**-KẾ HOẠCH BÀI DẠY** **TUẦN 25 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  10/3 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 15 : Our health - Lesson 1- Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 15 : Our health - Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Ba  11/3 | Sáng | 1 | 5B | T.Anh | Unit 15 : Our health - Lesson 1- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 15 : Our health - Lesson 1- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 15 : At the dining table.  Lesson 1 - Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 15 : At the dining table.  Lesson 1 - Activity 4 - 6 |
| Chiều | 1 | 5C | T.Anh | Unit 15 : Our health - Lesson 1- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 15 : Our health - Lesson 1- Activity 4 - 6 |
| 3 |  |  |  |
| Tư  12/3 | Sáng | 1 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 1 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 1 - Activity 4 - 6 |
| 3 | 5B | T.Anh | Unit 15 : Our health - Lesson 2- Activity 1 - 3 |
| 4 | 5B | T.Anh | Unit 15 : Our health - Lesson 2- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  13/3 | Sáng | 1 | 3B | T.Anh | Unit 15 : At the dining table.  Lesson 2 - Activity 1 - 3 |
| 2 | 3B | T.Anh | Unit 15 : At the dining table.  Lesson 2 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Unit 15 : Our health - Lesson 2- Activity 1 - 3 |
| 4 | 5A | T.Anh | Unit 15 : Our health - Lesson 2- Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  14/3 | Sáng | 1 | 5C | T.Anh | Unit 15 : Our health - Lesson 2- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 15 : Our health - Lesson 2- Activity 4 - 6 |
| 3 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 2 - Activity 1 - 3 |
| 4 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 2 - Activity 4 - 6 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 10 tháng 3 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s health problem;

- correctly say the words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems;

- use *What’s the matter? – I have a \_\_\_.* in a freer context;

- use the words *toothache, headache, sore throat* and *stomach ache* in relation to the topic “Our health”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s health 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 health.

- Show pupils how to take care of themselves and prevent common diseases.

**II. MATERIALS**

- Pupil’s book: Page 30

- Audio tracks 41, 42

- Teacher’s guide: Pages 237, 238, 239

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise Unit 14 by asking the class to present the project from Lesson 3.

**b. Content**

- Project Presentation

**c. Expected outcomes**

- Pupils can present their healthy lifestyle in class fluently.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Project Presentation** | | |
| - Tell pupils they are going to present their healthy lifestyle in class.  - Have pupils work in groups to practise their presentation. Go around the classroom and offer help where necessary.  - Invite a few pupils to show their healthy habits and present in front of the class.  - Praise good performances. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups to practise their presentation.  - Pupils show their healthy habits in front of the class. | A pupil’s healthy lifestyle and a speech bubble: *This is my healthy lifestyle. I eat a lot of fruit. \_\_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s health problem.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s health problem.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 41) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters and any other details they can describe.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times 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** and the second dialogue.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Check their pronunciation, and give feedback where necessary.  **Step 5:** Draw pupils’ attention to the question *What’s the matter?* and the answer *I have a headache*. Explain that they are a question and an answer about someone’s health problem. | - Pupils look at Pictures **a** and **b**, identify the characters and any other details.  - Pupils look at the Picture **a.** Pupils listen to the recording of the first dialogue several times.  - Pupils listen to the recording again, sentence by sentence and repeat individually and in chorus.  - A few pairs come to the front of the class to listen and repeat the sentences in the recording.  - Pupils look at the question and the answer. Pupils listen to the teacher’s explanation. | - Context **a:** Lucy lying in her bed. Her mother sitting next to her.  Lucy’s mother: *Are you OK, Lucy?*  Lucy: *I don’t feel well.*  - Context **b**: Lucy’s mother asking Lucy about her health  Lucy’s mother: *What’s the matter?*  Lucy: *Ouch! I have a headache.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 42) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Repeat the same procedure with Pictures **b, c** and **d**. Have the class repeat the words a few times.  **Step 2:** Point at the question pattern *What’s the matter?* Read it aloud and have pupils repeat it several times. Repeat the same procedure with the answer pattern *I have a \_\_\_.*  **Step 3:** Point at Picture **a** and have pupils listen to the next part of the recording and repeat *What’s the matter? – I have a toothache.* Repeat the same procedure with Pictures **b, c** and **d**.  **Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures  **b, c** and **d**.  **Step 5:** Put pupils in pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give feedback where necessary. | - Pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**. Pupils repeat the words a few times.  - Pupils follow the teacher’s instructions.  - Pupils point at Picture **a** and listen to the next part of the recording and repeat. Pupils follow the teacher’s instructions.  - Pupils work in two groups to take turns repeating the question and the answer in Picture **a**. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**.  - Pupils work in pairs and practise asking and answering questions using the pictures. A few pairs point at the pictures and say the questions and answers in front of the class. | - Picture and word cues:  **a.** a boy with a toothache, and the word *toothache*  **b.** a girl with a headache, and the word *headache*  **c.** a boy with a sore throat, and the words *sore throat*  **d.** a girl with a stomach ache, and the words *stomach ache*  - Speech bubbles:  *What’s the matter?*  *I have a \_\_\_\_\_.*  **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’s the matter? – I have a \_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What’s the matter? – I have a \_\_\_.* 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 phrase *Phòng Y tế (School Clinic)* to guess the context of the picture. Ask them about the common health problems that the characters may have.  **Step 2:** Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should start with (*I have a \_\_\_\_*).  **Step 3:** Have some pairs role-play by asking and answering questions about the health problems in the picture. Go around the classroom to observe and provide help.  **Step 4:** Invite some pairs to role-play as a doctor and a pupil to ask and answer questions about common health problems in front of the class. Give corrections and feedback where necessary.  **Extension:** Encourage pupils to brainstorm some other common health problems, then talk with each other using the sentence pattern they have learned in this lesson. | - Pupils look at the phrase *Phòng Y tế (School Clinic)* to guess the context of the picture. Pupils answer the health problems that the characters may have.  - Pupils repeat the question in the speech bubble. Pupils look at the second bubble and guess what the answer should be.  - Pupils work in pairs to role-play by asking and answering questions about the health problems in the picture.  - Some pairs role-play as a doctor and a pupil to ask and answer questions about health problems in front of the class. Then, pupils talk about the other health problems that they know. | - Picture cue: a clinic at a primary school where some pupils are waiting for the doctor  - Speech bubbles:  *What’s the matter? \_\_\_\_\_.*  **Suggested answers:**  *What the matter? – I have a stomach ache / a headache / a toothache / a sore throat /*  *backache.* |

**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:** Ask pupils to prepare for the project on page 35 by doing a survey about common health problems that people have and creating some advice for them. Ask pupils to do the survey while they study Unit 15 so that they can present their survey results and their advice in a poster at Project time. Pupils could also include some information about the people they surveyed, and the reasons why they have those common health problems*.*

**\* Option 1: Game: Yes or No (ppt)**

- Tell the class how to play the game. Ask pupils to play the game individually.

- Prepare Yes and No boards for pupils.

- Show a picture and a sentence on the board. Have pupils look at the picture and the sentence.

- Ask pupils to raise the Yes board if the picture and sentence are matched.

- Ask pupils to raise the No board if the picture and sentence are not matched. Have pupils say the correct sentence aloud.

E.g. (picture of a boy with a toothache) *- I have a toothache.*

The class raises the Yes board.

E.g. (picture of a girl with a sore throat) *- I have a stomach ache.*

The class raises the No board.

- Give stickers to the fastest pupil with the correct answer.

**\* Option 2: Game: Board race**

- Explain how to play the game. Give an example.

- Divide the class into two groups.

- Stick the flashcards (*toothache, headache, sore throat, stomach ache*) on the board.

- Say the word twice so that the pupils can hear.

- Say “Run” and then the pupil from each group has to run quickly to find and choose the flashcard the teacher said. Ask the pupil with the correct flashcard to say the word.

- The group with the most flash cards at the end is the winner. Praise the winner.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**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 characters ask and answer questions about people’s health problems, and number the pictures;

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

- sing the song *What’s the matter?* 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 health.

- Show pupils how to take care of themselves and prevent common diseases.

**II. MATERIALS**

- Pupil’s book: Page 31

- Audio tracks 43, 44

- Teacher’s guide: Pages 240, 241, 242

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about some common diseases.

**b. Content**

- Game: Matching pairs

**c. Expected outcomes**

- Pupils can remember and say the vocabulary about some common diseases correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Matching pairs** | | |
| - Tell pupils that they are going to find the pairs of pictures and words as quickly as possible.  - Divide the class into two groups.  - Stick the picture cards face down in the left column and the word cards face down in the right column on the board.  - Invite one pupil from each group to play the game by selecting a picture card and a word card. If two cards are a matching pair, ask the pupil to say the word aloud and he/ she will get one point for his/ her group. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil from another group to take the next turn.  - Let pupils play the game until all pairs have been matched.  - The group with more points wins the game. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils look at the picture cards and word cards on the board.  - Pupils play the game.  - Pupils praise the winner. | Pictures cards (*headache, toothache, sore throat, stomach ache*)  Word cards (*headache, toothache, sore throat, stomach ache*) |

**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 characters ask and answer questions about people’s health problems, and number the pictures.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which characters ask and answer questions about people’s health problems, and number the pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 43) | | |
| **Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there?* and *What health problems can you see in each picture?* Give pupils prompts for their guesses, such as *The boy has a pain in his head. The boy has a pain in his stomach*. Encourage pupils to say, for example, *The boy has a pain in his head. He has a headache. The boy has a pain in his stomach. He has a stomach ache.* Explain that they will write numbers 1 – 4 in the boxes of the pictures in the order that they hear them.  **Step 2:** Play the recording of the first dialogue. Ask pupils to find the correct picture and write number **1** in the box. Check their answers and give feedback.  **Step 3:** Play the other recordings. Ask pupils to work independently, then have them swap books to check answers. Go around the classroom and give support if necessary.  **Step 4:** Check the answers as a class. Correct the answers, if necessary. | - Pupils look at Activity 4. Pupils listen to the teacher’s explanation and answer the questions.  - Pupils listen to the recording of the first dialogue. Pupils find the correct picture and write number **1** in the box.  - Pupils listen to the other recording. Pupils work individually, then work in pairs for their peer-checks.  - Pupils check the answers as a class. | Picture cues:  **a.** a boy with a sore throat  **b.** a boy with a stomach ache  **c.** a boy with a headache  **d.** a boy with a toothache  **Audio script:**  1.  \* **Key:** *1. b, 2. c, 3. a, 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**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Ask pupils to look at the  pictures and identify the health  problems that the characters have.  **Step 2:** Have pupils read the  complete sentence in Question **1**.  Ask them what type of word is  missing in the second sentence (a health problem). Ask them to complete the gap using the information in the picture (a girl having a headache). Give the correct answer.  **Step 3:** Ask pupils to do the other questions independently, then to check answers in pairs. Go around and give support if necessary. Ask questions to have pupils explain their answers. For example, for Question 1, ask *“How do you know the answer is “headache”? – Because she’s holding her head and she’s tired.*  **Step 4:** Ask two pupils and two pairs to read the sentences aloud. Give feedback and corrections if necessary. | - Pupils look at the pictures and identify the health problems that the characters have.  - Pupils read the complete sentence in Question 1. Pupils answer what is missing in the second sentence. Pupils complete the gap by finding the information from the picture.  - Pupils do the other questions in the same way individually, then in pairs for their peer-checks.  - Two pupils and two pairs read the sentences aloud. | - Four picture cues  - Four gapped exchanges to complete  **Key:**  *1. headache*  *2. toothache*  *3. the matter; sore throat*  *4. matter; have a stomach ache* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To sing the song *What’s the matter?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *What’s the matter?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 44) | | |
| **Step 1:** Have pupils read the lyrics to familiarise themselves with the language. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the entire song, drawing their attention to the pronunciation,  rhythm and melody.  **Step 3:** Play the recording of the song once or twice for pupils to listen to and practise singing it, line by line.  **Step 4:** When pupils feel confident and are familiar with the melody, ask them to sing the entire song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The rest of the class may sing along to reinforce the activity. | - Pupils read the lyrics to familiarise themselves with the language.  - Pupils listen to the entire song.  - Pupils listen to the song once or twice and practise singing it, line after line.  - Pupils sing the entire song while clapping their hands.  - A few groups come to the front of the class to sing the song. Pupils may sing along to reinforce the activity. | The lyrics and the recording of the song *What’s the matter?* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Lucky gift boxes (ppt)**

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

- Prepare pictures of common diseases (*toothache, headache, sore throat, stomach ache*) and gift boxes.

- Have the class play the game in pairs.

- Each pair chooses a gift box they like, then asks and answers questions about health problems.

E.g. Pupil A: *What’s the matter?*

Pupil B: *I have a toothache.*

- If they ask and answer correctly, they will get gifts from the gift boxes.

- Continue with other pairs.

**\* Option 2: Game: Pass the bag**

- Explain that pupils are going to look at the pictures and say the sentence about health problems.

- Put some flash cards (*toothache, headache, sore throat, stomach ache*) in a bag.

- Have pupils make two circles.

- Ask pupils to pass the bag around the circle while music plays.

- When the music stops, ask the pupil holding the bag to take out a flash card in the bag and say a sentence, e.g. *I have a stomach ache.*

- Praise pupils to encourage their performance.

*Thứ Ba ngày 11 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về một số bệnh thường gặp.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

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

* Hiểu mẫu câu và sử dụng mẫu câu về một số bệnh thông thường.
* Quan tâm việc rèn kĩ năng đọc –hiểu của học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 1 – Period 1**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * Use the words *bean, fish, meat, juice* in relation to the topic “Food and drinks”; * Use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. to offer someone food or drinks and accept or decline someone’s offer. * Understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer. * Correctly use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.*to offer someone food or drinks and accept or decline someone’s offer. * Enhance the correct use of *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone’s offer. |
| **Corecompetencies** | decision making, teamwork, work standards, reliability, motivation |
| **General competencies** | Listening: listen and recognize the contexts, then repeat  Critical thinking: talk about food and drinks  Oral communication: speak about food and drinks, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 30 * Audio Tracks 42, 43 * Teacher’s guide Pages 183, 184, 185 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 14, Lesson 2.   * 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 14, Lesson 3).   * Ask pupils to chant and do the actions in Unit 14, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: **Game: Happy Flowers**   * Divide the class into 2 teams. * Each team chooses one flower to go to the question. * Have pupils look, read and choose the right option. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there is no flower left. * The team that gets the most points is the winner. | Whole class  Group work  Individual work/  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer | |  |
| b. Input: | – Context a: Mother: *Would you like some rice? Nam: Yes, please.*  – Context b: *Father: Would you like some juice? Nam: No, thanks.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focused on offering someone food or drinks and accepting or declining someone’s offer. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a.** Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** : Draw their attention to the question *Would you like some rice?* and the answer *Yes, please.* and *Would you like some juice*? and the answer *No, thanks*. Tell pupils that they are the questions and the answers about offering someone food or drinks and accepting or declining someone’s offer. | 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 use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. to offer someone food or drinks and accept or decline someone’s offer | |  |
| b. Input: | **– Picture cues:**  **a.** a plate of beans **b.** a plate of fish  **c.** a plate of meat **d.** a bottle of juice  **– Speech bubbles:** Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.  **Audio script:**  **a.** beans / yes **b.** fish / no **c.** meat / yes **d.** juice / no  *A*: Would you like some beans?  *B*: Yes, please.  *A*: Would you like some fish?  *B*: No, thanks. | |  |
| c. Outcome: | Pupils can correctly say the words and use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone’s offer. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the food and drink. Have the class repeat the words a few times.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*beans/ yes*). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *(Would you like some beans? – Yes, please.)*. Point at Picture **c** and have pupils listen and repeat  after the recording *(Would you like some meat? – No, thanks.).*  **Step 4:** Have pairs practise asking and answering questions *Would you like some \_\_\_\_\_\_? Yes, please./ No, thanks*. with Pictures **b** and **d**.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**   * Divide the class into four teams. * Stick the pictures of activities on the board. * Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone’s offer in a freer context | |  |
| b. Input: | – Picture cue: A family at the dining table: father, mother, their son and daughter are having lunch. There is some food and drinks on the table such as rice, fish, beans and juice.  – Speech bubbles: *Would you like some \_\_\_\_\_? – Yes, / No, some \_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone’s offer in a freer context. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into pairs and encourage them to offer someone food or drinks and accept or decline someone’s offer.  **Step 4:** Invite some pairs to the front of the class to perform the conversations.  **Preparation for the project:**  Tell pupils about the project on page 35. Ask them to do it in class by doing a survey with classmates (interviewing) and report the results to the class at Project time about food and drinks their friends would like to eat and drink. | Whole class/ Individual work  Group work  Pair work  Pair work  Whole class  /Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the phrases or sentences in the pictures of the lesson and repeat after the recordings.  **Option 2: Game: Sentence Puzzle**   * Divide the class into groups of four. * Give each group a sentence that is broken/cut into pieces. * Ask them to arrange the words to make a complete sentence, then read it aloud.   **Option 3: Game: Happy Flowers 2**   * Divide the class into 2 teams. * Each team chooses one flower to go to the question. * Have pupils look, read and choose the right option. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there is no flower left. * The team that gets the most points is the winner. | Whole class  Group work  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 1 – Period 2**

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| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * Use the words *bean, fish, meat, juice* in relation to the topic “Food and drinks”; * Use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. to offer someone food or drinks and accept or decline someone’s offer. * Listen to and understand two communicative contexts about food and drinks. * Look, complete and read six target sentences with the help of picture cues. * Sing the song *Would you like some …?* with the correct pronunciation, rhythm and melody. |
| **Corecompetencies** | decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving |
| **Generalcompetencies** | Listening: listen and recognize the contexts focus on food and drinks  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 31 * Audio Tracks 44, 45 * Teacher’s guide Pages 185, 186 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – 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:** Sing the song in Unit 14, Lesson 2   * 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 14, Lesson 3)   * Ask pupils to chant and do the actions in Unit 14, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: **Game: Fruit Juice**   * Divide the class into 2 teams.. * Each team chooses one jar mug of juice to go to the question. * Have pupils look, read and choose the right option. * Click the ‘score’ mug to get back to the menu for pupils to choose another question. * Pupils continue their turns until there is no mug of juice left. * The team who gets the most points is the winner. | Whole class  Group work  Group work  / Individual work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts about food and drinks and tick the correct pictures | |  |
| b. Input: | **– Picture cues:**  **1a.** a bowl of rice **1b.** a plate of fish  **2a.** a plate of meat **2b.** a glass of juice  **Audio script:**  **1.** *A: Would you like some fish? B: Yes, please*.  **2.** *A: Would you like some juice? B: Yes, please*. | |  |
| c.Outcome: | Pupils can listen to and understand two communicative contexts about food and drinks and tick the correct pictures.  **Key:** **1.** b **2.** b | |  |
| d.Procedure: | **Step 1:** Draw pupil’s attention to Pictures **1a** and **1b.** Elicit the names of the food. Play the recording for **Question 1**.  **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps **1** and **2** for Pictures **2a** and **2b.**  **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 the pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Whole class  Whole class/ Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To look, complete and read six target sentences with the help of picture cues | |  |
| b. Input: | – Picture cues  – Six sentences / exchangers to complete | |  |
| c. Outcome: | Pupils can complete two sentences and two dialogues with the help of picture cues.  **Key:** **1.** rice **2.** beans **3.** fish; please **4.** juice; No | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.  **Step 2:** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the questions and answers.  **Step 3:** Model with **Picture 1**. Have pupils look at the first question. Ask them what word is missing in the question (*rice*). Then have them complete the question (*Would you like some rice?).*  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the questions and answers in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the gaps in the questions and answers individually and ask a few pairs to read them aloud.  **Game: Slap the board.**   * Divide the class into four teams. * Stick the pictures of activities on the board. * Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Pair work/  Individual work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *Would you like some …?* with the correct pronunciation | |  |
| b. Input: | The lyrics and the recording of the song *Would you like some …?* | |  |
| c.Outcome: | Pupils can sing the song *Would you like some …?* with the correct melody and pronunciation. | |  |
| 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 characters’ picture to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and/or claps along.  **Game:**  **Matching game**   * T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. * Ask them to find and match. * Praise the ones who finish matching. * Then ask the class to look and say aloud. | Whole class/ Individual work  Whole class  Whole class  /Individual work  Whole class  Group work  Whole class Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Game: Interview your friend(s).  Each pupil gets 1 sheet of paper from the teacher. Have them fill in the information about their favourite food and drinks. Then they can move around the class to ask and answer the questions to know more about their friends’ taste.  **Option 2: Game: Sentence Puzzle**   * Divide the class into groups of four. * Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud.   **Option 3: Game “Yummy”**   * Divide the class into 2 teams. * Each team chooses one bowl to go to the question. * Click the characters on the left side. Have pupils listen and choose the right options. * Click the ‘score’ bowl to get back to the menu for pupils to choose another question. * Pupils continue their turns until there is no bowl left. * The team who gets the most points is the winner. | Whole class    Group work  Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

* Hỏi và trả lời cấu trúc câu về một số bệnh thường gặp.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

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

* Hiểu mẫu câu và sử dụng mẫu câu về một số bệnh thông thường.
* Quan tâm việc rèn kĩ năng đọc –hiểu của học sinh.

*Thứ Tư ngày 12 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 15: AT THE DINING TABLE**

**Lesson 1– Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :- Đưa ra lời mời và đáp lại lời mời

- Học sinh luyện nhiều kĩ năng nói trước lớp.

- Kèm cặp học sinh đọc còn chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 15: AT THE DINING TABLE**

**Lesson 1– Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :- Sử dụng được mẫu câu để mời ai ăn hay uống.

- Nghe, hiểu và đưa ra mẫu câu .

- Thực hành mẫu câu với từ cho sẵn.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems;

- correctly say the phrases and use *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems;

- use *What’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* in a freer context;

- use the phrases *go to the dentist, have a rest, drink warm water* and *take some medicine* in relation to the topic *“*Our health*”*.

**2. Competences**

- Critical thinking and creativity: learn how to give and respond to advice about common health problems 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 health.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 32

- Audio tracks 45, 46

- Teacher’s guide: Pages 242, 243, 244, 245

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To motivate the class by completing and singing the song *“What’s the matter?”*.

**b. Content**

- Karaoke Show

**c. Expected outcomes**

- Pupils can complete and sing the song correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Karaoke Show** | | |
| - Tell pupils they are going to listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm, and melody.  - Have pupils listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in. Then check the answers as the class.  - Play the recording again and have pupils sing the whole song while clapping their hands.  - 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 listen to the song and fill in the gaps. Check the answers as the class.  - Pupils listen to the recording again and sing the whole song while clapping their hands.  - Pupils come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | The lyrics and the recording of the song *What’s the matter?*  Let’s go out and play.  I’m sorry. I can’t.  Why? What’s the (1) \_\_\_\_?  I’m not very well.  I have a (2) \_\_\_\_.  Let’s play and (3) \_\_\_\_\_.  I’m sorry. I can’t.  Why? What’s the matter?  I don’t feel well.  I have a (4) \_\_\_\_.  **Key:** *1. matter,*  *2. headache, 3. sing,*  *4. sore throat* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 45) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters. Have them say what they can see in the thought bubble in Picture B (Nam at the dentist’s).  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times for the pupils 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. Give feedback where necessary.  **Step 5:** Draw pupils’ attention to the advice *You should go to the dentist.* and the response *Thanks for your advice.* Tell pupils that the first sentence is a way to give advice about a common health problem and the second sentence is a response to receiving advice. | - Pupils look at Pictures **a** and **b** and identify the characters. Pupils say what they can see in the thought bubble.  - Pupils look at Pictures **a**. Pupils listen to the recording of the first dialogue several times.  - Pupils listen to the recording again, sentence by sentence and repeat individually and in chorus.  - A few pairs come to the front of the class to listen and repeat the sentences in the recording.  - Pupils look at the advice and the response. Pupils listen to the teacher’s explanation. | - Context **a**: Mary and Nam talking in the school playground. Nam holding  his cheek  Mary: *How are you today, Nam?*  Nam: *I don’t feel very well. I have a toothache.*  - Context **b**: Mary advising Nam to go to the dentist  Mary: *You should go to the dentist, Nam. You should go as soon as possible.*  Nam: *OK, I will. Thanks for your advice.* |

**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 *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 46) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *go to the dentist* several times. Repeat the same procedure with Pictures **b, c** and **d**. Have the class repeat all the phrases until they feel confident.  **Step 2:** Point at the advice pattern *You should \_\_\_\_.* Read it aloud and have pupils repeat it. Repeat the same procedure with the response *Thanks for your advice*.  **Step 3:** Point at Picture **a** and have pupils listen to the next part of the recording and repeat *You should go to the dentist. – Thanks for your advice.* Repeat the same procedure with Pictures **b, c** and **d.**  **Step 4:** Divide the class into two groups to take turns repeating the advice and the responses for Pictures **a, b, c** and **d** until they feel confident.  **Step 5:** Have pairs of pupils practise advising and responding to advice using the pictures. Invite a few pairs to perform a dialogue in front of the class. Check their pronunciation and give feedback where necessary. | - Pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *go to the dentist* several times. Pupils repeat the phrases.  - Pupils follow the teacher’s instructions.  - Pupils listen to the next part of the recording and repeat. Pupils follow the teacher’s instructions.  - Pupils work in two groups to take turns repeating the advice and the responses for Pictures **a - d**.  - Pairs of pupils practise advising and responding to the advice with the pictures. A few pairs of pupils perform a dialogue in front of the class. | - Picture and word cues:  **a.** a dentist checking her patient’s teeth, and the phrase *go to the dentist*  **b.** a girl having a rest, and the phrase *have a rest*  **c.** a cup of warm water, and the phrase *drink warm water*  **d.** some medicine, and the phrase take some medicine  - Speech bubbles:  *You should \_\_\_\_. Thanks for your advice.*  **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’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* 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 and guess the health problems that the characters have. Read the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second speech bubble and identify what the start of the answer should be (*I have a*). Do the same with the other pair of speech bubbles.  **Step 2:** Have pairs of pupils practise asking about health problems and giving advice. Go around the class and provide support when necessary.  **Step 3:** Invite a few pairs to practise the exchanges in front of the class. Make corrections and give feedback where necessary.  **Extension:** If you didn’t do so earlier, encourage pupils to brainstorm some other common health problems that they may know, such as flu, a cold, a fever and backache, etc., then give their health advice for them. | - Pupils look at the pictures and guess the health problems that the characters have. Pupils repeat the advice in the first speech bubble and repeat. Pupils look at the second bubble and identify what the answer should be.  - Pairs of pupils practise advising and responding to advice about health problems.  - A few pairs practise advising and responding to advice about health problems in front of class.  - Pupils brainstorm some other common health problems that they may know, then give their health advice for them. | - Picture cues: characters with common health problems  - Speech bubbles:  *What’s the matter?*  *– \_\_\_\_\_.*  *You should \_\_\_\_. – \_\_\_\_\_.* |

**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: Quiz Time (ppt)**

- Place some gapped sentences and pictures.

- Have pupils play the game individually.

- Show a gapped sentence, a picture and three options A, B or C.

E.g. picture of “headache”/ *You should \_\_\_\_. - Thanks for your advice.*

*A. play football B. have a rest C. watch TV*

- Invite a pupil to give the answer.

- Continue with other sentences.

- Praise pupils if they do the game well.

**\* Option 2: Game: Questions and answers**

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

- Put pupils into pairs.

- Encourage the pupils to play rock, paper, scissors. The loser gives advice. The winner responds to the advice.

E.g. Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Praise pupils to encourage their performance.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures;

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

- role-play asking for and giving health advice about common health problems.

**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**

- Raise their knowledge of health.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 33

- Audio track 47

- Teacher’s guide: Pages 245, 246, 247

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence patterns *You should \_\_\_\_\_. - Thanks for your advice*.

**b. Content**

- Game: Spin

**c. Expected outcomes**

- Pupils can correctly say the sentence patterns *You should \_\_\_\_\_. - Thanks for your advice*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Spin** | | |
| - Tell pupils that they are going to give advice about health and get points from the spin.  - Divide the class into two groups.  - Have a pair of pupils from each group to choose a number, look at the picture, ask and answer the question, then give advice about health.  - If they say the sentences correctly, they will spin to get points for their group.  - The group with more points wins the game.  - Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils choose a number, look at the picture, ask and answer the question, then give advice about health.  - Pupils spin to get points for their group.  - Pupils praise the winner. | Pictures (a *headache, a toothache, a stomach ache, a sore throat*)  Sentence patterns:  *What’s the matter?*  *I have \_\_\_\_\_.*  *You should \_\_\_\_\_.*  *Thanks for your advice*. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 47) | | |
| **Step 1:** Have pupils look at the pictures. Ask *What health problems can you see in each*  *picture? What advice can you see in each picture?*  **Step 2:** Tell pupils to look at the pictures for Question **1**, and tell them they will hear a conversation between a boy and a girl about a health problem. Ask pupils to tick the picture that shows the boy’s health problem and the health advice that the girl gives him. Play the recording of the first conversation twice.  **Step 3:** Repeat the same procedure with the second conversation. Ask pupils to tick the picture that shows the girl’s common health problem and the advice that the boy gives her.  **Step 4:** Ask pupils to swap books and check each other’s answers. Check answers as a class. | - Pupils look at the pictures. Pupils answer the questions.  - Pupils look at the pictures for Question **1** and hear a conversation between a boy and girl about a health problem. Pupils tick the correct picture that shows the boy’s health problem and the advice that the girl gives him. Pupils listen to the first conversation twice.  - Pupils listen to the second conversation and tick the correct picture that shows the girl’s health problem and the advice that the boy gives her.  - Pupils work in pairs for their peer-checks.  +6- | - Picture cues:  **1a.** Nam with a headache, and Nam having a rest in bed  **1b.** Nam with a headache, and Nam watching TV  **1c.** Nam with a toothache, and Nam having a rest in bed  **2a.** Lucy with a toothache, and Lucy taking some medicine  **2b.** Lucy with a toothache, and Lucy having her teeth checked by the dentist  **2c.** Lucy with a headache, and Lucy takingsome medicine  **Audio script:**  **\* Key:** *1. a, 2. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Ask pupils to look at the  pictures and identify the characters’ health problems.  **Step 2:** Have pupils read Exchange **1**. Ask them what is missing from the gaps. Have them complete the gaps using clues from the context and the picture. Repeat the same procedure with Exchange **2**.  **Step 3:** Get pupils to complete the conversations independently, then ask a few pairs to read them aloud. Check their answers, giving feedback where necessary. **Step 4:** Ask two pairs to read the exchanges aloud. Give feedback if necessary. | - Pupils look at the pictures and identify the health problems that the characters have.  - Pupils read Exchange **1**. Pupils answer what is missing from the gaps. Pupils complete the gaps by finding the clues from the context and the picture.  - Pupils complete the conversations individually, then a few pairs of pupils read them aloud.  - Two pairs read the exchanges aloud. | - Two picture cues  - Two gapped exchanges to complete  **\* Key:**  *1. the matter; a headache; some medicine*  *2. a toothache; should go to the dentist* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To role-play asking for and giving health advice about common health problems.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can role-play asking for and giving health advice about common health problems.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils to form pairs and role-play as a doctor and a patient. Encourage them to ask for and give advice about health problems. Use the illustration as an example to demonstrate how  to play the game. Give them three minutes to complete their role-plays. Go around the classroom and give support when necessary.  **Step 2:** When the time is up, ask three pairs to perform in front of the class. Ask the class to vote for the best performance.  **Step 3:** Reward the pair with the most votes. | - Pupils listen to the teacher’s explanation. Pupils ask and give advice about health problems.  - Three pairs perform their roles in front of the class. The other pupils vote for the best performance.  - Pupils praise the pair with the most votes. | A picture of Mai and Nam role-playing as a doctor and a patient |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Spotlight (ppt)**

- Tell pupils they are going to guess what the picture is and then make a dialogue based on the picture.

- Divide the class into 2 teams.

- Invite one pair from each team.

- Spotlight a picture and a pair of pupils from Team 1 guess what the picture is. If their guess is correct, they have to exchange dialogue.

E.g. Pupil A: *What’s the matter?*

Pupil B: *I have a sore throat.*

Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Check pupils’ pronunciation and give them scores if they do the task well.

- If their guess is not correct, invite a pair from the other team.

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

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

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

- Stop music suddenly.

- Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *You should take a rest.*

Pupil B: *Thanks for your advice.*

- Praise pupils if they do the activity well.

*Thứ Năm ngày 13 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * Use the words *bean, fish, meat, juice, egg, chicken, water, milk* and *rice* in relation to the topic “Food and drinks”; * Use *What would you like to eat/drink? – I’d like some, please.* To ask and answer questions about food and drinks; * understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink. * correctly use *What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. * enhance the correct use of *What would you like to eat / drink?* – *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetencies** | Listening: listen and repeat  Oral communication: ask and answer the question about what people like to eat or drink  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 32 * Audio Tracks 46, 47 * Teacher’s guide Pages 187, 188 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * 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 15, 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 “Board Race!”**   * Divide the class into two teams. * Give each team a coloured marker. * Draw a line down the middle of the board and write a topic at the top. * Have pupils write as many words related to the topic as possible in a relay.     **Option 3**: **Game “What’s missing?”**   * Divide the class into 2 teams. * Each team chooses one jar mug of juice to go to the question. * Have pupils find what is missing and say out loud the name of the missing food or drinks. * If students remember correctly, they will get to choose one food or drink to get points for their team. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there is no mug of juice left. * The team that gets the most points is the winner. | Whole class  Group work  Group work/ Individual 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 what someone would like to eat or drink | |  |
| b. Input: | – Context a: Staff: *What would you like to eat?*  *Nam: I’d like some bread, please.*  – Context b: Staff: *What would you like to drink?*  *Mai: I’d like some milk, please.* | |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink. | |  |
| d.Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters and food and drinks in the pictures.  **Step 2:** Ask pupils to look at Picture **a.** Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What would you like to eat*? and the answer *I’d like some bread, please*. and *What would you like to drink*? and the answer *I’d like some milk, please*. Tell pupils that they are the questions and the answers about what Nam and Mai would like to eat and drink. | 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 use *What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink | |  |
| b. Input: | – **Picture cues:** a. some eggs b. some chicken  c. a bottle of water d. a box of milk  – **Speech bubbles:** *What would you like to eat / drink? – I’d like some \_\_\_\_, please.*  **Audio script:**  a. eggs b. chicken c. water d. milk  *A*: What would you like to eat?  *B*: I’d like some eggs, please.  *A*: What would you like to drink?  *B*: I’d like some water, please. | |  |
| c.Outcome: | Pupils can correctly use *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the food and drinks. Have the class repeat the words a few times. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (eggs). Follow the same procedure with the other three pictures.  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording (*What would you like to eat? – I’d like some eggs, please.)*. Point at Picture **c** and have pupils listen and repeat after the recording *(What would you like to drink? – I’d like some water, please.).*  **Step 4:** Have pairs practise asking and answering questions *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. with Pictures **b** and **d**.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of food and drinks on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *What would you like to eat / drink? – I’d like some \_\_\_\_\_, please.* to ask and answer questions about what someone would like to eat or drink in a freer context | |  |
| b. Input: | – Picture cue: Mai is at the school canteen. A staff serves food like rice, bread, fish, chicken, meat, eggs, beans, and some drinks like water, milk and juice. Mai wants something to eat or drink.  – Speech bubbles: *What would you like to eat / drink? – \_\_\_\_, \_\_\_\_.* | |  |
| c.Outcome: | Pupils can enhance the correct use of *What would you like to eat / drink? – I’d like some \_\_\_\_,please*. to ask and answer questions about what someone would like to eat or drink in a freer context. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (*see Input).*  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into pairs and encourage them to ask and answer questions about what someone would like to eat or drink. Go around the classroom to offer support.  **Step 4:** Invite some pairs to the front of the class to perform their conversations.  **Matching game**  T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Pair work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Game** **Pictionary!**   * Before the class, prepare a bunch of words and put them in a bag. * Divide the class into two teams and draw a line down the middle of the board. * Give one pupil from each team a pen and ask them to choose a word from the bag. * Ask pupils to draw a picture that best describes the word on the board and encourage their team to guess the word. * The first team to shout the correct answer gets a point.   **Option 2: Game “Yummy”**   * Divide the class into 2 teams. * Each team chooses one bowl to go to the question. * Have pupils look, read and choose the right picture. * Back to the menu for pupils to choose another question. * Pupils continue their turns until there is no bowl left. * The team that gets the most points is the winner. | Group work  Group  work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *bean, meat, juice, egg, chicken, water, milk* and *rice* in relation to the topic “Food and drinks”; * use *What would you like to eat/drink? – I’d like some\_\_\_\_, please.* to ask and answer questions about food and drinks; * listen to and understand four communicative contexts in relation to food and drinks and number the correct pictures * look, complete and read four target sentences with the help of picture cues. * revise target words about food and drinks by playing the game Board race. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **General competencies** | Listening: listen and recognize the food and drinks  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  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 33 * Audio Tracks 48 * Teacher’s guide Pages 188, 189, 190 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – 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 song in Unit 15, 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: Hot Seat!**   * Divide the class into 2 teams. * Choose one pupil to sit in front of their team. * Stand behind the pupil and write a word on the board. * Have the pupil in the hot seat listen to their teammates and try to guess the word. * The first pupil to say the word wins a point for their team. Then change the pupils with a new member of each team taking their place in their team's hot seat.   **Option 3**: **Game: Fruit Juice**   * Divide the class into 2 teams.. * Each team chooses one jar mug of juice to go to the question. * Have pupils look, read and choose the right option. * Click the ‘score’ mug to get back to the menu for pupils to choose another question. * Pupils continue their turns until there is no mug of juice left. * The team who gets the most points is the winner. | Whole class  Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts to ask and answer questions about food and drinks and number the correct pictures | |  |
| b. Input: | **Four picture cues**:  a. a glass of milk b. a bottle of water  c. some beans d. some meat  **Audio script:**  **1.** *A:* What would you like to eat?  *B:* I’d like some beans, please.  **2.** *A:* Would you like some meat?  *B:* Yes, please.  **3.** *A:* What would you like to drink?  *B:* I’d like some milk, please.  **4.** *A:* Would you like some water?  *B:* Yes, please. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in relation to food and drinks.  **Key**: **1.** c **2.** d **3.** a **4.** b | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the names of the food and drinks. Play the recording for pupils to listen.  **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Whole class/ Individual work  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete two sentences and two dialogues with the help of picture cues | |  |
| b. Input: | – Four picture cues  – Two gapped sentences and two gapped dialogues to complete | |  |
| c.Outcome: | Pupils can look, complete and read four target sentences with the help of picture cues.  **Key:** **1.** bread **2.** chicken **3.** eggs **4.** juice | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.  **Step 2:** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture 1. Have pupils look at the first sentence. Ask them what word is missing in the gap (bread). Then have them complete the sentence (I’d like some bread, please.).  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the sentences in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the sentences individually and ask a few pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of food and drinks on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. | Whole class/ Individual work  Individual work/ Pair work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal: | To revise target words about food and drinks by playing the game Board race | |  |
| b. Input: | Divide the class into two teams and have those teams line up facing the board. Pupils at the front should be a few metres away from the board. Give pupils at the front board markers or chalk with different colours (e.g. Team A uses a red marker / chalk, Team B uses a white marker / chalk). | |  |
| c. Outcome: | Pupils can revise target words about food and drinks by playing the game Board race. | |  |
| d. Procedure: | **Step 1:** Tell pupils that they are going to play the game Board race. Write Food and Drinks on opposite sides of the board.  **Step 2:** Have two teams play the game. When you say “Go”, the teams have to race to write the name of a food or drink. Each pupil writes one word at a time, before passing the marker /chalk to the next pupil and going to the back of the line.  **Step 3:** Explain that a pupil who makes spelling mistakes or writes a word of food or drink under the wrong category will be out of the game.  **Step 4:** At the end of the game, announce the winner for the team that has written more correct words.  **Game: Matching game**  T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Whole class/ Individual work  Whole class  / Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Game: Sentence Puzzle**   * Divide the class into groups of four. * Give each group a sentence that is broken/cut into pieces. * Ask them to arrange the words to make a complete sentence, then read it aloud. * The group that makes it first will be the winner.   **Option 2: Game: Food Maze**   * Have pupils look, read and choose the correct picture to lead the food eater to the food or drink. * This game is just for fun. | Whole class  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Đưa ra lời khuyên lên làm khi gặp một số bệnh thông thường.

- Luyện kĩ năng đọc hội thoại để thực hành.

- Học sinh phát huy kĩ năng nghe- hiểu

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh biết sử dụng mẫu câu đưa ra lời khuyên.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của bài học.

*Thứ Sáu ngày 14 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Đưa ra lời khuyên lên làm khi gặp một số bệnh thông thường.

- Luyện kĩ năng đọc hội thoại để thực hành.

- Học sinh phát huy kĩ năng nghe- hiểu

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh biết sử dụng mẫu câu đưa ra lời khuyên.

- 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 15: AT THE DINING TABLE**

**Lesson 2– Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :- Hỏi và trả lời về các món ăn và đồ uống.

- Mở rộng thêm với những món ăn và đồ uống thông thường.

- Quan tâm đến học sinh thực hành còn chậm

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**Unit 15: AT THE DINING TABLE**

**Lesson 2– Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :- Lưu ý cho học sinh cách đọc các từ về món ăn và đồ uống.

- Luyện thực hành tự do theo chuỗi.

- Học sinh luyện nhiều kĩ năng nghe hiểu để hoàn thành nội dung bài.

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