**KẾ HOẠCH BÀI DẠY** **TUẦN 26 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  17/3 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
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| Chiều | 1 | 5A | T.Anh | Unit 15 : Our health - Lesson 3- Activity 1 - 3 |
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| Ba  18/3 | Sáng | 1 | 5B | T.Anh | Unit 15 : Our health - Lesson 3- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 15 : Our health - Lesson 3- Activity 4 - 6 |
| 3 | 3B | T.Anh | Unit 15 : At the dining table.  Lesson 3 - Activity 1 - 3 |
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| Chiều | 1 |  |  |  |
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| Tư  19/3 | Sáng | 1 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 3 - Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 15 : At the dining table.  Lesson 3 - Activity 4 - 6 |
| 3 | 5A | T.Anh | Review and Extension activities 3- Period 1 |
| 4 | 5A | T.Anh | Review and Extension activities 3- Period 2 |
| Chiều | 1 | 5C | T.Anh | Unit 15 : Our health - Lesson 3- Activity 1 - 3 |
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| 3 |  |  |  |
| Năm  20/3 | Sáng | 1 | 5B | T.Anh | Review and Extension activities 3- Period 1 |
| 2 | 5B | T.Anh | Review and Extension activities 3- Period 2 |
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| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  21/3 | Sáng | 1 | 5C | T.Anh | Review and Extension activities 3- Period 1 |
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| 3 | 3B | T.Anh | Review and funtime 3- Period 1 |
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| Chiều | 1 | 3A | T.Anh | Review and funtime 3- Period 1 |
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| 3 |  |  |  |

*Thứ Hai ngày 17 tháng 3 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

*-* stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*;

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

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

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of health.

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

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 34

- Audio tracks 48, 49, 50

- Teacher’s guide: Pages 247, 248

- 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 previous lesson by asking and answering questions about health problems and giving advice about health.

**b. Content**

- Game: Zoom it in

**c. Expected outcomes**

- Pupils can correctly ask and answer questions about health and give advice for health.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Zoom it in** | | |
| - Prepare some pictures (*sore throat, headache, stomachache, toothache*) and zoom them in.  - Divide the class into two teams.  - Invite one pair of pupils from Team 1.  - Show a zoomed picture.  - Ask pupils to guess and say the name of the picture. If their guess is correct, they have to make a free conversation about health problems.  E.g.  Pupil A: *What’s the matter?*  Pupil B: *I have a headache.  What should I do?*  Pupil A: *You should take some medicine.*  Pupil B: *Thanks for your advice.*  - If their guess is not correct, invite a pair from the other team.  - Praise pupils to encourage their performance.  - Continue the game until all the pictures are used. | - Pupils listen to the teacher’s explanation.  - Pupils work in two teams.  - Pupils guess what the picture is and make a free conversation about health problems. | Sentence patterns:  *What’s the matter?*  *- I have \_\_\_\_\_.*  *You should \_\_\_\_.*  *- Thank you for your advice.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 48) | | |
| **Step 1:** Ask pupils to pay attention to the stressed words *What’s* and *matter* in the sentence *What’s the matter?* Have them listen to the recording and repeat the question until they feel confident. Correct their pronunciation if necessary.  **Step 2:** Repeat the same procedure with the second sentence.  **Step 3:** Give pupils a time limit to practise saying the questions in pairs or groups. Go around the classroom and give corrections when necessary. Invite some pupils to say the sentences, then give feedback and correct them when necessary. | - Pupils look at the stressed words *What’s* and *matter* in the sentence *What’s the matter?* Pupils listen to the recording and repeat the question.  - Pupils follow the teacher’s instructions.  - Pupils practise saying the questions in pairs or groups. Some pupils say the sentence in front of the class. | Two Wh-questions '*What’s* *the* '*matter?* and '*What should I* '*do?* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

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

**b. Content**

- Activity 2. Listen and underline one more stressed word.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and underline one more stressed word.** (Track 49) | | |
| **Step 1:** Explain that pupils have to listen to the recording and underline one more stressed word in each of the four questions. Have them read Question **1** and guess the other stressed word. Repeat the same procedure with Questions **2, 3** and **4**.  **Step 2:** Play the recording all the way through for pupils to listen to the questions. Play the recording again for pupils to underline the answers.  **Step 3:** Get pupils to check their answers in pairs or groups.  **Step 4:** Invite a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary. | - Pupils listen to the teacher’s explanation. Pupils read Question **1** and guess the other stressed word.  - Pupils follow the teacher’s instructions.  - Pupils check their answers in pairs or groups.  - A few pupils read the sentences in front of the class. | Four *Wh*-questions  **Audio script:**  1. 'How are you 'feeling 'today?  2. 'What 'time do you 'go to 'bed?  3. 'When should I 'go to the 'dentist?  4. 'What’s 'wrong with your 'teeth?  **\* Key:** *1. today, 2. bed,*  *3. go, 4. What’s* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 50) | | |
| **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the stress in *Wh*-questions.  **Step 2:** Play the first part of the  recording and ask pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap their hands.  **Step 3:** Play the recording of the  first verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.  **Step 4:** Repeat Steps **1** to **3** for the second verse of the chant. Draw pupils’ attention to the stress in *Wh*-questions.  **Extension:** Replace some of the health problems in the chant with others, for example, *a stomach ache, a sore throat, a cold, flu*. Have pupils adjust the last sentence of each verse and practise the new chant. | - Pupils scan the first verse of the chant. Pupils look at the stress in *Wh*-questions.  - Pupils listen to the first part of the recording and repeat the first verse, line by line.  - Pupils listen to the recording of the first verse again to do choral and individual repetition.  - Pupils follow the teacher’s instructions. Pupils look at the stress in *Wh*-questions.  - Pupils adjust the last sentence of each verse and practise the new chant. | The lyrics and the recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Miming game**

- Tell pupils that they are going to mime an action for their friends to guess what the matter is.

- Invite a volunteer to come and stand in the front of the class. Whisper a word to him/ her, e.g. *headache*. Have him/ her mime having a headache.

- Ask other pupils to guess what common disease he/ she has and say a sentence, e.g. *He/ She has a headache.*

- Continue with other words.

- Praise pupils if they play the game well.

**\* Option 2: Game: Musical cards (ppt)**

- Stick the cards on the board. Ask pupils to say the words related to the cards (*toothache, sore throat, headache, stomach ache*).

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

- Play the song *“What’s the matter?”* (Track 50). Ask pupils to pass the cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite a few pupils to ask the question *“What’s the matter?”*. Ask pupils who are holding the card to answer the questions, e.g. *I have a toothache.*

- Play the music again and repeat the activity.

- Ask pupils to check their friends’ pronunciation.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and understand the text by matching three common health problems to three pieces of health advice;

- write a paragraph of about 40 words about health problems and advice;

- present the results of a survey about common health problems and give health advice.

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of health.

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

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 35

- Teacher’s guide: Pages 249, 250

- 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 chant of Unit 15 on page 34.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** (Track 50) | | |
| - Play the chant for pupils to listen.  - Play the chant again for pupils to listen and chant along. Encourage them to clap their hands while chanting.  - Call on two or more groups to take turns listening to and repeating the chant, while the rest of the class claps their hands.  - Praise pupils if they perform well. | - Pupils listen to the chant.  - Pupils listen to the chant again and chant along. Clap their hands while chanting.  - Pupils take turns listening to and repeating the chant, while the rest of the class claps their hands. | The lyrics and recording of the chant (Unit 15, page 34) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and understand the text by matching three common health problems to three pieces of health advice.

**b. Content**

- Activity 4. Read and match.

**c. Expected outcomes**

- Pupils can read and understand the text by matching three common health problems to three pieces of health advice.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and match.** | | |
| **Step 1:** Set a time limit and ask pupils to read the advice to get a general idea of it.  **Step 2:** Ask pupils to read the items in the columns *Health problems* and *Advice*. Encourage them to underline some keywords that can help them find the correct  answers. Tell them to read the advice again to do the matching. Let pupils do the activity independently, then swap their books with a partner and check the answers. Go around the classroom and offer help if necessary. For weaker classes, guide pupils to the pieces of advice in the texts.  **Step 3:** Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary.  **Extension:** Ask pupils to choose some key information from the texts and have them work in pairs and talk about it. | - Pupils read the advice to get a general idea of it.  - Pupils read the items in the columns. Pupils underline some keywords that can help them find the correct answers. Pupils read the advice again to do the matching. Pupils do the activity independently, then swap their books with a partner and check the answers.  - A few pupils read their answers in front of the class.  - Pupils choose some key information from the texts and work in pairs and talk about it. | - Three photos of children with common health problems  - Three pieces of health advice for treating the children’s health problems  - Three common health problems and five short pieces of advice, to be  matched using the information in the texts **\* Key:** *1. a, d; 2. c, e; 3. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a paragraph of about 40 words about health problems and advice.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a paragraph of about 40 words about health problems and advice.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to read the sentences about Minh, Linda and Linh’s health problems. Tell pupils that they need to give the characters advice. They should write about 40 words.  **Step 2:** Give pupils enough time to write their advice. Let pupils work in pairs or groups to check each other’s work. Go around the classroom and give support when necessary.**Step 3:** Have some pupils read their advice aloud. Give corrections and feedback where  necessary. | - Pupils read the sentences about Minh’s, Linda’s and Linh’s health problems. Pupils listen to the teacher’s explanation.  - Pupils write their advice. Pupils work in pairs or groups for cross checks.  - Some pupils read their advice aloud. | - Three short descriptions of characters’ health problems  - A short text to complete **Suggested answer:**  *Minh has a headache. He should have a rest. Linda has a toothache. She shouldn’t eat too much ice cream. She should also brush her teeth regularly. Linh has a sore throat. She should take some medicine and drink warm water.* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present the results of a survey about common health problems and give health advice.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can present the results of a survey about common health problems and give health advice.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Point at the sample survey in the Student’s Book and explain that pupils are going to report the results of their surveys about people’s health problems. They will also give health advice for treating those problems.  **Step 2:** Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves. Then have pupils perform their presentations within groups. Go around the classroom to monitor and offer support.  **Step 3:** Select a few pupils to give their presentations in front of the class. Give feedback where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils practise their presentations by themselves and within groups.  - A few pupils give their presentations in front of the class. | - A picture of a pupil presenting his survey results  – Speech bubble: *Peter has a headache. He should \_\_\_\_\_.*  ***Suggested presentation:***  *These are the results of my survey about health problems. My brother Peter has a headache. He should have a rest. My friend David has a headache too. He watches too much TV. Now, he shouldn’t watch TV very often. He should go for a walk. Finally, my classmate Linh has a toothache. She should go to the dentist.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Running dictation**

- Explain how to play the game.

- Use three posters of Activity 4. Stick three posters on the wall.

- Have pupils work in three groups. Ask one pupil of each group to run and find the poster around him/ her, then turn back to his/ her group and tell what he/ she has read. Ask his/ her friend to write down the sentences.

- The group with the most correct sentences will win. Praise the winner.

**\* Option 2: Game: Whisper (ppt)**

- Demonstrate the game by using an example.

- Divide the class into two groups.

- Have pupils from each group stand or sit in a row.

- Whisper a sentence to the first pupils in each row.

E.g. *Linh has a sore throat. / Minh has a headache.*

- Have the first pupil whisper the sentence to the second pupil. Have groups continue whispering the sentence until it reaches the last pupils.

- The last pupil in the row has to say out the sentence.

- Click the number on the screen to show the answer.

- Give the first group saying the sentence correctly one point.

- The group with more points wins. Praise the winner.

*Thứ Ba ngày 18 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết nói về một số bệnh thông thường và đưa ra lời khuyên.

- Hướng dẫn cho học sinh hoàn thành mục tiêu tiết học.

* Quan tâm sát sao đến học sinh còn chưa hoàn thành nội dung bài.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết viết một đoạn ngắn về nội dung bài học.

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.
* Chú ý rèn kĩ năng viết đoạn cho học sinh còn chậm.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 3 – Period 5**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * Correctly repeat and pronounce the sounds of the letters **ea** in isolation, in the words *bread* and *meat*, and in the sentences *I’d like some bread, please; Would you like some meat?;* * Identify the target words *bread* and *meat* while listening. * Say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetencies** | Listening: listen and recognize the sounds then repeat  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 34 * Audio Tracks 49, 50, 51 * Teacher’s guide Pages 190, 191 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and tick – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 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: Tic Tac Toe**   * Divide the class into 2 teams. * Have pupils look and say the sentences about the food or drinks they would like. * Let pupils take turns putting their marks in the squares. * The first player to get 3 marks in a row (up, down, across) is the winner. * If all 9 squares are full, the game is over. | Whole class  Group work  Group work/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | |
| a. Goal: | To correctly repeat the sound of the letters *ea* in isolation, in the words *bread* and *meat*, and in the sentences *I’d like some bread, please.* and *Would you like some meat*? with the correct pronunciation and intonation | |  |
| b. Input: | – The letters **ea**, the word *bread* and the sentence *I’d like some bread, please.*  – The letters **ea**, the word *meat* and the sentence *Would you like some meat?* | |  |
| c. Outcome: | Pupils can correctly repeat the sound of the letters **ea** in isolation, in the words *bread* and *meat*, and in the sentences *I’d like some bread, please.* and *Would you like some meat?* with the correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the letters **ea**, the word bread and the sentence *I’d like some bread, please.* Play the recording and encourage them to point at the cluster / word / sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary.  **Step 3:** Repeat **Steps 1** and **2** for the letters **ea**, the word meat and the sentence *Would you like some meat?* | Whole class  Whole class  Whole class |  |
| **PRACTICE**  **Activity 2. Listen and tick.** 9 minutes | | | |
| a. Goal: | To identify the target words *bread* and *meat* while listening | |  |
| b. Input: | Two gapped sentences, each with three options.  **Audio script:**  **1.** I’d like some bread, please.  **2.** Would you like some meat? | |  |
| c. Outcome: | Pupils can identify the target words bread and meat while listening.  **Key: 1.** b **2.** c | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the gap-fill options (a, b and c).  **Step 2:** Play the recording for pupils to listen to. Play the recording again for pupils to listen and tick the correct options.  **Step 3:** Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences. | Whole class/ Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | |
| a. Goal: | To say the chant with the correct rhythm and pronunciation | |  |
| b. Input: | The lyrics and recording of the chant | |  |
| c. Outcome: | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Model them line by line for pupils to repeat.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation.  **Step 3:** Play the recording line by line while pupils listen and repeat. Correct their pronunciation, if necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant, while the rest of the class claps along. | Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the sounds, words and sentences and repeat after the recordings.  **Option 2:**  **Game: Game: Word search puzzle**   * Have pupils find out the words of food and drinks. * This game is just for fun. | Whole class  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 15: AT THE DINING TABLE**

**Lesson 3 – Period 6**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * read and complete a passage with five words *dining, drinks, like, rice, some* provided in a box. * complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps. * do a survey with classmates and tell the class about food and drinks they would like to eat or drink. |
| **Corecompetencies** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetencies** | Critical thinking: do an interview with friends  Oral communication: ask question about what other pupils like  Written communication: practice writing about favourite food and drinks  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  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 35 * Teacher’s guide Pages 192, 193 * Website *hoclieu.vn* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 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**: Chant and do activities (Unit 15, Lesson 3).   * Ask pupils to chant and do the actions in Unit 15, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: **Game: Hangman**   * Divide the class into 2 teams. * Have pupils guess the word letter by letter. * Whenever the pupils guess a letter that is in the secret word, click on the letter to fill it into the blank where it occurs. * The team that has more correct answers is the winner. | Whole class  Group work  Group work |  |
| **PRACTICE**  **Activity 4. Read and complete.** 8 minutes | | | |
| a. Goal: | To read and complete a passage with five words provided in a box | |  |
| b. Input: | An incomplete passage with answer options | |  |
| c. Outcome: | Pupils can read and complete a passage with the correct words.  **Key:** **1**. dining **2.** drinks **3.** like **4.** some **5.** rice | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the words provided in the box and the five gaps in the passage.  **Step 2:** Have pupils work individually.  **Step 3:** Set a time limit for pupils to complete the activity. Go around the classroom to monitor their reading task.  **Step 4**: Get pupils to swap their answers with a partner, then check answers together as a class. Write the answers on the board. | Whole class  Individual work  Pair work/ Whole class |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal: | To complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps | |  |
| b. Input: | – A picture cue  – The writing frame with four blanks to complete | |  |
| c. Outcome: | Pupils can read and complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps.  **Key:** (Pupils’ own answers) | |  |
| d. Procedure: | **Step 1:** Write the first incomplete sentence on the board: *My father and mother would* *like* \_\_\_\_\_\_\_.  **Step 2:** Read the incomplete sentence together as a class. Elicit the words pupils have to use in the gap and encourage them to say the answers.  **Step 3:** Give pupils time to write the answers in their notebooks.  **Step 4:** Repeat **Steps 1** to **3** for Sentences 2 and 3. | Whole class/ Individual work  Whole class/ Individual work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal: | To do a survey with classmates to find out what they would like to eat and drink, then tell the class about the results | |  |
| b. Input: | – The instructions: Ask three classmates: What would you like to eat and drink? Complete the table with their answers. Tell the class about them.    – An example sentence: Lan would like some fish and juice. | |  |
| c. Outcome: | Pupils can interview classmates to find out what they would like to eat and drink, then share the results with the class. | |  |
| d. Procedure: | **Step 1:** Draw the table on the board. Ask a pupil: What would you like to eat and drink?, then write their name and answers on the table.  **Step 2:** Tell pupils to draw their own tables in their notebooks.  **Step 3:** Explain to pupils that they should move around the classroom and find three classmates to ask. Remind them to write their answers in the table before moving on to the next person.  **Step 4:** Allow enough time for all pupils to complete their tables. Go around the classroom to monitor and offer support.  **Extension:** If time allows, invite a few pupils to share their results with the class. | Whole class/ Individual work  Whole class  Group work  Individual work  Whole class/  Individual work  Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Using *hoclieu.vn*, activity 1: Listen and repeat, have pupils look at the sounds, words and sentences and repeat after the recording.  **Option 2:**  Game: Sentence Puzzle   * Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud. * The group that makes it first will be the winner.   **Option 3: Memory Game**   * Divide the class into 2 teams. * Have pupils turn any two cards picture-side-up. * Give pupils points if these two cards are identical. Turn the cards back down if they are not identical. * The game continues until all cards have been matched. * The one who gets the most points is the winner. | Whole class  Group work  Group work |  |

*Thứ Tư ngày 19 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 15: AT THE DINING TABLE**

**Lesson 3– Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :- Sử dụng được mẫu câu để giao tiếp theo tình huống.

- Đọc hiểu và viết được mẫu câu .

- Thực hành mẫu câu với hoạt động của bài học.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 15: AT THE DINING TABLE**

**Lesson 3– Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :- Sử dụng được mẫu câu để giao tiếp theo tình huống.

- Đọc hiểu và viết được mẫu câu .

- Thực hành mẫu câu với hoạt động của bài học.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**REVIEW 3**

**Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to five questions and circle the correct answers a, b or c.

- ask and answer questions using picture cues.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 36

- Audio track 51

- Teacher’s guide: Pages 251, 252

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures from Unit 11 to Unit 15.

**b. Content**

- Game: Colourful butterflies

**c. Expected outcomes**

- Pupils can correctly say the sentence structures from unit 11 to unit 15.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Colourful butterflies** | | |
| - Tell the class they are going to look at the pictures, then ask and answer the questions suitable with the picture.  - Show six colourful butterflies on the board. Each butterfly contains a picture and different points.  - Divide the class into 2 groups.  - Have two pupils from each group play the game in turns.  - Have each pair choose a butterfly, then ask and answer the question.  - If they ask and answer correctly, they will get points. If they choose a lucky butterfly, they will get points and continue the next turn.  - The group with more points wins the game. Praise the winner. | - Listen to the teacher’s explanation.  - Look at six colourful butterflies on the board.  - Work in 2 groups.  - Play the game in turns.  - Choose a butterfly, then ask and answer the question.  - Praise the winner. | Pictures (*take a boat trip around the bay, decorate the house, play badminton, do morning exercise, take some medicine*)  Sentence structures:  *1. What did your family do in Ha Long Bay?*  *- We took a boat trip around the bay.*  *2. Will you decorate the house for Tet?*  *- Yes, I will. / - No, I won’t.*  *3. What will you do on Sports Day?*  *- We’ll play badminton.*  *4. How does she stay healthy?*  *- She does morning exercise.*  *5. You should take some medicine.*  *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 five questions and circle the correct answer a, b or c.

**b. Content**

- Activity 1. Listen and circle a, b or c.

**c. Expected outcomes**

- Pupils can understand five questions and circle the correct answers a, b or c.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and circle a, b or c.** (Track 51) | | |
| **Step 1:** Draw pupils’ attention to the first set of answers. Explain that these are answers to questions - they will hear a question in the recording and they have to choose the answer that matches the question.  **Step 2:** Have them read the answer options **1a, 1b** and **1c**. Check comprehension.  **Step 3:** Play the recording for Question **1** twice for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 4:** Repeat Steps **2** and **3** for the rest of the questions.  **Step 5:** Get pupils to swap books with a partner, then check answers as a class. Play the recording for pupils to double-check their answers. | - Pupils pay attention to the first set of suggested answers. Pupils listen to the teacher’s instruction.  - Pupils read the answer options.  - Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers.  - Pupils follow the teacher’s instructions with the rest of the questions.  - Pupils swap books with a partner, then check answers as a class. | - Five sets of answers, each with three answer options  ***Audio script:***  1. What drinks will you have at the party?  2. What did your family do in Ha Long?  3. Will you make spring rolls for Tet?  4. How often does she drink orange juice?  5. You should take some medicine.  **\* Key:** *1. c, 2. a, 3. a, 4. c, 5. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers; Peer correction

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

**a. Objectives**

- To ask and answer questions using picture cues.

**b. Content**

- Activity 2. Ask and answer.

**c. Expected outcomes**

- Pupils can ask and answer questions using picture cues.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Ask and answer.** | | |
| **Step 1:** Draw pupils’ attention to  Picture **1**. Get them to look at the  thought bubble and identify the  activities (singing and dancing).  Check pupils’ comprehension.  **Step 2:** Draw pupils’ attention to the question that accompanies Picture 1 – *What will we do on Children's Day?* and have them read it. Have pupils use the activities in Linh’s thought bubble to answer the question.  **Step 3:** Repeat Steps **1** and **2** with the rest of the questions.  **Step 4:** Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.  **Extension:** Invite pairs of pupils to stand up and role-play one of the target exchanges, using their own information. Ask pupils to add or change some details in the questions if needed. | - Pupils look at the first picture. Pupils look at the bubble to identify the activity of the children shown in it.  - Pupils look at Question **1**. Pupils look at the bubble over Linh’s head to answer the question.  - Pupils follow the teacher’s instructionswith the rest of the questions.  - Pupils work in pairs to role-play the four exchanges.  - Pairs of pupils stand up and take it in turns to role-play the target exchanges. | - Context **1:**  Ben: *What will we do on Children’s Day?*  Linh: \_\_\_\_\_.  - Context **2**:  Ben: *What did your family do in Sa Pa?*  Linh: \_\_\_\_.  - Context **3**:  Ben: *How does your brother stay healthy?*  Linh: \_\_\_\_.  - Context **4**:  Ben: *Where will you go at Tet?*  Linh: \_\_\_\_.  **Key:**  *1. We’ll sing and dance.*  *2. We bought souvenirs.*  *3. He does morning exercise.*  *4. I’ll go to a fireworks show.* |

**e. Assessment**

- Performance products: Pupils’ talk and interaction

- Assessment tools: Observation; Questions & Answers; Peer correction

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

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

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

- Draw a grid with six numbers.

- Divide pupils into 2 teams.

- In turns, each team chooses a number and asks and answers the question.

E.g.Pupil *A: What did your family do in Phu Quoc island?*

Pupil *B: We swam in the sea.*

- If they ask and answer correctly, they will get points for their team.

- The team with more points wins the game.

- Praise the winner.

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

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

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

- Stop music suddenly. Have the pupil with a blue ball make a question. Have the pupil with a white ball answer the question.

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

Pupil *B: He does morning exercise.*

- Repeat the game several times.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**REVIEW 3**

**Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and match pairs of target sentence patterns;

- read a paragraph and decide whether the sentences are true or false;

- write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a word cue.

**2. Competences**

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 37

- Teacher’s guide: Pages 253, 254

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To motivate the class by saying the chant of Unit 15, page 34.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** (Track 50) | | |
| - Spend a few minutes revising Unit 15 by having pupils say the chant on page 34.  - Play the chant for pupils to listen and chant in chorus.  - Play the chant again for pupils to chant in chorus and clap hands to reinforce the activity.  - Invite one pupil or a team to perform the chant in front of the class. | - Listen to the teacher’s instructions.  - Listen and chant in chorus.  - Chant in chorus and clap hands to reinforce the activity.  - Perform the chant in front of the class. | The lyrics and the 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 match pairs of target sentence patterns.

**b. Content**

- Activity 3. Read and match.

**c. Expected outcomes**

- Pupils can read and match pairs of target sentence patterns.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Read and match.**  **Step 1:** Draw pupils’ attention to the sentences. Tell them how to do the activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with the letter **e**.  **Step 2:** Give pupils time to do the task. Go around the classroom to offer support.  **Step 3:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. | - Pupils look at the sentences. Pupils listen to the teacher’s instructions.  - Pupils do the task.  - Pupils swap books with a partner, then check answers together as a class. Pupils look at the correct answers on the board. | Five pairs of sentence patterns, which together form simple exchanges between two pupils.  **\* Key:** *1. e, 2. c, 3. d,*  *4. a, 5. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To read a paragraph and decide whether the sentences are true or false.

**b. Content**

- Activity 4. Read and tick True or False.

**c. Expected outcomes**

- Pupils can read the paragraph and decide whether the sentences are true or false.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and tick True or False.** | | |
| **Step 1:** Tell pupils that they are going to read a paragraph. Then have them focus on the questions before reading.  **Step 2:** Have pupils read the paragraph. Check comprehension.  **Step 3:** Have pupils read Sentences **1 – 5**. Tell them to read Sentence **1** again and pay attention to the keywords *Children’s Day party* and *in the playground*, then scan the paragraph for the information. If it is the same, they should put a tick in the True box. If the information is not the same, they should put a tick in the False box.  **Step 4:** Repeat Step 3 for Sentences **2, 3, 4** and **5**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.  **Step 5:** Get pupils to swap books with their partners and check their answers before checking as a class. Have pupils read aloud the words / sentences in the reading text that help them find the information needed to tick True or False. For example, for Sentence **1** the required information is *We will have a party in the playground*., so pupils should tick the True box.  **Extension:** Invite some pupils to read the false sentences aloud and correct them. | - Pupils listen to the teacher’s instruction.  - Pupils read the paragraph while thinking of the questions.  - Pupils read all the sentences under the paragraph. Pupils read Sentence **1** and pay attention to the keywords *Children’s Day party* and *in the playground,* then scan the paragraph for the information.  - Pupils follow the teacher’s instructions with Sentences **2**, **3, 4** and **5**. Pupils do the activity independently.  - Pupils swap books with their partners and check their answers before checking as a class.  - Some pupils read the false sentences aloud and correct them. | 1. What’s the festival?  2. Where will the children have the party this year?  3. Who will dance at the party?  4. Who will sing songs?  5. What will the children eat?  6. What will the children drink?  7. What will the children get at the end of the party?  - A paragraph about what the children will do on Children’s Day  - Five sentences with True and False boxes  **\* Key:**  1. True  2. False  3. False  4. False  5. True |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a word cue.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a word cue.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Tell the class the goal of this activity: to read the questions and the word cue, and write about the last Mid-Autumn Festival. Tell pupils that they should write about 40 words. Check comprehension.  **Step 2:** Read the first question as a class (*When was the festival?*). Tell pupils that they should answer this question to get information to complete the first sentence of the paragraph. Write the incomplete sentence on the board (*The last Mid-Autumn Festival was \_\_\_\_.*) and elicit what information is needed to finish the sentence (*in* followed by the month of the last Mid-Autumn Festival).  **Step 3:** Ask pupils to read the other questions carefully and write their own answers to complete the passage.  **Step 4:** If time allows, invite a few pupils to read their paragraphs to the class. Give feedback where necessary. | - Pupils follow the teacher’s explanation.  - Pupils look at the first sentence with the gap on the board. Pupils read the sentence as a class. Pupils follow the teacher’s instructions.  - Pupils follow the teacher’s instructions with the other questions. Pupils read the questions carefully and write the answers to complete the lines in the passage.  - A few pupils read the sentences they have completed/written aloud in front of the class. The class observes and praises their work. | - Questions about the last  Mid-Autumn Festival  - A short passage to complete  **Suggested answer:**  My last Mid-Autumn Festival was in September. It was in the school playground. We had a lot of fun activities. Giang and Hoa sang songs. Linh and Phong danced. Nam, Thu and I played hide-and-seek. There was delicious food and drinks. We ate chicken noodles and watermelon. We drank water and apple juice. It was a wonderful party. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Number Race (ppt)**

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

- Divide the class into two teams. Each team has five pupils.

- Give each pupil in one team a number.

- Stick a picture (*play badminton*) on the board and ask the questions, e.g. *“How often does your father play badminton?”* and allow time for pupils to think. Then call out a number, have pupils with that number from each team stand up and shout out the answers, e.g. *“He plays badminton twice a week.”* Praise and give points to the team who has the fastest correct answer.

- Continue the game until the last member of the team.

- Praise the winner. Give feedback.

**\* Option 2: Game: Throw the dice**

- Explain how to play the game.

- Divide the class into two teams.

- Stick a picture on the board, e.g. *do yoga*

- Have two pupils of each group take turns asking and answering about the picture.

E.g. Pupil A: *How often does your mother do yoga?*

Pupil B: *She does yoga twice a week.*

- If they ask and answer correctly, they will throw the dice to get points.

- The team with the most points wins.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết nói về một số bệnh thông thường và đưa ra lời khuyên.

- Hướng dẫn cho học sinh hoàn thành mục tiêu tiết học.

* Quan tâm sát sao đến học sinh còn chưa hoàn thành nội dung bài.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết viết một đoạn ngắn về nội dung bài học.

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.
* Chú ý rèn kĩ năng viết đoạn cho học sinh còn chậm.

*Thứ Năm ngày 20 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**REVIEW & EXTENSION ACTIVITIES 3**

**Review – Period 1**

( Đã soạn lớp 5A**)**

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

- Lưu ý các mẫu câu đã học dùng trong ngữ cảnh.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**REVIEW & EXTENSION ACTIVITIES 3**

**Review – Period 2**

( Đã soạn lớp 5A**)**

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

- Thực hiện các hoạt động ôn tập theo mục tiêu của hoạt động.

- Lưu ý tổng hợp mẫu câu cho học sinh.

*Thứ Sáu ngày 21 tháng 3 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**REVIEW & EXTENSION ACTIVITIES 3**

**Review – Period 1**

( Đã soạn lớp 5A**)**

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

- Lưu ý các mẫu câu đã học dùng trong ngữ cảnh.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**REVIEW & EXTENSION ACTIVITIES 3**

**Review – Period 2**

( Đã soạn lớp 5A**)**

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

- Thực hiện các hoạt động ôn tập theo mục tiêu của hoạt động.

- Lưu ý tổng hợp mẫu câu cho học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**REVIEW & FUN TIME 3**

**Review – Period 1**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * review the following sentence patterns: * *Who’s this / that? It’s my \_\_\_\_.; How old is he / she?* * *He’s /She’s \_\_\_\_.; What’s her job? – He’s / She’s \_\_\_\_.* * *Is he / she \_\_\_\_? – Yes, he / she is. / No, he / she isn’t.* * *Where’s \_\_\_\_? – It’s here / there.; Where are the \_\_\_\_? – They’re \_\_\_\_.* * *There’s / There are \_\_\_\_ in the room.;* * *The \_\_\_\_ is \_\_\_\_.; The \_\_\_\_ are \_\_\_\_.;* * *Would you like some \_\_\_\_? – Yes, please. / No, thanks.* * *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. Through different contexts * listen to and understand five communicative contexts and tick the correct pictures * listen to and understand four communicative contexts. |
| **Corecompetencies** | decision making, teamwork, work standards, reliability, motivation |
| **Generalcompetencies** | Listening: listen and tick the correct answers  Self-control & independent learning: perform listening tasks  Sociability: talk to each other, say good words to others |
| **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 36, Audio Tracks 52, 53 * Teacher’s guide Pages 194,195,196 * Website *hoclieu.vn* * Flashcards/pictures and posters (Review 3 & Fun time) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Listen and number – 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 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**: Chant and do activities (Unit 15, Lesson 3).   * Ask pupils to chant and do the actions in Unit 15, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: **Game: Battleships**   * Divide the class into 2 teams. * Each team chooses one number to go to the question. * Have pupils look, choose and answer the questions. * Pupils can open 2 squares if they answer correctly. * Back to the menu to choose a question.Pupils continue their turns until they can find all the ships. | Whole class  Group work  Individual work/ Group work |  |
| **Activity 1. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand five communicative contexts and tick the correct pictures | |  |
| b. Input: | **Picture cues:**  1a. a father 1b. a mother  2a. a mother working as a doctor 2b. a mother working as a teacher  3a. a living room (near) 3b. a living room (far)  4a. a big window 4b. a small window  5a. a carton of milk 5b. a carton of juice  **Audio script:**   |  |  | | --- | --- | | 1. A: Who’s this?  B: It’s my father.  2. A: What’s her job?  B: She’s a doctor.  3. A: Where’s the living room?  B: It’s there. | 4. The window is small.  5. A: What would you like to drink?  B: I’d like some milk, please. | | |  |
| c. Outcome: | Pupils can listen to and understand five communicative contexts and tick the correct pictures.  **Key:** **1.** a **2.** a **3.** b **4.** b **5.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the characters in each picture. Check comprehension.  **Step 2:** Play the recording for pupils to listen to **Question 1**. Ask pupils to listen and circle the correct answer **a** or **b**. 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 the same procedure with the rest of the pictures: **2a** – **2b**, **3a** – **3b**, **4a** – **4b** and **5a** – **5b**.  **Step 4:** Get pupils to swap books with a partner, then check answers together 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 in chorus. Correct their pronunciation where necessary. | Whole class/ Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **Activity 2. Listen and number.** 9 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts | |  |
| b. Input: | **Picture cues:**  a. a mother giving chicken to her daughter.  b. a boy sitting near a birthday cake with the number 14 on it  c. a father driving a taxi  d. two lamps on a table  **Audio script:**  1. A: How old is your brother?  B: He’s fourteen years old.  2. What’s his job?  B: He’s a driver.  3. A: Where are the lamps?  B: They’re on the table.  4. A: Would you like some chicken?  B: Yes, please. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts and number the correct pictures.  **Key:** **1.** b **2.** c **3.** d **4.** a. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the context of each picture (see Input).  **Step 2:** Play the recording for pupils to listen and number the picture. 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 the 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.  **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/ Pair work  Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**: **Game: Pictionary!**   * Before the class starts, 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 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: 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: Hangman**   * Divide the class into 2 teams. * Have pupils guess the word letter by letter. * Whenever the pupils guess a letter that is in the secret word, click the letter to fill it into the blank where it occurs. | Whole class    Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**REVIEW & FUN TIME 3**

**Review – Period 2**

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| **I.OBJECTIVES** |  |
| **Language** | By the end of the unit, pupils will be able to:   * review the following sentence patterns through different contexts: * ask and answer four questions using picture cues. * read and match pairs of target sentence patterns. * read and complete a gapped text. * read and answer questions using picture cues. * *Who’s this / that? It’s my \_\_\_\_.;* * *What’s his/her job? – He’s / She’s \_\_\_\_.;* * *Where’s \_\_\_\_? – It’s here / there.;* * *The \_\_\_\_ is \_\_\_\_.; The \_\_\_\_ are \_\_\_\_.;* * *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. * *Would you like some \_\_\_\_? – Yes, please. / No, thanks.* * take part in three fun activities relating to their language knowledge and competences. * read and match pairs of target sentence patterns. * read and complete a gapped text with the words in relation to the topics of *My houses* and *My bedrooms.* |
| **Corecompetencies** | decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving |
| **General competencies** | Reading: read a gapped text and fill in the blanks  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  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 37 * Teacher’s guide Pages 196, 197 * Website *hoclieu.vn* * Flashcards/pictures and posters (Review 3 & Fun time) * Computer, projector… |
| **III.PROCEDURE** | **Warm-up and review – Read and match – Read and complete – Ask and answer – 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 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**: Chant and do activities (Unit 15, Lesson 3).   * Ask pupils to chant and do the actions in Unit 15, Lesson 3 in groups. * Give points and encourage them.   **Option 3**: **Game: Talk for one minute about…**   * Get the whole class to play the game. * Have pupils spin the wheel to go to the questions. * Get pupils to talk one minute about the topics they have learnt. | Whole class  Group work  Individual work |  |
| **Activity 3. Read and match.** 8 minutes | | | |
| a. Goal: | To read and match pairs of target sentence patterns. | |  |
| b. Input: | Five pairs of target sentence patterns, which together form simple exchanges between two pupils | |  |
| c. Outcome: | Pupils can read and match pairs of target sentence patterns.  **Key:** **1.** c **2.** e **3.** d **4.** b **5.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first sentence (1. How old is your sister?). Read it together as a class. Check comprehension.  **Step 2:** Draw pupils’ attention to the **Sentences a** to **e** on the right. Ask them to read and choose the correct answer to Question 1, then match. When pupils answer correctly, tell them to draw a line to match the question to the answer. Repeat the same procedure with the rest of the questions.  **Step 3:** 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 for pupils to check their answers again.  **Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges. | Whole class    Whole class  Whole class/ Pair work  Pair work |  |
| **Activity 4. Read and complete.** 8 minutes | | | |
| a. Goal: | To read and complete a gapped text. | |  |
| b. Input: | An incomplete passage with answer options | |  |
| c. Outcome: | Pupils can read and complete a gapped text with the words in relation to the topics of *My houses* and *My bedrooms.*  **Key**: **1.** are **2.** is **3.** big  **4.** in  **5.** on | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first sentence *There (1) \_\_\_\_\_ two bedrooms in my house.* Write it on the board.  **Step 2:** Draw pupils’ attention to the word cues to choose the correct word to fill in the gap in the first sentence. When pupils answer correctly, tell them to read and complete the sentence. Repeat the same procedure with the rest of the text.  **Step 3:** Get pupils to swap books with a partner, then check answers together as a class.  **Extension:** Invite some pupils to stand up and read aloud the completed text.  **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  Pair work/ Whole class  Individual work  Group work |  |
| **Activity 5. Ask and answer.** 9 minutes | | | |
| a. Goal | To read and answer questions using picture cues | |  |
| b. Input | – Four picture cues  – Questions | |  |
| c. Outcome | Pupils can ask and answer four questions using picture cues. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the first picture. Get them to identify the people in the picture. Check pupils’ comprehension.  **Step 2:** Draw pupils’ attention to Question 1 (1. Who’s this?). Have pupils point to each person in the picture to answer the question. Repeat the same procedure with the rest of the questions.  **Step 3:** Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.  **Extension:** Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.  **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 whole class to look and say aloud. | Whole class/ Individual work  Whole class/ Individual work  Pair work/ Whole class  Pair work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1**: **Game: Board Race!**   * Divide the class into two teams. * Give each team a colour 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 in a relay.   **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:** **Fabulous sounds**   * Divide the class into 2 teams. * Each team chooses one letter to go to the question. * Have pupils look, read and choose the right letters that match the sounds. * Back to the menu for pupils to pick another question.   Pupils continue their turns until there are not any numbers left. | Whole class    Group work  Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**REVIEW & FUN TIME 3**

**Review – Period 1**

( Đã soạn lớp 3B**)**

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

- Quan tâm sát sao các đối tượng học sinh.

- Quan tâm đến học sinh thực hành còn chậm

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**REVIEW & FUN TIME 3**

**Review – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :- Quan tâm sát sao các đối tượng học sinh.

- Chú ý cách phát âm nhấn giọng trong câu cho học sinh

- 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** |