**-KẾ HOẠCH BÀI DẠY** **TUẦN 31 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài | Ghi chú |
| Hai  21/4 | Sáng | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 18 : Mean of transpor  - Lesson 2 - Activity 4 - 6 |  |
| 2 | 5A | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 1 - 3 |  |
| 3 |  |  |  |  |
| Ba  22/4 | Sáng | 1 | 5B | T.Anh | Unit 18 : Mean of transpor  - Lesson 2 - Activity 4 - 6 |  |
| 2 | 5B | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 1 - 3 |  |
| 3 | 3B | T.Anh | Unit 18 : Playing and doing  - Lesson 2 - Activity 4 - 6 |  |
| 4 | 3B | T.Anh | Unit 18 : Playing and doing  - Lesson 3 - Activity 1 - 3 |  |
| Chiều | 1 | 5C | T.Anh | Unit 18 : Mean of transpor  - Lesson 2 - Activity 4 - 6 |  |
| 2 | 5C | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 1 - 3 |  |
| 3 |  |  |  |  |
| Tư  23/4 | Sáng | 1 | 3A | T.Anh | Unit 18 : Playing and doing  - Lesson 2 - Activity 4 - 6 |  |
| 2 | 3A | T.Anh | Unit 18 : Playing and doing  - Lesson 3 - Activity 1 - 3 |  |
| 3 | 5B | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 4 - 6 |  |
| 4 | 5B | T.Anh | Unit 19 : Places of interest  - Lesson 1 - Activity 1 – 3  ***- Unit 19 : Places of interest***  ***- Lesson 1 - Activity 4 – 6*** | ***-Soạn, dạy bù tiết 1 sáng thứ 5*** |
| Chiều | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| Năm  24/4 | Sáng | 1 | 3B | T.Anh | Unit 18 : Playing and doing  - Lesson 3 - Activity 4 - 6 |  |
| 2 | 3B | T.Anh | Unit 19 : Our door activitie  - Lesson 1 - Activity 1 - 3 |  |
| 3 | 5A | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 4 - 6 |  |
| 4 | 5A | T.Anh | Unit 19 : Places of interest  - Lesson 1 - Activity 1 – 3  ***- Unit 19 : Places of interest***  ***- Lesson 1 - Activity 4 – 6*** | ***-Soạn, dạy bù tiết 3 sáng thứ 4*** |
| Chiều | 1 |  |  |  |  |
| 2 |  |  |  |  |
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*Thứ Hai ngày 21 tháng 4 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 18: MEANS OF TRANSPORT**

**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 places to visit and means of transport to get there, and tick or cross the pictures according to what they hear.

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

- review the target vocabulary for places to visit and means of transport by playing the game *Tic-Tac-Toe.*

**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**

- Show their pride in famous places of Viet Nam by using appropriate gestures and intonation when asking and answering questions about places someone wants to visit.

**II. MATERIALS**

- Pupil’s book: Page 55

- Audio track 78

- Teacher’s guide: Pages 259, 260, 261

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 18)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures about the places and means of transport to get to a place.

**b. Content**

- Game: Choose the correct answer

**c. Expected outcomes**

- Pupils can correctly say the sentence structures asking and answering questions about the places and means of transport to get to a place.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Choose the correct answer (ppt)** | | |
| - Tell pupils that they are going to read the sentences and look at the pictures, then choose the correct answers.  - Divide the class into two groups. One pupil from each group will play the game in turns.  - If pupils give the correct answers, they will get points for their groups.  - If they choose the incorrect answers, another group will answer.  - The group with more points wins the game. Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups. One pupil from each group will play the game in turns. | 1. Where do you want to visit? - I want to visit \_\_\_\_.  A. Hoan Kiem lake  B. Thien Mu Pagoda  C. Dragon Bridge  2. Where do you want to visit? - I want to visit \_\_\_\_.  A. Ho Chi Minh City Museum  B. Golden Bridge  C. Ngo Mon Square  3. How can you get to Dragon Bridge? - You can get there \_\_\_\_.  A. by taxi  B. on foot  C. by bicycle  4. How can you get to Ha Noi Opera House? - You can get there \_\_\_\_.  A. by bus  B. by plane  C. by taxi  5. How can you get to Hoan Kiem Lake? - You can get there \_\_\_\_.  A. by bicycle  B. on foot  C. by plane  6. How can you get to the city square? - You can get there \_\_\_\_.  A. on foot  B. by plane  C. by taxi  **\*Key:** *1. B, 2. A, 3. C, 4. A, 5. B, 6. C* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts in which characters ask and answer questions about the places to visit and means of transport to get there, and tick or cross the pictures according to what they hear.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which characters  
ask and answer questions about the places to visit and means of transport to get there, and tick or cross the pictures according to what they hear.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 78) | | |
| **Step 1:** Have pupils look at the pictures, ask, “*What place can you see in each picture? What means of transport can you see in each picture?”*  **Step 2:** Tell pupils to look at the Picture 1, then say that they will hear a conversation between a boy and girl about a place to visit and means of transport to get there. Ask pupils to tick the picture if it is correct, or cross if it is incorrect. Play the recording of the first conversation twice.  **Step 3:** Do the same with the second picture.  **Step 4:** Ask pupils to work in pairs for their peer-checks. Correct answers and give feedback. | - Pupils look at the pictures and answer the questions.  - Pupils listen to the teacher’s explanation. Pupils listen to the recording of the first conversation twice.  - Pupils follow the teacher’s instructions with the second picture.  - Pupils work in pairs for their peer-checks. | - Picture cues:  **1.** National Park and a taxi **2.** Tower Bridge and a bicycle  **Audio script:**  **1.** *A:* I want to visit somewhere this morning.  *B:* Where do you want to visit? *A:* I want to visit to National Park.  *B:* That’s a good place. Let’s go by taxi.  **2.** *A:* Excuse me.  *B:* Yes.  *A:* I want to get to Tower Bridge. How can I get there?  *B:* Well, you can get there by bus.  *A:* Thank you so much.  **Key:** *1. ✔, 2. 🗶* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete the 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 places to visit and means of transport to get there.  **Step 2:** Have pupils read Exchange 1. Ask them what is missing in the gaps. Have them complete the gaps by finding the clues from the context and the picture. Repeat the same procedure with Exchange 2.  **Step 3:** Get pupils to complete the exchanges individually, then ask a few pairs to read the completed exchanges aloud. Check their answers, giving corrections and feedback where necessary. | - Pupils look at the pictures and identify the places to visit and means of transport to get there.  - Pupils read Exchange 1 and guess what is missing in the gaps. Pupils complete the gaps by finding clues from the context and the picture. Pupils follow the teacher’s instructions with Exchange 2.  - Pupils complete the exchanges individually, then a few pairs read them aloud. | - Two picture cues of places to visit and means of transport to get there  - Two conversations with gaps to complete  **\* Key:**  *1. How; by bus*  *2. go to / visit; get; by boat* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To review target vocabulary for places to visit and means of transport by playing the game *Tic-Tac-Toe.*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can review the target vocabulary for places to visit and means of transport by playing the game *Tic-Tac-Toe*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that they are going to play the game *Tic-Tac-Toe*. Two pupils play at a time. One pupil is X, and the other is O. The pupils choose a square by saying a word and a sentence with that word, and put their mark in the corresponding square. The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.  **Step 2:** Invite two pupils to play at a time.  **Step 3:** Change the words in the grid and let pupils play the game several times if there is enough time. | - Pupils listen to the teacher’s explanation.  - Two pupils play at a time.  - Pupils play the game with the changing of the words in the grid several times if there is enough time. | Two pupils playing a game of *Tic-Tac-Toe* with a grid of 3x3 squares and words describing places to visit and means of transport. Two sentences are given as examples. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Pass the balls (ppt)**

- Give two different colored balls to two pupils, a red ball (ask the question about a place to visit or means of transport to get there) 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 ask a question. Have the pupil with a yellow ball answer the question.

e.g. Pupil A: *How can I get to the pagoda?*

Pupil B: *You can get there on foot.*

- Praise pupils if they do the activity well.

**\* Option 2: Game: Three guesses**

- Divide the class into two groups.

- Have a pupil from Group A stand in front of the class facing away from the board.

- Stick a flash card (*a place* or *a means of transport*) on the board.

- Call another pupil to ask a question about the place or means of transport to get there.

- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.

E.g. *Do you want to go to Dam Sen Water Park?*

*Do you want to go to Thien Mu Pagoda?*

*Do you want to go to Hoan Kiem Lake?*

- Have pupils from each group take turns playing the game.

- The pupil getting a correct answer will get points for their group.

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

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly repeat two *Yes / No* questions with rising intonation*.*

- listen and say four *Yes / No* questions with rising intonation.

- say the chant with the correct rhythm, intonation and pronunciation.

**2. Competences**

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

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

**3. Attributes**

- Show their pride in famous places of Viet Nam by using appropriate gestures and intonation when asking and answering questions about places someone wants to visit.

**II. MATERIALS**

- Pupil’s book: Page 56

- Audio tracks 79, 80, 81

- Teacher’s guide: Pages 261, 262, 263

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 18)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *“Where do you want to visit?”*.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *“Where do you want to visit?”* with the correct pronunciation, intonation and melody.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 75) | | |
| - Spend a few minutes revising the previous lesson by having pupils sing the song on page 53.  - Play the song for pupils to listen and sing in chorus.  - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.  - Invite one pupil or a group to perform the song in front of the class. | - Pupils listen to the teacher’s instructions.  - Pupils listen and sing the song in chorus.  - Pupils sing the song in chorus and clap hands to reinforce the activity.  - Pupils perform the song in front of the class. | The lyrics and the recording of the song *“Where do you want to visit?”* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly repeat two *Yes / No* questions with rising intonation.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can repeat two *Yes / No* questions with rising intonation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 79) | | |
| **Step 1:** Ask pupils to pay attention to the arrow indicating rising intonation at the end of the *Yes/ No* question *Is it time for a trip?* Have them listen to the recording and repeat the sentence until they feel confident. Correct their pronunciation and intonation if necessary.  **Step 2:** Repeat the procedure with the second question.  **Step 3:** Give pupils a time limit to practise saying the questions in pairs or groups. Go round the class and give corrections when necessary. Invite some pupils to say the questions in front of the class. Give feedback and corrections when necessary. | - Pupils pay attention to the arrow for a rising intonation at the end of the *Yes/ No* question *Is it time for a trip?* Pupils listen to the recording and repeat the sentence.  - Pupils follow the teacher’s instructions to the second question.  - Pupils practise saying the questions in pairs or groups. Some pupils say the questions. | Two *Yes / No* questions: *Is it time for a trip?* and *Is it far from here?* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen and say four *Yes/ No* questions with rising intonation

**b. Content**

Activity 2. Listen and repeat. Pay attention to the intonation.

**c. Expected outcomes**

- Pupils can say four *Yes/ No* questions with rising intonation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and repeat. Pay attention to the intonation.** (Track 80) | | |
| **Step 1:** Have pupils read Question 1. Explain that they will hear the question, then repeat with rising intonation.  **Step 2:** Do the same with Questions 2 - 4.  **Step 3:** Invite a few pupils to say the questions in front of the class. Give corrections and feedback where necessary. | - Pupils read Question 1. Pupils listen to the teacher’s explanation.  - Pupils follow the teacher’s instructions with Questions  2 - 4.  - A few pupils say the questions in front of the class. | - Four *Yes/ No* questions |

**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 rhythm, intonation and pronunciation.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 81) | | |
| **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the rising intonation in the *Yes/ No* questions.  **Step 2:** Play the recording and ask pupils to listen and repeat the first verse, line by line. Show them how to chant and use their fingers to draw a rising line in the air for the rising intonation.  **Step 3:** Play the recording of the whole 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. **Extension:** Replace some places and means of transport in the chant. Have pupils practise the new chant. | - Pupils scan the first verse of the chant. Pupils pay attention to the rising intonation in the *Yes/ No* questions.  - Pupils listen to the recording and repeat the first verse, line by line. Pupils use their fingers to draw a rising line in the air for the rising intonation.  - Pupils listen to the recording of the whole verse again to do choral and individual repetition.  - Pupils follow the teacher’s instructions with the second verse of the chant.  - Pupils replace some places and means of transport in the chant, then 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: Lucky numbers (ppt)**

- Divide the class into two teams.

- The teacher prepares some cards (*water park, pagoda, museum, lake, aquarium, island, on foot, by bus, by bicycle, by plane, by motorbike, by taxi*) with random points on their backs (e.g. 10 / 20 / 30 points) and put them in a box.

- Have two pupils from each team come to the board alternatively.

- One pupil picks up one card and asks a question matching the given card. e.g. *Where do you want to visit? / How can I get to the museum?*

- Then his / her partner has to answer.

- If the question and the answer are all correct, teams will get the points written at the back of the cards.

- Continue the games with other teams.

- The team that gets more points wins.

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

- Explain how to play the game. Tell the pupils they are going to ask and answer the questions about places to visit or means of transport to get to a place.

- Prepare some cards about places and means of transport.

- Demonstrate the game by using an example.

- Divide the class into two groups.

- Ask two pupils from each group to play the game in turns.

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

E.g. 1. Pupil A: *Where do you want to visit?*

Pupil B: *I want to visit a pagoda.*

E.g. 2. Pupil A: *How can I get to the museum?*

Pupil B: *You can get there by taxi.*

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

*Thứ Ba ngày 22 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Chú ý kĩ năng hỏi và trả lời mẫu câu : How can I get to … ?.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung : - Hsinh thực hiện một số kĩ năng để thực hành câu

* Biết cách nhấn trọng âm trong câu.
* Quan tâm việc rèn kĩ năng phát âm của học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 18: PLAYING AND DOING**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures;  - complete four gapped dialogues with the help of picture cues;   * - sing the song *What are you doing?* with the correct pronunciation and melody. |
| **Corecompetencies:** | Problem-solving, decision making, teamwork, reliability, motivation, and adaptability |
| **Generalcompetences:** | Listening: listen and number.  Critical thinking: look, complete and read.  Oral communication: let’s sing.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Diligence: complete learning tasks.  Responsibility: appreciate kindness.  Secure and organized: spend time to join activities and have fun. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 55 * - Audio Tracks 79, 80 * - Teacher’s guide Pages 226, 227, 228 * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 18) * - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – 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 and encourage pupils to respond to your greeting.  **Option 1:** Sing the song of Unit 18.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play and do action, the rest of the pupils will sing.   **Option 2: Game: Pass the flashcards.**  Review the previous lesson by having the class pass the flashcards with music. When the music stops, those who have flash cards have to stand up and say the sentence: *I’m \_\_\_\_\_\_\_.*  **Option 3: Game: Matching pairs**   * Divide the class into two teams. (Boys and Girls) * Ask pupils to choose the matching pairs. (words with pictures) * Pupils come to the front and choose the pictures in order to match with the words. Who can make it will have points for the team. * Give points to the pupils. Encourage the pupils to join the activity. | Whole class  Individual work / Group work  Individual work/ Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures. | |  |
| b. Input: | Picture cues:  **a.** a boy is playing basketball **b.** a girl is drawing picture  **c.** a boy is watching TV **d.** a girl is listening to music  **Audio script:**  ***1.*** *A: What are you doing?*  *B: I’m watching TV.*  ***2.*** *A: What are you doing?*  *B: I’m drawing a picture.*  ***3.*** *A: What are you doing?*  *B: I’m playing basketball.*  ***4.*** *A: What are you doing?*  *B: I’m listening to music.* | |  |
| c.Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures.  **Key: 1.** c **2.** b **3.** a **4.** d | |  |
| d.Procedure: | **Step 1:** Have pupils look at the four picture cues. Point at the picture cues in turn and elicit the actions in progress.  **Step 2:** Play the recording for pupils to listen. 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.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.  **Game: What’s missing?**   * - Ask pupils to look at the pictures. Then cover 1 picture, and ask pupils to say quickly what the picture is. * - Make the game harder by covering 2 pictures at the same time. * - This game can be play in groups or by the whole class. | Whole class/  Individual work  Whole class  Whole class/  Group work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To complete four gapped dialogues with the help of picture cues. | |  |
| b.Input: | Four picture cues and four gapped dialogues to complete | |  |
| c.Outcome: | Pupils can complete four gapped dialogues with the help of picture cues.  **Key: 1.** listening **2.** watching **3.** doing; drawing **4.** are; playing | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the actions in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*listening*). Then have them look at the picture and identify the action. Have them complete the sentence (*I’m listening to music*). Repeat the same procedure with Pictures **2**, **3** and **4**.  **Step 4:** Have pupils complete the dialogues individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pairs to read the dialogues aloud.  **Game: Slap the board**   * - Divide the class into 2 teams: BOYS and GIRLS. * - Show 1 sentence on the TV. Have 1 boy and 1 girl of each team come to the board, look at the sentences and choose the best options to make correct sentences. (Pupils slap the words on the board). | Whole class/ Individual work  Individual work/  Pair work  Group work |  |
| **PRACTICEActivity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *What are you doing?* with the correct pronunciation and melody. | |  |
| b.Input: | The lyrics and the recording of the song *What are you doing?* | |  |
| c.Outcome: | Pupils can sing the song *What are you doing?* with the correct pronunciation and melody. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures illustrating the song lyrics and tell what they can see in the pictures. Elicit the actions: *listening to music, drawing a picture, watching* *TV* and *playing basketball*.  **Step 2:** Play the recording and ask pupils to clap their hands when they hear the word *doing*. Play the recording again for the class to listen and clap their hands.  **Step 3:** Play the recording and ask pupils to do the TPR actions for *listening to music, drawing a picture, watching TV* and *playing basketball* when they hear the words *listening, drawing, watching* and *playing*. Play the recording again for the class to listen and do theTPR actions.  **Step 4:** Play the recording a few times for them to practise singing, and doing the clapping hands and doing actions while singing.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of Activities 4 and repeat after the recording to consolidate the lesson.  **Option 2: Game: Memory game**  - Tell pupils that they are going to look at the cards in 60 seconds, memorise the words, then remember as many of the words as possible. Explain how the game is played. Check comprehension.  - Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth.  - Divide the class into 2 or 4 groups. Remove the cloth and show the cards for 60 seconds. Then cover them again. In their groups, pupils try to say as many of the words as they can remember.  - Have the groups say the names of the things aloud. For each correct word, give them a star or a point. The group with the most stars / points wins.  - Teacher tells pupils to make sentences with *I’m \_\_\_\_\_\_* | Whole class  Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 18: PLAYING AND DOING**

**Lesson 3 – Period 5**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | * By the end of the lesson, pupils will be able to: * - correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I’m singing my favourite song.* with the correct pronunciation and intonation; * - identify the target words *listen* and *singing* while listening;   - say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies:** | Problem-solving, decision making, teamwork, reliability, motivation, and adaptability |
| **General competences:** | Listening: listen and repeat, listen and circle.  Critical thinking: listen and circle.  Oral communication: let’s chant.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Diligence: complete learning tasks.  Responsibility: appreciate kindness.  Self-confidence: ability to work as a team member and practice speaking in front of the class. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 56 * - Audio Tracks 81, 82, 83 * - Teacher’s guide Pages 228, 229 * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 18)   - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class and encourage pupils to respond to your greeting.  **Option 1:**   * Spend a few minutes revising the previous lesson. * Divide the class into two groups.   + Show a few picture cards of activities, one by one. Let two halves of the class take turns to ask and answer questions using the sentence patterns *What are you doing?/ I’m \_\_\_\_.*   + Get pupils to open their books on page 56 and look at *Lesson 3, Activity 1*. Tell them what they will learn in this lesson.   **Option 2: Listen and say!**   * Have pupils sit in a circle. Ask some pupils to come to the middle and keep the pictures. * The others take turns saying a word. The pupils keeping the pictures have to raise their hands then say the whole sentence. * Who can make it will have points. | Whole class/ Group work  Individual work/ Group work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal: | To correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I’m singing my favourite* *song.* with the correct pronunciation and intonation. | |  |
| b. Input: | – The letter ***n***, the word *listen* and the sentence *We listen to music at break time.*  – The letter ***ng***, the word *singing* and the sentence *I*’*m singing my favourite song.* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences. *We listen to music at break time.* and *I’m singing* *my favourite song.* with the correct pronunciation and intonation. | |  |
| d.Procedure: | **Step 1:** Have pupils point at the letter ***n***, the word *listen*, and the sentence *We listen to music at break time.* while they are listening to the recording and repeating them for thefirst time. Play the recording of the first line a few times for pupils to repeat in chorusand individually. Repeat the same procedure with the second line.  **Step 2:** Divide the class into two groups. Tell the groups to take turns listening to the recording and repeating the two lines respectively. Invite a few pupils to stand up, listen to and repeat the two lines.  **Game: Slap the board**   * T divides class into 2 teams: BOYS and GIRLS. * Have 1 boy and 1 girl of each team come to the board, listen to the recording and choose the right words. (Pupils slap the words on the board) | Individual work/  Whole class  Group work  Group work |  |
| **PRACTICE Activity 2. Listen and circle.** 9 minutes | | |  |
| a. Goal: | To identify the target words *listen* and *singing* while listening. | |  |
| b.Input: | Two sentences for completion  ***Audio script:***  ***1.*** *I listen to music at break time.*  ***2.*** *I’m singing a song.* | |  |
| c.Outcome: | Pupils can identify the words *listen* and *singing* while listening.  **Key: 1.** a **2.** a | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the gap-fill options. Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **Step 2:** Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences.  **Game: Look and say**   * Divide the class into two teams: Boys and Girls. * Ask each pupil from each team to come to the front, look at the pictures then say a sentence. Who can say it fast and correctly will get points for the team. | Whole class/ Individual work  Group 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. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters ***n*** and ***ng*** in the words *listen* and *sing* in the chant.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation, where necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening to 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 2:**   * Pupils sit in a circle. Some of them hold flash cards of activities (listening to music, playing basketball, singing, drawing...), then pass it one by one with music. * When they listen to the music, they have to pass the flash cards to the person next to them. When the music stops, those who keeps the cards have to stand in the middle of the circle and say the words, the others listen and check the answer.   **Option 3:**   * + Show a few picture cards of activities, one by one. Let two halves of the class take turns to ask and answer questions using the sentence patterns *What are you doing? / I’m \_\_\_\_.* and do the action with the sentences. | Individual work  Individual work/ Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

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

* Chú ý kĩ năng hỏi và trả lời mẫu câu : How can I get to … ?.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung : - Hsinh thực hiện một số kĩ năng để thực hành câu

* Biết cách nhấn trọng âm trong câu.
* Quan tâm việc rèn kĩ năng phát âm của học sinh.

*Thứ Tư ngày 23 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 18: PLAYING AND DOING**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh nhớ được mẫu câu để nói và viết về các hoạt động đang

diễn ra của của bản thân và của người khác.

- Kèm cặp học sinh chưa hoàn thành bài tập

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 18: PLAYING AND DOING**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :-Phát hiện và đọc được những từ liên quan đến âm của bài học.

- Nghe và hoàn thành các âm theo thứ tự hoạt động .

- Kèm cặp học sinh chưa đọc được âm và câu.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and understand a text about visiting Sydney and to answer the questions.

- write a paragraph about a morning trip using the picture cue.

- make a presentation to the class about interesting places and how to get to them using various means of transport.

**2. Competences**

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

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

**3. Attributes**

- Show their pride in famous places of Viet Nam by using appropriate gestures and intonation when asking and answering questions about places someone wants to visit.

**II. MATERIALS**

- Pupil’s book: Page 57

- Teacher’s guide: Pages 2297, 298, 299

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 18)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary for places to visit and means of transport.

**b. Content**

- Game: Tic-Tac-Toe

**c. Expected outcomes**

- Pupils can say the vocabulary for places to visit and means of transport correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Tic-Tac-Toe (ppt)** | | |
| - Tell pupils that they are going to play the game *Tic-Tac-Toe*. Two pupils play at a time. One pupil is X, and the other is O. The pupils choose a square by saying a word and a sentence with the word, and put their mark in the corresponding square. The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.  - Invite two pupils to play at a time.  - Change the words in the grid and let pupils play the game several times if there is enough time. | - Pupils listen to the teacher’s explanation.  - Two pupils play at a time.  - Pupils play the game several times if there is enough time. | A tic-tac-toe grid of 3 x 3 squares with words for places to visit and means of transport   |  |  |  | | --- | --- | --- | | museum | bus | pagoda | | lake | bridge | taxi | | bicycle | foot | aquarium |   Structures:  *I want to visit \_\_\_\_.*  *How can I get to \_\_\_\_?*  *You can get there \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and understand a text about visiting Sydney and to answer the questions.

**b. Content**

- Activity 4. Read and answer.

**c. Expected outcomes**

- Pupils can read and understand a text about visiting Sydney and answer the questions.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and answer.** | | |
| **Step 1:** Set a time limit and ask pupils to read through the email to get a general idea of it.  **Step 2:** Ask pupils to read Question 1. Encourage them to underline some keywords that can help them find the correct answer. Tell them to read the email again to answer the question. Do the same with Questions 2 - 4. Let pupils do the activity independently, then swap their books with a partner and check the answers. Go around the class and offer help if necessary.  **Step 3:** Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary. | - Pupils read through the email to get a general idea of it.  - Pupils read Question 1 and underline some keywords that can help them find the correct answer. Pupils read the email again to answer the question. Pupils follow the teacher’s instructions with Questions 2 - 4. 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. | **–** A text from Mary to Linh  about a city tour in Sydney  **–** Four questions about the text  **\* Key:**  *1. Sydney Harbour Bridge and Sydney Opera House.*  *2. By train.*  *3. On foot.*  *4. Over 4,000.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a paragraph about a morning trip using the picture cue.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a paragraph about a morning trip using the picture cue.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to talk about what they can see in the picture. Give them prompts such as *Where are they? What are they doing? What is behind them?* and *What is outside the building?* Tell pupils that they should write about 40 words.**Step 2:** Give pupils enough time to write their paragraphs. Let pupils work in pairs or groups for cross checks. Go ground the class and give support when necessary.  **Step 3:** Have some pupils read their paragraphs aloud. Give corrections and feedback where necessary. | - Pupils talk about what they can see in the picture. Pupils listen to the teacher’s instruction.  - Pupils write their paragraphs independently. Pupils work in pairs or groups for cross checks.  - Some pupils read their paragraphs aloud. | - Picture cue: two pupils taking photos at an aquarium, and a bus parking outside it.  - A gapped paragraph to complete  **Suggested answer:**  *Today is Sunday. We want to visit the aquarium in the city. We will get there by bus. We will take photos with the shark in the tank. Also, we want to learn more about sharks and other fish.* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To make a presentation to the class about interesting places and how to get to them using various means of transport.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can make a presentation to the class about interesting places and how to get to them using various means of transport.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Point at the photos of places and explain that pupils are going to present their photos of some places to visit and means of transport to get there that they have prepared at home. **Step 2:** Revise some words and sentence patterns that pupils may use for their presentations. Give pupils some time to practise their presentations by themselves and 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 corrections and 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 group of pupils giving their presentations |

**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: Pass the balls (ppt)**

- Teacher prepares some pictures/ flash cards.

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

- Have pupils listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a white ball point at the flash card/ picture and make a question for the pupil who has a colourful ball.

E.g. The pupil with the white ball will ask *“How can I get to Hoan Kiem Lake?”* The pupil with the colourful ball will answer his/ her friend’s question *“You can*

*get there by bus.”*.

- Continue in the same way.

**\* Option 2: Board race**

- Tell the pupils the goal of the game and how to play it. Ask them to revise all vocabulary learnt in Unit 18.

- Invite two groups of six pupils to the front of the class to play the game. Have two groups form two lines.

- Have pupils write all the words related to places and means of transport.

- Give the pupils time to play the game. The groups with more correct words and pronunciation will be the winner.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 19: PLACES OF INTEREST**

**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 someone’s opinion of a place.

- correctly say the words and use *What do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.* toask and answer questions about someone’s opinion of a place.

*-* use *What do you think of \_\_\_\_? – I think \_\_\_\_.* in a freer context.

**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**

- Gain appreciation for the diversity of human experiences and the value of preserving historical and cultural landmarks.

**II. MATERIALS**

- Pupil’s book: Page 58

- Audio tracks 82, 83

- Teacher’s guide: Pages 300, 301, 302, 303

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 19)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise some places in the previous lesson.

**b. Content**

- play the game: Guessing the places

**c. Expected outcomes**

- Pupils can correctly say the places they leant in the previous lesson.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing the places (ppt)** | | |
| - Click to move the circle and reveal the picture. The pupil raising his / her hand first will have a chance to guess the place.  - Show the whole picture if the pupil guesses correctly. | - Pupils listen to the teacher’s instructions.  - Pupils look and guess the places. | Ha Noi Opera House  Dragon Bridge  Ngo Mon Square  Ho Chi Minh City Museum |

**e. Assessment**

- Performance products: Pupils’ answers.

- Assessment tools: Observation; answer key.

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on someone’s opinion of a place.

**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 someone’s opinion of a place.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 82) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters. Ask *Who are they? What are they talking about?* Ask them if they have been to Ban Gioc Waterfall and / or what they think of it in Vietnamese. **Step 2:** Get pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen. Play it again sentence by sentence, for pupils to listen, point at each sentence and repeat. Repeat the same procedure with Picture **b**.  **Step 3:** Invite a few pairs to listen and repeat the dialogues. Correct their pronunciation where necessary. **Step 4:** Draw pupils’ attention to the question *What do you think of Ban Gioc Waterfall?* and the answer *I think it’s beautiful*. Tell them that they are a question and an answer about someone's opinion of a place. **Extension:** Invite a few pairs to read or act out the dialogues in front of the class. Praise when they do the task well. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Pictures **a** and **b** and listen to the recording. Pupils listen to it again, sentence by sentence, and repeat individually and in chorus.  - Pairs of pupils listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer, and listen to the teacher’s explanation.  A few pairs to read or act out the dialogues in front of the class. | – Context **a**: Mai explaining the reason why she didn’t take part in the trip to Ban Gioc Waterfall Lucy: *Hi, Mai. It's a pity you didn't come to Ban Gioc Waterfall with us*. Mai: *I had to finish my project*. Lucy: *Oh, I see.*  – Context **b**: Lucy expressing her opinion of Ban Gioc Waterfall  Mai: *What do you think of Ban Gioc Waterfall?* Lucy: *I think it’s beautiful*. |

**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 do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.* toask and answer questions about someone’s opinion of a place.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What do you think of \_\_\_\_\_? – I think it's /  
they’re \_\_\_\_\_.* to ask and answer questions about someone's opinion of a place.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 83) | | |
| **Step 1:** Have pupils look at the pictures and elicit the places and the words used to describe these places. Check comprehension. **Step 2:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the name of the place (*Ban Gioc Waterfall*) and how it is described (*peaceful*). Play it again for pupils to listen to and repeat the words under the pictures, in chorus and individually, until they feel confident. Repeat the same procedure with the other three pictures. **Step 3:** Point at Picture **a** and have pupils listen to the second part of the recording and repeat the sentences (e.g. *What do you think of Ban Gioc Waterfall? - I think it's peaceful.*) several times. Explain that they are the question and answer about someone’s opinion of a place. Repeat the same procedure with Pictures **b**, **c** and **d**. Draw their attention to the use of *they’re* (plural form) when talking about Petronas Twin Towers (Picture **d**). Check comprehension.  **Step 4:** Have pupils practise asking and answering the questions in pairs. Go around the classroom to offer help where necessary. **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | - Pupils look at the pictures and say the places and the words used to describe these places.  - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils look at Picture **a** and listen and repeat the sentence after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils listen to the teacher’s explanation.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Some pairs of pupils act out the dialogue in front of the class. | –Picture and word cues:  **a.** a picture of Ban Gioc Waterfall and the words *Ban Gioc Waterfall /*  *peaceful*  **b.** a picture of Hoi An Old Town, and the words *Hoi An Old Town / exciting*  **c.** a picture of Sydney Opera House, and the words *Sydney Opera House* / *beautiful*  **d.** a picture of Petronas Twin Towers, and the words *Petronas Twin Towers / fantastic*  – Speech bubbles: *What do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.*  **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 do you think of \_\_\_\_? – I think \_\_\_\_.* in a freer context.

**b. Content**- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What do you think of \_\_\_\_? – I think \_\_\_\_.* 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 have them say the names of the places. You may ask some questions to help them.  identify the context.  **Step 2:** Have pupils point at the first picture and elicit the missing words in the question and answer in the speech bubbles and write them on the board (e.g. *What do you think of* Ban Gioc Waterfall*? - I think it's beautiful.)* Get pupils to say the completed dialogues. Repeat the same procedure with other pictures. **Step 3:** Put pupils into pairs to practise asking and answering questions about their opinions of a place, using picture cues. Go around to observe and provide help. **Step 4:** Invite a few pairs to ask and answer questions in front of the class. Praise them when they perform well. **Extension:** Put pupils into pairs to practise asking and answering questions about their opinions of some places of interest. Praise good performances. | - Pupils look at the pictures and say the places.  - Pupils guess the missing word in the bubbles for each picture.  - Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cues.  - Pairs of pupils practise asking and answering questions in front of the class.  - Pupils practise in pairs to ask and answer questions about their opinions of some places of interest. | – Picture cues: Ban Gioc Waterfall, Petronas Twin Towers, Sydney Opera House and Hoi An Old Town  – Speech bubbles:  *What do you think of \_\_\_\_? – I think \_\_\_\_*.  **Suggested questions and answers for the Extension activity:**  What do you think of Ha Long Bay? – I think it’s beautiful.  What do you think of Dong Xuan Market? – I think it’s exciting.  What do you think of Hoan Kiem Lake? – I think it’s peaceful.  What do you think of the old buildings at Ba Na Hills?  – I think they’re fantastic*.* |

**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 Doraemon (ppt)**

- Divide the class into 2 teams (team boys and team girls).

- Each team takes turns to choose a number that Doraemon is holding, then looks at the pictures, and answers the questions.

- Check the pupils’ answers as a whole class.

- If they give the correct answers, they can get the points.

- The team with more points is the winner.

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

- Give the ball to a pupil.

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

- Stop music suddenly and show pictures of a famous tourist destination in Viet Nam. Have the whole class ask a question about that place. Have the pupil with the ball answer the question.

E.g.Whole class: *What do you think of Ha Long Bay?*

Pupil B: *I think it’s beautiful.*

- Repeat the game several times.

**\* Preparation for the project**: Tell pupils about the project on page 63. Ask them to spend time outside of the class selecting some pictures / posters about a famous place of interest. Remind pupils to bring their work to present it at Project time.

**Tiếng Anh** ( Lớp 5B)

***Soạn và dạy bù tiết 1 Sáng thứ 5 ( 1.5 )***

**UNIT 19: PLACES OF INTEREST**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about distance.

- correctly say the numbers and use *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about* *\_\_\_\_* *kilometres*. to ask and answer questions about distance.

- use *What do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.* and *How far is it from \_\_ to \_\_?* – *It’s about \_\_\_ kilometres. in a freer context*

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about  
distance 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**

- Show their pride in their country and raise awareness about the distance of the places.

**II. MATERIALS**

- Pupil’s book: Page 60

- Audio tracks 86, 87

- Teacher’s guide: Pages 305, 306, 307, 308

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 19)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by having pupils sing the song “*What do you think of …?”*

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can correctly sing the song “*What do you think of …?”* with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 85) | | |
| - Greet the class, then divide the class into two halves to take turns singing the questions and the answers of the song *What do you think of?*  - Ask pupils to open their books to page 60 and look at Unit 19, Lesson 2, Activity 1. Tell pupils they will learn to ask and answer questions about distance. | - Two groups of pupils take turns singing the questions and the answers of the song *What do you think of?*  - Pupils open their books to start the new lesson. | - The song in Activity 3, page 59. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

**-** To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about distance.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about distance.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 86) | | |
| **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 of the first dialogue for them to listen. Play it again sentence by sentence, for pupils to listen and repeat. Repeat 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, until they feel confident.  **Step 4:** Invite a few pairs to the front of the class to listen to and repeat the dialogues.  **Step 5:** Draw their attention to the question *How far is it from our school to Ho Guom Walking Streets?* and the answer *It’s about two kilometres.* Tell pupils that they are used to talk about distance. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Pictures **a, b** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.  - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer and listen to the teacher’s explanation. | – Context **a**: Minh and Bill talking about a trip to Ho Guom Walking Streets  Minh: *We’re going to Ho Guom Walking Streets this weekend. Do you want to come with us?*  Bill: *Yes, I’d love to.*  – Context **b**: Bill and Minh talking about the distance from their school to Ho Guom Walking Streets  Bill: *How far is it from our school to Ho Guom Walking Streets?*  Minh: *It’s about two kilometres.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

**-** To correctly say the numbers and use *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about* *\_\_\_\_* *kilometres*. to ask and answer questions about distance.

**b. Content**Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the numbers and use *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about* *\_\_\_\_* *kilometres*. to ask and answer questions about distance.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 61) | | |
| **Step 1:** Have pupils look at the maps and elicit the names of the places and numbers underneath. Have the class say the names and numbers a few times. Check comprehension.  **Step 2:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the names of the places and the number (*Can Tho – Vinh Long / 40*). Repeat the same procedure with the other three pictures. Draw their attention to how the Vietnamese names (*Can Tho, Vinh Long, Hue, Da Nang, Hoi An*) are pronounced in English.  **Step 3:** Point at the bubbles and Picture **a**. Have pupils fill in the gaps in the question (e.g. *How far is it from Can Tho to Vinh Long?*) and in the answer *(e.g. It’s about 40 kilometres.*) Then let pupils listen to the second part of the recording and repeat the first dialogue until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**. Correct pronunciation where necessary.  **Step 4:** Have pupils work in pairs and practise asking and answering the question *How far is it from \_\_\_ to \_\_\_? - It’s about* \_\_ *kilometres.* using Pictures **a**, **b, c** and **d**.  **Step 5:** Invite a few pairs to the front of the class to point at the pictures and ask and answer questions about distance. | - Pupils look at the maps and say the names of the places and numbers underneath.  - Pupils point at Picture **a**, listen to the first part of the recording and repeat the names of the places and the number. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils look at Picture **a** and the bubbles and listen to and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | – Picture and word cues:  **a.** a map showing the distance from Can Tho to Vinh Long, and the words  *Can Tho – Vinh Long / 40*  **b.** a map showing the distance from Da Nang to Hoi An, and the words *Da Nang – Hoi An / 29*  **c.** a map showing the distance from Hue to Da Nang, and the words *Hue – Da Nang / 100*  **d.** a map showing the distance from Hue to Hoi An, and the words *Hue – Hoi An / 129*  – Speech bubbles:  *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about* *\_\_\_\_* *kilometres.*  **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 do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.* and *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about \_\_\_\_ kilometres*. in a freer context.

**b. Content**- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What do you think of \_\_\_\_? – I think it’s / they’re \_\_\_\_.* and *How far is it from \_\_\_\_ to \_\_\_\_? – It’s about \_\_\_\_ kilometres*. in a freer context.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Have pupils point at the pictures and say the names of the places and distances.  **Step 2:** Get pupils to look at the question and answer. Elicit the missing words in the speech bubbles.  **Step 3:** Give pupils time to work in pairs and take turns asking and answering about their opinions of places and the distance to places using picture cues. Make sure pupils understand and say the structures with the right pronunciation and intonation. Go around to observe and provide help.  **Step 4:** Invite a few pairs to the front of the class to act out the dialogues. Praise pupils if they perform well.  **Extension:** Have pupils ask and answer questions about their opinions of other places they want to go to (e.g. the park, the zoo, the museum, the aquarium) and the distances to each from their school (e.g. *What do you think of Thu Le Zoo? – I think it’s exciting. How far is it from our school to Thu Le Zoo? – It’s about three kilometres.*) | - Pupils look at the pictures and the names of the places and distances.  - Pupils look at the bubbles to understand how the sentence pattern is used.  - Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.  - Some pairs practise asking and answering questions in front of the class.  - Pupils ask and answer questions about their opinions of other places they want to go to. | Picture cues: Four maps showing the distances in kilometres from Can Tho to Tra Vinh, Ha Noi to Ha Nam, Ha Noi to Hai Phong and Ho Chi Minh City to Can Tho  – Speech bubbles:  *What do you think of \_\_? – I think it’s / they’re\_\_\_.*  *a*nd *How far is it from \_\_\_ to \_\_\_? – It’s about \_\_\_\_ kilometres*. |

**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: Madagascar game(ppt)**

- Divide the class into 2 teams (boys and girls).

- Each team takes turns to answer the questions.

- Pupils pick a crate to get points if they answer the questions correctly.

- The team with more points is the winner.

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

- 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 ball.

- Stop music suddenly. Have the pupil with a red ball ask a question about someone’s opinion of a place or the distance between places learnt in the lesson. Have the pupil with a yellow ball answer the question.

E.g.Pupil A: *How far is it from Ha Noi to Vinh?*

Pupil B: *It’s about 296 kilometers.*

- Repeat the game several times.

*Thứ Năm ngày 24 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**UNIT 18: PLAYING AND DOING**

**Lesson 3 – Period 6**

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| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - read and match the pupils with the activities that they are doing;  - write a paragraph about what they are doing;  - present their photos and tell their friends what they are doing in the photos. |
| **Corecompetencies:** | Teamwork, reliability, motivation, and adaptability |
| **General competences:** | Listening: Listen to the teacher and classmates in communicating.  Critical thinking: complete a task in reading a text.  Oral communication: presenting a project.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Responsibility: appreciate kindness.  Self-confidence: ability to work as a team member and practice speaking in front of the class. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 57 * - Teacher’s guide Pages 229, 230   - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 18)   * - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Read and match – Let’s write – Project – 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 and encourage pupils to respond to your greeting.  **Option 1: Warm-up**   * Spend a few minutes revising the previous lesson by having the class say the chant on page 56. * Get pupils to open their books on page 57 and look at Activity 4. Tell them what they will learn in this lesson.   **Option 2:**  **Review: Look, read and match**   * T asks pupils to match the words with the pictures. | Whole class/ Group work  Individual work |  |
| **PRACTICE**  **Activity 4. Read and match.** 8 minutes | | |  |
| a. Goal: | To read and match the pupils with the activities that they are doing. | |  |
| b.Input: | Three reading texts and the icons for listening, reading and drawing | |  |
| c.Outcome: | Pupils can read and match the pupils with the activities that they are doing. **Key: 1.** b **2.** a **3.** c | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the icons for listening, reading and drawing. Elicit the words.  **Step 2:** Tell pupils about the activity. Give pupils time to read and match.  **Step 3:** Get pupils to swap books with a partner. Then check the answers as a class. Write the correct answers on the board for pupils to check and correct their answers.  Have the pupils read and remember the information in the text.  **Game: Let’s choose and say!**   * Pupils choose a number then say the correct sentence. * Who can say it correctly will get points for the team. (ppt game). | Whole class  Individual work  Pair work/  Whole class |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal: | To write a paragraph about what they are doing. | |  |
| b.Input: | A short gapped paragraph | |  |
| c.Outcome: | Pupils can write a paragraph about what they are doing. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the first gap. Ask: *What do you write here?* and elicit their names. Have pupils write the answer on their notebooks. Repeat the same procedure with Gaps **2**, **3** and **4**.  **Step 2:** Give pupils time to write the answers in their notebooks.  **Step 3:** Have some pupils read their paragraphs aloud. | Whole class/ Individual work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal: | To present their photos and tell their friends what they are doing in the photos. | |  |
| b.Input: | Picture cue: a boy holding up photos of himself drawing and singing | |  |
| c.Outcome: | Pupils can present their photos and tell their friends what they are doing in the photos. | |  |
| d.Procedure: | **Step 1:** Point at the prompt drawing and explain what they should do to complete the project.  **Step 2:** Prepare two photos to share with pupils. Take a piece of paper and write the captions for the photos. Point at one photo and say: *In this photo, I*’*m \_\_\_\_\_*. and point at the other photo and say: *And in this photo, I*’*m \_\_\_\_\_*.  **Step 3:** Have pupils show the photos or pictures that they have prepared for the project. Revise some structures and vocabulary that pupils need for their presentations. Give the pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.  **Step 4:** Give pupils time to use their photos to practise presenting their projects within their groups. Invite some groups to present in front of the class. | Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Using *hoclieu.vn*, have pupils look at the words in the picture of Activities 4, 5 and say to consolidate the lesson.  **Option 2:**  **Game: Which is missing?**   * T shows all the pictures and asks pupils to look at them carefully and find out which one is missing. * T shows again the pictures with one hidden and asks pupils to find out. | Whole class  Group work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words and phrase *play badminton, run, paint, walk* in relation to the topic “Outdoor activities”;  - use *He’s / She’s \_\_\_\_\_.* to talk about what someone is doing outdoors;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Outdoor activities”;  - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing;  - enhance the correct use of *He’s / She’s \_\_\_\_.* to ask and answer questions about what someone is doing. |
| **Corecompetencies:** | decision making, teamwork, reliability, motivation |
| **Generalcompetences:** | Listening: listen and recognize the contexts, focus on introducing someone, then repeat.  Critical thinking: talk about friends.  Oral communication: speak about friends, 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 58  - Audio Tracks 84, 85  - Teacher’s guide Pages 231, 232, 233  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 19)  - 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 18, 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 18, Lesson 3).  - Ask pupils to chant and do the actions in *Unit 18, Lesson 3* in groups.  - Give points to the groups and encourage them.  **Option 3:** **Game: I’m a fairy.**  - Divide the class into 2 teams.  - Each team chooses one letter 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 letter left.  - The team with the most points wins. | 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 what someone is doing. | |  |
| b. Input: | – Context a: Lucy: *Look! Nam is running*.  Mai: *Yes, he is*.  – Context b: Lucy: *Look! Linh is painting*.  Mai: *Yes, she is* | |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focus on what someone is doing. | |  |
| 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 sentences *Nam is running* and *Linh is painting*. Tell pupils that they are sentences describing what someone is doing. | Whole class/ Individual work  Pair work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | |  |
| a. Goal: | To correctly use *He’s / She’s .* to talk about what someone is doing. | |  |
| b. Input: | – Picture cues:  a. a girl is playing badminton  b. a boy is running  c. a boy is painting  d. a girl is walking  – Speech bubbles: *He’s / She’s* .  ***Audio script:***  *a. playing badminton b. running*  *c. painting d. walking*  *She’s playing badminton.* | |  |
| c.Outcome: | Pupils can correctly use *He’s / She’s .* to talk about what someone is doing. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and identify the characters (a boy or a girl). Have the class repeat the words / phrases a few times.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*playing badminton*). Follow the same procedure with the other three pictures.  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording (*She’s playing badminton.*).  **Step 4:** Have pairs practise saying *He’s/ She’s \_\_\_\_\_\_.* with Pictures **b, c** and **d**.  **Step 5:** Invite a few pupils to point at the pictures and talk about what someone is doing 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.  - The one who says faster will get points. | Whole class/ Individual work  Pair work  Group work |  |
| **PRACTICE Activity 3. Let’s talk.** 8 minutes | | |  |
| a. Goal: | To enhance the correct use of *He’s / She’s \_\_\_\_\_\_.* to ask and answer questions about what someone is doing in a freer context. | |  |
| b.Input: | – Picture cues: In the park, a boy is playing football, a girl is running, a girl is painting.  – Speech bubbles: *He’s / She’s .* | |  |
| c.Outcome: | Pupils can enhance the correct use of *He’s / She’s .* to talk about what someone is doing. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (*see Input*).  **Step 2:** Tell individual pupils to talk about what someone is doing in the park. Go around the classroom to offer support.  **Step 3:** Invite some pupils to the front of the class to talk about what someone is doing.  **Preparation for the project:**  Tell pupils about the project on page 63. Ask them to prepare it at home by colouring the characters in the picture on a copy and bring their work to class to present it at Project time. | Whole class/ Individual work  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings to consolidate.  **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 them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3: Game: I’m a fairy**  - Divide the class into 2 teams.  - Each team chooses one letter to go to the question.  - Have pupils look and say the correct sentence.  - Back to the menu for pupils to choose another question.  - Pupils continue their turns until there is no letter left.  - The team with the most points wins. | Whole class  Group work  Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 18: MEANS OF TRANSPORT**

**Lesson 3 - Period 6**

( Đã soạn lớp 5B**)**

Bổ sung :- Nâng cao kĩ năng viết câu cho mục tiêu của bài.

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

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 19: PLACES OF INTEREST**

**Lesson 1 - Period 1**

( Đã soạn lớp 5B**)**

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

* Quan tâm việc luyện đọc phân vai của học sinh
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

**Tiếng Anh** ( Lớp 5A)

***Soạn và dạy bù tiết 3 sáng thứ 4 ( 30/4 )***

**UNIT 19: PLACES OF INTERNET**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

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

- Lưu ý kiến thức về một số địa điểm của đất nước.

- Lưu ý kĩ năng đọc hiểu cho học sinh.

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