linh:* It was great! We went to Da Nang.  - Context **b**:  Linh telling Lucy about her school trip to Da Nang  *Lucy:* Did Nam and Mai go with you?  *Linh:* Yes, they did. We all enjoyed it very much. |

**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 phrases *Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Suoi Tien Theme Park* and use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* to ask and answer questions about school trips in the past.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the names of the places and use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* to ask and answer questions about school trips in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 97) | | |
| **Step 1:** Ask pupils to look at the pictures and identify the characters and places. Explain the use of *did* in positive answers and *didn’t* in negative answers*.*  **Step 2:** Play the first part of the recording for pupils to listen to and repeat the names of the places under the pictures and the words *yes* and *no*, in chorus and individually, until they feel confident.  **Step 3:** Have pupils point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words *(Did they go to Ba Na Hills? - Yes, they did.)* Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.  **Step 4:** Repeat **Step 3** for Pictures **b**, **c**, and **d**. Let pupils practise asking and answering questions in pairs. Invite a few pairs to point at the pictures and ask and answer questions about the school trips. Go around the classroom to offer help if necessary.  **Extension:** Ask pupils to use other words to replace the names in the question and practise asking and answering questions in pairs *(e.g. Did they go to Sam Son Beach? - Yes, they did. / No, they didn’t.)* Correct their pronunciation and intonation where necessary. | - Pupils look at the pictures and identify the characters and places. Pupils listen to the teacher’s explanation.  - Pupils listen to the first part of the recording and repeat the names of the places under the pictures and the words *yes* and *no*, in chorus and individually, until they feel confident.  - Pupils point at Picture **a**. Pupils pay attention to the speech bubbles. Pupils repeat the sentences in both bubbles a few times.  - Pupils practise asking and answering questions in pairs. Pupils point at the pictures and ask and answer questions about the school trips.  - Pupils use other words to replace the names in the question and practise asking and answering questions in pairs*.* | - Picture and word cues:  **a.** two boys at Ba Na Hills and the phrases *Ba Na Hills / yes* underneath  **b.** two girls at Hoan Liem Lake and the phrases *Hoan Kiem Lake / yes* underneath  **c.** Suoi Tien Theme Park and the phrases *Suoi Tien Theme Park / no* underneath  **d.** Bai Dinh Pagoda and the phrases *Bai Dinh Pagoda / no* underneath  - Speech bubbles:  *Did they go to \_\_\_\_\_?*  *- Yes, they did. / No, they didn’t.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* to ask and answer questions in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use *Did they go to \_\_\_\_? - Yes, they did. / No, they didn’t.* 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.  **Step 2:** Do the first picture together as an example. Elicit the missing words in the first speech bubble (e.g. *Hoan Kiem Lake*) and the second speech bubble (e.g. *Yes, they did*). Then write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with the other pictures. **Step 3:** Put pupils into pairs to practise the exchanges. Go around and offer supports where necessary. **Step 4:** Invite a few pairs to point at the pictures and ask and answer questions about their school trips.  **Extension:** Put pupils into pairs to practise asking and answering questions about school trips pupils have / haven't been on to different places. Praise good performances. | - Pupils look at the pictures and identify the context.  - Pupils follow the teacher demonstrating the example.  - Pupils work in pairs to practise exchanges.  - Pupils point at the pictures and ask and answer questions about their school trips.  - Pairs of pupils practise asking and answering questions about school trips pupils have / haven't been on to different places. | - Picture cues: Hoan Kiem Lake, Ba Na Hills, Bai Dinh Pagoda, Suoi Tien  Theme Park - Speech bubbles: *Did they go to \_\_\_\_\_?*  - \_\_\_.  **Suggested questions and answers:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Preparation for the project:** Tell pupils about the project on page 73. Ask them to spend time outside of the class making a mind map for their school trip and writing some sentences to present the mind map. Remind pupils to bring their mind maps to class to present them at Project time.

**Game: Spinner game**

- Prepare a spinner plate, a pen and some pictures about school trips in the past. Arrange the pictures in a circle around the spinner plate.

- Have pupils work in four groups.

- Ask pupils from each group to take turns to put a pen in the middle of the spinner plate, then spin the pen to find out the picture the pen points to. Then ask them to ask and answer the question with the picture.

E.g. Pupil A: *Did you go to Ba Na Hill last weekend?*

Pupil B: *Yes, I did. / No, I didn’t.*

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

- Praise pupils if they play the game well.

*Thứ Ba ngày 24 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :Lưu ý cách trình bày bài cho học sinh.

Ghi nhớ một số động từ bất quy tắc khi chuyển sang quá khứ.

Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Hiểu được hoạt động quá khứ ở tiếng anh‎ .

Quan tâm việc luyện đọc phân vai của học sinh

Học sinh luyện nhiều kĩ năng nghe và đọc hội thoại.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 9: COLOURS**

**Lesson 3 – Period 6**

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| **I.OBJECTIVES** |  | |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *blue, brown, red, yellow, orange, green, white* and *black* related to the topic “colours”; * read a short text and tick the colours of some school things. * use the target language in a real context by writing a short paragraph about the colours of some of their school things. * revise the target vocabulary items they have learnt in a real context. * do a project on how to draw, colour and say the colours of school things. | |
| **Corecompetencies** | teamwork, motivation, communication, planning and organization | |
| **General competences** | Listening: listen and repeat  Critical Thinking: listen and circle  Oral Communication: let’s chant (practice speaking)  Written Communication: write about the colours of school things  Communication and collaboration: work in pairs or groups | |
| **Attributes** | Responsibility: appreciate kindness  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions | |
| **II.** **RESOURCES AND MATERIAL** | | |
|  | | * Student’s book Page 67 * Teacher’s guide Pages 120, 121 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 9) * Computer, projector |
| **III.PROCEDURE** | | **Warm-up and review – Read and tick – Let’s write – Project – Fun corner and wrap up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 6 minutes | | | |
|  | * Greet the class.   **Option 1:** Sing the song in *Unit 8, 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**: Invite one or two groups of pupils to the front of the class to sing the chant on page 66. The rest of the class may sing along and clap hands.  **Option 3**: Game: *Lucky numbers*   * Review: Colours and school things * What is it?/ What are they? * What colour is it?/ What colour are they? | Whole class  Group work  Group work |  |
| **PRACTICEActivity 4. Read and tick.** 7 minutes | | | |
| a. Goal: | To read and understand a short text and tick the colours of some school things | |  |
| b. Input: | - A short text about some school things and their colours  - A table summarising some school things and their colours | |  |
| c. Outcome: | Pupils can read and understand a short text and tick the correct colours of the school things. | |  |
| d. Procedure: | **Step 1:** Tell the class the goal of this activity. Explain how to complete the task: read the text and tick the correct colours of the school things in the table. Check comprehension.  **Step 2:** Ask pupils to read the list of the school things in the first column of the table. Then have them look at the colours on the right side of the table. After that, have them read the text and tick the correct colours.  **Step 3:** Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.  **Step 4:** Let pupils swap and check answers. Correct the answers if necessary.  **Step 5:** Ask some pupils to read the text aloud. Make it become a competition between groups. (Those who read correctly and make it with the shortest time will get more points.) | Whole class  Whole class  Individual work  Pair work  Individual work/ Group work |  |
| **PRODUCTIONActivity 5. Let’s write.** 7 minutes | | | |
| a. Goal: | To use the target language in a real context by completing a gapped text about the colours of school things | |  |
| b. Input: | A short gapped text | |  |
| c. Outcome: | Pupils can complete the text with the colours of their school things. | |  |
| d.Procedure: | **Step 1:** Tell the class the goal of this activity: Pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.  **Step 2:** Have pupils look at the picture on the screen and describe it as an example.Let pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.  **Step 3:** Have pupils complete the first gap together as an example. Ask them to look at the gap. Ask them what is missing. Then let them identify the colour of their school bag. After that, let them write down the suitable word in the gap.  **Step 4:** Give pupils time to complete the text independently*.* Go around the classroom and offer help if necessary.  **Step 5:** In pairs or groups, ask pupils to swap their complete texts before checking as a class.  ***Extension:*** If there is enough time, invite some pupils to come to the board and read the answer. Praise them when they do the task well. | Whole class  Whole class  Individual work  Individual work  Pair work/ Group work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project.** 10 minutes | | | |
| a. Goal: | Do a project on how to draw, colour and say the colours of school things | |  |
| b. Input: | A piece of paper or the notebook with the four school things that pupils have drawn and coloured as homework | |  |
| c. Outcome: | Pupils can use the target language in a real context by telling the colour of school things. | |  |
| d.Procedur: | **Step 1:** Tell pupils about the goal of the activity. Explain that they are going to draw, colour, then show four school things that they have drawn and coloured and tell the class about the colours.  **Step 2:** Have pupils work in groups. Each member shows the piece of paper or notebook in which four school things are drawn and coloured and introduce them, e.g*. This is a school bag. It’s brown. These are the pens. They’re green.* Go around and praise pupils when they perform well.  **Step 3:** Invite one or two pupils to show their pictures of school things and tell what colour they are to the class.  **Extension**: Tell the pupils to make a poster of school things and how to use your school things carefully. | Whole class  / Pair work  Group work  Individual work  Group work |  |
| **Fun corner and wrap-up.** 5 mins | | |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * understand and correctly repeat the sentences in two communicative contexts about school break time activities. * correctly say the words and use *I \_\_\_\_\_\_ at break time.* to identify school break time activities. * enhance the correct use of *I \_\_\_\_\_\_ at break time.* to identify school break time activities. |
| **Corecompetencies** | teamwork, motivation, communication, planning and organization |
| **GeneralCompetencies** | Listening: look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk  Written Communication: complete the sentence  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about activities at break time |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 68 * Audio Tracks 97, 98 * Teacher’s guide Pages 122, 123, 124 * Website *hoclieu.vn* * Flashcards/pictures, ppt and posters (Unit 10) * 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 9   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Game: Look and Guess   * Teacher shows 4 pictures numbered 1 to 4 on the board. * Teacher lets the pupils choose 1 square on the screen and open it. * Teacher lets the pupils guess the corresponding number of the picture.   **Option 3**: Chant and do activities (Unit 9)   * Ask pupils to chant and do the actions in Unit 9 in groups. * Give points to the groups and encourage them | Whole class  Individual work/ Group work  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts about school break time activities | |  |
| b. Input: | – Context **a**: Ben says: It’s break time. Let’s play chess. Lucy says: OK!  – Context **b**: Lucy says: I play volleyball at break time. What about you, Minh? Minh: I play basketball. | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts about school break time activities. | |  |
| 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 pupils’ attention to the sentence pattern *I \_\_\_\_\_ at break time*, e.g. *I play volleyball at break time*. Tell them that the pattern is used to identify school break time activities. | 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 *I \_\_\_\_\_\_ at break time*. To identify school break time activities | |  |
| b. Input: | – Picture cues: **a**. a boy playing chess **b**. a girl playing volleyball  **c**. a boy playing basketball **d**. a girl playing badminton  – Speech bubble: I \_\_\_\_\_\_ at break time.  **Audio script:**  **a.** play chess **b.** play volleyball  **c.** play basketball **d.** play badminton  I play chess at break time. | |  |
| c. Outcome: | Pupils can correctly say the words and use *I \_\_\_\_\_\_ at break time.* to identify school break time activities. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **a** to **d**. Elicit the name of each break time activity. Check comprehension. Ask pupils to listen to the recording and repeat the names of the break time activities several times until they feel confident.  **Step 2:** Draw pupils’ attention to the speech bubble. Remind them that *I \_\_\_\_\_\_ at break time.* is used to identify break time activities. Point at Picture **a** and have pupils listen and repeat after the recording (I play chess at break time.) several times.  Follow the same procedure with the other three pictures.  **Step 3:** Put pupils into pairs. Tell them to point the pictures and talk about break time activities using the sentence pattern *I \_\_\_\_\_ at break time*.  **Step 4:** Invite a few pairs to come to the front of the class and talk about break time activities. If they perform well, praise them.  **Game: Whisper**   * Teacher divides the class into groups of 4. * Teachers ask 2 groups to get in 2 lines and stand back to the board. * Teacher asks the first pupil of each line to look at 1 out of 4 pictures and whisper to the next one. * The last one of each line comes to the board and chooses the picture and sticks it on the board. * Change the position of the first pupil and repeat the activities. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *I \_\_\_\_\_\_ at break time.* to identify school break time activities | |  |
| b. Input | – Picture cue: pupils doing different activities at break time  – Speech bubble: *I \_\_\_\_\_\_ at break time.* | |  |
| c. Outcome | Pupils can enhance the correct use of *I \_\_\_\_\_\_ at break time* to identify school break time activities. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Have pupils look at the bubble to understand how the sentence pattern is used.  **Step 2:** Have pupils practise in pairs. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **Step 3:** Invite some pupils to practise talking about school break time activities in front of the class. Praise them if they perform well.  **Extension:** For a more able class, have pupils talk about what they do at break time using the structure learnt. | Whole class/ Individual work  Pair work  Individual work  Whole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**: **Preparation for the project:**  Tell pupils about the project on page 73. Ask them to draw a table showing columns of break time activities and the names of pupils.  **Option 2:**  **Game: Act and guess**   * Teacher asks 4 pupils to come to the board and act to describe 4 break time activities (play volleyball, play basketball, play chess, play badminton) * Teacher asks the others to look at the pictures on the board and guess which pupils go with which picture. * Show 4 pictures on the board and ask pupils to repeat -> Wrap up.   **Option 3:**  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings. | Whole class  Individual work/ Group work  Whole class |  |

*Thứ Tư ngày 25 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 9: COLOURS**

**Lesson 3 – Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý cho học sinh viết câu hoàn chỉnh.

Thực hành nhiều hơn với các màu sắc và đồ dùng xung quanh.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :Làm quen với cách hỏi và trả lời về các hoạt động vào giờ ra chơi.

Biết đọc từ và mẫu câu.

Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which speakers ask and answer

questions about their school trips and tick or cross the correct pictures;

- circle correct words or groups of words in four exchanges with the help of picture cues;

- listen to and complete the song *Did they go to Suoi Tien Theme Park?* and to sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 69

- Audio tracks 98, 99

- Teacher’s guide: Pages 159, 160, 161

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the phrases about some famous places in Viet Nam.

**b. Content**

- Game: Matching game: Match the phrases with the correct pictures

**c. Expected outcomes**

- Pupils can correctly remember the phrases about some famous places in Viet Nam.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Matching game: Match the phrases with the correct pictures.** | | |
| - Tell pupils that they are going to look at the phrases and pictures, then match the words with the correct pictures  - Model Picture 1. Have one pupil stand up and give the answer, e.g *Picture 1 with the phrase b.*  - Have pupils work in pairs to discuss the answer for each picture.  - Invite a few pairs to give the answers. Check the answers as the class.  - Use four pictures of places to lead into the new lesson. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the activity. Pupils stand up and give the answers.  - Pupils work in pairs to discuss the answer for each picture.  - Pupils give the answers. Pupils check the answers as the class.  - Pupils listen to the teacher. | Pictures  *1. Ba Na Hills*  *2. Hoan Kiem lake,*  *3. Suoi Tien Theme Park*  *4. Bai Dinh Pagoda*  Word cards  *a. Hoan Kiem Lake*  *b. Ba Na Hills*  *c. Bai Dinh Pagoda*  *d. Suoi Tien Theme Park*  **\* Key:** *1. b, 2. a, 3. d, 4. c* |

**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 speakers ask and answer questions about their school trips and tick or cross the correct pictures.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which characters ask and answer  
questions about their school trips and can tick or cross the pictures according to what they  
hear. **d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 98) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *Who are they?* and *Where are they?* Remind them to look at the places while listening.  **Step 2:** Do Picture **1** together as an example. Have pupils look at the picture and identify the characters (e.g. *two boys*) and the place (e.g. *Hoan Kiem Lake*). Play the recording of the first conversation (*Did they go to Hoan Kiem Lake yesterday? - Yes, they did.*) and ask pupils to tick the picture. **Step 3:** Play the recording of the other conversations for pupils to listen and tick or cross the appropriate pictures.  **Step 4:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary. **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may have pupils point at the pictures and tell the class about the places the characters went to (e.g. *Look at Picture 1. The boys went to Hoan Kiem Lake yesterday. Look at Picture 2. The girls didn’t go to Suoi Tien Theme Park. Look at Picture 3. The children (and their teacher) went to Bai Dinh Pagoda. Look at Picture 4. The children (and their teacher) didn’t go to Ba Na Hills.*) | - Pupils look at the pictures and say the names of the people and the places.  - Pupils follow the teacher demonstrating the example. Pupils look at the picture and identify the characters and the place. Pupils listen to the recording of the first conversation and tick the picture.  - Pupils listen to the recording of the other conversations and tick or cross the appropriate pictures.  - Pupils swap books with a partner to check their answers before checking as a class.  - Pupils listen to the recording and repeat sentence by sentence in chorus. | Picture cues:  **1.** two boys at Hoan Kiem Lake  **2.** two girls at Suoi Tien Theme Park  **3.** two pupils and their teacher at Bai Dinh Pagoda  **4.** two pupils and their teacher at Ba Na Hills  **Audio script:**  **\* Key:** *1. ✔, 2. x, 3. ✔, 4. x* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To circle correct words or groups of words in four exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and circle.

**c. Expected outcomes**

- Pupils can circle correct options in four exchanges with the help of picture cues.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and circle.** | | |
| **Step 1:** Do Exchange **1** together as an example. Have pupils read the question and identify the place the characters went last weekend *(e.g. Ba Na Hills).* Then draw pupils’ attention to the picture *(two children at Ba Na Hills)* and circle the appropriate phrase *Yes, they did* in the answer. Repeat the same procedure with other exchanges.  **Step 2:** Give pupils time to do the rest of 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.  **Step 4:** Invite four pairs of pupils to act out the completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils follow the teacher demonstrating the example.  - Pupils do the rest of the task independently.  - Pupils swap books with a partner to check their answers before checking as a class.  - Pairs of pupils act out the completed exchanges. | - Picture cues:  **1.** Two children at Ba Na Hills  **2.** Three children at Hoan Kiem Lake  **3.** Two children at Hyde Park  **4.** Two children at Bai Dinh Pagoda  - Four exchanges with options to circle  **\* Key:**  *1. Yes, they did*  *2. didn’t; Hoan Kiem Lake*  *3. did*  *4. Did; Bai Dinh Pagoda* |

**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 *Did they go to Suoi Tien Theme Park?* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can listen to and complete the lyrics and sing the song *Did they go to Suoi Tien Theme Park?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 99) | | |
| **Step 1:** Tell pupils the aim of the activity: They listen to the song and fill in the gaps in the lyrics and then sing it with the correct pronunciation, rhythm and melody.  **Step 2:** Have pupils read the lyrics and guess the word(s) to fill in the gaps. For example, the verb *watch* is used to fill in the first gap because it is part of the phrase *watch a film*. Then have them listen to the song and fill in the gaps. Play the recording  of the gapped sentences twice for pupils to fill in if necessary. Check answers as a class.  **Step 3:** Play the recording and let pupils listen to and practise singing the song, line by line, until they feel confident. Then divide the class into two groups. One group sings the questions and the other sings the answers.  **Step 4:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap. | - Pupils listen to the teacher’s instructions.  - Pupils read the lyrics and guess the word(s) to fill in the gaps. Then pupils listen to the song and fill in the gaps. Pupils listen to the recording twice to fill in the gaps.  - Pupils listen to and practise singing the song, line by line.  - Pupils work in two groups. One group sings the questions and the other sings the answers.  - A few groups come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | - Picture cue: some children swimming in a swimming pool at Suoi Tien Theme Park  - The gapped lyrics and recording of the song *Did they go to Suoi Tien Theme Park?*  **\* Key:** *1. watch*  *2. swimming pool*  *3. badminton* |

**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: Flower picking (ppt)**

- Prepare four pictures about four places they have learnt.

- Divide the class into two groups.

- Have pupils take turns to choose the flowers, look at the pictures, then ask and answer the questions.

E.g. Picture of Suoi Tien Theme Park.

Pupil A: *Did they go to Suoi Tien Theme Park?*

Pupil B: *Yes, they did. It was great.*

- Give points for pupils’ correct answers.

- The group with more points wins the game.

**\* Option 2: Game: Ball circle**

- Tell pupils that they are going to ask and answer the questions about school trips in the past.

- Have pupils work in four groups. Give each group a ball.

- Have one pupil from each group start asking a question about school trips in the past and throw a ball to another one to answer that question.

- Continue the game until all member groups join the game.

- Invite one or two groups to demonstrate the activity in the front of the class.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**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 activities someone did on a school trip;

- correctly say the phrases and use *What did they do there? - They \_\_\_\_.* to ask and answer

questions about activities someone did on a school trip;

- correctly use *Where did they go last weekend? – They \_\_\_.* and *What did they do there? – They \_\_\_\_.* in a freer context;

- use the phrases *visit the old buildings, plant trees, play games, walk around the lake* in relation to the topic “Our school trip”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did on a school trip 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 famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 70

- Audio racks 100, 101

- Teacher’s guide: Pages 161, 162, 163, 164

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the structure *Did they go to \_\_\_\_? - Yes, they did / No, they didn’t.* to ask and answer questions about school trips in the past.

**b. Content**

- Game: Secret boxes

**c. Expected outcomes**

- Pupils can use the structure *Did they go to \_\_\_\_? - Yes, they did / No, they didn’t.* to ask and answer questions about school trips in the past correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Secret boxes** | | |
| - Tell pupils that they are going to ask and answer questions about school trips in the past.  - Divide the class into two groups.  - Have two pupils from each group choose a colourful box, look at the picture and then ask and answer questions.  - If pupils ask and answer the question correctly, they will get points from the box they have chosen.  - Have the class give comments. The group that gets more correct points will win the game. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils choose a colourful box, look at the picture and then ask and answer the questions.  - Pupils give comments and announce the winner. | Six boxes with six pictures:  *1. Hoan Kiem Lake*  *2. Ba Na Hills*  *3. Bai Dinh Pagoda*  *4. Suoi Tien Theme Park*  *5. Sa Pa*  *6. Da Lat* |

**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 activities someone did on a school trip.

**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 activities someone did on a school trip.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 100) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the characters’ voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. **Step 3:** Repeat **Step 2** for Picture **b**. Draw pupils’ attention to the question *What did they do there?* and the answer *They visited the old buildings.* Explain that the question and answer are used to talk about activities someone did on their school trip. **Step 4:** Invite a few pairs to listen and repeat the exchanges. Then nominate pairs of pupils to act out the exchanges. | - Pupils look at Pictures **a** and **b** and identify the characters.  - Pupils look at Picture **a**. Pupils listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.  - Pupils follow the teacher’s instructions with Picture **b**.  - Pairs of pupils listen and repeat the sentences in the recording. | - Context **a**:  Mai and Nam talking about their friends’ school trip last weekend  *Mai:* Where did Mary and Bill go on the school trip last weekend? *Nam:* They went to Ba Na Hills. - Context **b**:  Mai and Nam talking about their friends’ activities on their school trip  *Mai:* What did they do there? *Nam:* They visited the buildings. |

**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 phrases and use *What did they do there? - They \_\_\_\_.* to ask and answer questions about activities someone did on a school trip.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *What did they do there? - They \_\_\_\_.* to ask and answer questions about activities someone did on a school trip.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 101) | | |
| **Step 1:** Do Picture **a** together as an example. Ask pupils to look at the picture and identify the place (Ba Na Hills) and the activity (visit the old buildings). Play the recording of the first phrase for pupils to listen and repeat, in chorus and individually, until they feel confident. Repeat the same procedure with Pictures **b, c** and **d**.  **Step 2:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer. Play the second part of the recording that accompanies Picture **a** (*What*  *did they do there? – They visited the buildings.*). Ask the pupils to listen to and repeat the sentences a few times. Remind pupils to add -*ed* at the end of the verb *visit* to express the past action. **Step 3:** Repeat **Steps 2** for Pictures **b, c** and **d.** Go around the classroom and offer help if necessary. **Step 4:** Invite a few pairs to act out the exchange at the front of the class.  **Extension:** If time allows, have pupils look at each picture and write two sentences with the phrases they have learnt in Unit 10 (e.g. The second picture: *Last weekend, they went to the park. They planted trees there*.). Then get pupils to read the sentences aloud in front of the class. | - Pupils look at Picture **a** andidentify the place (Ba Na Hills) and the activity. Pupils listen to the recording of the first phrase and repeat.  - Pupils repeat the same procedure with Pictures **b**, **c** and **d**.  - Pupils look at the speech bubbles. Pupils listen and repeat the sentences a few times.  - Pupils follow the teacher’s instructions.  - Pairs of pupils act out the exchange at the front of the class.  - Pupils look at each picture and write two sentences with the phrases they have learnt in Unit 10. Pupils read the sentences aloud in front of the class. | - Picture cues:  a. two girls visiting the old buildings and the phrase *visit the old buildings* underneath  b. two boys planting trees and the phrase *plant trees* underneath  c. some children playing games and the phrase *play games* underneath  d. two children walking around the lake and the phrase *walk around the lake* underneath - Speech bubbles: *What did they do there?- They \_\_\_.* **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly use *Where did they go last weekend? – They \_\_\_.* and *What did they do there?   
– They \_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Where did they go last weekend? – They \_\_\_.* and *What did they do there?   
– They \_\_\_\_.* in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the picture and identify the places they went to and the activities they did. Ask questions such as *Who can you see?, Where were they?* and *What did they do?* Remind them that the first exchange is about the place someone went to and the second exchange is about the activities someone did on a school trip. **Step 2:** Give pupils time to work in pairs and take turns pointing at the pictures and acting out the exchanges with guided questions and answers. Remind them to use the past tense of the verbs in the answers. **Step 3:** Invite a few pairs to come to the front of the class, point at the pictures and act out the exchanges. **Extension:** Put pupils into pairs and have them take turns practising the target structures with different places and activities of their choosing. Go around and offer help where necessary. | - Pupils look at the pictures and identify the places they went to and the activities they did. Pupils answer the questions to identify the context.  - Pupils work in pairs and ask and take turns pointing at the pictures, acting out the exchanges with guided questions and answers.  - Pairs of pupils come to the front of the class, pointing at the pictures and acting out the exchanges.  - Pupils work in pairs and take turns practising the target structures with different places and activities of their choosing. | - Four picture cues: two children playing games in Suoi Tien Theme Park, two children planting trees on a farm, two children walking around Hoan Kiem Lake, two children visiting the old buildings in Ba Na Hills - Speech bubbles:  *Where did they go last weekend?*  *– \_\_\_.*  *What did they do there?*  *– \_\_\_\_.*  **Suggested answers:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**Game: Sentence puzzle (ppt)**

- Explain how the game is played.

- Divide the class into two groups. Give each group two sentences broken.

E.g. *1. visited / They / old / buildings. / the*

*2. trees. / They / planted*

*3. walked / lake. / around / They/ the*

*4. games. / played / They*

- Give time for pupils to reorder the words to make a meaningful sentence.

- Check the answers as the class.

- The group having more correct sentences wins the game.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :Lưu ý cách trình bày bài cho học sinh.

Ghi nhớ một số động từ bất quy tắc khi chuyển sang quá khứ.

Quan tâm sát sao đến học sinh chưa hoàn thành bài

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :Hiểu được hoạt động quá khứ ở tiếng anh‎ .

Quan tâm việc luyện đọc phân vai của học sinh

Học sinh luyện nhiều kĩ năng nghe và đọc hội thoại.

*Thứ Năm ngày 26 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 1- Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh thực hành nói trước lớp về một một số hoạt động.

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

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý học sinh khi đọc những từ được chia ở quá khứ.

* Quan tâm việc luyện đọc phân vai của học sinh
* Chú ý cách phát âm một số từ khó cho học sinh

*Thứ Sáu ngày 27 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 1- Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh thực hành nói trước lớp về một một số hoạt động.

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

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý học sinh khi đọc những từ được chia ở quá khứ.

* Quan tâm việc luyện đọc phân vai của học sinh
* Chú ý cách phát âm một số từ khó cho học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**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 what they do at break time. * complete four target sentence patterns with the help of the picture cues. * sing the song “It’s break time” with the correct pronunciation and melody. |
| **Corecompetencies** | | teamwork, work standards, adaptability, communication, planning and organization |
| **Generalcompetencies** | | Listening: listen and tick  Written Communication: look, complete and read  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the others about break time activities |
| **II.** **RESOURCES AND MATERIAL:** | | |
|  | * Student’s book Page 69 * Audio Tracks 99, 100 * Teacher’s guide Pages 124, 125 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 10) * Computer, projector… | |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – 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:**  Greet the class. Invite a few pairs of pupils to the front of the class to use the picture cue in Lesson 1, Activity 3 to ask and answer questions to identify break time activities.  **Option 2:**   * Get pupils to open their books on page 68 and look at Unit 10, Lesson 1 to repeat break time activities they learnt). * Ask pupils to do the actions in Unit 10, lesson 1 in groups. * Give points for the groups and encourage them.   **Option 3**: **Game: Act and Guess**   * Teacher divides the class into 2 teams (Boys and Girls) * 1 pupil of each team comes to the board and does actions for their team to guess the names of break time activities and sticks the right pictures. * The first team to stick 4 correct pictures in the right order is the winner. | | Whole class  Group work  Individual work/ Group work |  | |
| **PRACTICE Activity 1. Listen and tick.** 8 minutes | | | | | | |
| a. Goal: | | To listen to and understand two communicative contexts in which pupils talk about what they do at break time | | |  | |
| b. Input: | | Picture cues:  **1a.** Linh is playing chess. **1b.** Linh is playing volleyball.  **2a.** Ben is playing basketball. **2b.** Ben is playing badminton.  **Audio script:**  **1.** Linh: Hi. I’m Linh. I play volleyball at break time.  **2.** Ben: Hello. I’m Ben. I play basketball at break time. | | |  | |
| c. Outcome: | | Pupils can listen to and understand two communicative contexts in which pupils talk about break time activities.  **Key: 1.** b **2.** a | | |  | |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the action of the character in each picture.  **Step 2:** Ask pupils to listen carefully and play the recording for Question **1**. Ask pupils to listen and tick the correct box next to the picture. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.  **Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Whole class/ Individual work  Pair work  Whole class/ Individual work | |  | |
| **PRACTICE**  **Activity 2. Look, complete and read.** 9 minutes | | | | | | |
| a.Goal: | To complete four target sentence patterns with the help of the picture cues | | | | |  |
| b.Input: | Four pictures with four target sentence patterns to complete | | | | |  |
| c.Outcome: | Pupils can read and complete four target sentence patterns with the help of the picture cues.  **Key: 1.** play basketball **2.** play chess **3.** play volleyball **4.** Play badminton | | | | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the first picture. Ask them to identify the activity of the character.  **Step 2:** Write on the board: **1.** *I \_\_\_\_\_ at break time.* Draw pupils’ attention to the gap and say what they have to do. Go around and offer help. If necessary, ask a pupil to write play basketball on the board before having them complete the answer.  **Step 3:** Give pupils time to complete Sentences **2, 3** and **4** individually. Write the sentences on the board and check answers as a class.  **Step 4:** Invite a few pupils to read the completed sentences aloud. Correct their pronunciation where necessary.  **Game: matching**   * Teacher divides the class into 2 teams. * Pupils from each team take turns to choose the matching pictures and sentences to talk about break time activities. * Each matching pair will get 1 point.   (Click the numbers to show, click to the red circles to hide the pictures and sentences.) | | Whole class/ Individual work  Whole class/ Individual work  Individual work  Whole class/ Individual work | | |  |
| **PRACTICE**  **Activity 3. Let’s sing.** 8 minutes | | | | | | |
| a.Goal | To sing the song “It’s break time” with the correct pronunciation and melody | | | | |  |
| b.Input | The lyrics and the recording of the song “It’s break time” | | | | |  |
| c.Outcome | Pupils can sing the song “It’s break time” 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. Encourage pupils to answer questions such as What is the song about? or identify the school activities.  **Step 2:** Play the recording all the way through. Encourage them to listen carefully to the pronunciation and 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 and have pupils sing along.  **Step 5:** Introduce actions for pupils to do while they sing along to the recording.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Hide some words to let pupils remember the words. Encourage the class to praise or cheer the performers. | | Whole class/ Individual work  Individual work/ Whole class  Individual work/ Whole class  Whole class  Group 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: Guessing**   * Teacher divides the class into groups of 4 or 5. * Teacher calls members of 1 group to come to the board and write their answers (break time activities) on the small boards. * Have members of the group on the board make sentences, then ask members of other groups to guess YES or NO. * The groups will get points for their correct answers.   **Option 3: Practice**  T shows 4 pictures on the board and asks pupils to repeat -> Wrap up. | | Whole class  Group work  Whole class | | |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **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) to ask and answer questions about school break time activities. * correctly say the words and use *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities. * enhance the correct use of *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities. |
| **Corecompetencies** | teamwork, work standards, adaptability, problem-solving, communication, planning and organization, stress tolerance |
| **General Competences** | Listening: look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 70 * Audio Tracks 101, 102 * Teacher’s guide Pages 126, 127 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 10) * 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** | **Teaching and learning activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1**: Game: Stand and Sit  - Have the pupils listen to the song of period 2 and each pupil chooses 1 activity in the song.  - When they hear the names of activities they’ve chosen, they have to stand up, then sit down again  - Play the recording 3-4 times.  **Option 2:** Review the words of break time activities   * Teacher shows pictures of break time activities and asks individual pupils to repeat.   **Option 3**: Chant and do activities (Unit 9)   * Ask pupils to chant and do the actions in Unit 9 in groups. * Give points to the groups and encourage them. | Whole class  Individual work  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about school break time activities | |  |
| b. Input: | – Context **a**: Mai asks Bill: What do you do at break time? Bill answers: I play football.  – Context **b**: Bill asks Mai: What do you do at break time? Mai answers: I play badminton. | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about school break time activities. | |  |
| 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 *What do you do at break time?* and the answer *I \_\_\_\_\_\_.* Tell them that these sentences are used to ask and answer questions about break time activities. | 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 *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities | |  |
| b. Input: | – Picture cues: **a.** a boy doing word puzzles  **b.** a girl chatting with her friends  **c.** a boy playing football  **d.** a girl playing table tennis  – Speech bubbles: *What do you do at break time? – I \_\_\_\_\_\_.*  **Audio script:**  **a.** do words puzzles  **b.** chat with my friends  **c.** play football  **d.** play table tennis  *A*: What do you do at break time?  *B*: I do word puzzles. | |  |
| c. Outcome: | Pupils can correctly say the words and use *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Picture **a**. Elicit the action of the character (a boy doing word puzzles). Then ask pupils to look at the label: ‘do word puzzles’. Explain the meaning of the phrase. Check comprehension. Ask pupils to listen to the recording and repeat the phrase ‘do word puzzles’ several times until they feel confident.  **Step 2:** Repeat **Step 1** for Pictures **b, c** and **d**.  **Step 3:** Draw pupils’ attention to the speech bubbles. Tell them that *What do you do at break time? – I \_\_\_\_\_\_.* are used to ask and answer questions about break time activities. Ask pupils to look at the bubbles and Picture **a**. Play the recording for them to listen to and repeat the sentences several times.  **Step 4:** Put pupils into pairs. Tell them to point at each picture, ask and answer questions about break time activities. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to come to the front of the class, ask and answer questions about break time activities, using the speech bubbles and picture cues. If they perform well, praise them. | Whole class/ Individual work  Whole class  Whole class  Whole class  Pair work |  |
| **PRACTICEActivity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities | |  |
| b. Input: | – Picture cue: pupils playing different games and sports at break time  – Speech bubbles: *What do you do at break time? – \_\_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Draw pupils’ attention to the two bubbles used to ask and answer questions about break time activities. Have them identify what is missing in the answer. Check comprehension.  **Step 2:** Put pupils into groups of four. Encourage them to ask and answer questions about break time activities using the speech bubbles and picture cue. Go around the classroom to offer support.  **Step 3:** Invite some groups to come to the front of the class to perform their dialogues. Praise them if they perform well. | Whole class/ Individual work  Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**: Game: Act and Guess  - Teacher shows pictures pupils have learnt in unit 10.  - T calls 1 pupil to come to the board and turn back to the board so that they can’t see the pictures.  - The others will act to describe the pictures the teacher points to.  **Option 2:**   * Talking chain**:** pupils stand in lines and face to face to practise asking and answering about break time activities. * After 1-2 minutes, the teacher rings the bell and the pupils will move to change their partners (move 1 step).   **Option 3: Practice:**  Teacher shows pictures of activities and question the board and asks pupils to ask and answer, using the sentence patterns. | Whole class  Group work  Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :Biết cách hỏi và trả lời về các hoạt động vào giờ ra chơi.

Bước đầu hỏi và trả lời về những hoạt động đơn giản vào giờ ra chơi

Quan tâm đến học sinh đọc còn chậm

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh thực hành đọc hội thoại và hiểu được nội dung bài.

- 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** |