**-KẾ HOẠCH BÀI DẠY** **TUẦN 19 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  20/1 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 11 : Family time - Lesson 1- Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 11 : Family time - Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Ba  21/1 | Sáng | 1 | 5B | T.Anh | Unit 11 : Family time - Lesson 1- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 11 : Family time - Lesson 1- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 11 : My family - Lesson 1- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 11 : My family - Lesson 1- Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 11 : Family time - Lesson 1- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 11 : Family time - Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Tư  22/1 | Sáng | 1 | 3A | T.Anh | Unit 11 : My family - Lesson 1- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 11 : My family - Lesson 1- Activity 4 - 6 |
| 3 | 5B | T.Anh | Unit 11 : Family time - Lesson 2- Activity 1 - 3 |
| 4 | 5B | T.Anh | Unit 11 : Family time - Lesson 2- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  23/1 | Sáng | 1 | 3B | T.Anh | Unit 11 : My family - Lesson 2- Activity 1 - 3 |
| 2 | 3B | T.Anh | Unit 11 : My family - Lesson 2- Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 11 : Family time - Lesson 2- Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 11 : Family time - Lesson 2- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  24/1 | Sáng | 1 | 5C | T.Anh | Unit 11 : Family time - Lesson 2- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 11 : Family time - Lesson 2- Activity 4 - 6 |
| 3 | 3A | T.Anh | Unit 11 : My family - Lesson 2- Activity 1 - 3 |
| 4 | 3A | T.Anh | Unit 11 : My family - Lesson 2- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 20 tháng 1 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing

on asking and answering questions about whether someone did something in the past;

- correctly say the words and use *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_\_\_.* to ask and answer questions about whether someone did something in the past;

- correctly use *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past in a freer context;

- use the phrases *swim, take a photo, collect seashells* and *walk on the beach* in relation to the topic *“Family time”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about whether someone did something 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 love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 6

- Audio tracks 1, 2

- Teacher’s guide: Pages 178, 179, 180, 181

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 11)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To motivate the class by singing a song.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song and do the actions.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing “Hello song”** | | |
| - Tell pupils they are going to sing the song and do the actions.  - Play the song for pupils to listen.  - Play the song again for pupils to listen and sing the song in chorus.  - Play the song the third time for pupils to sing the song in chorus and do the actions.  - Praise the pupils if they perform the activity well. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the song.  - Pupils listen and sing the song in chorus.  - Pupils sing the song in chorus and do the actions. | YouTube: https://www.youtube.com/watch?v=tVlcKp3bWH8 |

**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 focusing

on asking and answering questions about whether someone did something 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 focusing on asking and answering questions about whether someone did something in the past.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 1) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b**, identify the characters and their activities.  **Step 2:** Ask pupils to look at the pictures. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 3:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 4:** Draw their attention to the question *Did you swim?* and the answer *Yes, I did. I swam with my mother.* Tell pupils that this question and the answer are about  people doing activities in the past. | - Pupils look at Pictures **a** and **b** and identify the characters and their activities.  - Pupils look at the pictures. Pupils listen to the recording. Pupils listen to the recording again, sentence by sentence and repeat.  - A few pairs come to the front of the classroom and repeat the sentences in the recording.  - Pupils look at the question and answer. Pupils listen to the teacher’s explanation. | - Context **a:**  Mary asking Mai about Mai’s family  *Mary:* Hi Mai, where did your family go last Sunday?  *Mai:* We went to the beach. - Context **b**:  Mai answering Mary’s question  *Mary:* Did you swim?  *Mai:* Yes, I did. I swam with my mother.  *Mary:* That’s great! |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the words and use *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 2) | | |
| **Step 1:** Have pupils look at Pictures **a, b, c** and **d** and identify the characters and their activities in the past.  **Step 2:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word and phrase *swim / with my mother*.  **Step 3:** Draw pupils’ attention to Picture **a** again and have them listen to the second part of the recording and repeat *Did you swim? – Yes, I did. I swam with my mother*.  **Step 4:** Repeat the same procedure with Pictures **b, c** and **d**. Have the class listen to  and repeat the questions and answers a few times.  **Step 5:** Have pairs practise asking and answering the question *Did you \_\_\_\_\_? – Yes, I \_\_\_\_. I \_\_\_.* using the picture cues and the phrases.  **Step 6:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Extension:** Have pupils look at the pictures again. One half of  the class should ask questions and the other half should answer. Then, switch roles. | - Pupils look at Pictures **a, b, c** and **d** and identify the characters and their activities in the past.  - Pupils point at Picture **a**, listen to the first part of the recording and repeat the word and phrase.  - Pupils listen to the second part of the recording and repeat.  - Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the questions and answers a few times.  - Pairs of pupils practise asking and answering the question, using the picture cues and the phrases. - Pairs of pupils point at the pictures and ask and answer in front of the class.  - Pupils look at the pictures again. One half of  the class should ask questions and the other half should answer. | - Picture and word cues:  a. a girl swimming with her mother and the phrases *swim / with my mother* underneath  b. a girl taking photos with his father and the phrases *take photos / with my father* underneath  c. a girl collecting seashells with her brother and the phrases *collect seashells / with my brother* underneath  d. a girl walking on the beach with her family and the phrases *walk on the beach / with my family* underneath  - Speech bubbles: *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_\_\_.* **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 you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past 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**: Put pupils into pairs and have them practise asking and answering questions about whether someone did something in the past. Go around the classroom to offer support where necessary.  **Step 3:** Invite a few pairs to the front of the class to ask and answer questions about whether someone did something in the past using the picture cues. Praise pupils if they perform well. | - Pupils pay attention to the pictures and identify the context.  - Pupils work in pairs and practise asking and answering questions about whether someone did something in the past.  - Pairs of pupils come to the front of the class to ask and answer questions about whether someone did something in the past using the picture cues. Pupils applaud if they perform well. | - Picture cues: a girl taking photos with her mother; a boy collecting seashells with his brother; a boy walking on the beach with his family; a boy swimming with his father - Speech bubbles: *Did you \_\_\_\_\_? - Yes, I \_\_\_. I \_\_\_.*  **Suggested answers:** |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Preparation for the project:** Tell pupils about the project on page 11, Lesson 3, Activity 6. Ask each pupil to make their photo journals by sticking some photos/pictures of activities they did the previous summer at home, then show and tell it to the class at Project time.

**\* Option 1: Game: Lucky animals (ppt)**

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

- Divide the class into two groups.

- Have two pupils from each group take turns to choose an animal and do the task.

- If the group chooses a lucky animal, they will get points and continue the next turn.

e.g. Pupil A: *Did you swim?*

Pupil B: *Yes, I did. I swam with my father.*

- Get corresponding points for their group.

- Continue with the other pupils.

- The group that gets the most points wins. Praise the winner.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**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 about people doing activities in the past and match four characters with the correct pictures.

- read and circle the correct answers with the help of the picture cues.

- listen to and complete the song *Did you swim last Sunday?* 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 love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 7

- Audio tracks 3, 4

- Teacher’s guide: Pages 181, 182, 183

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 11)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to ask and answer questions about whether someone did something in the past.

**b. Content**

- Game: Quiz time

**c. Expected outcomes**

- Pupils can correctly remember the sentence structures *Did you \_\_\_\_\_? - Yes, I \_\_\_\_\_. I \_\_\_.* to choose the correct answers.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Quiz time** | | |
| - Tell pupils that they are going to read the gapped sentences and choose the correct answers.  - Have pupils play the game individually.  - If he/ she gives a correct answer, he/ she will get a gift from the teacher.  - If he/ she gives an incorrect answer, the teacher will invite another one to answer.  - Have the class read the correct sentences aloud.  - Lead in the new lesson. | - Pupils listen to the teacher’s explanation.  - Pupils play the game individually.  - Pupils read the correct sentences aloud. | Gapped sentences:  *1. We \_\_\_\_ on the beach last summer.*  *A. are B. was C. were*  *2. A: Did you take a photo?*  *B: Yes, I did. I \_\_\_\_ a photo with my mother.*  *A. take B. took C. taking*  *3. A: Did you \_\_\_\_?*  *B: Yes, I did. I swam with my father.*  *A. swim B. swam*  *C. to swim*  *4. A: Did you \_\_\_\_ seashells?*  *B: Yes, I did. I \_\_\_\_ seashells with my sister.*  *A. collect/collecting*  *B. collected/collect*  *C. collect/collected*  *5. My family \_\_\_\_ last Sunday.*  *A. in the park*  *B. on the beach*  *C. in the mountains*  **Key:** *1. C, 2. B, 3. A, 4. C, 5. B* |

**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 about people doing activities in the past and match four characters with the correct pictures.

**b. Content**

- Activity 4. Listen and match.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts about people doing activities in the past and match four characters with the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and match.** (Track 3) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *Who do you see?* and *What are they doing?* to elicit the characters’ names and the activities in the pictures. Tell them that they need to match the people **1** to **4** with the activities **a** to **d**.  **Step 2:** Play the recording for pupils to listen. Play the recording again for them to do the task by matching the characters to their activities. Play the recording a  third time to give pupils another listening opportunity if necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for  example, *Did Mai take photos with her family in Ha Long? Did Nam swim with his sister*  *(in the sea)?* | - Pupils look at the pictures. Pupils answer questions to identify the characters’ names and the activities in the pictures.  - Pupils listen to the recording. Pupils listen to the recording again to do the task by matching the characters to their activities. Pupils listen to a third time if necessary.  - Pupils swap books with a partner and check their answers before checking as a class. Pupils explain the answers by answering the questions. | Picture cues:  1. Mai 2. Nam  3. Lucy 4. Ben a. a family walking on the beach  b. a boy and a girl collecting seashells c. a family taking photos  d. a boy and a girl swimming in the sea  **Audio script:**    \***Key:** *1. c, 2. d, 3. b , 4. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To read and circle the correct answers with the help of the picture cues.

**b. Content**

Activity 5. Read and circle.

**c. Expected outcomes**

- Pupils can read and circle the correct answers with the help of the picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and circle.** | | |
| **Step 1:** Have pupils look at the  pictures. Get them to identify the  characters.  **Step 2:** Model Dialogue **1** with the class. Have pupils look at the options. Ask them what the girl did in the sea with her father (*swam*). Then have pupils circle the correct answer (*swam*).  **Step 3:** Repeat the same procedure with Dialogues **2, 3** and **4**. Draw pupils’ attention  to the answer options and have them choose the correct answers with the help of the picture cues.  **Step 4:** To check answers, ask a pair to read each dialogue aloud. | - Pupils look at the pictures and identify the characters.  Pupils look at the options. Pupils answer what the girl did in the sea with her father (*swam)*. Then pupils circle the correct answer *(swam)*.  - Pupils follow the teacher’s instructions with Dialogues **2, 3** and **4**. Pupils look at the options and choose the correct answers with the help of the picture cues.  - Pairs of pupils read each dialogue aloud. | - Four picture cues  - Four dialogues with answer options to circle  **Key:** *1. swam; 2. walk;*  *3. did; went; 4. were; buy* |

**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 you swim last Sunday?* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can listen to and complete the song *Did you swim last Sunday?* and to sing it with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing.** (Track 4) | | |
| **Step 1:** Tell pupils the aim of the activity: They will listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.  **Step 2:** Draw pupils’ attention to the gapped sentences. Encourage pupils to guess the missing words and complete the sentences.  **Step 3:** Play the recording all the way through for pupils to listen to the whole song. Then play the recording again for them to fill in the gaps with the missing words.  **Step 4:** Check answers together as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 5:** Invite a few groups to the front of the class to sing the song. The rest of the class may sing along and clap to reinforce the activity. | - Pupils listen to the teacher’s instruction.  - Pupils look at the gapped sentences. Pupils guess the missing words and complete the sentences.  - Pupils listen to the whole song. Then pupils listen to the song again to fill in the gaps with missing words.  - Pupils check answers together as a class. Pupils listen to the recording, line by line, and repeat.  - Some groups come to the front of the class to sing the song while the rest of the class sings along and claps. | The gapped lyrics and the recording of the song *Did you swim last Sunday?*  **Audio script:**  **Did you swim last Sunday?**  Where were you last Sunday? I was on the beach. Did you swim?  Yes, I did. I swam with my mum.  Where were you last weekend? I was in the park.  Did you walk?  No, I didn't. I took photos there.  **\* Key:** *1. beach, 2. park,*  *3. took* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Lucky star game (ppt)**

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

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

- Have two pupils from each group take turns to choose a star and do the task.

- If they ask and answer the question correctly, they will get one point. If they don’t ask and answer the question correctly, the other group will ask and answer.

- If the group chooses a lucky star, they will get one point and continue the next turn.

e.g. Pupil A: *Did you take a photo yesterday?*

Pupil B: *Yes, I did. I took a photo with my sister.*

- Get corresponding points for their group.

- Continue with the other pupils.

- The group that gets the most points will win. Praise the winner.

**\* Option 2: Game: *Who’s faster?***

- Explain how the game is played: each group will make a question and an answer for a picture given.

- Model the activity. Stick a phrase on the board (*swim/ last Sunday*). Have two pupils come to the board and write the question and answer.

E.g. Pupil A: *Did you swim last Sunday?*

Pupil B: *Yes, I did. I swam with my mother.*

- Divide the class into four groups. Give each group a piece of paper and a picture. Give two minutes for pupils to do the task.

- Have each group stick the piece of paper on the board. Check the answers as the class.

- The group finishing first and having correct answers wins. Praise the winner.

*Thứ Ba ngày 21 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về các hoạt động đã diễn ra.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt đã diễn ra với ai .

* Hiểu mẫu câu và sử dụng mẫu câu nói về hoạt động ở quá khứ.
* Quan tâm việc luyện đọc phân vai của học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 1 – Period 1**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *mother, father, brother, sister* related to the topic “My family”; * use *Who’s this / that? – It’s my \_\_\_\_\_.* to ask and answer questions about a family member; * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”; |
| **Corcompetencies** | decision making, teamwork, work standards, reliability, motivation |
| **General competencies** | Listening: listen and recognize the contexts, focus on introducing someone, then repeat  Critical thinking: talk about family  Oral communication: speak about family, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 6 * Audio Tracks 2, 3 * Teacher’s guide Pages 140, 141, 142 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 10, Lesson 1.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Chant and do activities (Unit 10, Lesson 3).   * 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 “I’m a fairy”   * Divide the class into 2 teams. * Each team chooses one letter to go to the question. * Have pupils look, read and choose the right options. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there are no letters left. | Whole class  Group work  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 a family member | |  |
| b. Input: | - Context a: Mary: *Who’s this?* Lucy: *It’s my sister.*  - Context b: Nam: *Who’s that?* Mai: *It’s my brother*. | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about a family member. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a.** Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the questions *Who's this / that?* and the answers: *It's my sister/brother.* Tell pupils that they are questions and answers about a family member. | 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 *Who’s this / that? – It’s my* \_\_\_\_\_\_. to ask and answer questions about a family member | |  |
| b. Input: | **– Picture cues:**  a. mother b. father c. brother d. sister  – **Speech bubbles:**  Who’s this / that? – It’s my \_\_\_\_\_\_.  **- Audio script:**  a. mother b. father c. brother d. sister  A: Who’s that? A: Who’s this?  B: It’s my mother. B: It’s my father. | |  |
| c. Outcome: | Pupils can correctly say the words and use *Who’s this / that?* *– It’s my \_\_\_\_\_\_.* to ask and answer questions about a family member. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the name of each family member.  **Step 2:** Have pupils point at Picture **a** (a woman), listen to the recording and repeat the word (mother). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (Who’s that?). Point at Picture **a** and have pupils listen and repeat after the recording (It's my mother). Follow the same procedure with the other three pictures.  **Step 4:** : Have pairs practise asking and answering the question *Who’s this / that? – It’s my \_\_\_\_\_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *Who’s this /that? – It’s my* \_\_\_\_\_\_. to ask and answer questions about a family member. | |  |
| b. Input | – **Picture cues:** a brother and a sister are playing badminton and their parents are sitting on a bench nearby.  – **Speech bubbles:** Who’s this / that? – It’s \_\_\_\_\_\_. | |  |
| c. Outcome | Pupils can enhance the correct use of *Who’s this / that? – It’s my* \_\_\_\_\_\_. to ask and answer questions about a family member. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (see Input).  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into groups of four. Tell them to ask and answer with *Who's this / that?* Go around the classroom to offer support.  **Step 4:** Invite some pupils to the front of the class to present their exchanges.  **Preparation for the project:**  Tell pupils about the project on page 11. Ask them to prepare it at home by collecting a picture of their family and bring their work to the classroom at the project time to present it. | Whole class/ Individual work  Whole class  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Using *hoclieu.vn*, have pupils look at the phrases or sentences in the pictures of the lesson and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**   * Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud. * The group that makes it first will be the winner.   **Option 3: Game: I’m a fairy.**   * Divide the class into 2 teams. * Each team chooses one letter to go to the question. * Have pupils look, read and answer the questions. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there are no letters left. | Whole class  Group work  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:   * listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures * to complete the four gapped dialogues with the help of relevant picture cues * sing the song My family |
| **Corecompetencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving |
| **General competencies** | Listening: listen and tick the correct pictures of introducing someone  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 7 * Audio Tracks 4, 5 * Teacher’s guide Pages 142, 143 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedure** | | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | | |
|  | | Greet the class.  **Option 1:** Sing the song in Unit 10, Lesson 1.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2**: Chant and do activities (Unit 10, Lesson 3).   * Ask pupils to chant and do the actions in Unit 10, Lesson 3 in groups. * Give points for the groups and encourage them.   **Option 3**: **Game: Hangman**   * Divide the class into 2 teams. * Have pupils guess the word letter by letter. * Whenever a team guesses a letter, click that letter. If it belongs to the secret word, it will be filled in the blank, and the team will get one point. If not, parts of the hangman will appear. | Whole class  Group work  Individual work/  Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | | |
| a. Goal: | To listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures | | |  |
| b.Input: | Picture cues: **1a.** father **1b.** brother **2a.** mother **2b.** sister  **Audio script:**  1. A: Who’s this?  B: It’s my father.  2. A: Who’s that?  B: It’s my sister. | | |  |
| c.Outcome: | Pupils can listen to and understand two communicative contexts to ask and answer questions about a family member.  **Key:** 1. a 2. b | | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the word for each family member and its cue, and play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Repeat Step 1 for the second exchange.  **Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation if necessary. | | Whole class  Whole class  Pair work/ Whole class  Individual work  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | | |
| a. Goal: | To complete the four gapped dialogues with the help of relevant picture cues | | |  |
| b. Input: | – Four picture cues  – Two gapped sentences and two gapped dialogues | | |  |
| c. Outcome: | Pupils can complete the four gapped dialogues with the help of relevant picture cues.  **Key:** 1. mother 2. father 3. sister 4. brother | | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the people in the pictures.  **Step 2:** Have pupils look at the four incomplete sentences and dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture 1. Have pupils look at the sentence. Ask them what is missing in the answer (mother). Then have them complete the gap.  **Step 4:** Follow the same procedure with Pictures **2, 3, 4.** Draw the pupils' attention to gaps.  **Step 5:** Have pupils complete the sentences individually and ask a few pupils/pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. | | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | |
| a.Goal: | To sing the song ***My family*** with the correct pronunciation | | |  |
| b.Input: | The lyrics and the recording of the song ***My family*** | | |  |
| c.Outcome: | Pupils can sing the song ***My family*** with the correct pronunciation. | | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the songs. Encourage them to point at the characters' pictures to reinforce their understanding.  **Step 2:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary  **Step 3:** Play the recording all the way through for pupils to sing along.  **Step 4:** Introduce actions for pupils to do while singing along with the recording.  **Step 5:** Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. | | Whole class/ Individual work  Whole class  Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1**:  **Game:** **Interview your friend(s).**  Each pupil gets 1 sheet of paper from the teacher. They fill in the information about their family members. Then they can move around the class to ask and answer questions to know more about their friends’ family members.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud.  **Option 3: Game: Gold miner**   * Divide the class into 2 teams. * Each team chooses one item to go to the question. * Have pupils listen and choose the right pictures. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there is no item left. | | Whole class    Group work  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về các hoạt động đã diễn ra.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt đã diễn ra với ai .

* Hiểu mẫu câu và sử dụng mẫu câu nói về hoạt động ở quá khứ.
* Quan tâm việc luyện đọc phân vai của học sinh

*Thứ Tư ngày 22 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :Nghe - hiểu được hội thoại để vận dụng thực hành

Nhớ từ và hiểu được dạng câu hỏi với từ who .

Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý đọc từ khó cho học sinh.

Học sinh nói được một số thành viên trong gia đình.

Quan tâm sát sao đến học sinh đọc còn lúng túng .

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone did somewhere in the past.

- correctly say the words and use *What did your family do in \_\_\_\_? - We \_\_\_.* to ask and answer questions about what someone did somewhere in the past.

- correctly use *What did your family do in \_\_\_\_\_? - \_\_\_.* and *What did your family do*

*there? – \_\_\_.* in a freer context.

- use the phrases *take a boat trip around the bay, eat seafood, see some interesting places* and *buy souvenirs* in relation to the topic *“Family time”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about what someone did somewhere 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 love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 8

- Audio tracks 5, 6

- Teacher’s guide: Pages 183, 184, 185, 186

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 11)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures about someone who did something in the past.

**b. Content**

- Game: Whisper

**c. Expected outcomes**

- Pupils can remember and say the sentence structures about someone who did something in the past correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Whisper** | | |
| - Tell pupils how the game is played. Give an example.  - Divide the class into two groups.  - Have pupils from each group stand or sit in a row.  - Whisper a sentence to the first pupil in each row.  - Have the first pupil whisper the sentence to the second pupil.  - Have groups continue whispering the sentence until it reaches the last pupil.  - The last pupil in the row has to say out the correct sentence.  - Give the first group saying the sentence correctly one point.  - The group with more points wins. Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils stand or sit in a row.  - Pupils listen to the sentence.  - Pupils whisper the sentence to the second pupil.  - Pupils continue whispering the sentence until it reaches the last pupil.  - Pupils say out the correct sentence.  - Pupils get points.  - Praise the winner. | Sentences:  *1. I swam with my mother yesterday.*  *2. I collected shells with my brother last Sunday.*  *3. I walked on the beach with my family yesterday.*  *4. I took a photo with my sister.* |

**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 focusing on asking and answering questions about what someone did somewhere 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  
focusing on asking and answering questions about what someone did somewhere in the past.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 5) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the place, characters and their activities in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue 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:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 4:** Draw pupils’ attention to the question *What did your family do in Ha Long?* and the answer *We took a boat trip around the bay*. Tell pupils that this question and answer are about what someone did somewhere in the past. | - Pupils look at Pictures **a** and **b** and identify the place, characters and their activities in the pictures.  - 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 come to the front of the classroom to listen and repeat the sentences in the recording.  - Pupils look at the question and answer. Pupils listen to the teacher’s explanation. | - Context **a**:  Ben asking Mai about her family in Ha Long  a.  *Ben:* That’s a beautiful picture of your family. Where were you?  *Mai:* We were in Ha Long.  - Context **b**:  Mai answering Ben’s question  b.  *Ben:* When did you go to Ha Long?  *Mai:* We went there last summer. *Ben:* What did your family do in Ha Long?  *Mai:* We took a boat trip round the bay. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the words and use *What did your family do in \_\_\_\_? - We \_\_\_.* to ask and answer questions about what someone did somewhere in the past.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What did your family do in \_\_\_\_? - We\_\_\_\_.* To ask and answer questions about what someone did somewhere in the past.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 6) | | |
| **Step 1:** Have pupils look at the Pictures **a, b, c** and **d** and elicit the activities of the characters in each picture.  **Step 2:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrases *Ha Long / took a boat trip around the bay*. Repeat the same procedure with the words under Pictures **b, c** and **d**.  **Step 3:** Draw pupils’ attention to Picture **a** again and have them listen to the second part of the recording and repeat *What did your family do in Ha Long? – We took a boat trip around the bay.*  **Step 4:** Repeat the same procedure with Pictures **b, c** and **d**. Have the class listen to and repeat the questions and answers a few times.  **Step 5:** Have pairs practise asking and answering the question *What did your family do in \_\_\_\_? – We \_\_\_\_.* using the picture cues and the phrases.  **Step 6:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Extension:** Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles | - Pupils look at Pictures **a**, **b**, **c** and **d** and say the activities of the characters.  - Pupils point at Picture **a**, listen to the first part of the recording and repeat the phrases.  - Pupils listen to the second part of the recording and repeat.  - Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the questions and answers a few times.  - Pairs of pupils practise asking and answering the question, using the picture cues and the phrases.  - A few pairs of pupils point at the pictures and say the questions and answers in front of the class.  - Pupils look at the pictures again. One half of the class should ask questions and the other half should answer. | - Picture and word cues:  a. family taking a boat trip around Ha Long and the phrases *Ha Long / take a boat trip around the bay* underneath  b. a family eating seafood in Nha Trang and the phrases *Nha Trang / eat seafood* underneath  c. a family visiting Sydney and the phrases *Sydney / see some interesting places* underneath  d. a family buying souvenirs in Singapore and the phrases *Singapore / buy souvenirs* underneath  - Speech bubbles: *What did your family do in \_\_\_\_\_? - We \_\_\_.*  **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 *What did your family do in \_\_\_\_\_? - \_\_\_.* and *What did your family do*

*there? – \_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use *What did your family do in \_\_\_\_\_? - \_\_\_.* and *What did your family do there? – \_\_\_.* in a freer context*.*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context.    **Step 2:** Put pupils into pairs and encourage them to ask and answer questions about what someone did somewhere in the past using *When did you go to \_\_\_\_? – \_\_\_\_. and What did your family do there? – \_\_\_.* Go around the classroom to offer support where necessary. **Step 3:** Invite a few pairs to practise asking and answering questions about past activities. Praise pupils if they perform well. **Extension:** Invite some pairs of pupils to ask and answer questions about the real activities: when and what someone’s family did in the past. For example: *When did you go to Nha Trang? – We went there last summer.; What did your family do there? – We swam in the sea and ate seafood.* | - Pupils look at the pictures. Pupils answer the questions to identify the context.  - Pupils work in pairs and ask and answer questions about what someone did somewhere in the past.  - A few pairs of pupils practise asking and answering questions about what someone did somewhere in the past using the picture cues.  - Some pairs of pupils ask and answer questions about the real activities. | - Picture cues: a family visiting some interesting places in Sydney; a family buying souvenirs at the  souvenir shop in Thailand; a family taking a boat trip at Ha Long Bay; a family swimming in the sea in Do Son  - Speech bubbles: *When did you go to \_\_\_\_? – \_\_\_\_.*  *What did your family 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)

**\* Option 1: Game: Multiple choice (ppt)**

- Place several flashcards (*take a boat trip around the bay, eat seafood, see some interesting places, buy souvenirs*) and the options on the board.

- Have pupils take turns choosing the correct answer for each picture.

- If they choose the correct answers, they will get gifts from the teacher.

- Praise pupils if they do the game well,

**\* Option 2: Game: Matching the word with the correct picture**

- Tell pupils how the game is played. Give an example.

- Put the pictures on the board. Point to each picture one at a time for pupils to say the time.

- Give cards with phrases to different pupils. Ask them to come to the front of the class and put their card below the appropriate picture, e.g. the pupil with the card “*buy souvenirs*” puts his / her card below the picture “*a picture of someone buying souvenirs*”.

- Praise pupils if they do the activity well.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**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 about where someone went and what someone did in the past and circle the correct options.

- complete two gaped exchanges with the help of picture cues.

- reinforce the use of target vocabulary for asking and answering questions about past activities and travel destinations by playing the *When and What* game.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 9

- Audio track 7

- Teacher’s guide: Pages 186, 187, 188

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 11)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structure *What did your family do in \_\_\_\_? - We \_\_\_.* to ask and answer questions about what someone did somewhere in the past.

**b. Content**

- Game: Questions and answers

**c. Expected outcomes**

- Pupils can correctly use the sentence structures *What did your family do in \_\_\_\_? - We \_\_\_.* to ask and answer questions about what someone did somewhere in the past.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Questions and answers** | | |
| - Tell pupils that they are going to look at the pictures and make questions and answers for the pictures.  - Stick the pictures on the board and have the class say the phrases for each picture.  - Invite a few pairs of pupils to come to the front and ask and answer the questions about the pictures.  - If pupils ask and answer the questions correctly, they will get gifts from the teacher.  - Continue the game until all the pictures are said.  - Have the class read the questions and answers aloud. | - Pupils listen to the teacher’s explanation.  - Pupils look at the pictures on the board and say the phrases for each picture.  - Pupils come to the front and ask and answer the questions about the pictures.  - Pupils continue playing the game.  - Pupils read the questions and answers aloud. | Pictures (*take a boat trip around the bay, swim in the sea, see some interesting places, buy souvenirs*)  Structures:  *What did your family do in \_\_\_\_? - We \_\_\_\_.* |

**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 about where someone went and what someone did in the past and circle the correct options.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can listen and understand two communicative contexts about where someone went and what someone did in the past and circle the correct options.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 7) | | |
| **Step 1:** Draw pupils’ attention to the conversations and the answer options. Ask questions to encourage them to guess the correct answer.  **Step 2:** Play the recording all the way through. Then play the recording again for pupils to circle the correct answer.  **Step 3:** Tell pupils to swap books with a partner, then check answers together as a class. Play the recording again for the pupils to double-check their answers. Have pupils repeat the information in the recording to explain their answers, for example, *Yes, I did. I went there with my family. and We took a boat trip.*  **Extension:** Read Conversation **1** aloud but change some details. For example: 1. A: Did you go to **Ha Long Bay** last weekend?  B: Yes, I did. I went there with my family.  A: What did your family do there?  B: We **took photos.**  - Have pupils stand up when the information is different. Invite a pupil to correct the information that is different. | - Pupils look at the conversations and the answer options. Pupils answer the questions to guess the correct answer.  - Pupils listen to the recording all the way through and circle the correct answer.  - Pupils swap books with a partner, then check answers as a class. Pupils listen to the recording again to double-check their answers.  - Pupils repeat the information in the recording to explain their answers.  - Pupils stand up when the information is different and correct the information. | Two conversations with answer options to circle **Audio script:**  **Key:**  *1. family; took a boat trip*  *2. Sydney; saw some interesting places* |

**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:** Have pupils look at the pictures. Get them to identify the  places, the characters and the  activities in the pictures.  **Step 2:** Model Exchange **1** with  the class. Have pupils read the dialogue. Ask them which words are missing (*Nha Trang; swam; seafood*). Then have pupils write the answers.  **Step 3:** Repeat the same procedure with Exchange **2**.  **Step 4:** Check the answers, and then ask a few pairs to read them aloud. | - Pupils look at the pictures. Pupils identify the places, characters and their activities in the pictures.  - Pupils follow the teacher demonstrating Picture **1**. Pupils look at the answers. Pupils answer what words are missing in the answers  - Pupils follow the teacher’s instructions with Pictures **2**. Pupils look at the gaps in the answers in Pictures **2.**  - Pupils complete the gaped exchanges individually. Pupils check their answers. A few pairs of pupils read the exchanges aloud. | - Two picture cues  - Two gapped exchanges to complete  **Key:**  *1. Nha Trang; swam; seafood*  *2. Sa Pa; bought; photos* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To reinforce the use of target vocabulary for asking and answering questions about past activities and travel destinations by playing the *When and What game.*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can use the target vocabulary to ask and answer questions about when someone went somewhere and what someone did in the past by playing the *When and What game.*

**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 play the *When and What* game. Tell them they will need to use the past tense form of irregular verbs such as *take, eat, buy, swim* and *go*. Review these before playing if necessary.  **Step 2:** Divide pupils into Team A and Team B and explain the rules: One pupil from Team A randomly selects a destination from a box the teacher is holding, for example, Lang Co Beach, and then another pupil from Team A makes up a question using it, such as *When did your family go to Lang Co Beach?* Team B provides one response, such as *We went there last summer*. Then, Team A asks another question,  such as *What did your family do at Lang Co Beach?* Team B offers as many responses as possible, such as *We took a boat trip. / We swam in the sea. / We ate seafood. / We took some photos. / We collected seashells.*  **Step 3:** Team A and Team B switch roles and repeat **Step 2**.  **Step 4:** Set a time limit for them to play the game. When the time is up, the team that has provided more correct answers is the winner.  **Step 5:** Invite a few groups to the front of the class to play the game. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher’s instructions.  - Team A and Team B switch roles. Pupils from two teams ask and answer the questions.  - Pupils work in groups to play the game. Pupils praise the winner.  - Groups come to the front of the class to play the game. | - Team A and Team B asking and answering questions about what someone did at Lang Co Beach (as an example).  - Teacher providing pieces of papers (for drawing), such as *Nha Trang, Sa Pa, Ha Long Bay, Ba Na Hills, etc.*  *–* Speech bubbles:  *What did your family do at Lang Co Beach? – We \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: True or False game (ppt)**

- Tell pupils they are going to look at the pictures and the sentences, then choose True or False.

e.g.

*1. We swam in the sea yesterday.*

*2. We took a boat trip last Sunday.*

*3. We bought souvenirs yesterday.*

*4. We ate seafood in Nha Trang last summer.*

- If the pictures and the sentences are matched, pupils will choose True.

- If the pictures and the sentences are not matched, pupils will choose False.

- The pupils giving the correct answers will get gifts from the teacher.

- Praise pupils if they play the game well.

**\* Option 2: Pass the balls**

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

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

- Stop music suddenly.

- The teacher raises a picture. Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *What did your family do in Sydney?*

Pupil B: *We saw some interesting places.*

- Praise pupils if they do the activity well.

*Thứ Năm ngày 23 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *mother, father, brother, sister*, and numbers from 11 – 20 related to the topic “My family”; * use *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member; * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”; |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetencies** | Listening: listen and repeat  Oral communication: speak about someone’s age  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 8 * Audio Tracks 6, 7 * Teacher’s guide Pages 143, 144, 145 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 11, 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**: **Game** **Buzz!**   * Arrange pupils into a circle and ask pupils to count from 1 in sequence from pupil to pupil. * Set a goal from one to twenty for pupils. * Each pupil shouts out one number in their turn.   If a number is a multiple of 5, or a number with a 5 in it, the player has to shout out "buzz!" instead of saying that number.   * The game is meant to be fast paced, so if a pupil takes too long or buzzes at a wrong place, they are eliminated.   **Option 3**: **Game: Happy birthday!**   * Divide the class into 2 teams. * Each team chooses one number to go to the question. * Have pupils look, read and answer the questions. * Let pupils choose one birthday hat to get points. * Back to the menu for another question. * Pupils continue their turns until there are no numbers left. | Whole class  Group work  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 the age of a family member | |  |
| b. Input: | **Context a:** Ben: This is my sister.  Minh: How old is she?  Ben: She’s thirteen years old.  **Context b**: Linh: How old is your brother?.  Bill: He is twenty years old.  Linh: Are you sure? | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about the age of a family member. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a.** Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the questions *How old is she / your brother?* and the answers *She’s thirteen years old. / He’s twenty years old.* Tell pupils that they are questions and answers about a family member. | 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 *How old is he / she? – He’s / She’s \_\_\_\_\_\_.* to ask and answer questions about the age of a family member. | |  |
| b. Input: | – **Picture cues:**  a. a 12-year-old girl  b. a 14-year-old boy  c. an 18-year-old girl  d. a 19-year-old man  – Speech bubbles: *How old is he / she? – He’s / She’s \_\_\_\_\_.*  **Audio script:**  a. twelve b. fourteen c. eighteen d. nineteen  *A: How old is she? A: How old is he?*  *B: She’s twelve. B: He’s fourteen.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *How old is he / she? – He’s / She’s \_\_\_\_\_\_*. to ask and answer questions about the age of a family member. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the ages of family members.  **Step 2:** Have pupils point at Picture **a** (a twelve years old girl), listen to the recording and repeat the word (twelve). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (How old is she?). Point at Picture **a** and have pupils listen and repeat after the recording (She’s twelve.). Follow the same procedure with the other three pictures. **Step 4:** Have pairs practise asking and answering the question *How old is he / she? – He’s / She’s* \_\_\_\_\_\_.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Play this game with the numbers that pupils have learnt in the lesson. | Whole class  Whole class  Whole class/ Individual work  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member in a freer context | |  |
| b. Input: | – Picture cue: Ben and his sister, Linh and her brother are playing in the playground.  – Speech bubbles: *How old* \_\_\_\_\_\_? –\_\_\_\_\_\_. | |  |
| c. Outcome: | Pupils can enhance the correct use of *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member in a freer context. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (*see Input*).  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into pairs and encourage them to ask and answer questions using the target patterns. Go around the classroom to offer support where necessary.  **Step 4:** Invite some pairs to stand up to perform their exchanges.  **Matching game**  T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to match the pictures with the correct sentences. Then ask the class to look and say aloud. | Whole class/ Individual work  Whole class/ Individual work  Pair work/ whole class  Pair work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words or sentences in the pictures of the lesson and repeat after the recording.  **Option 2:**  **Game: Sentence Puzzle**   * Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. * Ask them to arrange the words to make a complete sentence, then read it aloud.   **Option 3: Game: Big gifts**   * Divide the class into 2 teams. * Each team chooses one number to go to the question. * Have pupils look, read and answer the questions. * Let pupils choose one birthday gift to get points. * Back to the menu for another question. * Pupils continue their turns until there are no numbers left. | Whole class  Group work  Group work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:;   * use *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member; * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”; * write about family members and their ages; |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative. |
| **Generalcompetencies** | Listening: listen and recognize a family members’ age  Self-control & independent learning: perform learning tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 9 * Audio Tracks 8 * Teacher’s guide Pages 145, 146, 147 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s play – Fun corner and wrap-up** |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 11, 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**: Game: **Buzz!**   * Arrange pupils into a circle and ask pupils to count from 1 in sequence from pupil to pupil. * Set a goal from one to twenty for pupils. * Each pupil shouts out one number in their turn.   If a number is a multiple of 5, or a number with a 5 in it, the player has to shout out "Buzz!" instead of saying that number.   * The game is meant to be fast paced, so if a pupil takes too long or buzzes at a wrong place, they are eliminated.   **Option 3**: **Game: Bingo**   * Divide the class into 2 teams. * Have pupils read the numbers on two bingo cards quickly. * Have pupils listen and choose the right bingo cards. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there are is no ball left. | Whole class  Group work  Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which characters ask and answer questions about different people’s ages and number the correct pictures | |  |
| b. Input: | **Picture cues:**  a. a 13-year-old girl  b. an 18-year-old girl  c. a 14-year-old boy  d. a 20-year-old man  **Audio script:**   1. A: How old is she?   B: She’s thirteen.   1. A: How old is your brother?   B: He’s twenty.   1. A: How old is your sister?   B: She’s eighteen.   1. A: How old is he?   B: He’s fourteen. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about different people’s ages and number the correct pictures.  **Key: 1.** a **2.** d **3.** b **4.** c | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity. Elicit the age in 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 them to check their 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  Pair work/ Whole class  Individual work  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete four gapped dialogues with the help of picture cues | |  |
| b. Input: | – Four picture cues  – Four gapped dialogues | |  |
| c. Outcome: | Pupils can complete four gapped dialogues with the help of picture cues.  **Key: 1.** eleven **2.** twelve **3.**old; eighteen **4.** How old; fifteen | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Remind them to pay attention to the cakes with candles or numbers.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the sentence. Ask them what is missing in the answer (eleven). Then have them complete the gap.  **Step 4:** Follow the same procedure with Pictures **2, 3, 4.** Draw the pupils' attention to gaps.  **Step 5:** Have pupils complete the sentences individually and ask a few pupils / pairs to read them aloud.  **Game: Slap the board.** | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal | To review vocabulary related to the topic “My family” and numbers from eleven to twenty by playing the game Board race | |  |
| b. Input | – Vocabulary list  – Board and pens / chalk  – Prizes | |  |
| c. Outcome | Pupils can play the game Board race to reinforce the learning of words and phrases related to the topic “My family”. | |  |
| d. Procedure | **Step 1:** Tell the pupils the goal of the game and how to play it. Ask them to revise all vocabulary learnt in Unit 11.  **Step 2:** Invite two groups of four pupils to the front of the class to demonstrate the game. Two pupils play in each round, one from each group.  **Step 3:** Give the pupils time to play the game in two groups of four. Circulate round the class during the activity and offer help where necessary.  **Extension:** Divide the class into two groups. Use the words in the game to get them to take turns writing as many words related to “family” and “numbers” in the correct columns as possible.  **Game:** **Matching game**  T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to match the pictures with the correct sentences. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Group work  Group work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words, phrases and sentences in the pictures of the lesson and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud.  **Option 3: Game: Water the garden**   * Divide the class into 2 teams. * Each team chooses one letter to go to the question. * Have pupils look, read and answer the questions. * Back to the menu for another question. * Pupils continue their turns until there are is no letter left. | Whole class  Group work  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về thời gian trong quá khứ

- Quan tâm việc hoàn thành câu với những cụm từ cho sẵn.

- Học sinh phát huy nhớ các câu ở đọc hiểu.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh thực hành luyện mẫu câu với các từ chỉ hoạt động trong

quá khứ.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của hoạt động.

*Thứ Sáu ngày 24 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về thời gian trong quá khứ

- Củng cố các từ và cụm từ cho hỏi và trả lời mẫu câu.

- Học sinh phát huy nhớ các câu ở đọc hiểu.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh - Học sinh luyện nhiều kĩ năng nói trước lớp. -

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý đọc từ khó cho học sinh.

Quan tâm sát sao đến học sinh đọc còn lúng túng .

- Củng cố các từ và cụm từ cho hỏi và trả lời mẫu câu.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :- Khắc sâu mẫu câu hỏi và trả lời về các thành viên trong gia đình

- Học sinh luyện nhiều kĩ năng nói trước lớp.

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