**KẾ HOẠCH BÀI DẠY** **TUẦN 22 MÔN TIẾNG ANH**

 NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp  | Môn |  Tên bài |
| Hai17/2 | Sáng |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 | 5A | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 1 - 3 |
|  2 | 5A | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 4 - 6 |
|  3 |  |  |  |
| Ba18/2 | Sáng |  1 | 5B | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 1 - 3 |
|  2 | 5B | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 4 - 6 |
|  3 | 3B | T.Anh | Unit 13 : My house - Lesson 1- Activity 1 - 3 |
|  4 | 3B | T.Anh | Unit 13 : My fhouse - Lesson 1- Activity 4 - 6 |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  Tư19/2 | Sáng |  1 | 3A | T.Anh | Unit 13 : My house - Lesson 1- Activity 1 - 3 |
|  2 | 3A | T.Anh | Unit 13 : My fhouse - Lesson 1- Activity 4 - 6 |
|  3 | 5A | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 1 - 3 |
|  4 | 5A | T.Anh | Unit 13 : Our special days - Lesson 1- Activity 4 - 6 |
| Chiều |  1 | 5C | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 1 - 3 |
|  2 | 5C | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 4 - 6 |
|  3 |  |  |  |
| Năm20/2 | Sáng |  1 | 5B | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 1 - 3 |
|  2 | 5B | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 4 - 6 |
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| Chiều |  1 |  |  |  |
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| Sáu21/2 | Sáng |  1 | 5C | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 1 - 3 |
|  2 | 5C | T.Anh | Unit 13 : Our special days - Lesson 2- Activity 4 - 6 |
|  3 | 3B | T.Anh | Unit 13 : My house - Lesson 2 - Activity 1 - 3 |
|  4 | 3B | T.Anh | Unit 13 : My fhouse - Lesson 2- Activity 4 - 6 |
| Chiều |  1 | 3A | T.Anh | Unit 13 : My house - Lesson 2 - Activity 1 - 3 |
|  2 | 3A | T.Anh | Unit 13 : My fhouse - Lesson 2- Activity 4 - 6 |
|  3 |  |  |  |

 *Thứ Hai ngày 17 tháng 2 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the phrases *on Children’s Day, on Teachers’ Day, on Sports Day event, at Mid-Autumn Festival* in relation to the topic “Our special days”;

- use What will you do \_\_\_? – We’ll \_\_\_. to ask and answer questions about what someone will do for a special day;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

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

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

**3. Attributes**

- Enhance understandings of what people do on special occasions.

**II. MATERIALS**

- Pupil’s book: Page 18

- Audio Tracks 21, 22

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

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by chanting.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.**  |
| - Greet the class and encourage pupils to respond to your greeting.- Revise the previous lesson by having pupils say the chant on page 16 (Unit 12, Lesson 3, Activity 3).- Ask pupils to open their books at page 18 and look at Unit 13, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson. | - Greet the teacherChant in chorus.- Open their book and follow teacher’s instructions. | -The lyrics and recording of the chant. |

**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 in which the characters ask and answer questions about what someone will do for a special day.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

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| - Pupils can understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about what someone will do for a special day. |

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 21) |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who canyou see? Where are they? What are they talking about?***Step 2:** Draw pupils’ attention to Pictures **a**. Play the recording of the first dialogue forthem to listen. Play it again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.**Step 3:** Repeat the same procedure with Picture **b** and the second dialogue. Draw their attention the question *What will you do on Children’s Day?* and the answer *We’ll sing,* *dance and have party.* Explain that they are used to ask and answer about activitiessomeone will do for a special day.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. | - 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. - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording. |

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| – Contexts: |

**a**: Mai and David talking about Children’s Day**b:** Mai asking David and David telling the activities they will do on Children’s Day- Speech bubbles:Mai: *Do you also have Children's Day in your country, David?*David: *Yes, we do. It's coming soon.*– Context **b**:Mai: *What will you do on Children’s Day?*David: *We’ll sing, dance and have a party.* |

**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 *on Children’s Day, on Teachers’ Day, on Sports Day
event, at Mid-Autumn Festival* and use *What will you do \_\_\_\_\_? – We’ll \_\_\_\_\_.* to ask and answer questions about what someone will do on / at a special day.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *What will you do \_\_\_\_\_?– We’ll \_\_\_\_\_.*toask and answer questions about what someone will do on / at special days.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 22) |
| **Step 1:** Ask pupils to look at pictures **a, b, c** and **d** and identify four special days and activities.**Step 2:** Play the first section of the recording for pupils to listen and repeat the phrases and activities under the pictures in chorus and individually, until they feel confident. Use the flashcards/ pictures for *on Children’s Day, on Teaches’ Day, on Sports Day* and *at Mid-Autumn Festival* to practise the phrases.**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Play the recording of the first dialogue for Picture **a** for pupils to repeat it a few times. Repeat the same procedure with Pictures **b**, **c** and **d.****Step 4:** Have pupils point at the pictures and ask and answer questions in pairs. Go around the classroom to offer help where necessary.**Step 5:** Invite a few pairs to the front of the class to point at the pictures and ask andanswer questions about activities someone will do for special days.**Extension:** For each picture, ask pupils to write two answers about what the children will do on / at a special day (e.g. For Picture a: *We’ll play the guitar and sing onChildren’s Day. We’ll have a party on Children’s Day*.). | - Pupils look at the pictures and identify days and activities.- Pupils point at the pictures, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.- Pupils listen and repeat after the recording. 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 speech bubbles and Pictures **a**, **b**, **c** and **d**.- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.- Pupils write two answers about what the children will do. |

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| – Picture cues: |

**a**: Some children dancing on Children’s Day and the phrase / word *on Children’sDay / dance* underneath**b**: Some children singing on Teachers’ Day and the phrase / word *on Teachers’Day / sing* underneath**c**: Two children playing badminton on Sports Day and the phrases *on Sports Day / play badminton* underneath**d**: Some children having a party at Mid-Autumn Festival and the phrases *at MidAutumn Festival / have a party* underneath – Speech bubbles: le*What will you do \_\_\_?– We’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 *What will you do \_\_\_\_\_? – \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What will you do on / at \_\_\_\_\_? – We’ll \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** |
| **Step 1:** Have pupils look at the pictures. Draw their attention to the names of four special days and the activities characters will do on / at these days. **Step 2:** Do the first picture together as an example. Elicit the missing words in the question (e.g. *on Children’s Day*) and the answer (e.g. *We’ll sing*) and write them on the board. Get pupils to say the completed sentences.**Step 3:** Repeat **Step 3** with the other pictures. Then put pupils into pairs to ask and answer questions about what the children will do at the other events. Go around the classroom to offer support where necessary.**Extension:** Put pupils into pairs to practise asking and answering questions about their own special days. Praise good performances.***Suggested questions and answers:***What will you do on Children’s Day? – We’ll go to the zoo.What will you do on Teachers’ Day? – We’ll sing and dance.What will you do on Sports Day? –We’ll play football and badminton.What will you do at Mid-Autumn Festival? – We’ll have a party. | - Pupils look at the pictures and identify the character’s information 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. |

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– Speech bubbles:*What will you do \_\_\_\_\_?– \_\_\_\_\_.*  |

**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 23. Ask them to prepare for it at home by making a menu for their class party. They should write the names of some fruit, food and drinks they will have. Remind pupils to bring their menus to the class at Project time in Lesson 3.

**\* Option 1: Game: *“Spin the wheel”***

- Divide class into 2-4 teams

- Each team takes turns choosing a month of the year, then asks and answers using the clues shown on the screen. If the pupils can successfully make a conversation, they get to spin the wheel and get points for their teams.

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

- Give two different colored 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: What will you do on Children’s Day?*

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**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 pupils ask and answer questions about what someone will do for a special day.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**2. Competences**

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

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

**3. Attributes**

- Show their pride in their personal information and what someone will do for a special day.

**II. MATERIALS**

- Pupil’s book: Page 19

- Audio Track: 23, 24

- Teacher’s guide: Pages 187, 188, 189

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise vocabularies

**b. Content**

- Game: *“Guesing game”*

**c. Expected outcomes**

- Pupils can correctly say the words about special days.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: “*Guessing game*”** |
| - Draw pupils’ attention to the screen. - Explain the rules of the game: Pupils look at the clue and guess1 open-picture: get 3 points2 open -pictures: get 2 pointsAll pictures left: 1 point | - Pupils follow the teacher’s instructions. - Pupils look at the screen and guess what the word is. | Vocabularies: Special days*Christmas Day – Teachers’ Day – Halloween Day - Mid-Autumn Festival – Children’s Day – Tet – Sports Day* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand four communicative contexts in which speakers ask and answer questions about what someone will do on / at a special day.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which speakers ask and answer

questions about what someone will do on / at special days and they can tick or cross the pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross** (Track 23) |
| **Step 1:** Draw pupils’ attention to the picture and ask: *What will they do?* to elicit the activities. Explain that they will look at activities in the pictures and tick or cross the boxes while listening.**Step 2:** Play the recording all the way through for pupils to listen. Then play it again for pupils to listen and tick or cross the pictures.**Step 3:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.**Extension:** If time allows, play the recording again sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may play the recording again, pausing after each sentence for dictation practice.  | - Pupils look at the pictures. 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 listen to the recording, sentence by sentence, and repeat individually and in chorus. | **Picture cues:** 1. A group of children dancing2. A group of children singing3. Some boys playing football4. A group of children having a party in the moon**Audio script:** **Key:** **1. x 2. x** **3. ✓ 4. ✓** |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** |
| **Step 1:** Do Exchange **1** together with the class as an example. Have pupils read the exchange and guess the missing word in the answer (e.g. do something on Children’s Day). Then draw pupils’ attention to the picture and elicit the activity they will do on that day (e.g. *have a party*). Nominate a pupil to write the answer on the board (e.g. *We’ll have a party*.). Have the class check the answer and copy down on their notebooks.**Step 2:** Give pupils a time limit to read the gapped exchanges **2**, **3** and **4**, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class.**Step 4:** Invite a few pairs of pupils to read or act out four completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils look at the pictures and identify personal information of the character in each picture.- Pupils look at the four incomplete exchanges. - Pupils follow the teacher demonstrating the Exchange 1.- Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.- Pairs of pupils read the exchanges aloud. | - Four picture cues - Four gapped exchanges with the target sentences to complete.– Picture cues:1. Some children having a party on ’Children’s Day2. Some children dancing on Teachers’ Day3. Two children playing badminton on Sports Day4. Some children singing and dancing at Mid-Autumn Festival**\*Key:** 1. have a party2. Teachers’ Day 3. on Sports Day, We’ll4. What will, sing and dance |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen and complete the song *What will you do on Children’s Day?* and sing it with correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the lyrics while listening and sing the song*What will you do on Children’s Day?* and sing it with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing (Track 24)** |
| **Step 1:** Tell pupils that they should listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm and melody.**Step 2:** Have pupils read the first verse of the lyrics and look at the picture underneath to guess the word(s) that can be used to fill in the gap in the answer (e.g. *sing*).**Step 3:** Play the recording of the first verse of the song and let pupils fill in the gap (e.g. *sing*). Then play it again for pupils to practise singing line by line, until they feel confident.**Step 4:** Repeat **Steps 2** and **3** for the second verse**.** Go around the classroom and offer help if necessary or correct pronunciation, rhythm and melody.**Step 5:** Play the recording and let them listen and sing the whole song while clapping. Then invite a few groups to the front of the class to sing the song. The class may sing along and clap.**Extension:** Have pupils brainstorm some other activities to replace the ones in the last lines of the lyrics, for example, *We’ll play the guitar and dance* or *We’ll play badminton and football* (Gap 1), *They’ll play the piano and sing* or *They’ll play some games and dance* (Gap 2). Then let pupils sing the song with the new lyrics. | - Pupils follow the teacher’s instructions. - In groups, pupils discuss and make as many sentences as possible to answer the questions: “*What will you do on Children’s Day?”* The representative of each group comes to the front of the class and reads aloud their sentences. | - Two pictures showing different activities on Children’s Day and Teachers’ Day- The gapped lyrics and recording of the songKey: 1. sing 2. Teachers’ Day 3. guitar |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game:**

- Divide the class into 2 teams: Boys and Girls.

- In teams, they take turns reading and answering the questions. If they have the correct answers, they will get the points.

- The team with more points wins the game.

**\* Option 2: Game: *“Roll the dice”***

- Divide the class into groups of six. Have each pupil count the numbers from one to six.

- Ask a pupil from each group to roll the dice to choose a pupil asking the question.

- Ask that pupil to ask the question and invite another pupil of the group to answer the question.

E.g. Pupil *A: What will you do on \_\_\_\_\_\_?*

 Pupil *B:* *We’ll \_\_\_\_\_\_*

 *Thứ Ba ngày 18 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 1**

 ( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh đưa một số hoạt động thường ngày .

- 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 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 2**

 ( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh hỏi và trả lời dự định cho các ngày lễ hội.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 13: MY HOUSE**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES** |
| **Language**  | By the end of the lesson, pupils will be able to:* understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house
* enhance the correct use of *Where’s the ? − It’s here / there.* to ask and answer questions about the location of a room in a house in a freer context
* enhance the correct use of *Where’s the ? − It’s here / there.* to ask and answer questions about the location of a room in a house in a freer context.
 |
| **Core competencies** | teamwork, reliability, motivation, communication and initiative |
| **General competencies** | Listening: listen and recognize the rooms in a house, then repeatCritical thinking: talk about rooms in a houseOral communication: speak about rooms in a house, ask and answer the questionsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Diligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Pupil’s book Page 18
* Audio Tracks 22, 23
* Teacher’s guide Pages 161, 162, 163
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 13)
* 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:** Say the chant Unit 12 page 16.* Ask pupils to say the chant.
* Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Option 2**: Sing a song from youtube(<https://www.youtube.com/watch?v=nfBsIA5Lr0U>)**Option 3**: Who is faster?Some pictures of rooms will pass the screen, pupils have to guess the names of the rooms as fast as possible. For each correct answer, pupils will get points for their teams. | Whole classWhole classIndividual 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) focusing on asking and answering about the location of a room in a house |  |
| b. Input: | *–* Context **a**: Mai: *Come in, please!* Linh: *Wow, I like your house!*– Context **b**: Linh: *Where’s your bedroom?* Mai: *It’s here*. |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house. |  |
| d. Procedure: | **Step 1:** Introduce the characters to pupils. **Step 2:** Have pupils look at Pictures **a** and **b** and identify the characters (Mai and Linh) in the pictures.**Step 3:** Ask pupils to look at Picture **a**. Play the recording for pupils to listen.**Step 4:** 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 5:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.**Step 6:** Draw pupils’ attention to the question and answer *Where’s your bedroom? – It’s here*. Tell pupils that the sentences are used to ask and answer about the location of the bedroom in the house. | Whole classWhole classWhole classWhole class/ Individual workPair workWhole class |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use *Where’s the ?* − *It’s here / there.* to ask and answer questions about the location of a room in a house |  |
| b. Input: | – Picture cues: **a.** living room **b.** bedroom **c.** kitchen **d.** bathroom– Speech bubbles: *Where’s the\_\_\_\_\_\_ ? − It’s here / there*.**Audio script:**1. living room **b.** bedroom **c.** kitchen **d.** bathroom

*A:* Where’s the living room? *A:* Where’s the kitchen?*B:* It’s here. *B:* It’s there. |  |
| c. Outcome: | Pupils can correctly say the words and use *Where’s the\_\_\_\_\_\_?* −*It’s here / there.* to ask and answer questions about the location of a room in a house. |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the rooms. **Step 2:** Have pupils look at Picture **a** and the word *living room* under it. Listen to the recording and repeat the word. Have the class repeat the word.**Step 3:** Point at the question in the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(Where’s the living room?).* Point at Picture **a** and have pupils listen and repeat after the recording (*It’s here.).* Repeat the same procedure with Pictures **b**, **c** and **d**.**Step 4:** Have pairs practise asking and answering the question - *Where’s the \_\_\_\_\_\_? – It’s here / there.***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 workWhole class/ Individual workWhole class/ Individual workPair workPair work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal: | To enhance the correct use of *Where’s ? − It’s here / there.* to ask and answer questions about the location of a room in a house in a freer context |  |
| b. Input: | – Picture cue: Two pupils are asking and answering questions about the location of rooms in a house: the living room and kitchen are downstairs, the bedroom and bathroom are upstairs.– Speech bubbles: *Where’s \_\_\_\_\_? – It’s \_\_\_\_\_.* |  |
| c. Outcome: | Pupils can enhance the correct use of *Where’s \_\_\_\_? − It’s here / there*. to ask and answer questions about the location of a room in a house in a freer context. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Point at each room, elicit the missing words in the question and answer (for example, the living room). Tell pupils to pay attention to the locations of the hands. Use *here* for the rooms near the hands, and *there* for the rooms far from the hands. Complete the sentence. Get pupils to ask and answer the question *Where’s the living room? – It’s here. Where’s the kitchen? – It’s there.***Step 2:** Put pupils into pairs. Encourage them to point at each room in the house in the picture in turn to ask and answer questions about their locations in the house. Go around the classroom to offer support where necessary. | Whole class/ Individual workPair 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: What’s behind the square.****Option 3: Preparation for the project**Tell pupils about the project on page 23. Ask them to make a doll’s house and prepare the language to present it. Tell them to bring their work to class to present it at Project time. | Whole classGroup workWhole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 13: MY HOUSE**

**Lesson 1 – Period 2**

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| --- |
| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to: * listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures.
* complete four gapped exchanges with the help of picture cues.
* sing the song *Where is it?* with the correct melody and pronunciation.
 |
| **Corecompetencies** | decision making, teamwork, reliability, motivation, communication, planning and organization |
| **General competencies** | Listening: listen and recognize the rooms in a houseSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | Diligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Pupil’s book Page 19
* Audio Tracks 24, 25
* Teacher’s guide Pages 163, 164, 165
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 13)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Listen and circle – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1: Noughts and crosses** - Divide the class into 2 teams.- The teams take turns to choose numbers. Teacher asks and has pupils answer the questions.- For each correct answer, have the team add O or X to the board. The first team to line up three of their symbols in a row wins.**Option 2**: **Game: Slap the board** **Option 3: Game: Pass the ball** * Divide the class into 3 teams.
* Each team has 1 sticky ball.
* Play the music, students in each team take turns to pass the ball around. After the music ends, 3 students who have the ball will stand up and name one room in the house.
 | Group workGroup workGroup work |  |
| **PRACTICE****Activity 4. Listen and circle.** 8 minutes |
| a. Goal: | To listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures. |  |
| b. Input: | Picture cues:**1a.** a hand pointing at a nearby living room **1b.** a hand pointing at a distant living room **2a.** a hand pointing at a nearby bedroom **2b.** a hand pointing at a distant bedroom **Audio script:***1. Linh:* Where’s the living room? *Mai:* It’s here.*2. Linh:* Where’s the bedroom? *Mai:* It’s there. |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about the location of a room in a house and circle the correct pictures.**Key: 1.** a **2.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the name of the room in each picture (*living room*) and play the recording of the first dialogue. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with Pictures **2a** and **2b**.**Step 2:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.**Step 3:** Play the recording again for pupils to double-check their answers.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | Whole classWhole class/Pair workWhole class/ Individual workWhole class/Individual work |  |
| **PRACTICE****Activity 5. Look, complete and read.** 9 minutes |
| a. Goal: | To complete four gapped exchanges with the help of picture cues |  |
| b. Input: | Four picture cues and four gapped exchanges |  |
| c. Outcome: | Pupils can complete four gapped exchanges with the help of picture cues.**Key: 1.** living room **2.** kitchen  **3.** bathroom; there **4.** bedroom; here |  |
| d. Procedure: | **Step 1:** Get pupils to look at the picture cues and gapped exchanges. Get them to identify the rooms (a living room, a kitchen, a bathroom and a bedroom).**Step 2:** Have pupils look at the four incomplete exchanges. Draw their attention to the missing words in the sentences.**Step 3:** Have pupils look at the first exchange. Ask them what is missing in the sentence (*living room*). Write the answer on the board. Have them complete the gap in the question and ask and answer the completed question and answer in chorus. Repeat the same procedure with Sentences **2**, **3** and **4**.**Step 4:** Have pupils complete the sentences individually and ask a few pairs to stand up and read them aloud. | Whole classIndividual workWhole classIndividual workWhole class/ Individual workIndividual work |  |
| **PRACTICE****Activity 6. Let’s sing.** 8 minutes |
| a. Goal: | To sing the song *Where is it?* with the correct melody and pronunciation |  |
| b. Input: | The lyrics and the recording of the song *Where is it?* with picture cues. |  |
| c.Outcome: | Pupils can sing the song *Where is it?* with the correct pronunciation and melody. |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the 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. Introduce actions for pupils to do while singing along with the recording, for example, use hand movements to show the questions and location of the rooms.**Step 4:** Put pupils into groups to practise the song and make up their own actions while singing.**Step 5:** Give pupils time to practise singing and doing actions in pairs or groups.**Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and / or claps along the song. | Whole class/ Group workIndividual workIndividual work/ Whole classGroup workPair work/ Group work |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:**Using *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.**Option 2:****Game**: * Divide the pupils into equal teams of five or six.
* Have each team stand in a line. Hold up a flashcard and make a sentence based on the picture. The teams then repeat the sentence three times and sit down.
* The team that sits down first scores a point. Then, repeat the game, but this time have the pupils add an action before they sit down, e.g. clap and then sit, jump and then sit, etc.
* More action will be added the longer the game goes on.

**Option 3:** **Game: “Sing the song” challenge**Have the pupils sing the song quietly, then sing the song loudly. | Whole classGroup workWhole class/ Group work |  |

 *Thứ Tư ngày 19 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 13: MY HOUSE**

**Lesson 1 – Period 1**

 ( Đã soạn lớp 3B**)**

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

 Thực hành với mẫu câu hỏi và trả lời về vị trí của đồ vật .

 Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 13: MY HOUSE**

**Lesson 1 – Period 2**

 ( Đã soạn lớp 3A**)**

Bổ sung :- Hsinh tương tác theo mục tiêu của hoạt động.

 - Học sinh luyện nhiều kĩ năng nói trước lớp.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

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

which characters ask and answer questions about drinks they will have at an event.

- correctly say the words pizza, burgers, milk tea, apple juice and use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will hav an event.

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s food and drinks at an event correctly and fluently.

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

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

**3. Attributes**

- Enhance understanding of different kinds of food and drinks at different styles of event.

**II. MATERIALS**

- Pupil’s book: Page 20

- Audio Tracks 25, 26

- Teacher’s guide: Pages 189, 190, 191

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the name of some special days (Children’s Day, Teacher’s Day, Mid-Autumn Festival, Sports Day)

**b. Content**

- Game: *“Guessing game”*

**c. Expected outcomes**

- Pupils can remember and say the name of common events correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“Lucky number”*** |
| - Teacher shows a picture and the date of the event and asks the pupil to guess the name of the event.- Ask pupils to share some information that they know about that event. - Play the game.- Afterwards, ask pupils to read all the words again. | - Listen to the teacher’s explanation.- Look at the hints shown on screen.- Say the name of the event.- Play the game.- Read all the words again.- Share more information about the event. | Pictures hints and time that the events take place (*Children’s Day – 1st June; Teacher’s Day – 20th November; Mid-Autumn Festival – 15th August lunar calendar; Sports Day – 27th March)* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

which characters ask and answer questions about drinks they will have at an event.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about drinks someone will have at an event.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 25) |
| **Step 1:** Ask pupils to look at Pictures **a** and identify the characters and predict what they are talking about. Play the first dialogue of the recording for pupils to listen and repeat. Correct their pronunciation where necessary.**Step 2:** Repeat **Step 1** for Picture **b**. Draw their attention to the question *What drinks will you have at the party?* and the answer *We’ll have fruit juice and milk tea.* Explain that they are used to talk about drinks someone will have at an event.**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat. Go around the classroom and correct their pronunciation if necessary.**Step 4:** Invite a few pairs to the front of the class to listen and act out the exchanges. | - Pupils look at Pictures **a** and **b** and identify the characters and predict what they are talking about.- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat. Follow the same procedure with Picture **b** - Pupils follow the teacher’s instructions.- 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**:Mary: *Hi, Mai. Will you come to my birthday party next Sunday?*Mai: *Yes, I will. Thanks!*– Context **b**:Mai: *What drinks will you have at the party?*Mary: *We’ll have fruit juice and milk tea.*Mai: *Shall I bring some fruit?*Mary: *Yes, please!* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the words pizza, burgers, milk tea, apple juice and use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will have at an event.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

Pupils can correctly say the words and use *What food / drinks will you have at the party?
– We’ll have \_\_\_.* to ask and answer questions about food and drinks someone will have at an event.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 26) |
| **Step 1:** Ask pupils to look at Pictures **a, b, c** and **d** and identify the food and drinks.**Step 2:** Play the first section of the recording for pupils to listen and repeat the words in chorus and individually, until they feel confident. Use the flash cards for *pizza, burgers, milk tea,* and *apple juice* to practise the words.**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the first answer by pointing at Picture **a**, e.g. *We’ll have pizza.* Play the recording of the first dialogue for Picture **a** for pupils to repeat it a few times. Repeat **Step 3** with the dialogues for Pictures **b**, **c** and **d.****Step 4:** Let pupils point at the pictures and ask and answer the questions in pairs. Go around the classroom to offer help if necessary. Then invite a few pairs to point at the pictures and ask and answer questions about what food and drinks someone will have at an event.**Extension:** Have pupils use both food and drinks in the question and answer of the exchange (e.g. What food and drinks will you have at the party? – We’ll have burgers and milk tea.) Then invite a few pairs to act out the exchanges in front of the class. Praise their good performances. | - Pupils look at Pictures **a, b, c** and **d** and identify the food and drinks.- Pupils listen and repeat the words in chorus and individually.- Pupils look at the speech bubbles and point to picture a. Listen to the audio and repeat. Do the same with pictures b, c, d. - Pupils work in pairs and practise asking and answering the question *What do you do at the weekend? - I \_\_\_\_\_\_\_.*, using speech bubbles and Pictures a, b, c and d.- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.- Listen to the teacher's instructions. Ask and answer questions about food and drinks at the party. | – Picture cues:– **Picture cues:** **a**: A pizza**b**: Two burgers**c**: Three glasses of milk tea**d**: Two bottles of apple juice– Speech bubbles:*What food / drinks will you have at the party?**– We’ll have \_\_\_.***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 *What food / drinks will you have at the party? – We’ll have \_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

Pupils can use *What food / drinks will you have at the party? – We’ll have …* 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 and identify the contexts (see *Input*). Have them point at the food and drinks and say aloud their names. You may use flashcards to learn vocabulary items*.***Step 2:** Give pupils time to work in pairs and take turns asking and answering the question about food and drinks someone will have at two events. Go around the classroom to offer support.**Step 3:** Invite a few pairs to the front of the class to ask and answer questions about food and drinks someone will have at each party *What food and drinks will you have at the party? – \_\_\_\_.* Praise pupils if they perform well.**Extension:** Have pupils brainstorm some food and drinks they will have at their birthday parties (e.g. *I’ll have cakes, sweets, fruit and milk at my birthday party.*) Invite a few pupils to tell the class about them. | - Pupils look at the pictures. Pupils say the names of food and drinks in the pictures. - Work in pairs, ask and answer questions about food and drinks omeone will have at two events.- Pairs of pupils ask and answer questions about food and drinks someone will have at each party using the picture cues.- Draw and write some food and drinks in a piece of paper about some food and drinks they will have at their birthday parties. Some pupils come to the front and share with their friends. | – Picture cues: Some food and drinks (chicken, vegetables, rice, grapes, mineral water and milk) for a meal on the first tableSome food and drinks (apples, chips, a pizza and a burger, apple juice and milk tea) for aparty on the second table– Speech bubbles:*What food and drink will you have at the party?*- \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**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: *“Prepare for your party”***

- Divide the class into three teams.

- Tell the pupils that they are working at a restaurant. They have to ask their customers what food and drinks they want for their parties and serve on the table.

- Ask the pupils to look at pictures and read the full sentences.

- Ask pupils to check their friends’ pronunciation.

- Play the game.

**\* Option 2: Game: *“Run to the corner”***

- Draw pupils’ attention to the pictures and say the name of food and drinks.

- Ask 2 pupils to come to the front and ask about their food and drinks they want at their parties. When they finish answering the questions, other players (1 from each team) will run to the pictures mentioned and say the name of that food/ drinks. Who faster is the winner and get 1 point for that round.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the phrases and the words *apple juice, burgers, milk tea, pizza* in relation to the topic “Our special days”*;*

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about the food and drinks someone will have at an event;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**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**

- Enhance understanding of what people eat and drink on special occasions.

- Express their preferences for food and drinks.

**II. MATERIALS**

- Pupil’s book: Page 21

- Audio Track 27

- Teacher’s guide: Page 191, 192, 193

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review vocabulary and sentence patterns learned in the previous lesson.

**b. Content**

- Discussion.

**c. Expected outcomes**

- Pupils can express their ideas, using words and sentences learned in the previous lesson.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Listen and choose the number.** |
| - Greet the class and encourage pupils to respond to your greeting.- Warm up by having the class discuss what special occasions people organize parties.- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questionsabout what someone will have at their birthday parties.- Ask pupils to open their books at page 21 and look at Unit 13, Lesson 2, Activity 4. | - Greet the teacher.- Think about the teacher's question and say the occasions/ special days.- In pairs, ask and answer about what they will have at their birthday parties.- Open their book and follow the teacher's instructions. | - Teacher’s questions |

**e. Assessment**

- Performance products: Pupils’ answers 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 talk about
food and drinks they will have at an event and tick the correct pictures.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which pupils talk about food and
drinks someone will have at an event, and they can tick the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 20) |
| **Step 1:** Have pupils look at Pictures **1a, 1b** and **1c.** Draw pupils’ attention to the similarities (e.g. the food) and differences (e.g. the drinks) among the pictures by asking the question *What food and drinks will they have?* Check comprehension.**Step 2:** Play the first dialogue of the recording all the way through. Then play it again for pupils to tick the correct picture.**Step 3:** Repeat **Step 1** and **2** with Pictures **2a, 2b** and **2c.****Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.**Extension:** If time allows, play the recording sentence by sentence, for pupils to listen andrepeat in chorus. Correct their pronunciation where necessary.You may put pupils into pairs and have them point at the pictures and act out the dialogues(e.g. Picture **1a**: P1: *What food and drinks will you have at the party?* – P2: *We’ll have burgers, chips, apples and mineral water*.) | - Pupils look at the pictures and say the food and drinks.- Pupils listen to the recording and circle the correct picture. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.- Pupils follow the teacher’s instructions.- Pupils swap books with a partner, then check answers as a class.- Pupils listen to the recording to check their answers again.- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. |

|  |
| --- |
| **1a**. Two burgers, some chips, two apples and two bottles of mineral water |

**1b.** Two burgers, some chips, two apples and two glasses of milk tea**1c**. Two burgers, some chips, two apples and two glasses of apple juice**2a**. Two burgers, some grapes and two glasses of apple juice**2b**. Two pizzas, some grapes and two glasses of apple juice**2c**. Some chips, some grapes and two glasses of apple juice**Audio script:**Key: 1. b 2.a |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

  **b. Content**

Activity. Look, complete and read

**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 and identify the food and drinks someone will have at a meal / party. Check comprehension.**Step 2:** Do the first gapped exchange together as an example. Have pupils read the exchange and draw their attention to the gap in the question (e.g. *will* for the future tense) and answer (e.g. the drinks someone will have). For Gap **2**, let them look at the picture and elicit the missing words (e.g. *apple juice*).**Step 3:** Repeat **Step 2** with the second gapped exchange. Give pupils time to do the second exchange independently. Go around the classroom and give further support where necessary.**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite a few pairs to read the completed exchanges or act them out in front of the class. | - Pupils look at the pictures and identify the food and drinks.- Pupils read the dialogue.- Pupils follow the teacher demonstrating the Exchange 1.- Pupils complete gapped exchange 2 independently.- Pupils swap books with a partner and check their answers before checking as a class.- Pairs of pupils read the exchanges aloud. |

|  |
| --- |
| – Picture cues: |

**1**. Some rice, vegetables, chicken, and some apple juice, lemonade for a meal**2.** Some burgers, pizza, fish and chips, and some mineral water, milk tea for a party– Two gapped exchanges to complete**Key:** 1. will, apple juice 2. burgers and pizza, we, mineral water and milk tea |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

 To practise the target vocabulary and sentence patterns by playing the game *Our
Children’s Day party menu.*

 **b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the vocabulary and structure items learnt in Lesson 2 by playing the
game *Our Children’s Day party menu.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing. (track 21)** |
| **Step 1:** Tell the class that the game will be played in groups of three. Pupils in each group will discuss as many names of fruit, food and drinks as possible in the menufor their Children’s Day party (see *Input*). Then the representative of each group will show their menu and tell the class about it.**Step 2:** For the first round, invite two or three groups to the front of the class. Give each group a large piece of paper. Let them have a time limit to make a menu (including fruit, food and drinks). The representative of each groups shows the menu and tells the classabout it. The group that writes the most names of fruit, food or drinks in the shortest time will be given five points / stars. **Step 3:** For the second round, each group shows and tells the menu to the class. The group that says the most sentences about their menu with correct grammar will be given five points / stars. The group that has the most points / stars will win the game. | - In groups, pupils discuss names of fruit, food and drink in the menu for their Children’s Day party.- Representatives show their menu and tell the class. |

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| - A teacher saying the word *fruit* (for the party) |

- A representative raising a table with the names of the fruit of the menu, saying: *This is our Children’s Day party menu. We’ll have mangoes, grapes and bananas.*  |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1:**

- Pupils think about the menu for their birthday party.

- In pairs, pupils ask and answer about their friend’s menu. Then make notes and share with the class.

**\* Option 2: Game “Lucky Food*”* (ppt)**

- Teacher divides the class into 3 teams.

- Each team takes turns choosing a food/ drink and answering the question.

- Teacher checks the answer with the whole class.

- Pupils collect the points if they answer the question correctly.

- The team with the most points is the winner.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 1**

 ( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh đưa một số hoạt động thường ngày .

- 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 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 2**

 ( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh hỏi và trả lời dự định cho các ngày lễ hội.

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

  *Thứ Năm ngày 20 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 3**

 ( Đã soạn lớp 5A**)**

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

 - Nói về những loại đồ ăn và uống cho bữa tiệc.

 - Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 4**

 ( 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 các loại đồ ăn và uống.

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

 *Thứ Sáu ngày 21 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 3**

 ( Đã soạn lớp 5A**)**

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

 - Nói về những loại đồ ăn và uống cho bữa tiệc.

 - Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 4**

 ( 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 các loại đồ ăn và uống.

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

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 13: MY HOUSE**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES** |
| **Language**  | By the end of the lesson, pupils will be able to:* understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room.
* correctly say the words and use *Where are the\_\_\_\_?* – *They’re \_\_\_.* to ask and answer questions about the locations of things in a room.
* enhance the correct use of *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_ .* to ask and answer questions about the locations of things in a room in a freer context.
 |
| **Corecompetencies** | teamwork, motivation, adaptability, communication, and initiative |
| **Generalcompetencies** | Self-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Pupil’s book Page 20
* Audio Tracks 26, 27
* Teacher’s guide Pages 165, 166
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 13)
* 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** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1:** Sing the song in Unit 13, 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**: Spend a few minutes revising the previous lesson and pre teach some new words about objects in a room. **Option 3:** * Write any words on the board.
* The first pupil has to take the last letter of that word and form a new word.
* The second pupil does the same, and the chain continues until a pupil is unable to form a word.
* The pupil who fails to form a word or misspells it is out of the game.
 | Whole classGroup workIndividual work/ Group work |  |
| **EXPLORATION****Activity 1. Look, listen and repeat.** 8 minutes |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room |  |
| b. Input: | – Context **a**: Mai: *This is the living room*.– Context **b**: Linh: *Where are the chairs?* Mai: *They’re in the kitchen.* |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room. |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters (Mai and Linh) in the pictures.**Step 2:** Ask pupils to look at Picture **a**. Play the recording 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 to and repeat the sentences in the recording.**Step 5:** Draw pupils’ attention to the question and answer *Where are the chairs? – They’re in the kitchen*. Tell pupils that the sentences are used to ask and answer about the location of the chairs in the room. | Whole classWhole classWhole class/ Individual workPair workWhole class |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use *Where are the\_\_\_\_?* – *They’re \_\_\_.* to ask and answer questions about the locations of things in a room |  |
| b. Input: | – Picture cues:1. tables in the living room **b.** chairs in the living room

**c.** books on the table **d.** lamps on the table– Speech bubbles: *Where are the \_\_\_\_? – They’re \_\_\_\_\_.***Audio script:****a.** tables / in the living room **b**. chairs / in the living room**c.** books / on the table **d**. lamps / on the table*A:* Where are the tables? *A:* Where are the books?*B:* They’re in the living room. *B:* They’re on the table. |  |
| c. Outcome: | Pupils can correctly say the words and use *Where are the\_\_\_\_\_\_\_? – They’re \_\_\_\_\_\_.* to ask and answer questions about the locations of things in a room. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **a** to **d**. Tell them about the activity. Elicit the names of things in the room. Play the recording for pupils to repeat the words under each picture a few times until they feel confident.**Step 2:** Point at Picture **a** and the words under the picture (*tables / in the living room*), play the recording for pupils to repeat the words a few times. Draw pupils’ attention to the gapped question and answer. Explain the meaning. Elicit the missing words and write them on the board. Play the recording for pupils to repeat the completed question and answer a few times. Remind pupils to point at the relevant things in the picture when they are repeating.**Step 3:** Repeat the same procedure with Pictures **b**, **c** and **d.****Step 4:** Give pupils time to take turns asking and answering questions about the locations of things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.**Step 5:** Invite a few pairs to come to the front of the classroom, take turns pointing at the things in each picture to ask and answer questions about their locations. | Whole class/ Individual workWhole class/ Individual workWhole classWhole class/ Individual workPair work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal: | To enhance the correct use of *Where are the \_\_\_\_\_? – They’re \_\_\_\_\_ .* to ask and answer questions about the locations of things in a room in a freer context |  |
| b. Input: | – Picture cues: two tables, four chairs, two books and two lamps on a table– Speech bubbles: *Where are the \_\_\_\_? – They’re\_\_\_\_\_\_.* |  |
| c. Outcome: | Pupils can enhance the correct use of *Where are the \_\_\_\_? – They’re\_\_\_\_\_.* to ask and answer questions about the locations of things in a room in a freer context. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Elicit the context (see *Input*) and the missing words in the question and answer. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns pointing at the relevant things, ask and answer questions. Correct their pronunciation where necessary.**Step 2:** Put pupils into pairs to ask and answer questions. Go around the classroom to offer support where necessary.**Step 3:** Invite some pairs to the front of the classroom to take turns pointing at the things in the pictures to ask and answer about their locations. | Whole class/ Individual workPair work/ Whole classPair 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:** Pass the ball * Divide the class into 3 teams.
* Each team has 1 sticky ball.
* Play the music, students in each team take turns to pass the ball. After the music ends, 3 students who have the ball will stand up and say outloud any words about rooms in the house they have learned, using the sentence model.

**Option 3: Game: Lucky numbers*** Divide the class into 2 teams.
* Each team takes turns choosing a number then answering the question.
 | Whole classGroup workGroup work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 13: MY HOUSE**

**Lesson 2 – Period 4**

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| **I.OBJECTIVES** |  |
| **Language**  | By the end of the lesson, pupils will be able to:* listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.
* circle the correct answers to the gapped exchanges with the help of picture cues.
* review vocabulary and structure words in relation to the topic “My house” and use them in the sentence patterns *Where’s\_\_\_\_\_?* − *It’s here / there.* and *Where are\_\_\_\_\_* ? – *They’re\_\_\_\_\_.* by playing the game *Bingo*.
 |
| **Corecompetencies** | teamwork, work standards, motivation, adaptability, communication, and initiative |
| **Generalcompetencies** | Communication and collaboration: work in pairs or groupsProblem-solving and creativity: answer comprehension questionsSociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Pupil’s book Page 21
* Audio Track 28
* Teacher’s guide Pages 167, 168
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit 13)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, circle and read – Let’s play – Fun corner and wrap-up** |

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| **Procedure** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1: Sing the song in Unit 13, 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: Slap the board** Spend a few minutes revising the previous lesson by asking the class to play the game *Slap the board.***Option 3: Game: Trash can basketball** * Divide the class into 2 or 4 teams.
* Have each team take turns answering a vocabulary question.
* If they can answer correctly, the team gets 1 point.
* Then, give that team a ball (by crumpled paper).
* If that team can throw the ball into the trash can, reward that team an extra point.
* Repeat the game until all new words have been tested!
 | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 4. Listen and number.** 8 minutes |
| a. Goal: | To listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures |  |
| b. Input: | Picture cues:**a.** two lamps in the bathroom **b.** two lamps in the bedroom**c.** two lamps in the living room **d.** two lamps in the kitchen**Audio script:**1. *Linh:* Where are the lamps?

*Mai:* They’re in the living room.1. *Linh:* Where are the lamps?

 *Mai:* They’re in the kitchen.1. *Linh:* Where are the lamps?

 *Mai:* They’re in the bathroom.1. *Linh:* Where are the lamps?

 *Mai:* They’re in the bedroom. |  |
| c.Outcome: | Pupils can listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.**Key: 1.** c **2.** d **3.** a **4.** b |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the location of the lamps in each picture. Use Picture **a** as an example. Play the recording the first time for pupils to listen and identify the order of Picture **a**. Play the recording again. Elicit the order of Picture **a** (3). Write Number **3** on the board. Play the recording a third time for pupils to check their answer.**Step 2:** Play the recording twice for pupils to do the task with the rest of the pictures. Play the recording a third time for them to check their answers.**Step 3:** Get pupils to swap books with a partner, then play the recording to check answers together as a class. Write the answers on the board.**Step 4:** Play the recording all the way through for pupils to double-check their answers.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation, where necessary. | Whole classWhole classWhole class/ Individual workWhole classIndividual work |  |
| **PRACTICE****Activity 5. Look, circle and read.** 9 minutes |
| a. Goal: | To circle the correct answers to the gapped exchanges with the help of picture cues |  |
| b. Input: | Picture cues and four gapped exchanges |  |
| c. Outcome: | Pupils can circle the correct answers to the gapped exchanges with the help of picture cues.**Key: 1.** b **2.** b **3.** a **4.** b |  |
| d. Procedure: | **Step 1:** Get pupils to look at the picture cues, incomplete exchanges and their answer options. Get them to identify the rooms and things in the pictures.**Step 2:** Have pupils read the four incomplete exchanges. Draw their attention to the missing word(s) in each sentence.**Step 3:** Have pupils read Sentence **1**, the answer options and look at the relevant picture. Ask them what is missing in the question (*tables*) and read the answer options. Tell them to circle the correct answer and read the completed exchange in chorus. Repeat the same procedure with Exchanges **2**, **3**, **4**.**Step 4:** Have pupils complete the exchanges individually and ask a few pairs to read completed exchanges aloud. | Whole classIndividual workWhole class/Individual workWhole class/ Individual workIndividual work |  |
| **PRODUCTION****Activity 6. Let’s play.** 8 minutes |
| a. Goal: | To review vocabulary and structure words in relation to the topic “My house” and use them in the sentence patterns *Where’s\_\_\_\_\_?* − *It’s here / there.* and *Where are\_\_\_\_\_*? – *They’re\_\_\_\_\_\_\_.* by playing the game *Bingo*. |  |
| b. Input: | A 3 x 3 Bingo grid with the words *there, in, on, tables, chairs, lamps, living room, bedroom* and *kitchen* to support your instructions |  |
| c. Outcome: | Pupils can review the vocabulary and structure words in relation to the topic “My house”, and use them in the sentence patterns *Where’s \_\_\_\_\_\_? − It’s here / there*. and *Where are \_\_\_\_\_? – They’re \_\_\_\_\_\_.* by playing the game *Bingo*. |  |
| d. Procedure: | **Step 1:** Explain how to play the game: Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words for reviewing. Get pupils to copy the grid onto a paper sheet and fill their grids with the vocabulary words. Pupils need to listen carefully for the words that you’ll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids. Eventually, one pupil will have crossed out all of his or her words and shout out “Bingo!” to show that he / she has finished. You should then check the pupil’s grid to see that he / she has all the words you’ve called out.**Step 2:** Give pupils time to play the game in pairs or groups. Go around the classroom to offer support where necessary.**Step 3:** When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns *Where’s \_\_\_\_\_? − It’s here / there*. and *Where are they? – They’re \_\_\_\_\_\_\_.* | Whole class/ Individual workPair work/ Group workPair 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: Pass the ball** * Divide the class into 3 teams.
* Each team has 1 sticky ball.
* Play the music, students in each team take turns to pass the ball. After the music ends, 3 students who have the ball will stand up, then ask and answer about the location of rooms in a house, using the sentence models.

**Option 3: Game: Spin the Wheel*** Teacher calls some pairs to the board to practise asking and answering with the sentence models they have learnt.
* Pupils/ teachers click the “spin” button to get points.
 | Whole classGroup workGroup work |  |

 **Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 13: MY HOUSE**

**Lesson 2 – Period 3**

 ( Đã soạn lớp 3B**)**

Bổ sung :- Khắc sâu mẫu câu hỏi và trả lời về vị trí của đồ vật.

 - Học sinh luyện nhiều kĩ năng nói trước lớp.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 13: MY HOUSE**

**Lesson 2 – Period 4**

 ( 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.

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