**-KẾ HOẠCH BÀI DẠY** **TUẦN 23 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  24/2 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 4 - 6 |
| 3 |  |  |  |
| Ba  25/2 | Sáng | 1 | 5B | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 13 : My house - Lesson 3- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 13 : My house - Lesson 3- Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 13 : Our special days - Lesson 3  - Activity 4 - 6 |
| 3 |  |  |  |
| Tư  26/2 | Sáng | 1 | 3A | T.Anh | Unit 13 : My house - Lesson 3- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 13 : My house - Lesson 3- Activity 4 - 6 |
| 3 | 5B | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 1 - 3 |
| 4 | 5B | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  27/2 | Sáng | 1 | 3B | T.Anh | Unit 14 : My bedroom- Lesson 1-Activity 1 - 3 |
| 2 | 3B | T.Anh | Unit 14 : My bedroom- Lesson 1-Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  28/2 | Sáng | 1 | 5C | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 14 : Staying heathy - Lesson 1  - Activity 4 - 6 |
| 3 | 3A | T.Anh | Unit 14 : My bedroom- Lesson 1-Activity 1 - 3 |
| 4 | 3A | T.Anh | Unit 14 : My bedroom- Lesson 1-Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 24 tháng 2 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly say the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

- identify and underline the stressed words in four questions while listening

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

**2. Competences**

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

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

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

**3. Attributes**

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

**II. MATERIALS**

- Pupil’s book: Page 22

- Audio Tracks 28, 29, 30

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

- 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 words about countries, sports and animals.

**b. Content**

- Game: *“Guess the food and drinks”*

**c. Expected outcomes**

- Pupils can remember and correctly say the words about food and drinks.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“Guess the food and drinks”*** | | |
| - Tell the pupils that they are going to play in 3 teams. In each round, 1 representative from each team will choose a color relatively to the boxes they want to open. Try to guess the food or drink shown on the screen. If the correct answer is given, their team will get 1 point. Teacher checks their pronunciation and lets the whole class repeat the word before moving to the next round. | -Work in three teams.  - Listen to the teacher’s instructions.  - Look at the picture and guess the food or drinks.  Practise pronouncing the words. | Picture hints:  Cake  Lemonade  Chips  Pizza  water |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly repeat the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 28) | | |
| **Step 1:** Have pupils look at the first question. Draw their attention to the stress on the words (e.g. *What*, *food, have,* and *party*). Explain that they are the “content” (important) words in the question and need to be stressed. Check comprehension.  **Step 2:** Play the recording for pupils to listen to and repeat, in chorus and individually, until they feel confident. Correct the stress and pronunciation if necessary. Repeat **Steps** **1** and **2** with the second question.  **Step 3:** Let pupils work in pairs or groups, saying questions with correct stressed words and pronunciation. Go around the classroom to offer help if necessary.  **Step 4:** Invite a few pupils to say the questions in front of the class. Praise them when they perform well. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher’s explanation  - Pupils listen to the recording again and repeat.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups to say the words and read the sentences. Pupils listen to the recording and say the language in front of the class. | **The questions:**  ‘What ‘food will you ‘have at the ‘party?  ‘What ‘drinks will you ’have at the ‘party? |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To identify and underline the stressed words in four questions while listening.

**b. Content**

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

**c. Expected outcomes**

- Pupils can identify the stressed words in the questions and say them with correct stress.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and underline one more stressed word. Then repeat.** (Track 29) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they should listen to therecording and underline one more stressed word in each question. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play it again for pupils to listen and underline the stressed words. Then get pupils to swap books with a partner and check their answers before checking as a class.  **Step 3:** Have pupils read aloud the questions in pairs or groups. Go around the classroom and correct the stress in the questions if necessary.  **Step 4:** Invite a few pupils to read aloud the questions in front of the class. Praise when they perform well.  **Extension:** Have pupils write two or three questions with the mark on stressed words (e.g. *‘What did you ‘do ‘yesterday?, ‘Where did they ‘go last ‘month?*) | - Pupils listen to the teacher’s instructions  - Pupils listen to the audio. Listen and underline the stressed words.  - Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again.  - Pupils stand up, listen to and repeat the questions.  - Pupils write two or three questions with the mark on stressed words. | Four questions:  Audio script:  1. ‘What ‘food will you ‘have at the ‘party?  2. ‘What ‘drinks will they ‘have at the ‘party?  3. ‘What will you ‘do at the ‘party?  4. ‘What will we ‘do at their ‘party? |

**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 stressed words, pronunciation and rhythm.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 30) | | |
| **Step 1:** Have pupils read the lyrics of the chant. Then get them to look at the food and drinks on the table to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. draw their attention to the stressed words' pronunciation and rhythm. play it again line by line, for pupils to listen and repeat and encourage them to clap while chanting.  **Step 3:** Invite a few groups to say the chant in front of the class. The rest of the class chant and clap along.  **Extension:** Encourage pupils to make the chant of their own by replacing some food in the first verse (e.g. *Grapes and mangoes. / We’ll have grapes. / We’ll have mangoes. We’ll have grapes and mangoes.) and drinks in the second verse (e.g. Fruit juice and milk. / We’ll have fruit juice. / We’ll have milk. / We’ll have fruit juice and milk.)* | - Pupils pay attention to the picture and name the food and drinks on the table.  - Pupils pay attention to the lyrics of the chant, stressed words, pronunciation and rhythm.  - Pupils listen all the way through carefully to the rhythm and pronunciation.  - Pupils listen to the recording, line by line, and repeat.  - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting.  - Pupils work in two or more groups to make the chant of their own by replacing some food in the first verse. | - Some food and drinks at an event  - The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: *“Food party game”***

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

- Choose a chips pack and answer the questions about food / drinks they will have at the party.

- If their answers are correct, click on the sellers and serve some burgers. If not, click on the burglar to go back to the questions board.

- Teams with more points will be the winner.

Pictures hints:

Cakes, pizza, fish, apple juice, water, chicken and rice, vegetables, milk tea, chips, lemonade.

**\* Option 2: Game: *“Odd one out”***

- Tell pupils that they are going to look at some pictures with food and drinks.

- Ask them to choose the odd by looking at the pictures.

- Teacher checks their pronunciation and asks the whole class to repeat .

Suggested answers:

*Chips burger vegetables milk tea*

*Key:* ***milk tea*** *(because it’s a drink and we can’t eat it)*

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly say the stressed words in the wh-questions: ‘*What ‘food will you ‘have at the ‘party?* and *‘What ‘drinks will you ’have at the ‘party?*

- use *What will you do \_\_\_? – We’ll \_\_\_.* and *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about what someone will do for a special day, and the foodand drinks someone will have at an event;

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

- read and write about what people will do and have at an event;

- make a menu s for a class party and present it to the class at Project time.

**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 understanding of different kinds of food and drinks at different styles of events.

**II. MATERIALS**

- Pupil’s book: Page 23

- Teacher’s guide: Pages 195, 196

- 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 having pupils sing the song *“Back to school”*.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** | | |
| - Greet the class.  - Invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.  - Have students look at the questions on the screen and answer.  - Ask pupils to open their books at page 23 and look at Unit 13, Lesson 3, Activity 4. | - Listen to the teacher’s instructions.  - Chant in groups.  - Look and answer the questions.  - Open the book | - The lyrics and recording of the chant. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To read and show the understanding of the letter by answering the questions.

**b. Content**

- Activity 1. Read and complete.

**c. Expected outcomes**

- Pupils can read and show understanding of the letter and answer the question.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Read and answer.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the letter  and answer the questions. Check comprehension.  **Step 2:** Answer the first question as an example. Have pupils look at the first question. Explain that the word *When* in the question *When is Mai’s birthday?* expresses the time of the birthday. Then let them read the letter and find the appropriate information / sentence to match the question (*It’s my birthday on Sunday*). Invite one or two pupils to answer the question (e.g. *Her birthday is on Sunday or It’s Mai’s birthday on Sunday*.) **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. If time allows, invite one or two pupils to read the letter in front of the class. **Extension:** Divide pupils into groups and have them retell the main ideas of the letter using answers to the questions (e.g. *It’s Mai’s birthday on Sunday. Her party will be at 15 Quang Trung Street. They’ll have pizza, burgers and chips. They’ll drink lemonade, apple juice and milk tea*.) | -. Pupils pay attention to the letter and read them as a class.  - Answer the first question with the whole class.  - Answer the question individually.  - Swap their books and check. | – A short letter about food and drinks at Mai’s birthday party – Four question to answer  **Key:**  1. It’s Mai’s birthday on Sunday.  2. Her party will be at 15 Quang Trung Street.  3. They’ll have pizza, burgers and chips.  4. They’ll drink lemonade, apple juice and milk tea. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To write a text about food and drinks pupils will have at their birthday parties with the help of the suggested questions and gapped sentences.

**b. Content**

Activity 2. Let’s write.

**c. Expected outcomes**

-Pupils can write a text about food and drinks they will have at their birthday parties with the help of the suggested questions and gapped sentences.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Let’s write.** | | |
| **Step 1:** Tell the class the goal of the activity. Explain that they should answer the suggested questions and use the gapped sentences (see Input) to write the text, using their own information. Tell pupils that they should write about 40 words. Check comprehension.  **Step 2:** Have pupils do the first gapped sentence together as an example. Let them answer the first question and elicit the time of their birthday. Then have them fill in the gap of the first sentence (e.g. My birthday is in May.)  **Step 3:** Give pupils time to write the text independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their writing before checking as a class.  ***Extension*:** If time allows, invite one or two pupils to read their completed texts in front of the class. | - Read the suggested questions and answer in pairs  - Do the first gapped sentence.  - Write the text individually (about 40 words).  - Swap their books and check.  - Check with the whole class. | |  | | --- | | Three suggested questions |   Two gapped sentences as a guide (*My birthday is \_\_\_\_\_\_\_\_\_\_\_\_. At my birthday party, we’ll \_\_\_\_\_*.)  **Suggested answer:** My birthday is in May (It’s my birthday in May). I will invite some friends to my party. It will be at my home. We’ll have cakes, candies and fruit. I’ll have mineral water, lemonade and milk tea. We’ll sing and dance. I think we’ll have a lot of fun. |

**e. Assessment**

- Performance products: Pupils’ writing

- Assessment tools: Observation; Suggested answers

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

**a. Objectives**

**-** To make a menu for the class party and present it to the class

**b. Content**

- Activity 3. Project.

**c. Expected outcomes**

- Pupils can make a menu for her / his class party and present it to the class.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Project** | | |
| **Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the menu they have prepared at home and oresent it to the class.  **Step 2:** Have pupils work in groups of three or four. Each pupil shows the menu and tells the group about it.  *E.g. Our class party will be next Saturday. We’ll have burgers, pizza, apples and grapes. We’ll drink mineral water and milk tea. We’ll have apples and grapes. Thank you for listening. Go around the classroom and offer help if necessary.*  **Step 3:** Invite one pupil to hold up her / his menu and present it to the class. Praise pupils when they do the task well. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups of five. Pupils show his / her poster that they have made at home and tell the group about their menu.  - Pupils show their work and talk about their menu in front of the class. Pupils stick their posters on the wall (or board) as a display. | - A menu with three columns to write the names of the fruit, food, and drinks - A girl pointing at the menu, saying: *Our class party will be \_\_\_\_\_\_\_\_. We’ll have \_\_\_\_\_\_\_\_.* |

**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: *“Hot potatoes”***

- Teacher plays the music***.***

- Pupils pass the ball.

- Teacher stops music suddenly. Have the pupil with a ball talk about their menu for the next birthday party.

- Repeat the game several times.

**\* Option 2: Game: *“Lucky number”***

- Divide the class into two teams.

- Each team takes turns choosing the number and answering the question to get the stars.

- At the end of the game, the team with more stars is the winner.

*Thứ Ba ngày 25 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về những ngày lễ trong năm.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 – Period 6**

( Đã soạn lớp 5A**)**

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

* Hiểu mẫu câu và sử dụng mẫu câu về các ngày lễ và hoạt động.
* Quan tâm việc rèn kĩ năng viết bài của học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 13: MY HOUSE**

**Lesson 3 – Period**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:   * correctly pronounce the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!*; * identify the target words *house* and *brown* while listening * say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies** | motivation, adaptability, problem-solving, integrity, communication |
| **General competencies** | Listening: listen and recognize the sounds, then repeat  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 22 * Audio Tracks 29, 30, 31 * Teacher’s guide Pages 169, 170 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 13) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the songin Unit 13, Lesson 1 page 18.   * 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: Lucky number*  Review the previous lesson by having the class play the game *Lucky number*, using the model sentences.  **Option 3**: Game: Look and guess | 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 letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!* with the correct pronunciation and intonation | |  |
| b. Input: | – The letter cluster ***ou****,* the word *house* and the sentence *Wow, it’s a big house!*  *–* The letter cluster ***ow****,* the word *brown* and the sentence *Wow, it’s a brown house!* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!* with the correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the letter cluster ***ou***, the word *house* and the sentence *Wow, it’s a big house!* Play the recording and encourage pupils to point at the letter cluster / word / sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until they feel confident. Correct their pronunciation where necessary.  **Step 3:** Repeat **Step 1** and **2** for the second letter cluster ***ow***. | Whole class  / Individual work  Whole class  /Individual work  Whole class |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 5 minutes | | | |
| a. Goal: | To identify the target words *house* and *brown* while listening | |  |
| b. Input: | Two pairs of sentences  **Audio script:**  1. I like a brown house.  2. I don’t like a brown house. | |  |
| c. Outcome: | Pupils can identify the words *house* and *brown* while listening.  **Key: 1.** b **2.** b | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check the answers.  **Step 2:** Get 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 3:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences. | Whole class  / Individual work  Pair work/  Whole class  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 the recording of the chant | |  |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **Step 2:** Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter clusters ***ou*** and ***ow*** in the words *house* and *brown*.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to listen to and repeat the chant in turn while the rest of the class claps along. | Whole class  Individual work  Whole class  Individual work  Whole class  Individual 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: Video watching**  - Have children watch and repeat after a video introducing the pronunciation of “ou”, “ow” in seperation, in words and sentences.  *- Video link:*  <https://www.youtube.com/watch?v=ySRd-Amrd28>  **Option 3: Preparation for the project:**  Tell pupils about the project on page 23. Prepare for the presentation in class. Guide them with the presentation language. | Whole class  Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 13: MY HOUSE**

**Lesson 3 – Period 6**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * read a paragraph and complete sentences with the words from the paragraph * read, understand and complete a gapped text using the information from a picture cue * make a doll’s house and tell the class about it. |
| **Corecompetencies** | motivation, adaptability, problem-solving, integrity, communication |
| **General competencies** | Reading: read a passage and fill in the gaps  Oral communication: speak about a doll’s house  Communication and collaboration: work in pairs or groups |
| **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 23 * Teacher’s guide Pages 170, 171 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 13) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – Fun corner and wrap up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **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**: Chant the chant in Unit 13, Lesson 3.   * Ask pupils to chant and do the actions. * Give points for the groups and encourage them.   **Option 3: Game: Lucky number**  (PowerPoint slides) | Whole class  Group work  Group work |  |
| **PRACTICE**  **Activity 4. Read and complete.** 8 minutes | | | |
| a. Goal: | To read a paragraph and complete sentences with the words from the paragraph | |  |
| b. Input: | A paragraph and four gapped sentences | |  |
| c. Outcome: | Pupils can read a paragraph and complete four gapped sentences with the correct words from the paragraph.  **Key: 1.** the bedroom **2.** the kitchen  **3.** the kitchen **4.** the table | |  |
| d. Procedure: | **Step 1:** Tel l **Step 1:** 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. 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:** Get pupils to swap their answers with a partner. Then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Extension:** Invite a few pupils to stand up and read the completed sentences. Praise them and get the class to clap or cheer if they have good pronunciation. | Whole class  Individual work  Pair work/  Whole class  Individual work |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal: | To read, understand and complete a gapped text using the information from a picture cue | |  |
| b. Input: | * A picture cue of a bedroom. There is a table in the bedroom. On the table is an open school bag showing a book, a pencil case, and a ruler. * The writing frame with three blanks to complete. | |  |
| c. Outcome: | Pupils can read, understand and complete the gapped text with the information from a picture cue. | |  |
| d. Procedure: | **Step 1:** Write the writing frame on the board. Tell pupils about this activity. Read the sentences as a class. When you reach the first gap, elicit the missing word and give feedback. Tell pupils to read and look at the picture cue to guess the missing words and complete the sentences.  **Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **Step 3:** Invite a few pupils to stand up and read their sentences aloud. | Whole class/ Individual work  Individual work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal | To make a doll’s house and tell the class about it | |  |
| b. Input | * Two pictures showing doll’s houses * Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. | |  |
| c. Outcome | Pupils can make a doll’s house and tell the class about it. | |  |
| d. Procedure | **Step 1:** Tell pupils about the activity. Check their doll’s houses. Stick a sample of a doll’s house on the board, and write the presentation language under it. Check comprehension and give feedback. Have pupils repeat the sentences until they can say them by themselves. Model the presentation a few times.  **Step 2:** Invite a pupil to the front of the classroom to model the presentation. Watch and offer your support with the language.  **Step 3:** Put pupils into groups to rehearse their presentation. Go around the classroom to offer support where necessary.  **Step 4:** Invite a few pupils from different groups to present their doll’s houses in front of the classroom.  **Extension:** Create a class display of doll’s houses and vote for the best decorated one. | Whole class/ Individual work  Individual work  Group work  Whole class/ Individual 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: Lucky number**  **Option 3: 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. * The group that makes it first will be the winner. | Whole class  Whole class  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về những ngày lễ trong năm.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 – Period 6**

( Đã soạn lớp 5A**)**

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

* Hiểu mẫu câu và sử dụng mẫu câu về các ngày lễ và hoạt động.
* Quan tâm việc rèn kĩ năng viết bài của học sinh.

*Thứ Tư ngày 26 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 13: MY HOUSE**

**Lesson 3: Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý khi thực hành về các địa điểm trong gia đình .

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

Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 13: MY HOUSE**

**Lesson 3: Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý cho học sinh một số từ khó phát âm khi nhấn giọng

Học sinh ghi nhớ các địa điểm trong gia đình .

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

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle;

- correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about someone’s lifestyle;

- use *How does your \_\_\_\_\_ stay healthy? – He / She \_\_\_\_\_.* in a freer context;

- use the phrases *do morning exercise, play sports, drink fresh juice* and *eat healthy food* in relation to the topic *“Staying healthy”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about a family member’s lifestyle 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**

- Raise their knowledge of using healthy food and drinks.

- Show their awareness of doing morning exercise regularly.

**II. MATERIALS**

- Pupil’s book: Page 24

- Audio tracks 31, 32

- Teacher’s guide: Pages 222, 223, 224, 225

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 14)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To identify what healthy or unhealthy food is.

**b. Content**

- Game: Healthy Food or Unhealthy Food

**c. Expected outcomes**

- Pupils can correctly identify what healthy or unhealthy food is.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Healthy Food or Unhealthy Food** | | |
| - Tell pupils they are going to identify what healthy and unhealthy food is.  - Show pictures of food and explain healthy or unhealthy food.  - Show the pictures and have pupils identify whether the pictures are healthy or unhealthy food.  - Invite volunteers to give the answers. If they give the correct answers, they will get stickers from the teacher.  - Give comments and praise pupils. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the teacher’s instruction.  - Pupils look at the pictures and identify whether the pictures are healthy or unhealthy food.  - Pupils give the answers.  - Pupils listen to the teacher. | Pictures of healthy food and unhealthy food |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 31) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures. If pupils use Vietnamese, repeat their responses in English.  **Step 2:** Play the recording and encourage pupils to point at the characters while listening.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 4:** Draw pupils’ attention to the question *How does he stay healthy?* and the answer *He does morning exercise every day*. Explain that they are used to ask and answer questions about someone’s lifestyle. | - Pupils look at Pictures **a** and **b**. Pupils identify the characters and say what they can see in the pictures.  - Pupils listen to the recording and point at the characters while listening.  - Pupils listen to the recording again, point to the sentences and repeat.  - Pupils listen to the teacher’s explanation. | - Context **a**: Lucy and Nam jogging, and Lucy’s brother doing morning exercise in the park  Nam: *I want to stay healthy, Lucy. I eat vegetables and drink a lot of water. Is that your*  *brother over there?*  Lucy: *Yes, that’s my brother, Tom. He also wants to stay healthy.*  - Context **b**: Lucy and Nam talking about Lucy’s brother, Tom  Nam: *How does he stay healthy?*  Lucy: *He does morning exercise every day.*  Nam: *Yeah, me too.* |

**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 *How does he / she stay healthy? - He / She \_\_\_\_\_.*to ask and answer questions about someone’s lifestyle.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about someone’s lifestyle.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 32) | | |
| **Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the activities the characters do.  **Step 2:** Play the first part of the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flashcards for *do morning exercise, play sports, drink fresh juice* and *eat healthy food* to practise the phrases.  **Step 3:** Have pupils point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words (*does morning exercise*). Draw pupils’ attention to the change in verb form in the answer (*does* instead of *do*). Play the next part of the recording a few times for pupils to listen to and repeat the sentences in Exchange **a**.  **Step 4:** Repeat **Step 3** for Pictures **b, c,** and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  **Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about a family member’s lifestyle.  **Extension:** Elicit additional vocabulary items related to the topic from the pupils, then use them to play a miming game. After a correct guess, ask *How does he / she stay healthy?*, to encourage pupils to provide answers using the vocabulary in the game. | - Pupils look at the pictures, say what they can see in the pictures and identify the activities the characters do.  - Pupils listen to the first part of the recording and repeat the phrases under the pictures in chorus and individually.  - Pupils point at Picture **a**. Pupils pay attention to the speech bubbles and elicit the missing words. Pupils listen to the next part of the recording and repeat the sentences.  - Pupils follow the teacher’s instructions. Then pupils practise asking and answering questions in pairs.  - A few pairs point at the pictures and ask and answer questions about a family member’s lifestyle.  - Pupils elicit additional vocabulary items related to the topic and play miming game. | - Picture and word cues:  **a.** a woman doing morning exercise, and the phrase *do morning exercise*  **b.** a man playing sports, and the phrase *play sports*  **c.** a woman holding a glass of fresh juice, and the phrase *drink fresh juice*  **d.** a boy with a bowl of healthy food, and the phrase *eat healthy food* *-* Speech bubbles: *How does he / she stay healthy? - He / She \_\_\_\_\_.*  **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 *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context.  **Step 2:** Point at the first picture and elicit the question (e.g. *How does your sister stay healthy?*) and an answer (*She does morning exercise.*). Then write the answer on the board. Repeat the same procedure with the other pictures. Get the pupils to say the four completed sentences.  **Step 3:** Put pupils into pairs to ask and answer questions about how their family members or friends stay healthy. Go around and offer support where necessary.  **Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about a family member’s lifestyle. | - Pupils pay attention to the pictures and answer the questions to identify the context.  - Pupils follow the teacher’s instructions. Then pupils look at the sentences on the board. Pupils say the completed sentences.  - Pupils work in pairs to ask and answer questions about how their family members or friends stay healthy.  - A few pairs come to the front of the class to ask and answer questions about a family member’s lifestyle. | - Picture cues: activities people do to stay healthy and healthy food and  drinks  - Speech bubbles: *How does your \_\_\_\_\_ stay healthy? – \_\_\_\_\_.*  **Suggested answers:**  *How does your mother / father / sister / brother stay healthy?*  *He / She drinks fresh juice / does morning exercise / eats healthy food / plays sports every day.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Start preparing for the project:** Tell pupils about the project on page 29. Ask them to make a healthy habit circle about what they eat, drink and do to stay healthy. Tell them they will present their healthy habits to the class at Project time.

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

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

- Divide the class into two groups.

- Have two pupils from each group take turns to choose a fruit and ask and answer the question.

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

E.g. Pupil A: *How does your sister stay healthy?*

Pupil B: *She does morning exercise.*

- Continue the game with the other pupils.

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

**\* Option 2: Game: Musical cards**

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

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

- Play the song *“Staying healthy”* (Unit 14). Ask pupils to pass the cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite a pupil to ask the question *“How does he stay healthy?”*. Ask a pupil who is holding the card to answer the question, e.g. *He plays sports.*

- Play the music again and repeat the activity.

- Ask pupils to check their friends’ pronunciation.

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

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which speakers ask and answer questions about a family member’s lifestyle and match the characters with the activities they do to stay healthy;

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

- listen to and complete the song *Staying healthy* and sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**II. MATERIALS**

- Pupil’s book: Page 25

- Audio tracks 33, 34

- Teacher’s guide: Pages 225, 226, 227

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 14)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about a family member’s lifestyle.

**b. Content**

- Game: Questions and answers

**c. Expected outcomes**

- Pupils can correctly remember and say the sentence structures *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about a family member’s lifestyle.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Questions and answers** | | |
| - Tell pupils that they are going to look at the picture given and ask and answer questions about a family member’s lifestyle.  - Model the first picture. Have pupils look at the picture and ask pupils *“What does your brother stay healthy?”*. Have one pupil answer the question, e.g. *He eats healthy food.* Give stickers if they ask and answer the questions correctly.  - Invite a few pairs to ask and answer the questions in front of the class.  - Praise pupils to encourage their performance. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the activity.  - Pupils ask and answer the questions in front of the class. | Sentence structures:  *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.*  Pictures (*do morning exercise, play sports, drink fresh juice, eat healthy food*) |

**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 a family member’s lifestyle and match the characters with the activities they do to stay healthy.

**b. Content**

- Activity 4. Listen and match.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which speakers ask and answer  
questions about a family member’s lifestyle and match the characters with the activities they do to stay healthy according to what they hear.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and match.** (Track 33) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What do you see?* to elicit the characters and the activities in the pictures. Tell them that they need to match Pictures **1, 2, 3** and **4** with Pictures **a, b, c** and **d** in correspondence with what they hear in the recording. Elicit the words *mother, father, sister* and *brother* in the first set of pictures, and *sports, fresh juice, morning exercise* and *healthy food* in the second set.  **Step 2:** Play the recording all the way through for pupils just to listen. Then play the recording again for pupils to listen again and match the correct picture to each  character.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Who are they talking about? How does he / she stay healthy? What does he / she do?*  **Extension:** Play the recording, pausing after each question, and have pupils recall the answer before you play it. Check if they can give the correct answer. Correct their pronunciation where necessary. | - Pupils look at the pictures. Pupils answer questions to elicit the characters and the activities in the pictures. Pupils follow the teacher’s instructions.  - Pupils listen to the recording all the way through. Then pupils listen to the recording again and match the correct pictures that the characters in the conversations do to stay healthy.  - Pupils swap books with a partner and check their answers before checking as a class. Pupils explain the answers by answering questions.  - Pupils listen to the recording again and recall the answer. | Picture cues:  **a.** a mother  **b**. a father  **c**. a sister  **d**. a brother  **1.** sports  **2.** fresh juice  **3.** morning exercise  **4.** healthy food  **Audio script:**  **Key:** *1. a 2. c 3. b 4. d* |

**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:** Complete the first gapped  exchange with the class as an example. Have pupils read the exchange and try to guess the missing word. Then draw pupils’ attention to the picture and elicit the answer (*juice).*  **Step 2:** Give pupils a time limit to complete the gapped Exchanges **2, 3,** and **4** independently. Go around the classroom and help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. Check the answers. Ask questions to have pupils explain why they choose the answers. For example, for picture B, ask *Why do you choose morning exercise? - Because in the picture, she’s doing morning exercise. What is he/ she doing in the picture?* | - Pupils follow the teacher demonstrating the example. Pupils read the exchange and guess the missing words.  - Pupils complete the gapped Exchanges **2, 3,** and **4** independently.  - Pupils swap books with a partner and check their answers before checking as a class. One pupil writes the answers on the board. Pupils explain why they choose the answers. | - Four picture cues  - Four gapped exchanges to complete  **Key:**  *1. juice*  *2. morning exercise*  *3. plays sports; volleyball*  *4. How does; food* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen to and complete the song *Staying healthy* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the song *Staying healthy* and to sing it with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing.** (Track 34) | | |
| **Step 1:** Tell pupils the aim of the activity: They listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.  **Step 2:** Have pupils read the lyrics and guess the word(s) to fill in the gaps with the help of pictures.  **Step 3:** Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.  **Step 4:** Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | - Pupils listen to the teacher’s explanation.  - Pupils read the lyrics and guess the word(s) to fill in the gaps with the help of pictures.  - Pupils listen to the song and fill in the gaps.  - Pupils listen to the song and practise singing the song, line by line. Then pupils listen to and sing the whole song while clapping their hands.  - A few groups come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | The gapped lyrics and recording of the song *Staying healthy*  **Key:** *1. morning exercise 2. sports 3. fruit* |

**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: Whisper game (ppt)**

- Divide the class into two groups. Each group chooses five pupils.

- Ask the pupils to form two lines.

- Whisper a sentence to the first pupil from each group. Then ask them to whisper the sentence into the ear of the pupil standing next to them. They continue whispering the sentence until the end of the line. The last pupil has to say it out loud.

E.g.

Round 1: *My mother does morning exercise every day.*

Round 2: *My father plays sports every day.*

Round 3: *My grandmother drinks fresh juice every day.*

Round 4: *My grandfather eats healthy food every day.*

- The pupil saying the correct sentence wins a point for their group. The group with more points will win the game.

**\* Option 2: Game: Angry birds**

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

- Have pupils take turns to choose the numbers, then look at the picture and answer the questions.

E.g. picture of a woman drinking fresh juice. Teacher asks *“How does your mother stay healthy?* Have a pupil answer *“She drinks fresh juice.”*

- Have them look at the pictures and answer the questions. If they have the correct answers, they get the points for their groups. If the answer is not correct, the other group answers and gets points.

- The group with more points wins.

*Thứ Năm ngày 27 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 14: MY BEDROOM**

**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) focusing on quantities of things in a room; * correctly say the words and use *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room; * enhance the correct use of *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room in a freer context. |
| **Core competencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication, planning and organization |
| **General competencies** | Listening: listen and repeat  Oral communication: let’s talk  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Responsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 24 * Audio Tracks 32, 33 * Teacher’s guide Pages 172, 173, 174 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 14) * 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 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**: Chant and do activities (Unit 13, Lesson 3).   * Ask pupils to chant and do the actions in Unit 13, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: Game: What room is this?   * A picture is hidden behind some coloured squares. * Pupils choose a square to open, then try to guess what the room behind is. * Teacher shows the whole picture then asks pupils to say out loud the name of the room. | Whole class  Group work  Individual work/ Teamwork |  |
| **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 quantities of things in a room | |  |
| b. Input: | – Context **a**: Mai: *This is my bedroom*. *There’s a desk in the room*.  – Context **b**: Mai: *There are two chairs in the room*. | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on quantities of things in a room. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen.  **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 sentences *There’s a desk in the room* and *There are two chairs in the room*. Tell pupils that they are used to talking about quantities of things in a room. | 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 *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room | |  |
| b. Input: | – Picture cues: **a.** a desk **b.** a bed  **c.** two doors **d.** two windows  – Speech bubbles:  *There’s \_\_\_\_\_ in the room.*  *There are \_\_\_\_\_ in the room.*  **Audio script:**  **a.** a desk **b.** a bed **c.** two doors **d.** two windows  There’s a desk in the room.  There are two doors in the room. | |  |
| c. Outcome: | Pupils can correctly say the words and use *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Picture **a** and elicit the name of the thing in the room. Have the class listen to the recording and repeat the word a few times. Then let them work in pairs, pointing at the pictures and saying the words until they feel confident.  **Step 2:** Model by getting pupils to point at the sentence *There’s \_\_\_\_\_ in the room*. in the first bubble. Have them point at Picture **a** and elicit the missing words (e.g. a desk). Then get pupils to listen to the recording and repeat the sentence *There’s a desk in the* *room*. a few times until they feel confident. Go around and offer help or correct pupils’ pronunciation. Repeat the same procedure with Picture **b**.  **Step 3:** Repeat **Steps 1** and **2** with Picture **c**. Remind pupils that the structure *There are \_\_\_\_\_ in the room*. is used with more than one thing (e.g. Pictures **c** and **d**). Let pupilslisten to the recording and repeat the sentence *There are two doors in the room*. a fewtimes until they feel confident. Repeat the same procedure with Picture **d**.  **Step 4:** Give pupils time to work in pairs or groups, pointing at the pictures and saying the quantities of the things in the room. Go around and offer help.  **Step 5:** Invite a few pupils to point at the pictures and say the quantities of the things in the room in front of the class.  **Game: What’s missing?**   * T divides the class into 2 teams: BOYS and GIRLS. * T shows 4 pictures on the board. Take out 1, then 2 pictures then ask pupils to find out what is/ are missing. * Members of each team try to say out loud the missing room as fast as possible. | Whole class  / Pair work  Whole class  / Individual work  Whole class  / Individual work  Pair work  Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room in a freer context | |  |
| b. Input: | – Picture cue: some things in a bedroom  – Speech bubbles:  *There’s \_\_\_\_\_.*  *There are \_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room in a freer context. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the things in the bedroom and elicit their names. Draw pupils’ attention to the singular things (e.g. *a bed, a desk*) and multiple things (e.g. *two* *chairs, two windows*).  **Step 2:** Model by getting pupils to point at the gapped sentence *There’s \_\_\_\_\_*. in the first bubble. Then point at one thing in the bedroom (e.g. *a bed*), and say *There’s a bed in the room / bedroom.*  **Step 3:** Repeat the same procedure with the gapped sentence *There are \_\_\_\_\_*. in the second bubble and one plural thing (e.g. *two chairs*) and say *There are two chairs in the* *room / bedroom.*  **Step 4:** Give pupils time to practise in pairs or groups. One pupil points at and says the quantities of things in the room / bedroom and the others listen and make comments.  **Step 5:** Invite a few pupils to say the quantities of things in front of the class.  **Extension:** If time allows, encourage pupils to point at and say about the things in the classroom.  E.g. *There is a board in the classroom*  **Game: Look and say**   * Divide the class into 2-4 teams. * Show the pictures on the screen. Ask pupils to look at the arrows pointing to things in the room. Pupils have to say the corresponding sentences. * One pupil from each team comes to the front and says. | Whole class  / Individual work  Whole class  / Individual work  Individual work/ Whole class  Pair work/ Group work  Individual work  Group work  / Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 2:**  **Game: What can you see in the room?**   * Teacher shows pictures of rooms. * Teacher asks pupils some questions about the picture and has them answer, e.g:   + What can you see in the picture?  + How many…..?  **Option 3: Preparation for the project:**  Tell pupils about the project on page 29. Ask them to find a picture of any bedroom and tell the class about it. They need to prepare the sentences that they are presenting. In Lesson 2, period 4, remind pupils of what they need to prepare for the project. | Whole class  Individual work  Whole class |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**UNIT 14: MY BEDROOM**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures. * complete the four gapped sentence patterns with the help of picture cues. * revise the target vocabulary items through the *Memory game*. |
| **Core competencies** | decision making, teamwork, motivation, adaptability, problem-solving, integrity, and initiative |
| **General competencies** | Listening: listen and respond by choosing correct answers (tick the correct one)  Oral communication: memory game – let’s play  Written communication: complete the sentences  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: pupils wait for their turns to answer the questions  Diligence: complete learning tasks  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 25 * Audio Track 34 * Teacher’s guide Pages 174, 175, 176 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 14) * Computer, projector… |

|  |  |
| --- | --- |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s play – 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 Hello song.   * Ask pupils to sing the song. * Let pupils do actions (waving, clapping, shaking hands…).   **Option 2**: **Game: Pick a door!**   * T divides the class into 2 teams: BOYS and GIRLS. * Members of 2 teams take turns choosing 1 door and using the words (a bed, a desk, two windows, two doors) and structures (There’s a…./ There are two…) to make correct sentences. * Click the numbers on the door (1, 2, 3, 4) to choose. * Click the HOME icon to go back to THE DOORS.   **Option 3**: Invite a few pupils to stand up, look at the pictures in the book and say *There is…/ There are……* | Whole class  Group work  Individual work |  |
| **PRACTICE**  **Activity 1. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures | |  |
| b. Input: | Picture cues:  **1a.** a bed in the bedroom **1b.** a desk in the bedroom  **2a.** two doors in the bedroom **2b.** two windows in the bedroom  **Audio script:**  **1.** This is my bedroom. There is a bed in the room.  **2.** This is my bedroom. There are two windows in the room. | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures.  **Key: 1.** a **2.** b | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **1a** and **1b**. Ask them some questions such as *What’s this?* and *Where is it?* Then have them point at the bed in Picture **1a** and say the word *bed* or the sentence *There’s a bed in the room*. Ask them to point at the desk in Picture **1b**and say the word *desk* or the sentence *There’s a desk in the room*. Check comprehension.  **Step 2:** Play the recording of the first text for pupils to listen and tick the box next to the picture. Repeat the same procedure with Pictures **2a** and **2b**.  **Step 3:** Get pupils to swap the answers with a partner, then check answers as a class. Write the correct answers on the board.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct pronunciation if necessary. | Whole class    Whole class/ Individual work  Whole class/ Pair work  Individual work/ Whole class |  |
| **PRACTICE**  **Activity 2. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete the four gapped sentence patterns with the help of picture cues | |  |
| b. Input: | – Four picture cues  – Four gapped sentences to complete | |  |
| c. Outcome: | Pupils can complete the four gapped sentence patterns with the help of picture cues.  **Key: 1.** bed **2.** a desk **3.** lamps **4.** two windows | |  |
| d. Procedure: | **Step 1:** Have pupils look at the first picture. Ask them some questions such as *What’s this?* and *Where is it?* Draw pupils’ attention to the gap in the sentence and say whatthey should write. Check comprehension.  **Step 2:** Give pupils time to read the other gapped sentences and look at the pictures and fill in the gaps independently.  **Step 3:** Ask pupils to swap and check the answers. Correct the answers if necessary.  **Step 4:** Invite a few pupils to read the completed sentences aloud in front of the class.  **Game: Slap the board**   * T divides the class into 2 teams: BOYS and GIRLS. * T shows a picture, 1 boy and 1 girl from each team come to the board, look at the sentence under the picture and choose the best words to make correct sentences (Pupils slap the words on the board). | Whole class/ Individual work  Whole class  / Individual work  Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s play.** 8 minutes | | | |
| a. Goal: | To revise the target vocabulary items through the game *Memory game* | |  |
| b. Input: | Six cards, each with a target vocabulary item (*bed, desk, door, window, picture*) or with a picture representing one of the target words. | |  |
| c. Outcome: | Pupils can play *Memory game* to revise the target vocabulary items learnt in the lesson. | |  |
| d. Procedure: | **Step 1:** Tell pupils that they are going to look at the cards for 60 seconds, memorise the words, then remember as many of the words as possible. Explain how the game is played. Check comprehension.  **Step 2:** Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth.  **Step 3:** Divide the class into groups. Remove the cloth and show the cards for 60 seconds. Then cover them again. In their groups, pupils try to say as many of the words as they can remember.  **Step 4:** Have the groups say the names of the things aloud. For each correct word, give them a star or a point. The group with the most stars / points wins. | Whole class  / Individual work  Group work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:** Movement activity: Sing and Move   * Teacher asks the whole class to listen to a song, sing and move. * Pupils will sing and dance/move along the song. When the music stops, pupils have to stop and point at the pictures. (T stops the music at times when a room or object is mentioned)   **Option 2:**  Say goodbye to pupils and have them respond as they leave. | Whole class  Whole class |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 1**

( Đã soạn lớp 5B**)**

Bổ sung : - Làm quen với các hoạt động để giữ gìn sức khỏa.

- Luyện kĩ năng đọc hội thoại để thực hành.

- Học sinh phát huy kĩ năng nghe- hiểu

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh làm quen với mẫu câu để hỏi và trả lời về sức khỏe.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của bài học.

*Thứ Sáu ngày 28 tháng 2 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 1**

( Đã soạn lớp 5B**)**

Bổ sung : - Làm quen với các hoạt động để giữ gìn sức khỏa.

- Luyện kĩ năng đọc hội thoại để thực hành.

- Học sinh phát huy kĩ năng nghe- hiểu

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh làm quen với mẫu câu để hỏi và trả lời về sức khỏe.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của bài học.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**UNIT 14: MY BEDROOM**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh biết về một số đồ dùng thông thường trong nhà.

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

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**UNIT 14: MY BEDROOM**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :- Lưu ý cho học sinh cách đọc các từ về đồ dùng trong gia đình.

- 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** |