**-KẾ HOẠCH BÀI DẠY** **TUẦN 17 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  30/12 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 10 : Our school trips - Lesson 2  - Activity 4 - 6 |
| 2 | 5A | T.Anh | Unit 10 : Our school trips- Lesson 3  - Activity 1 - 3 |
| 3 |  |  |  |
| Ba  31/12 | Sáng | 1 | 5B | T.Anh | Unit 10 : Our school trips - Lesson 2  - Activity 4 – 6  ***-Soạn, dạy bù tiết 3 sáng thứ 4 (Tết dương lịch )*** |
| 2 | 5B | T.Anh | Unit 10 : Our school trips- Lesson 3  - Activity 1 – 3  ***-Soạn, dạy bù tiết 3 sáng thứ 4 (Tết dương lịch )*** |
| 3 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 2  Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 3  Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 10 : Our school trips - Lesson 2  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 10 : Our school trips- Lesson 3  - Activity 1 - 3 |
| 3 |  |  |  |
| Tư  1/1 | Sáng |  |  |  |  |
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|  |  |  | **TẾT DƯƠNG LỊCH** |
|  |  |  |  |
| Chiều |  |  |  |  |
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|  |  |  |  |
| Năm  2/1 | Sáng | 1 | 3B | T.Anh | Unit 10 : Break time activities - Lesson 3  Activity 4 - 6 |
| 2 | 3B | T.Anh | Review 2 and funtime - Lesson 1  Activity 1 - 2 |
| 3 | 5A | T.Anh | Unit 10 : Our school trips - Lesson 3  - Activity 4 - 6 |
| 4 | 5A | T.Anh | Review 2 and extension activities - Lesson 1  Activity 1 - 2 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  3/1 | Sáng | 1 | 5C | T.Anh | Unit 10 : Our school trips - Lesson 3  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Review 2 and extension activities - Lesson 1  Activity 1 - 2 |
| 3 | 3A | T.Anh | ***-Soạn, dạy bù tiết 1sáng thứ 4 (Tết dương lịch )***  ***-*** Unit 10 : Break time activities - Lesson 3  Activity 4 - 6 |
| 4 | 3A | T.Anh | ***-Soạn, dạy bù tiết 2 sáng thứ 4 (Tết dương lịch )***  - Review 2 and funtime - Lesson 1  Activity 1 - 2 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
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*Thứ Hai ngày 30 tháng 12 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which characters ask and answer

questions about where they went and what they did on their school trips and tick the correct pictures;

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

- revise the target vocabulary items and structures by playing the game *What did they do*

*there?*

**2. Competences**

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

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

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 71

- Audio track 102

- Teacher’s guide: Pages 164, 165, 166

- 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 sentence structure *What did they do there? - They \_\_\_\_.* to ask and answer

questions about activities someone did on a school trip.

**b. Content**

- Game: Run and write

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Run and write** | | |
| - Tell pupils that they are going to write the sentences about activities someone did on a school trip.  - Stick five sentences on the walls in the class.  - Have pupils work in four groups. Ask pupils to run and find the sentences around them, then turn back to their group and tell what they have seen, e. g. *They visited the old buildings.* Ask one member to write down the sentence he/ she has heard.  - The group with the most correct sentences will win. Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in four groups. Run and find the sentences around them, then turn back to their group and tell what they have seen. One member writes down the sentence he/ she has heard.  - Praise the winner. | Sentences:  *1. What did they do there?*  *2. They played games.*  *3. They walked around the lake.*  *4. They visited the old buildings.*  *5. They planted trees.* |

**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 two communicative contexts in which characters ask and answer questions about where they went and what they did on their school trips and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which speakers ask and answer  
questions about where they went and what they did on their school trips, and then tick the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 102) | | |
| **Step 1:** Ask pupils to look at Pictures **1a, 1b** and **1c** and identify the characters, the place and activities. Ask *Who are they?, Where were they? / Where did they go?* and *What did they do?* Draw their attention to the places they went to and the activities they did there. Check comprehension. **Step 2:** Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers. **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a**, **2b** and **2c**.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed. **Extension:** If time allows, play the recording sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation where necessary. You may also put pupils into pairs and have them point at the pictures and act out the dialogues (e.g. Picture **1a**: P1: *Where were they? / Where did they go? – P2: They were on the farm. / They went to the farm. P1: What did they do there? – P2: They picked apples.*) | - Pupils look at the Pictures **1a**, **1b** and **1c** and identify the characters, the place and activities. Pupils answer the questions.  - Pupils listen to the recording of the first dialogue and tick the correct box.  - Pupils follow the teacher’s instructions.  - Pupils swap their books with a partner and check their answers before checking as a class.  - Pupils listen to the recording sentence by sentence and repeat the dialogues. | - Picture cues:  **1a.** Bill and Minh picking apples on a farm  **1b.** Bill and Minh planting trees on a farm **1c.** Bill and Minh painting pictures on a farm **2a.** Mai and Lucy walking around Hoan Kiem Lake **2b.** Mai and Lucy visiting Ngoc Son Temple at Hoan Kiem Lake **2c.** Mai and Lucy taking photos at Hoan Kiem Lake **Audio script:**  **Key:** *1. b 2. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do the first gapped exchange with the class as an example. Have pupils read the first question and guess the missing words (*go*) and the answer (*they did*). Then ask them to read the second answer and guess the missing words. Draw pupils’ attention to the picture and  elicit the activity they did (*visited; buildings*) and have them fill in the gaps.  **Step 2:** Give pupils a time limit to complete the second gapped exchange independently. Go around and offer help where necessary. **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. **Step 4:** Invite two pairs of pupils to act out the completed exchanges in front of the class. | - Pupils follow the teacher demonstrating the example. Pupils read the exchange and guess the missing words in the first question and answer. Then pupils look at the picture and fill in the gaps in the second answer.  - Pupils complete the second gapped exchange independently.  - Pupils swap books with a partner and check their answers before checking as a class. One pupil writes the answers on the board.  - Pairs of pupils act out the completed exchanges in front of the class. | - Two picture cues  - Two gapped exchanges to complete  **Key:**  *1. go; they did; visited; buildings*  *2. Did you; went; did; planted trees* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To revise the target vocabulary items and structures by playing the game *What did they do there?*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *What did they do there?* to revise the target vocabulary and structure items learnt in Lessons **1** and **2**.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lessons **1** and **2** through a game. Explain how the game is played. Check comprehension. **Step 2:** Hang four or six flash cards / pictures on the board. Invite two groups of pupils (three or four pupils each) to the front of the class. Give them a time limit to look at the flash cards / pictures, discuss and make notes about the place they went to and the activities they did.  **Step 3:** Let the group members take turns to point at the flash cards / pictures and tell the class about the places they went to and the activities they did there. The group that says more correct sentences in the shortest time will win the game. | - Pupils listen to the teacher’s explanation.  - Pupils look at the flash cards / pictures, discuss and make notes about the place they went to and the activities they did.  - The group members take turn to point at the flashcards / pictures and tell the class about the places they went to and the activities they did there. | - An illustration of two groups of pupils playing the game  - Four flashcardsillustrating the activities of a school trip in different  places  - Speech bubble: *Last weekend, they went to Ba Na Hills. They visited the famous buildings there*. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**Game: Chain game**

- Ask pupils to stand up.

- Stick flash cards about places and the phrases about activities on the board.

- Model the game. Have the first pupil ask a question and invite another one to answer that question. Have the pupil answering the question continue asking the question and so on.

E.g. Pupil A: *What did you do at Ba Na Hills?*

Pupil B: *I visited the old buildings. What did you do at Suoi Tien Theme Park?*

Pupil C: *I played games. ...*

Pupil D: ...

- Have pupils play the game until all pupils can ask and answer the questions about activities someone did on a school trip.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly pronounce the three-syllable words with the stress on the second syllable as *No*ꞌ*vember* and *De*ꞌ*cember* in isolation and as in the sentences *We went to Sa Pa last No*ꞌ*vember*. and *They visited Da Lat last De*ꞌ*cember;*

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

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

**2. Competences**

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

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

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 72

- Audio tracks 103, 104, 105

- Teacher’s guide: Pages 166, 67, 168

- 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 previous structures about activities someone did on a school trip.

**b. Content**

- Game: Whisper

**c. Expected outcomes**

- Pupils can correctly say the structures about activities someone did on a school trip.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Whisper** | | |
| - Tell pupils they are going to listen to a sentence and whisper the sentence to their friend.  - Divide the class into two groups.  - Have pupils from each group stand in a line.  - The teacher whispers a sentence to the first pupils in each row.  - Have the first pupils whisper the sentence to the second pupils.  - Have groups continue whispering the sentence until it reaches the last pupils.  - The last pupil in the row has to say out the sentence.  - Give the first group saying the sentence correctly one point.  - The group that gets more points wins. Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils stand in a line.  - Pupils listen to a sentence and whisper the sentence until it reaches the last pupils  - Praise the winner. | Sentences:  *1. They played games at Suoi Tien Theme Park.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly pronounce the three-syllable words with the stress on the second syllable as *No*ꞌ*vember* and *De*ꞌ*cember* in isolation and as in the sentences *We went to Sa Pa last No*ꞌ*vember*. and *They visited Da Lat last De*ꞌ*cember.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the three-syllable words with the stress on the second syllable as *No*ꞌ*vember* and *De*ꞌ*cember* in isolation and as in the sentences *We went to Sa Pa last No*ꞌ*vember*. and *They visited Da Lat last De*ꞌ*cember.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 103) | | |
| **Step 1:**Have pupils look at the word *No*ꞌ*vember* and the sentence *We went to Sa Pa last No*ꞌ*vember.* Draw their attention to the stress on the second syllable of the word *No*ꞌ*vember.* Play the recording of the word and sentence for pupils to listen to and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.  **Step 2:** Invite a few pupils to listen to and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.  **Step 3:** Repeat **Steps 1** and **2** for the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.  **Step 4:** Let pupils work in pairs or groups, saying the word and reading the sentences until they feel confident.  **Extension:** Have pupils brainstorm some other three syllable words with the stress on the second syllable (e.g. *December, October, November, December, banana, pagoda,* …). Then ask them to read the words aloud. | - Pupils look at the word and the sentence. Pupils look at the stress on the second syllable of the word. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.  - Pupils listen and repeat the stressed word and the sentence in front of the class.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups, saying the words and reading the sentences.  - Pupils brainstorm some other three syllable words with the stress on the second syllable. Then pupils read the words aloud. | - The word: *No*ꞌ*vember* and *De*ꞌ*cember*  - The sentences: *We went to Sa Pa last No*ꞌ*vember.* and *We visited Da Lat last De*ꞌ*cember.* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

**b. Content**

Activity 2. Circle, listen and check.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 104) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to identify one word in each line that is stressed differently to the others. Then they will listen to the recording and check their answers. Check comprehension.  **Step 2:** Give pupils a time limit to do the task individually. Then get pupils to swap books with a partner to check their answers. **Step 3:** Play the recording and have pupils listen and check their answers. Correct them where necessary. Then invite a few pupils to read the words aloud in front of the class. Correct the stress in the words where necessary.  **Extension:** Have pupils brainstorm some other three-syllable words with the stress on the second syllable (e.g. *pagoda*). Then ask them to read the words aloud. You could also have pupils write two sentences with the words they have brainstormed (e.g. *I went to the bakery last October. Did you go to the pagoda yesterday?*) Then let them read aloud the sentences in front of the class. | - Pupils listen to the teacher’s explanation.  - Pupils do the task individually. Then pupils swap books with a partner to check their answers.  - Pupils listen to the recording and check the correct options.  - Pupils read aloud the words in front of the class.  - Pupils brainstorm some other three-syllable words with the stress on  the second syllable. Then they read the words aloud. Pupils could write two sentences with the words they have brainstormed. | Three groups of three syllable words with one option to odd out  **Audio script:**  **1. a.** September  **b.** yesterday  **c.** Saturday  **2. a.** October  **b.** Saturday  **c.** December  **3. a.** banana  **b.** bakery  **c.** badminton  **\* Key:** *1. a 2. b 3. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 105) | | |
| **Step 1:** Have pupils read the first verse of the chant and draw their attention to the second stress on the words *November* and *December*. Check comprehension.  **Step 2:** Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to how the stress sounds on the words *November* and *December*. Encourage them to clap while chanting. **Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Check comprehension.  **Step 4:** Play the recording all the way through for pupils to chant and clap along. | - Pupils read the first verse of the chant and pay their attention to the second stress on the words *November* and *December*.  - Pupils listen to the recording of the first verse. Pupils listen again and repeat line by line.  - Pupils follow the teacher’s instructions.  - Pupils chant and clap along. | - Two pictures:  Ben Thanh Market in Ho Chi Minh City  Dong Xuan Market in Ha Noi  - The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Musical cards (ppt)**

- Stick the cards on the board. Ask pupils to say the words related to the cards.

- Hand out the cards to different pupils around the class.

- Play the song *“Did you go to Suoi Tien Theme Park?”* (Track 99). Ask pupils to pass the cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite a pupil to ask the question *“Where did you go last November?”*. Ask a pupil who is holding the card to answer the question, e.g. *I went to Ben Thanh Market last November.*

- Play the music again and repeat the activity.

- Ask pupils to check their friends’ pronunciation.

*Thứ Ba ngày 31 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Hsinh tương tác theo mục tiêu của hoạt động.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

**Tiếng Anh** ( Lớp 5B)

***Soạn và dạy bù tiết 3 sáng thứ tư ( Tết dương lịch )***

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and show understanding of the text by completing the gapped sentences with correct

options;

- use the suggested questions to write a gapped text about Mai’s last school trip;

- present mind maps about a trip 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 pride in famous places of Viet Nam.

- Show their love and interest in school trips.

**II. MATERIALS**

- Pupil’s book: Page 73

- Teacher’s guide: Pages 168, 169, 170

- 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 vocabulary about places and activities.

**b. Content**

- Game: Picture showing

**c. Expected outcomes**

- Pupils can remember and write the vocabulary about places and activities.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Picture showing** | | |
| - Tell the pupils they are going to look at the pictures and write the phrases about places and activities.  - Divide the class into 2 groups.  - Show all the pictures in 15 seconds. Have pupils look and remember the pictures.  - Give pupils one minute to write the phrases in groups.  - Check the answers as the class.  - The groups with more correct answers win the game. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils look and remember the pictures in 15 seconds.  - Pupils write the phrases in groups in one minute.  - Pupils check the answers.  - Praise the winner. | Pictures (*Ba Na Hills, Hoan Kiem Lake, Suoi Tien Theme Park, Bai Dinh Pagoda, play games, plant trees*) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and show understanding of the text by completing the gapped sentences with correct options.

**b. Content**

- Activity 4. Read and circle.

**c. Expected outcomes**

- Pupils can show their understanding of a text by completing the gapped sentences with options 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 text and choose the correct option to complete the gapped sentences. Check comprehension.  **Step 2:** Do Sentence **1** with the class as an example. First, have pupils read the sentence and identify the gap and the options given (e.g. *They visited a farm near their school last \_\_\_\_\_\_\_.* ***a.*** *Saturday* ***b.*** *Friday* ***c.*** *Sunday*). Then have them read the text to find the appropriate information from the text (*Minh’s class went on an eco-tour last Sunday*.). to select the correct option (***c.*** *Sunday*). **Step 3:** Set a time limit for pupils to do the rest of the task independently. 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:** Have pupils recount the main ideas of the text, using the information in four sentences they have completed (e.g. *They visited a farm near their school last Sunday. They planted trees with the farmers. They watched a film about the farm. They played some games and danced together*.) | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the activity. Then pupils read the text to find the appropriate information from the text to select the correct option to complete the gap.  - Pupils do the task independently. - Pupils swap books with their partners and check the answers before checking as a class.  - Pupils recount the main ideas of the text, using the information in four sentences they have completed. | - A short text about a class tour to an eco-farm  - Four gapped sentences under the text with three options to complete  **\* Key:** *1. c, 2. a, 3. b, 4. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To use the suggested questions to write a gapped text about Mai’s last school trip.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a text about Mai’s last school trip with the help of the suggested questions and some guided sentences.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **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 answer the suggested questions and use the writing frame to complete their text. Tell pupils that they should write about 30 words. Check comprehension.  **Step 2:** Have pupils complete the first sentence together as an example. Ask them to answer the first question (*Where did Mai’s class go on their last school trip?*) and elicit the place (e.g. *Ba Na Hills*). Then have them complete the first sentence of the text (e.g. *On Mai’s last school trip, they went to Ba Na Hills.*).  **Step 3:** Give pupils time to complete the text independently. Go around 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.  **Extension:** 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 sentence together as an example. Pupils answer the first question and elicit the place. Then pupils complete the first sentence of the text.  - Pupils complete 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. | Two suggested questions and a writing frame  **Suggestion:**  On Mai’s last school trip, the class went to Ba Na Hills. In the morning, they visited the old buildings. In the afternoon, they walked along the Golden Bridge and took photos of the flowers. In the evening, they listened to music and watched the dances. They had a lot of fun. |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present mind maps about a trip to the class using the target language.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can make mind maps of a day trip to a farm and present them to the class, using the target language.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Tell pupils the goal of the  activity. Explain that they should select some pictures illustrating the activities they did on a trip. Then they stick the pictures on the mind map and present it to their groups.  **Step 2:** Have pupils work in groups of five. Each pupil shows his / her mind map and tells the group about it, e.g*. Hi. Our class went on a day trip to a farm yesterday. In the morning, we planted trees and watered the flowers. In the afternoon, we played badminton and danced. We had a lot of fun.* Go around the classroom and offer help if necessary.  **Step 3:** Invite a few pupils to show their mind maps 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 mind map of their school trip at home and tells the group about it.  - A few pupils show their mind maps and tell the class about them. | A mind map of a day trip to a farm containing the pictures of the characters’ activities in the morning and the afternoon.  **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: Relaxing time (ppt)**

- Play the song *“Did they go to Suoi Tien Theme Park?”* (Track 99). Have the class listen.

- Play the song again. Ask the class to listen and sing the song along.

- Invite some groups to the front of the class to perform the song.

- Give stickers for the groups performing the song well.

**\* Option 2: Relaxing time**

- Play the chant on page 72 (Track 105). Have the class listen.

- Play the chant again. Ask the class to listen and sing the chant along.

- Invite some groups to the front of the class to perform the chant.

- Give stickers for the groups performing the chant well.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách đánh trọng âm từ và đọc từ trong câu.

* Hoàn thành phần trọng âm với các từ của của bài học.
* Quan tâm đến việc tìm từ của học sinh.

**Tiếng Anh** ( Lớp 5B)

***Soạn và dạy bù tiết 4 sáng thứ tư ( Tết dương lịch )***

**REVIEW 2**

**Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures;

- ask and answer questions using picture cues or personal information.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 74

- Audio track 106

- Teacher’s guide: Pages 171, 172, 173

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise sentence structuresthey have learnt.

**b. Content**

- Game: Whisper

**c. Expected outcomes**

- Pupils can correctly say sentence structuresthey have learnt.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Whisper** | | |
| - Divide the class into two teams. Tell each team to form a line.  - Explain that when you whisper a sentence to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the sentence reaches the last pupil in the line, he/she should call it out. A correct sentence scores one point.  - Have pupils play the game.  - Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three sentences aloud for the rest of the class. | - Work in two teams. Form a line.  - Listen to the teacher’s explanation.  - Continue playing the game.  - Praise the winner. The winning team must say all three sentences aloud for the rest of the class. | Sentences:  *Round 1. The music room is on the first floor.*  *The music room is on the second floor.*  *Round 2. He likes solving maths problems.*  *He likes reading English short stories.*  *Round 3. His notebooks are in the desk.*  *Her books are on the desk.*  *Round 4. They danced around the campfire.*  *They listened to music.* |

**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 five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures.

**b. Content**

- Activity 1. Listen and tick.

**c. Expected outcomes**

- Pupils can listen to and understand five communicative contexts and tick the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and tick.** (Track 106) | | |
| **Step 1:** Draw pupils’ attention to Pictures **1a**, **1b** and **1c**. Elicit the school room and the floors. Then play the recording for Question **1** for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions. (Questions **2**, **3**, **4**, **5**)  **Step 2:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **Step 3:** Play the recording again for pupils to double-check their answers. **Extension:** Read Conversation **1** aloud but change specific information.  For example:  1. Girl: What a nice school! Boy: Thank you. Let me show you around. There’s a new music room. Girl: Where is it?  Boy: It’s on the **second** floor. Have pupils raise their hand when the information is different. Invite a pupil to correct the information. | - Pupils pay attention to Pictures **1a**, **1b** and **1c**.  - Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers. Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check answers as a class.  - Pupils listen to the recording to double-check their answers.  - Pupils read Conversation **1** aloud with different specific information.  - Pupils raise their hand when the information is different. A pupil corrects the information. | Picture cues:  **1a.** a music room on 1st floor  **1b.** a music room on 2nd floor **1c.** a music room on 3rd floor **2a.** Nam solving a maths problem **2b.** Nam doing a project **2c.** Nam reading a book **3a.** two notebooks on a desk **3b.** two notebooks in a school bag **3c.** two notebooks in a desk **4a.** Minh and Mai watering the flowers **4b.** Minh and Mai planting trees **4c.** Minh and Mai walking around Hoan Kiem Lake **5a.** Lucy and her friends dancing **5b.** Lucy playing the guitar and Linh singing **5c**. Lucy and Linh listening to music **Audio script:**  **\*Key:** *1. a, 2. a, 3. c, 4. b, 5. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers; Peer correction

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

**a. Objectives**

- To ask and answer questions using picture cues or personal information.

**b. Content**

Activity 2. Ask and answer.

**c. Expected outcomes**

- Pupils can ask and answer questions using picture cues or personal information.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Ask and answer.** | | |
| **Step 1:** Draw pupils’ attention to Question **1**. Get the class to read it in chorus. Have pupils look at the picture. Elicit the answer (e.g. *She likes drawing pictures*.) and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions. (Questions **2, 3, 4**)  **Step 2:** Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary. **Step 3:** Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges. | - Pupils pay attention to Question **1**. Pupils read it in chorus. Pupils role-play the exchange. Pupils follow the teacher’s instructions.  - Pupils work in pairs to role-play the four exchanges.  - Pairs of pupils stand up and take it in turns to role-play the target exchanges. | Picture cues and four questions  **\*Suggested answers:**  *1. She likes drawing pictures. 2. They’re on the desk.*  *3. It’s Mai’s.*  *4. (Pupils’ answers) For example: Yes, I do. Because I think it’s interesting.* |

**e. Assessment**

- Performance products: Pupils’ talk and interaction

- Assessment tools: Observation; Questions & Answers; Peer correction

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

**\* Option 1: Game: Kim’s game (ppt)**

- Divide the class into two teams. Say “You are going to play a memory game.”

- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.

e.g. *draw pictures, play the guitar, dance around the campfire, listen to music, read books, water the flowers, plant trees, crayon, glue stick, friendly, active, clever, pencil sharpener, set square, ...*

- Turn the word cards face down on the board. In their teams, pupils try to write down many words as they can remember.

- Check the answers as the class.

- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words and phrases.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities * read and match four target sentence patterns with four pictures * practise the target language by playing a Miming game. |
| **Corecompetencies** | decision making, teamwork, adaptability, problem-solving, communication, planning and organization and initiative |
| **GeneralCompetencies** | Listening: listen and number  Critical Thinking: read and match  Oral Communication: let’s play  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  Awareness of sports and health: to spend time to play sport  Secure and Organized: keep sport things in the right ways |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 71 * Audio Tracks 103 * Teacher’s guide Pages 128, 129 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 10)Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Read and match – Let’s play – 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: Who’s faster?**   * Teacher calls 2 pupils to come to the board. * Pupils on the board have a quick look at the break time activities on the board. * When the teacher says the sentences, who gets the pictures of those sentences first will get the points.   **Option 2**: Chant and do activities (Unit 9).   * Ask pupils to chant and do the actions in Unit 9, Lesson 3 in groups. * Give points to the groups and encourage them.   **Option 3:** 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. | Individual work  Individual work/ Group work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 1. Listen and number.** 8 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities | |  |
| b. Input: | Picture cues: **a**. a girl playing table tennis **b**. a boy playing football  **c**. a girl doing word puzzles **d**. a boy chatting with his friends  **Audio script:**   1. *A:* What do you do at break time?   *B:* I play football.   1. *A*: What do you do at break time?   *B*: I play table tennis.   1. *A:* What do you do at break time?   *B:* I chat with my friends.   1. *A:* What do you do at break time?   *B:* I do word puzzles. | |  |
| c.Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities.  **Key: 1.** b **2.** a **3.** d **4.** c | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the action of the character in each picture.  **Step 2:** Ask pupils to listen carefully and play the recording.  **Step 3:** Get pupils to listen and number the pictures. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 4:** Check answers as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. If they repeat well, praise them. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 2. Read and match.** 9 minutes | | | |
| a. Goal: | To read and match four target sentence patterns with four pictures | |  |
| b. Input: | Four target sentences with four pictures to match. | |  |
| c.Outcome: | Pupils can read and correctly match the sentences with the pictures.  **Key: 1.** b **2.** c **3.** d **4.** a | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the characters’ actions. Check comprehension.  **Step 2:** Draw pupils’ attention to the first sentence I play table tennis. Ask pupils to read the sentence and find the correct picture on the right to match. When pupils answer correctly (Picture **b**), tell them to draw a line to match the sentence and the picture.  **Step 3:** Repeat **Step 2** for Questions **2, 3** and **4**.  **Step 4:** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.  **Extension:** Invite some pupils to stand up and read the sentences aloud.  **Game: Lucky numbers**   * Teacher divides the class into 2 teams (Boys and Girls) * 1 pupil in each team comes to the board, has a look at the pictures of break time activities and their corresponding phrases. * When the teacher points to the picture, the first one to write the correct phrases matching with the pictures will choose the lucky numbers to open the boxes and get the hidden points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Pair work  Individual work  Team work |  |
| **PRODUCTIONActivity 3. Let’s play.** 8 minutes | | | |
| a. Goal: | To practise the target language by playing a miming game | |  |
| b. Input: | A picture showing pupils how to play the game: Some pupils are standing in a circle.  A girl is standing in the centre of the circle and miming the action of kicking a ball.  The phrase ‘play football’ appears above a boy’s head in a speech bubble. | |  |
| c. Outcome: | Pupils can practise using the target language by playing a miming game. | |  |
| d. Procedure: | **Step 1:** Elicit the language that pupils need to talk about break time activities (play football, play chess, play volleyball, do word puzzles, chat with friends, play table tennis, etc.). When pupils answer correctly, write the language on the board.  **Step 2:** Explain how the game is played: One pupil mimes the action of doing an activity. Other pupils look at him / her, guess the action and what it is, e.g. play football. Check comprehension and give feedback.  **Step 3:** Model the game with two pupils. Do the action of playing chess. Ask the pupils to look at the action, guess what action it is and say *play chess*. Praise them if they answer correctly.  **Step 4:** When pupils feel confident and are familiar with the game, divide the class into four groups. In each group, choose a pupil to do the actions while the rest guesses the words. Pupils get one point for each correct answer.  **Step 5:** Set a time limit for pupils to play the game. The group with the most points wins. | Whole class/ Individual work  Whole class/ Individual work  Whole class  Group work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: review**  T shows pictures of break time activities on the board and asks pupils to make sentence using the model structure.  **Option 2**:  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 3:**  **Game: Who’s faster?**   * Teacher calls 4 pupils to come to the board. * Pupils on the board have a quick look at the break time activities on the board. * On the four chairs, there are phrases written on pieces of paper which match with the pictures. * When the teacher points to the pictures, 4 pupils try to run fast and look for the matching pieces of paper and sit on the chairs having those pieces. * There are 3 correct answers, so one pupil has to go back to his or her seat. * Repeat the game until the last picture. | Whole class  Whole class    Individual work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3 – Period 5**

|  |  |  |
| --- | --- | --- |
| **I.OBJECTIVES** | |  |
| **Language** | | By the end of the lesson, pupils will be able to:   * correctly repeat the sounds of the letters **f** and **v** in isolation, in the words football and volleyball, and in the sentences “I play football at break time.” and “I play volleyball at break time.” with the correct pronunciation and intonation. * identify the target words football and volleyball while listening. * say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies** | | teamwork, work standards, problem-solving, integrity, communication |
| **GeneralCompetencies** | | Listening: listen and repeat  Critical Thinking: listen and circle  Oral Communication: let’s chant  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes** | | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | | |
|  | * Student’s book Page 72 * Audio Tracks 104, 105, 106 * Teacher’s guide Pages 130, 131 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 10)Computer, projector… | |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – 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: Who’s faster?**   * Teacher divides the class into 2 teams (Boys and Girls). * 1 pupil in each team comes to the board, looks at the question and chooses a, b, c, or d. * The first one to choose correct answers will get the points. * The ones who can't get points will go back to their seats and other pupils will take their turns.   **Option 2**: 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.   **Option 3**: T asks pupils to write 1 break time activity on their board and when they hear the word of their activities in the song, they will stand up and raise their board. | | Group work  Individual work/ Group work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | | |
| a. Goal: | | To correctly repeat the sounds of the letters **f** and **v** in isolation, in the words *football* and *volleyball*, and in the sentences *“I play football at break time.”* and *“I play volleyball at break time.”* with the correct pronunciation and intonation. | |  |
| b. Input: | | – The letter **f**, the word *football* and the sentence *I play football at break time.*  – The letter **v**, the word *volleyball* and the sentence *I play volleyball at break time.* | |  |
| c. Outcome: | | Pupils can correctly repeat the sound of the letters **f** and **v** in isolation, in the words football and volleyball, and in the sentences *“I play football at break time.”* and *“I play volleyball at break time.”* with the correct pronunciation and intonation. | |  |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to the letter **f**, the word *football* and the sentence “*I play football at break time.*” Play the recording and encourage them to point at the letter / word / sentence while they listen.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good.  **Step 3:** Repeat **Steps 1** and **2** for the letter **v**.  **Step 4:** Let pupils work in pairs or groups to pronounce the sounds of the letters **f** and **v**, say the words *“football and volleyball”* , and read the sentences *“I play football at break time.”* and *“I play volleyball at break time.”* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work/ Group work |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | | |
| a. Goal: | | To identify the target words ‘football’ and ‘volleyball’ while listening | |  |
| b. Input: | | Two gapped exchanges with answer options.  **Audio script:**  **1.** *A:* What do you do at break time?  *B:* I play football.  **2.** *A:* What do you do at break time?  *B:* I play volleyball. | |  |
| c. Outcome: | | Pupils can identify the words football and volleyball while listening.  **Key: 1.** c **2.** c | |  |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to the exchanges and the answer options. Explain what pupils have to do. Check comprehension.  **Step 2:** Play the recording for pupils to listen to. Play the recording again for pupils to listen and circle the correct options.  **Step 3:** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording again so that pupils can check their answers again.  **Extension:** Invite one or two pupils to stand up, listen and repeat the exchanges.  **Game: Bang Bang**   * Teacher calls many pairs to come to the board, lets them stand back to back. When they turn back to look at the pictures the teacher shows them, they have to say out loud the phrases corresponding to those pictures + Bang Bang. * The first one to say correctly will get the points. | Whole class/ Individual work  Whole class/ Individual work  Pair work/ Whole class  Individual work  Pair work/ team work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | |
| a. Goal | | To say the chant with the correct rhythm and pronunciation | |  |
| b. Input | | The lyrics and recording of the chant | |  |
| c. Outcome | | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure | | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension of the lyrics and give feedback.  **Step 2:** Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the letters **f** and **v** in the words football and volleyball in the chant.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to say the chant. Encourage them to clap along while they chant.  **Extension:** Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along. | Whole class/ Individual work  Individual work  Individual work/ Whole class  Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | | **Option 1: Game: Racing car**   * Teacher divides the class into 4 teams (4 cars). * Teacher shows the pictures of break time activities and asks pupils in each team to make sentences with pictures using “I ……………at break time”. * When pupils give correct sentences, the car will move 1 step. * The first team to finish the race will be the winner.   **Option 2: Practice:**  T shows 8 pictures on the board and asks pupils to make sentences using the model structure. | Teamwork    Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Hsinh tương tác theo mục tiêu của hoạt động.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách đánh trọng âm từ và đọc từ trong câu.

* Hoàn thành phần trọng âm với các từ của của bài học.
* Quan tâm đến việc tìm từ của học sinh.

*Thứ Tư ngày 1 tháng 1 năm 2025*

**Buổi sáng**

**NGHỈ TẾT DƯƠNG LỊCH**

*Thứ Năm ngày 2 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3 – Period 6**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * read the exchange and tick the correct boxes in the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities. * use the target language in real context by completing a gapped text about their school break time activities. * revise the target language by asking and answering questions about school break time activities and talking about them to the class. |
| **Corecompetencies** | teamwork, reliability, motivation, adaptability, problem-solving, communication, planning and organization |
| **Generalcompetencies** | Critical Thinking: read and tick  Written Communication: let’s write  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 73 * Teacher’s guide Pages 131, 132, 133 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 10) * 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** | **Teaching and learning activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:**   * Spend a few minutes revising the previous lesson by inviting two groups of three pupils to the front of the class to take turns to say the chant and clap their hands at the same time. * The rest of the class claps their hands with the rhythm of the chant.   **Option 2**:   * Get pupils to open their books on page 73 and look at Unit 10. Tell them what they will learn in this lesson. * Give points to the groups and encourage them.   **Option 3**: **Game: Picking flowers**   * Teacher divides the class into groups of 4-5. * Teacher lets the pupils choose the question numbered 1-8 (click to the flowers next to the numbers). * When the members of groups can answer correctly, they will get points by spinning the wheel. * Click the three flowers at the top right corner to go back to the wheel. | Whole class  Individual work/ Whole class  Group work |  |
| **PRACTICE**  **Activity 1. Read and tick.** 8 minutes | | | |
| a. Goal: | To read the exchange and tick the correct boxes in the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities | |  |
| b. Input: | An exchange and a table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities for pupils to tick | |  |
| c. Outcome: | Pupils can read the exchange and tick the correct boxes in the table. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the question What do you do at break time?, the four answers and read them as a class.  **Step 2:** Draw pupils’ attention to the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities. Have them look at the column headed Mary and the tick in the row for chess. Check comprehension.  **Step 3:** Ask pupils to read Lucy’s, Bill’s and Minh’s answers, then tick the correct boxes for them.  **Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again. | Whole class  Whole class/ Individual work  Individual work  Pair work |  |
| **PRODUCTION**  **Activity 2. Let’s write.** 9 minutes | | | |
| a. Goal: | To use the target language in real context by completing a gapped text about their school break time activities | |  |
| b. Input: | A short gapped text | |  |
| c. Outcome: | Pupils can complete the text with their school break time activities. | |  |
| d. Procedure: | **Step 1:** Write the first gapped sentence on the board: *I am in the school \_\_\_\_\_\_.* Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say what is missing (playground). Give pupils time to write the answer.  **Step 2:** Repeat **Step 1** for the other sentences. Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.  **Step 3:** If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work. | Whole class/ Individual work  Whole class/ Individual work  Individual work |  |
| **PRODUCTION**  **Activity 3. Project.** 8 minutes | | | |
| a. Goal | To revise the target language by asking and answering questions about school break time activities and talking about them to the class | |  |
| b. Input | A table showing columns of break time activities and the names of pupils | |  |
| c. Outcome | Pupils can find out their friends’ break time activities and talk about them to the class using the language learnt. | |  |
| d. Procedure | **Step 1:** Draw the table on the board. Ask pupils to look at it as an example. Elicit the language needed to do the task: *What do you do at break time? – I \_\_\_\_\_.* Write it on the board. Ask pupils to repeat it several times.  **Step 2:** Choose a pupil and model the activity with him / her, asking: *What do you do at break time?* The pupil answers, e.g. *I play football.* Put a tick in the column football in the table. Check pupils’ comprehension.  **Step 3:** Ask pupils to work in groups of six. Remind pupils to be friendly and supportive when they work together. Give them time to do the task. Go around the classroom and offer help if necessary.  **Step 4:** Invite some pupils to report their work using the language learnt. Have pupils stick their notes on the walls of the classroom as a display.  **Step 5:** If there is not enough time, ask pupils to do the project as homework and check it by giving pupils time to share their work in the next lesson. | Whole class/ Individual work  Individual work  Group work  Individual work/ Whole class  Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:**  **Game: Who says fast?**   * Teacher divides the class into 2 groups. * Teacher lets the pupils in each group take turns to stand up and say out loud their break time activities. * Show the picture on the screen with 4 answers (there’s only one correct answer). Who can say the correct answer quickly will get points for his/her group.   **Option 2: Practice:**  T shows 8 pictures and model structure on the board and asks pupils to repeat -> Wrap up | Group work  Whole class |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**REVIEW 2**

**Period 1**

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| **I.OBJECTIVES** | |  |
| **Language** | | By the end of the lesson, pupils will be able to review the following sentence patterns:  ● *Is this our ? – Yes, it is. / No, it isn’t.*  ● \_\_ *, please.*  ● *May I ? − Yes, you can. / No, you can’t.*  ● *I have .*  ● *Do you have ? − Yes, I do. / No, I don’t.*  ● *What colour is it? − It’s .*  ● *What colour are they? − They’re .*  ● *I at break time.*  ●*What do you do at break time? − I* . |
| **Corecompetencies** | | teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication |
| **General competencies** | | Self-control & independent learning: perform learning tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | | |
|  | * Student’s book Page 74 * Audio Tracks 107,108 * Teacher’s guide Pages 134,135,136 * Website *hoclieu.vn* * Flashcards/pictures and posters * Computer, projector… | |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Listen and number – Fun corner and wrap-up** | |

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| --- | --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song *It’s break time (*page 69)  - 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**: Say the chant on page 72  - Ask pupils to chant and do the actions in Unit 10, Lesson 3 in groups.  - Give points to the groups and encourage them.  **Option 3**: **Game: Jeopardy**  Review the previous lesson by having the class play the game jeopardy which covers all the subjects from Unit 6 - 10.  (Powerpoint slides of Review 2.) | Whole class  Group work  Individual work/ Group work |  |

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| **PRACTICE**  **Activity 1. Listen and tick.** 8 minutes | | | | |
| a. Goal: | | To listen to and understand five communicative contexts and tick the correct pictures | |  |
| b. Input: | | Picture cues:  **1a.** a book being closed **1b.** a book being opened  **2a.** a pen **2b.** a pencil  **3a.** a brown school bag **3b.** a blue school bag  **4a.** a boy playing football **4b.** a boy playing basketball  **5a.** a music room **5b.** a computer room  **Audio script:**  **1.** *Female teacher*: Open your book, please!  **2.** *Female teacher*: Do you have a pen?  *Mai*: Yes, I do.  **3.** *Female teacher*: What colour is it?  *Mai*: It’s blue.  **4.** *Male teacher*: What do you do at break time?  *Nam*: I play basketball.  **5.** *Minh*: Is that your computer room?  *Mary*: Yes, it is. | |  |
| c. Outcome: | | Pupils can listen to and understand five communicative contexts and tick the correct pictures.  **Key: 1.** b **2.** a **3.** b **4.** b **5.** b | |  |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell pupils about the activity. Elicit the context of Pictures **1a** and **1b** and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Repeat **Step 1** for the rest of the pictures.  **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 for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  / Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 2. Listen and number.** 9 minutes | | | | |
| a. Goal: | To listen to and understand four communicative contexts and number the correct pictures | | |  |
| b. Input: | Picture cues:   1. Mai asking permission to enter the classroom 2. A library 3. Two girls holding badminton rackets and shuttlecock 4. Five green books   **Audio script:**  ***1****. Linh:* Is that our library?  *Nam:* Yes, it is.  ***2****. Female teacher:* What colour are they?  *Nam:* They’re green.  ***3****. Mai:* May I come in?  *Female teacher:* Yes, you can.  ***4****. Male teacher:* What do you do at break time?  *Girl:* I play badminton. | | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts and number the correct pictures.  **Key: 1.** b **2.** d **3.** a **4.** c | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity. Elicit the content and context of each picture. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check the answers.  **Step 2:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 3:** Play the recording again for pupils to double-check their answers.  **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 Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 2: Game: Bang!**  Materials: A small piece of paper, a shoe box or a coffee can.  - Write words on pieces of paper and fold them in half. Also add a few cards written "BANG!".  - Pupils take turns picking cards. If they read the word correctly, they get to keep the word. If they draw a BANG!, they have to yell BANG! and then return all their cards (except the BANG! card) to the can/box.  **Option 3: Group race.**  - Pupils work in groups. Each group has a set of questions related to the topics from Unit 6 - 10.  - Pupils ask and answer the questions in groups.  - The fastest group to finish all the questions is the winner. | | Group work  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 6**

( Đã soạn lớp 5B**)**

Bổ sung :- Biết viết về những hoạt động đã diễn ra .

* Biết cách làm dự án cho kiến thức bài học.
* Học sinh luyện nhiều kĩ năng viết và hoàn thành bài tập.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**REVIEW 2- EXTENSION ACTIVITIES**

**Period 1**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh luyện nhiều kĩ năng hoàn thành bài.

- Hiểu và ghi nhớ các mẫu câu đã học để hoàn thành bài

- Quan tâm sát sao các đối tượng học sinh

*Thứ Sáu ngày 3 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 3 - Period 6**

( Đã soạn lớp 5B**)**

Bổ sung :Biết viết về những hoạt động đã diễn ra .

Biết cách làm dự án cho kiến thức bài học.

Học sinh luyện nhiều kĩ năng viết và hoàn thành bài tập.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**REVIEW 2- EXTENSION ACTIVITIES**

**Period 1**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh luyện nhiều kĩ năng hoàn thành bài.

- Hiểu và ghi nhớ các mẫu câu đã học để hoàn thành bài

- Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

***Soạn và dạy bù tiết 1 sáng thứ tư ( Tết dương lịch )***

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý cho học sinh đọc hội thoại theo phân vai.

Thực hành nhiều hơn với các hoạt động vào giờ ra chơi.

Quan tâm sát sao đến học sinh chưa hoàn thành bài

**Tiếng Anh** ( Lớp 3A)

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3 – Period 5**

( Đã soạn lớp 3C**)**

Bổ sung :Nhớ mẫu câu để nói các hoạt động vào giờ ra chơi

Đọc và vỗ tay theo nhịp bài chant.

Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

***Soạn và dạy bù tiết 1 sáng thứ tư ( Tết dương lịch )***

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3 – Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :Thực hành theo chuỗi hỏi và trả lời về các hoạt động vào giờ ra chơi.

Biết viết những câu đơn giản về các hoạt động.

Quan tâm đến học sinh làm bài còn chậm

**Tiếng Anh** ( Lớp 3A)

**REVIEW 2**

**Lesson 1 – 1,2**

( Đã soạn lớp 3B**)**

Bổ sung :- Khắc sâu những mẫu câu đã học trong học kì 1

- Củng cố các từ và cụm từ cho việc hoàn thành bài.

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