**KẾ HOẠCH BÀI DẠY** **TUẦN 20 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  3/2 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 11 : Family time - Lesson 3- Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 11 : Family time - Lesson 3- Activity 4 - 6 |
| 3 |  |  |  |
| Ba  4/2 | Sáng | 1 | 5B | T.Anh | Unit 11 : Family time - Lesson 3- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 11 : Family time - Lesson 3- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 11 : My family - Lesson 3- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 11 : My family - Lesson 3- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  5/2 | Sáng | 1 | 3A | T.Anh | Unit 11 : My family - Lesson 3- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 11 : My family - Lesson 3- Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 11 : Family time - Lesson 3- Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 11 : Family time - Lesson 3- Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 4 - 6 |
| 3 |  |  |  |
| Năm  6/2 | Sáng | 1 | 5B | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 4 - 6 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  7/2 | Sáng | 1 | 5C | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 12 : Our Tet holiday - Lesson 1  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 12 : Jobs- Lesson 1- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 12 : Jobs- Lesson 1- Activity 4 - 6 |
| Chiều | 1 | 3A | T.Anh | Unit 12 : Jobs- Lesson 1- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 12 : Jobs- Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |

*Thứ Hai ngày 3 tháng 2 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

*-* stress the correct words in *Wh*-questions in the questions'*When did they* '*go to* '*London?* and '*What did they* '*do in* '*Finland?*;

*-* identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening;

- 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 love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 10

- Audio tracks 8, 9, 10

- Teacher’s guide: Pages 188, 189, 190

- 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 patterns by singing the song *“Did you swim last Sunday?”*

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *“Did you swim last Sunday?”* with the correct melody and pronunciation*.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing. (Track 4)** | | |
| - Tell pupils they are going to sing the song and do the actions.  - Play the song for pupils to listen and sing the song in chorus.  - Play the song again for pupils to sing the song in chorus and clap along with the recording.  - Invite some groups to the front of the class and perform the song.  - Praise pupils to encourage their performance. | - Pupils listen to the teacher’s explanation.  - Pupils listen and sing the song in chorus.  - Pupils sing the song in chorus and clap along with the recording.  - Pupils come to the front of the class and perform the song. | The lyrics and the recording of the song *“Did you swim last Sunday?”* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To stress the correct words in *Wh*-questions in the questions'*When did they* '*go to* '*London?* and '*What did they* '*do in* '*Finland?*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can stress the correct words in *Wh*-questions in the questions'*When did they* '*go to* '*London?* and '*What did they* '*do in* '*Finland?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 8) | | |
| **Step 1:** Draw pupils’ attention to the question '*When did they* '*go to* '*London?* Play the recording and encourage pupils to point at the stressed words in the question  while listening. Explain that they are the most important words in the *Wh-*question and need to be stressed. Check comprehension.  **Step 2:** Play the recording of the first question again and encourage pupils to listen and repeat exactly. Do this several times until pupils feel confident. Correct their pronunciation where necessary.  **Step 3:** Repeat **Steps 1** and **2** for the question '*What did they* '*do in* '*Finland?*  **Step 4:** Have pupils work in pairs or groups, saying the words with stressed syllables and reading the questions until they feel confident.  **Step 5:** Invite a few pupils to listen to and repeat the questions in front of the class. Praise them when their pronunciation is good. | - Pupils look at the question. Pupils listen to the recording and point at the stressed words in the question while listening. Pupils listen to the teacher’s explanation. - Pupils listen to the recording of the first question again and repeat exactly  - Pupils follow the teacher’s instructions for the question '*What did they* '*do in* '*Finland?*  - Pupils work in pairs or groups to say the words with stressed syllables and read the questions until they feel confident.  - A few pupils listen to and repeat the questions in front of the class | When did they ‘go to ‘London?  ‘What did they ‘do in ‘Finland? |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.

**b. Content**

Activity 2. Listen and underline one more stressed word. Then repeat.

**c. Expected outcomes**

- Pupils can identify and underline the missing stressed word in four questions, and say the questions with the correct stress while listening.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 9) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and underline one more stressed word. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the questions. Play the recording again for pupils to underline one more stressed word of the questions.  **Step 3:** Tell pupils to swap books with a partner, then check the answers together as a class. Then discuss with pupils if they can spot a pattern to what words are stressed in *Wh*-questions (the wh-question word, the main verb and the place).  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up and repeat the correct answers. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the questions. Pupils listen to the recording again to underline one more stressed word of the questions.  - Pupils swap books with a partner, then check the answers as a class. Pupils listen to the teacher’s instruction.  - Pupils listen to the recording again to double-check their answers.  - One or two pupils stand up and repeat the correct answers. | Four questions for marking stressed syllables.  **Audio script:**  'When did you 'go to 'Sydney?  'What did he 'do in 'Paris?  'When did she 'go to 'England?  'What did they 'do in 'Thailand?  **Key:** *1. Sydney 2. Paris 3. When 4. do* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 10) | | |
| **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm, word stress and pronunciation. Draw pupils’ attention to the word stress in the *Wh-*questions. **Step 3:** Play the recording line by line while pupils listen and repeat. Correct their pronunciation, if necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two groups and have them take turns listening to and repeating the chant, while the rest of the class claps along. | - Pupils look at the lyrics of the chant.  - Pupils listen to the whole chant. Pupils listen carefully to the rhythm and pronunciation. Pupils look at the word stress in the questions.  - Pupils listen to the recording line by line and repeat.  - Pupils listen to the recording all the way through to chant. Pupils clap along while chanting.  - Pupils work in two groups to take turns listening and repeating the chant, while the rest of the class claps along. | 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: Memory Chain (ppt)**

- Tell pupils they are going to remember the four questions in a chain.

- Divide the class into two groups. Each group has eight pupils.

- Ask eight pupils from each group to take turns playing the game.

- Have Pupil A say the first question, then have Pupil B say the next question and so on.

E.g.

'*When did you* '*go to* '*Sydney?*

'*What did he* '*do in* '*Paris?*

'*When did she* '*go to* '*England?*

'*What did they* '*do in* '*Thailand?*

- If a pupil forgets a sentence, the group must start from Pupil A again.

- The winning group is the first one to have all members finish speaking. Praise the winner.

**\* Option 2: 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.

E.g. *Round 1.* '*When did you* '*go to* '*Sydney? /* '*What did he* '*do in* '*Paris?*

*Round 2.* '*When did she* '*go to* '*England? /* '*What did they* '*do in* '*Thailand?*

- 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.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and understand a paragraph about a family trip in the past by answering four questions;

- complete a paragraph about someone’s family’s weekend trip by writing the target words in the gaps;

- make a photo journal by sticking some photos/pictures of the activities he/ she did somewhere with friends the previous summer, and tell the class about it.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**II. MATERIALS**

- Pupil’s book: Page 11

- Teacher’s guide: Pages 190, 191, 192

- 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 saying the chant of Unit 11 on page 10.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** (Track 10) | | |
| - Play the chant for pupils to listen.  - Play the chant again for pupils to listen and chant along. Encourage them to clap their hands while chanting.  - Call on two or more groups to perform the chant while the rest of the class claps their hands.  - Praise pupils to encourage their performance. | - Pupils listen to the chant.  - Pupils listen to the chant again and chant along. Clap their hands while chanting.  - Pupils perform the chant while the rest of the class claps their hands. | The lyrics and recording of the chant (Unit 11, page 10) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and understand a paragraph about a family trip in the past by answering four questions.

**b. Content**

- Activity 4. Read and answer.

**c. Expected outcomes**

- Pupils can read and understand a paragraph about a family trip in the past by answering four questions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and answer.** | | |
| **Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and pay attention to keywords such as *Where, Linda’s family, go.* Then they should scan the text for relevant information and to answer the question.  **Step 2:** Set a time limit for pupils to do the rest of the task independently. Go around the classroom and offer help where necessary.  **Step 3:** Get pupils to swap books with the partner and check the answers before checking as a class.  **Step 4:** Invite some pairs to take turns asking and answering the questions.  **Extension:** Ask pupils some more questions. For example, *When did Linda’s family go to Ha Long Bay? What did they do there on Sunday? Did they explore the caves and eat seafood?* Have them answer these questions. | - Pupils read the questions carefully. Pupils read Question **1** and look at keywords. Pupils scan the text for relevant information.  - Pupils follow the teacher’s instructions. Pupils do the task independently.  - Pupils swap books with their partners and check the answers before checking as a class.  - Some pairs take turns asking and answering the questions.  - Pupils answer the questions. | A text and four questions  **Key:**  *1. They went to Ha Long Bay.*  *2. They sunbathed, took some photos and swam in the sea.*  *3. They took a boat trip around the bay on Sunday.*  *4. They bought some souvenirs for their friends.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To complete a paragraph about someone’s family’s weekend trip by writing the target words in the gaps.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can complete a paragraph about someone’s family’s weekend trip by writing the target words in the gaps.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to read the gapped sentences and fill in the gaps with information about someone’s family’s weekend trip. Tell pupils that the gaps in the paragraph focus on their activities the previous weekend, but that they don't have to use real information. Check comprehension.  **Step 2:** Ask pupils to read the first sentence, then elicit where they went the previous weekend (for example, *Sa Pa)*. Remind pupils that they can make up any answer they like. Then have them write the first sentence (*Last weekend, my family went to Sa Pa*.)  **Step 3:** Give pupils time to complete the rest of the paragraph independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their spelling.  **Step 5:** Invite a pupil to write his / her completed paragraph on the board or read it aloud in front of the class. Give corrections and feedback where necessary.  **Extension:** In groups, have pupils share the activities that their family did last weekend (or on a recent trip if you prefer). Each group then uses the information to create a mind map about all the activities they and their families did. Then share with the class. | - Pupils read the gapped sentences and fill in the gaps with information about someone’s family’s weekend trip. Pupils follow the teacher’s instructions.  - Pupils do the first gapped sentence. Pupils read the first sentence and elicit where they went the previous weekend. Then pupils write the first sentence.  - Pupils complete the paragraph independently.  - Pupils swap their books with a partner and check their spelling.  - A few pupils read their completed paragraphs in front of the class.  - In groups, pupils share the activities that their family did last weekend. Each group then uses the information to create a mind map about all the activities they and their families did. Then share with the class. | The writing frame with six blanks to complete  **Suggested answer:**  Last weekend, my family went to Sa Pa. On Saturday, we visited Sa Pa Town and went to see the mountains. We took lots of photos there. On Sunday, we went shopping in the town. My brother bought a shirt and I bought some souvenirs for my friends. Our trip was 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 make a photo journal by sticking some photos/pictures of the activities he/ she did somewhere with friends the previous summer, and tell the class about it.

**b. Content**

- Activity 6. Project.

**c. Expected outcomes**

- Each pupil can make a photo journal by sticking some photos/pictures of the activities he/ she did somewhere with friends the previous summer, and tell the class about it.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project.** | | |
| **Step 1:** Explain that each pupil has to show his/her photo journal which includes some photos/ pictures of friends and their activities (they have prepared at home) and tell the class about where they went and what they did there.  **Step 2:** Have pupils work in groups of five or six. Each pupil shows his / her photo journal to the group and describes what he/she and friends did somewhere last summer.  **Step 3:** Invite a few pupils representing some groups to show their photo journals and tell the class about the activities of the friends in the photos/ pictures, *e.g. I went to Ba Na Hills last summer with my friends. We took the cable car. We visited Golden Bridge…*  **Step 4:** Have the rest of the class give comments and praise pupils if they perform well. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups of five. Each pupil shows his / her photo journal to the group and describes what he/she and friends did somewhere last summer.  - A few pupils representing some groups show their photo journals and tell the class about the activities of the friends in the photos/ pictures.  - The rest of the class give comments and praise pupils if they perform well. | A photo journal of a girl and her friends at Ba Na Hills, with some photos / pictures of what they did there.  **Suggested presentation:**  Hi, everyone. This is my photo journal. Last summer, I went to Ba Na Hills in Da Nang with  my friends. We took a cable car. We took a lot of photos there. We visited the beautiful buildings. We also went to see Golden Bridge. We had a lot of fun there. |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Running dictation (ppt)**

- Ask pupils to look at the text and tell their friends to write down the text.

- Stick four texts on the walls around the classroom.

- Divide the class into two groups.

- Have one group choose a leader to write the text Ask the other pupils to run and find the text around them, then turn back to their group and tell what they have seen. Ask their leader to write down the sentence he/ she has heard.

- The group finishing first with more correct sentences wins. Praise the winner.

**\* Option 2: Game: Serial reading**

- Show the text on the board.

- Divide the class into groups of four.

- Have pupils work in groups and read the text serially.

- Invite some groups to the front of the class and perform their work.

- Praise pupils to encourage their performance.

*Thứ Ba ngày 4 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh cách đánh trọng âm từ trong câu.

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

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Nâng cao kĩ năng viết câu cho hoạt động đã diễn ra.

* Quan tâm sát sao việc sử dụng các động từ của học sinh.
* Chú ý cách phát âm một số từ khó cho học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:   * correctly pronounce the sounds of the letters *o* and *ure* in isolation, in the words *old* and *sure* and in the sentences *How old is your brother?. and Are you sure?* * use the words *mother, father, brother, sister*, and *numbers from 11 – 20* related to the topic “My family”; * say a chant |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **General competencies** | Listening: listen and repeat, listen and circle  Self-control & independent learning: perform learning tasks  Communication and collaboration: work in pairs or group  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 10 * Audio Tracks 9, 10, 11 * Teacher’s guide Pages 147, 148 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – 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**: 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: Word search puzzle**   * Have the whole class play “ Word search puzzle”. * Have pupils find out the words about numbers and family members. * This game is just for fun, not for competition. | Whole class  Group work  Individual work/ Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | |
| a. Goal: | To correctly repeat the sounds of the letters **o** and ***ure*** in isolation, in the words **old** and **sure**, and in the questions ***How old is your brother?***and***Are you sure?*** with the correct pronunciation and intonation | |  |
| b. Input: | – The letter ***o***, the word **old** and the question ***How old is your brother?***  – The letters ***ure***, the word **sure** and the question ***Are you sure?*** | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letters ***o*** and ***ure***in isolation, in the words **old** and **sure**, and in the questions ***How old is your brother?*** *and* ***Are you sure?*** with the correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the letter **o**, the word **old** and the question ***How old is your brother?*** Play the recording and encourage them to point at the correct letter, word and question while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Tell them about the activity. 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 letters ure. | Whole class  Whole class/ Individual work  Whole class |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | |
| a. Goal: | To identify the target words ***old*** and ***sure*** in the sentences while listening | |  |
| b. Input: | Two sentences with each three options  **Audio scripts:**  1. I’m ten years old.  2. Are you sure? | |  |
| c. Outcome: | Pupils can identify the target words ***old*** and ***sure*** while listening.  **Key: 1.** a **2.** a | |  |
| d. Procedure: | **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Play the recording for pupils to listen to. Play the recording again for them to do the task. Play the recording a third time for them to check their answers.  **Step 3:** Tell pupils to swap books with a partner, then check the 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**: Invite one or two pupils to stand up, listen and repeat the sentences. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | |
| a. Goal | To say the chant with the correct rhythm and pronunciation | |  |
| b. Input | The lyrics and recording of the chant | |  |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure | **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters ***o*** and ***ure*** in the words **old** and **sure**. Check comprehension.  **Step 2:** Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.  **Step 3:** Repeat Steps **1** and **2** for the second verse of the chant. Draw their attention to the sounds of the letters ***o*** and ***ure*** in the words old and sure. Go around the classroom and correct pronunciation if necessary.  **Step 4:** When pupils become familiar with the rhythm and pronunciation, play the recording of the whole chant for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.  **Step 5:** Invite a few groups to the front of the class to chant. The rest of the class may clap along. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn* (activity 1: Listen and repeat), have pupils look at the sounds, words and sentences and repeat after the recording.  **Option 2:**  **Game: Fabulous sounds**   * Divide the class into 2 teams. * Each team chooses one number to go to the question. * Have pupils look, read and choose the right words that match the sounds. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there are not any numbers left. * The one who gets the most points is the winner.   **Option 3: Preparation for the project:**  Tell pupils about the project on page 11. Ask them to prepare at home by collecting or drawing a picture of their family and bring their work to the classroom at the project time to present it. | Whole class  Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 11: MY FAMILY**

**Lesson 3 – Period 6**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * read and write about family members and their ages; * collect a picture of their family and show it to the class. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative. |
| **General competencies** | Written Communication: practice writing about family members  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  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 11 * Teacher’s guide Pages 148, 149 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 11) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – 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 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**: Chant and do activities (Unit 11, Lesson 3).   * Ask pupils to chant and do the actions in Unit 11, Lesson 3 in groups. * Give points for the groups and encourage them.   **Option 3**:   * Play the game in the powerpoint Unit 11 – lesson 3 – period 6. * Divide the class into 2 teams to play “Funny Sums”. * Each team chooses one letter to go to the question. * Have pupils look, read and do the sums. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there are not any letters left. * The one who gets the most points is the winner. | Whole class  Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Read and complete.** 8 minutes | | | |
| a. Goal: | To read and complete a paragraph with the words in the box | |  |
| b. Input: | A paragraph and five gapped sentences with the words in the box. | |  |
| c. Outcome: | Pupils can read and complete a paragraph with the words in the box. **Key: 1.** my **2.** sister **3.** old **4.** am | |  |
| d. Procedure: | **Step 1:** Tell pupils about this activity. Read the four gapped sentences as a class. Draw pupils’ attention to the blank in Sentence 1. Get pupils to scan the paragraph and find the missing words from the box. When pupils give the correct answer, write it on the board and get the class to read the completed sentence together.  **Step 2:** Give pupils time to do the rest of the sentences individually. Go around the classroom to offer support.  **Step 3:** Check the answers as a class. Get the pupils to swap and correct their answers in pairs.  **Extension**: If time is available, ask one or two pupils to read the complete text aloud and check their pronunciation if necessary. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Individual work |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal: | To read, understand and complete a gapped text | |  |
| b. Input: | The writing frame with blanks to complete | |  |
| c.Outcome: | Pupils can read, understand and complete a gapped text. | |  |
| d. Procedure: | **Step 1:** Tell the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information in the sentence to complete it. Check comprehension and give feedback.  **Step 2:** Give pupils time to write the answers. Circulate round the class during the activity and offer help where necessary.  **Step 3:** Get the pupils to swap and correct their answers in pairs.  **Step 4:** Repeat Steps 1 to 3 for the other sentences.  **Extension**: If time allows, invite a few pairs to stand up and read the completed text aloud.The rest of the class listens and cheers or claps their hands if the performers do a good job. | Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class  Pair work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal | To collect a picture of their family and show it to the class by telling the class about their family members | |  |
| b. Input | A picture of their family | |  |
| c. Outcome | Pupils can collect a picture of their family and show it to the class by telling the class about their family members. | |  |
| d. Procedure | **Step 1:** Tell pupils about the goal of the activity. Explain that they are going to show a picture of their family and tell the class about them.  **Step 2:** Have pupils work in groups. Each member shows his / her picture and introduces them, e.g. This is *my family*. *This is my mother*. Go around and praise pupils when they perform well.  **Step 3:** Invite one or two pupils to show their pictures to the class and tell the class. | Whole class/ Individual work  Group work  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Using *hoclieu.vn*, activity 1: Listen and repeat, have pupils look at the sounds, words and sentences 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:**   * Play games in the powerpoint Unit 11 – lesson 3 – period 6. * Divide the class into 2 teams to play “Treasure hunt”. * Have pupils choose a square and make a sentence based on cue words. * Back to the menu for another question. * Pupils continue their turns until there are not any letters left. | Whole class  Group work  Group work |  |

*Thứ Tư ngày 5 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

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

Thực hành nhiều hơn với kĩ năng viết .

Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 11: MY FAMILY**

**Lesson 3: Period 6**

( Đã soạn lớp 3A**)**

Bổ sung :Mở rộng hơn với một số số đếm.

Quan tâm sát sao đến học sinh chưa đọc lưu loát .

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 12: OUR TET HOLIDAY**

**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 will do something for Tet;

- use the phrases *buy roses, buy a branch of peach blossoms, decorate the house, do the shopping, make banh chung, make spring rolls* in relation to the topic*“*Our Tet holiday”;

- use *Will you \_\_\_\_ for Tet? – Yes, I will. / No, I won’t. I’ll \_\_\_\_\_.* to ask and answer questions about whether someone will do something for Tet;

*-* use *Will you \_\_\_\_ for Tet? – Yes, I will. / No, I won’t. I’ll \_\_\_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about whether someone will do something for Tet.

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

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

**3. Attributes**

- Show their interest in activities for Tet holiday.

**II. MATERIALS**

- Pupil’s book: Page 12

- Audio tracks 11, 12

- Teacher’s guide: Pages 192, 193, 194, 195

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 12)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To elicit the topic by a picture.

**b. Content**

- Guessing the topic.

**c. Expected outcomes**

- Pupils can guess the topic of Unit 12: Our Tet holiday.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Guessing the topic.** | | |
| - Greet the class. Ask pupils to look at the picture and guess the topic of this unit.  - Ask pupils to open their books at page 12 and look at Unit 12, Lesson 1, Activity 1. Write the title “Our Tet holiday” on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson. | - Pupils listen to the teacher’s instructions and guess the topic.  - Pupils open their books.  - Pupils listen and repeat the title. | Picture about Tet holiday |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about whether someone will do something for Tet.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

*-* Pupils can understand and correctly repeat the sentences in two communicative contextsfocusing on asking and answering questions about whether someone will

Do something forTet*.*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 11) | | |
| **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 it again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 3:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 4:** Draw pupils’ attention to the question *Will you buy a branch of peach blossoms for Tet?* and the answer *Yes, I will.* Tell pupils that they are used to ask and answer questions about whether someone will do something for Tet. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | - Context a: Mai and a foreign boy, Andy, standing in the street and talking about Tet  Mai: *Look! Pretty peach blossoms! Tet is coming.*  Andy: *What is Tet?*  Mai: *It’s our New Year Festival.*  - Context b: Andy looking at the branch of peach blossoms and asking Mai about it  Andy: *Will you buy a branch of peach blossoms for Tet?*  Mai: *Yes, I will. It will bring good luck to my family.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the phrases and use *Will you \_\_\_\_\_ for Tet? – Yes, I will. / No, I won’t.*

*I’ll \_\_\_\_\_*. to ask and answer questions about whether someone will do something for Tet.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *Will you \_\_\_\_\_ for Tet?* – *Yes, I will. /No, I won’t. I’ll\_\_\_\_\_.* to ask and answer questions about whether someone do something forTet.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 12) | | |
| **Step 1:** Have pupils look at the pictures and elicit the activity in each picture.  **Step 2:** Have pupils point at Picture **a** (a family decorating the house), listen to the first part of the recording and repeat the phrase (*decorate the house*). Repeat the same procedure with the other three pictures. Have pupils repeat the phrases a few times. Check comprehension.  **Step 3:** Point at the first bubble and have pupils listen to the next part of the recording and repeat *Will you decorate the house for Tet?*. Point at Picture **a,** draw pupils’ attention to the word *yes* under the picture and have pupils listen to and repeat *Yes, I will.* Repeat the same procedure with the other three pictures.  **Step 4:** Have pupils work in pairs to practise asking and answering the question *Will you \_\_\_\_\_ for Tet?* – *Yes, I will. / No, I won’t. I’ll \_\_\_\_\_.* using the phrases and Pictures **a**, **b**, **c** and **d**.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | - Pupils look at the pictures and elicit the activity in each picture.  - Pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the phrases a few times.  - Pupils listen to the next part of the recording and repeat. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using the phrases and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the questions and answers in front of the class. | - Picture and word cues:  **a.** a family decorating their house for Tet, and the phrase *decorate the house / yes*  **b.** some people doing the shopping for Tet, and the phrase *do the shopping / yes*  **c.** a woman making spring rolls, and the phrase *make banh chung / no / make spring rolls*  **d.** a woman and a boy buying a branch of peach blossoms, and the phrase *buy roses / no / buy a branch of peach blossoms*  - Speech bubbles:  *Will you \_\_\_\_\_\_\_ for Tet? – Yes, I will. / No, I won’t. I’ll \_\_\_\_\_\_.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use *Will you \_\_\_\_\_ for Tet? – Yes, I will. / No, I won’t. I’ll \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Will you \_\_\_\_\_ for Tet?* – *Yes, I will. / No, I won’t. I’ll \_\_\_\_\_.* 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. Have them look at the pictures and identify the activity in each picture. Check comprehension.  **Step 2:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.  **Step 3:** Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well.  **Extension:** In groups, have pupils brainstorm some more activities that people often do at Tet (for example: plant young trees, give lucky money, go to their hometown, wear new clothes, …), then ask and answer questions about Tet activities using the sentence pattern learnt in this lesson. | - Pupils look at the pictures and identify the activity in each picture.  - Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.  - Pairs of pupils practise asking and answering questions in front of the class. | - Picture cue: a boy decorating his house for Tet; a boy making spring rolls; a father and his daughter buying a branch of peach blossoms; a mother and her daughter doing the shopping for Tet |

**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 17. Ask them to prepare for it at home by making a poster about Tet activities that they will do for / at Tet. Remind them to bring the posters to class to present them at Project time.

**\* Option 1: Game: Help Kitchen Gods**

- Explain how to play the game*.*

- Tell pupils it’s the end of year, so they are going to help the Kitchen God collect all the reports.

- Pupils take turns to choose the houses, look at the pictures, ask and answer the questions.

- Check the pupils’ answers as a whole class.

- If they give the correct answers, they can get a report.

- Pupils take turns to choose all the houses and collect all the reports.

- After they get all the reports, teacher acts as the Kitchen God and say: “*Well done! You helped me to collect all reports. Now I will go and report good things that you did this year to the King of Heaven. Happy New Year!”*

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

- Give two different coloured teddy bears to two pupils, a black teddy bear (*ask the question*) and a white teddy bear (*answer the question*).

- Ask pupils to listen to music and pass the teddy bears.

- Stop music suddenly. Have the pupil with a black teddy bear make a question. Have the pupil with a white teddy bear answer the question.

E.g.Pupil *A: Will you decorate the house for Tet?*

Pupil *B:* *Yes, I will.*

- Repeat the game several times.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 12: OUR TET HOLIDAY**

**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 two communicative contexts in which characters ask and answer questions whether someone will do something for Tet, and tick the correct pictures;

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

- sing the song *Tet is a happy time for us.* with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Show their pride and love for the national traditional holiday ‘Tet’.

**II. MATERIALS**

- Pupil’s book: Page 13

- Audio tracks 13, 14

- Teacher’s guide: Pages 195, 196, 197

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 12)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about what people will do on Tet holiday ‘buy roses, buy a branch of peach blossoms, decorate the house, do the shopping, make *banh chung*, make spring rolls’.

- Game: Make *banh chung*

**c. Expected outcomes**

- Pupils can correctly say the vocabulary in relation to the topic “Our Tet holiday”.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Make *banh chung*** | | |
| - Ask pupils if they remember the previous vocabulary about the topic “Our Tet holiday” – what people do to prepare for Tet.  - Explain how the game is played. Have a pupil choose a gift, look at the picture, then choose an action that people will do for Tet. After each correct answer, pupils will open the gift to get the ingredients to make *banh chung.* Pupils keep answering questions to get enough ingredients. When pupils collect all the ingredients, they can make *banh chung*.  - Have pupils read the words aloud. | - Pupils name the activities people do for Tet.  - Pupils listen to the rules.  - Pupils choose a gift, answer the questions to get ingredients.  - Pupils read aloud the words. | Pictures (buy roses, buy peach blossoms, decorate the house, do the shopping, make *banh chung*, make spring rolls) |

**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 whether someone will do something for Tet and tick the correct  
pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which characters ask and answer questions about whether someone will do something for Tet and tick the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 13) | | |
| **Step 1:** Draw pupils’ attention to the pictures. Tell them to look at Pictures **a, b** and **c** to identify the activities. For example, have pupils explain that the girl and her mother in Picture **a** are doing the shopping at the supermarket. In Picture **b**, they are buying a branch of peach blossoms. In Picture **c**, they are making spring rolls. Play the recording of the first exchange for pupils to listen. Play it 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 Exchange **2**. **Step 3:** Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board. **Step 4:** Play the recording again for pupils to double-check their answers. Have pupils explain the answers by asking them to repeat the information in the recording to check their answers, for example: *I’ll do the shopping with my mum in the supermarket.* **Extension:** Read the conversations aloud but change some specific information. For  example: *I’ll do the shopping with my* ***dad*** *in the supermarket*. Have pupils clap their hands when the information is different. Invite a pupil to correct the information. | - Pupils look at the pictures to identify the activities. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.  - Pupils follow the teacher’s instructions.  - Pupils swap books with their partner, then check answers as a class.  - Pupils listen to the recording again to double-check their answers.  - Pupils explain the answers by repeating the information in the recording.  - Pupils clap their hands when the information is different. A pupil corrects the information. | Picture cues:  **1a.** a mother and her daughter doing the shopping **1b.** a mother and her daughter buying a branch of peach blossoms **1c.** a mother and her daughter making spring rolls **2a.** a boy decorating the house **2b.** a boy making spring rolls **2c.** a boy buying a branch of peach blossoms with his father  **Audio script:**  **Key:** *1. a 2. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Have pupils look at the pictures. Get them to identify the activity of the character(s) in each picture. **Step 2:** Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences. **Step 3:** Do Exchange **1** with the class. Have pupils look at the exchange. Ask them what is missing in the question (the boy’s activity). Then have them look at the picture and identify the necessary information (*decorate*). Ask them to complete the gap (*Will you decorate the house for Tet?*). Repeat the same procedure with the second gap of Exchange **1**. **Step 4:** Repeat **Step 3** with Exchanges **2, 3** and **4**.  **Step 5:** Have pupils complete the rest of the exchanges independently. 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: *Why did you write “decorate” in the first gap of Question 1? – Because the boy in the picture is decorating his house*. | - Pupils look at the pictures and identify the activity of the character(s) in each picture.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Exchange 1.  - Pupils repeat the same procedure with the second gap of Exchange **1**.  - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.  - Pupils explain the answers by asking questions. | - Four picture cues  - Four gapped exchanges to complete  **Key:**  1. *decorate; Yes*  2. *make spring rolls*  3. *do the shopping; I will*  4. *Will; buy a branch of peach blossoms* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To sing the song *Tet is a happy time for us.* with the correct pronunciation, rhythm and  
melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *Tet is a happy time for us.* with the correct pronunciation, rhythm  
and melody

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 14) | | |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody. **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording. **Step 4:** Play the recording all the way through for pupils to sing along with. **Step 5:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.  - Pupils listen to the recording all the way through carefully to the pronunciation and the melody.  - Pupils listen to the recording, line by line, and repeat. Pupils do actions while they sing along with the recording.  - Pupils listen to the recording all the way through and sing along with.  - Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along. | The lyrics and the recording of the song *Tet is a happy time for us.* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Racing**

- Divide the class into three groups. Each group has equal numbers of pupils.

- Ask pupils to stand in lines. Set the timer.

- Ask the first pupil from each line *“Will you … for Tet?”* he/ she must answer and in turn ask the second pupil in the line. The second pupil then answers and asks the third, and so on.

- The group which has the shortest time to finish asking and answering wins the game.

E.g. Pupil *A: Will you do the shopping for Tet?*

Pupil *B:* *Yes, I will.*

Pupil *B: Will you buy a branch of peach blossoms for Tet?*

Pupil *C:* *Yes, I will. / No, I won’t.*

**\* Option 2: Game: Get the lucky money (ppt)**

- Tell pupils that they are going to play in 2 teams.

- Choose a number and answer the questions about whether someone will do something for Tet.

- If their answers are correct, pupils will get 10 points. There are two lucky numbers with 20 points for each correct answer.

- Teams with more points will be the winner.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hướng dẫn thêm cho học sinh cách đánh trọng âm từ trong câu.

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

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 11: FAMILY TIME**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Nâng cao kĩ năng viết câu cho hoạt động đã diễn ra.

* Quan tâm sát sao việc sử dụng các động từ của học sinh.
* Chú ý cách phát âm một số từ khó cho học sinh

*Thứ Năm ngày 6 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 12: OUR TET HOLIDAY**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Biết được một số hoạt động sẽ làm vào ngày tết.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 12: OUR TET HOLIDAY**

**Lesson 1 - Period 2**

( 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 nói về ngày tết.

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

*Thứ Sáu ngày 7 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 12: OUR TET HOLIDAY**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Biết được một số hoạt động sẽ làm vào ngày tết.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 12: OUR TET HOLIDAY**

**Lesson 1 - Period 2**

( 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 nói về ngày tết.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 12: JOBS**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:   * understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the job of a family member. * correctly say the words and use *What’s his / her job? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s job. * enhance the correct use of *What’s his / her job? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about someone’s job in a freer context. |
| **Corecompetencies** | teamwork, integrity, communication, planning and organization |
| **Generalcompetencies** | Listening: listen and recognize the jobs, then repeat  Critical thinking: talk about jobs  Oral communication: speak about jobs, ask and answer the questions |
| **Attributes** | Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Pupil’s book Page 12 * Audio Tracks 12, 13 * Teacher’s guide Pages 150, 151, 152 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 12) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 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: Memory game  Review the previous lesson by having the class play the Memory game, using the words*: mother; father; sister; brother.*  -Divide the class into 2 teams.  - Each pupil from each team goes to the front and touches 2 squares. If they match the right word with the correct picture, they will get one point for their team.  -Encourage pupils to join in the game.  - Give points to pupils. | Whole class  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 job of a family member | |  |
| b. Input: | - Context **a**: Minh: *This is my mother*. Lucy: *What’s her job?* Minh: *She’s a doctor.*  - Context **b**: Lucy: *This is my father.* Minh: *What’s his job?* Lucy: *He’s a teacher.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat sentences in two communicative contexts to ask and answer questions about the job of a family member. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.  **Step 2:** Play the recording for Picture **a**. Play the recording again for them to listen.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question *What's her job?* and *What's his job?* and the answers *She's a doctor*. and *He's a teacher*. Tell pupils that they are questions and answers to ask about someone's job. | Whole class  Whole class  Whole class/ Individual work  Pair work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly say the words and use *What's his / her job? – He’s / She’s \_\_\_\_\_\_.* to ask and answer questions about someone’s job | |  |
| b. Input: | - Picture cues: **a**. a doctor **b**. a driver **c**. a teacher **d**. a worker  - Speech bubbles: *What’s his / her job? – He’s / She’s \_\_\_\_\_\_.*  - Flash cards: *doctor, driver, teacher, worker*  **Audio script:**  **a**. a doctor **b.** a driver **c.** a teacher **d.** a worker  A: What’s her job?  B: She’s a doctor.  A: What’s his job?  B: He’s a driver. | |  |
| c.Outcome: | Pupils can correctly say the words and use *What’s his / her job? – He’s / She’s \_\_\_\_\_\_.* to ask and answer questions about someone’s job. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the jobs.  **Step 2:** Have pupils point at Picture **a** (a doctor), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *doctor, driver*, *teacher* and *worker* and have pupils say the words.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (What’s her job?) Point at Picture **a** and have pupils listen and repeat after the recording (She's a doctor.). Repeat the same procedure with the other three pictures.  **Step 4:** Give pupils time to practise asking and answering the question *What's her / his job?* Remind them that they can use any of the four pictures to point, ask and answer the question. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to point at the pictures, ask and answer the question in front of the class.  **Game: Listen and choose**  Let the pupils listen to the recording, then choose the correct picture. This game can be played in groups to make it more interesting. | Whole class/ Individual work  Whole class  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *What's his / her job? – He’s / She’s* \_\_\_\_\_\_. to ask and answer questions about someone's job in a freer context. | |  |
| b. Input: | – Picture cues: a family of four people  – Speech bubbles: *What’s his / her job? – He’s / She’s \_\_\_\_\_\_.*  – Flash cards for *doctor, driver, teacher* and *worker* | |  |
| c. Outcome: | Pupils can enhance the correct use of *What's his / her job? – He’s/ She’s \_\_\_\_\_\_.* to ask and answer questions about someone's job. | |  |
| d. Procedure: | **Step 1:** Hold up the flash cards for *doctor, driver, teacher* and *worker* to elicit the question and answer about his or her job. Have pupils look at the picture. Point at the adults in the picture and elicit *mother* and *father* and the questions *What’s his job?* and *What’s her job?*  **Step 2:** Give pupils time to practise in pairs. One pupil asks the question *What's his / her job?* and the other answers *He’s / She’s \_\_\_\_\_\_.* Go around the classroom to offer support.  **Step 3**: Invite some pairs to the front of the class to perform their conversations.  **Game: Look and say**  Ask 2 pupils to look at the pictures and practice speaking the structure of the lesson. One pupil asks then the other answers the question. (This can be more interesting when the teacher lets pupils play rock, scissors, or paper to decide who will ask.) | Whole class/ Individual work  Pair work/ Whole class  Pair work  Individual work/group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:**  **Game: Matching game**  T uses pictures and flashcards. Ask them to find and match. Praise the ones who finish matching. Then ask the class to look and say aloud.  **Option 3: Preparation for the project:**  Tell pupils about the project on page 17. Ask them to prepare a mind map to introduce the jobs of their family members. They need to prepare the sentences that they are presenting. In Lesson 2, Period 4, T reminds pupils of what they need to prepare for the project. | Whole class    Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 12: JOBS**

**Lesson 1 – Period 2**

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| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * Listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures. * Complete the two gapped sentences and two gapped dialogues with the help of the picture cues. * Sing the song *My mother and my father* with the correct melody and pronunciation. |
| **Corecompetencies** | work standards, reliability, motivation, teamwork |
| **Generalcompetencies** | Listening: listen and recognize the jobs  Reading skill: Look, complete and read  Self-control & independent learning: sing a song |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Pupil’s book Page 13 * Audio Tracks 14, 15 * Teacher’s guide Pages 152, 153 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 12) * 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: Game: Throw the ball.**  **Step 1:** Divide the class into 2 teams.  **Step 2:** Stick the pictures of the activities on the board. Teacher says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.  **Step 3:** Encourage pupils to take part in the game.  **Step 4:** Give points to pupils.  **Option 2**: **Game: Spelling bee**  Review the previous lesson by having the class play the game Spelling bee, using the words: *doctor, teacher, driver, worker.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Pupils from each team take turns to go to the front, then choose one letter to form the correct words.  **Step 3:** Encourage pupils to join in the game.  **Step 4:** Give points to pupils. | Whole class  Group work |  |
| **PRACTICE**  **Activity 1. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures | |  |
| b. Input: | – Picture cues: **1a.** a teacher **1b**. a worker **2a**. a doctor **2b**. a driver  **Audio script:**  **1.** *A:* This is my father.  *B:* What's his job?  *A:* He's a teacher.  **2.** *A:* This is my mother.  *B:* What's her job?  *A:* She's a driver. | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.  **Key: 1.** a **2.** b | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the job in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat Step 1 with Pictures **2a** and **2b**.  **Step 2:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **Extension:** If the time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.  **Game: Listen and choose A or B**  There are 2 pictures A, B. Pupils listen to the recording and choose the correct one. This can be played in groups to make it more interesting. | Whole class  Pair work  Individual work  Whole class /Group work |  |
| **PRACTICE**  **Activity 2. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete the two gapped sentences and two gapped dialogues with the help of the picture cues | |  |
| b. Input: | – Four picture cues  – Four gapped sentences and two gapped dialogues | |  |
| c. Outcome: | Pupils can complete the two gapped sentences and two gapped dialogues with the help of picture cues.  **Key:** **1.** a doctor **2.** a teacher **3.** a worker **4.** a driver | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and identify the jobs 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 Picture **1**. Have pupils look at the sentence. Ask them what is missing in the sentence (*a doctor*). Then have them look at the picture and identify the job. Have them complete the gap. (She's a doctor). Repeat the same procedure with Pictures **2, 3** and **4**.  **Step 4:** Have pupils complete the sentences and dialogues individually. Get pupils to swap books with a partner, then check the answers as a class. Ask a few pairs to read the sentences and dialogues aloud.  **Game: Role play**  **Step 1:** Divide the class into 2 teams.  **Step 2:** Invite each pupil from each team to go to the board and practise “*What’s her/ his job? – She’s/ He’s \_\_\_\_\_\_\_\_.”*  **Step 3:** Encourage pupils to practise speaking.  **Step 4:** Give points to pupils. | Whole class/ Individual work  Whole class/ Individual work  Whole class  Pair work/  Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *My mother and my father* with the correct melody and pronunciation | |  |
| b. Input: | The lyrics and the recording of the song *My mother and my father* | |  |
| c. Outcome: | Pupils can sing the song *My mother and my father* with the correct melody and pronunciation. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures illustrating the song lyrics and say what they can see in the pictures. Elicit the words *worker* and *driver*.  **Step 2:** Play the recording and ask pupils to clap their hands when they hear the words *mother* and *father*. Play the recording again for the class to listen and clap their hands. Play the recording again and ask pupils to do the TPR actions for *worker* and *driver* when they hear the words *worker* and *driver*. Play the recording again for the class to listen and clap their hands.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording a few times for them to practise singing, clapping and doing the actions while singing.  **Extension:** Put pupils into groups and have them create their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sing and/ or clap along. Encourage the class to praise or cheer for the performers.  **Game: Sing and dance**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Play the music for pupils to sing and do the actions. When the music stops, pupils stop their actions. Anyone who can not stop in time will be eliminated.  **Step 3:** Encourage pupils to sing and dance.  **Step 4:** Give points to pupils. | Whole class/ Individual work  Whole class  Individual work  Whole class/  Individual work  Group work  Team work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2: Game: Sentence Puzzle**  **Step 1:** Divide the class into groups of four.  **Step 2:** Give each group a sentence that is cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud.  **Step 3:** The faster group will be the winner.  **Step 4:** Encourage pupils to join in the game.  **Step 5:** Give points to pupils | Whole class  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 12: JOBS**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh biết về một số nghề nghiệp thông thường.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 12: JOBS**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :- Lưu ý cho học sinh cách đọc các từ chỉ nghề nghiệp .

- Luyện thực hành tự do theo chuỗi.

- Học sinh luyện nhiều kĩ năng nói trước lớp.

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