**KẾ HOẠCH BÀI DẠY** **TUẦN 32 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài | Ghi chú |
| Sáu  25/4 | Sáng | 1 | 5C | T.Anh | Unit 18 : Mean of transport  - Lesson 3 - Activity 4 - 6 |  |
| 2 | 5C | 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 chiều thứ 4*** |
| 3 | 3A | T.Anh | Unit 18 : Playing and doing  - Lesson 3 - Activity 4 - 6 |  |
| 4 | 3A | T.Anh | Unit 19 : Our door activitie  - Lesson 1 - Activity 1 – 3  -***Unit 19 : Our door activitie***  ***- Lesson 1 - Activity 4 - 6*** | ***-Soạn, dạy bù tiết 1 sáng thứ 4*** |
| Chiều | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| Bảy  26/4  **( Thứ 6 tuần chẵn 2/5 )** | Sáng | 1 | 5C | T.Anh | ***Unit 19 : Places of interest - Lesson 2 - Activity 4 – 6***  Unit 19 : Places of interest - Lesson 2 - Activity 4 - 6 | ***-Soạn, dạy bù tiết 2 chiều thứ 4*** |
| 2 | 5C | T.Anh | Unit 19 : Places of interest - Lesson 3 - Activity 1 - 3 |  |
| 3 | 3B | T.Anh | Unit 19 : Our door activities- Lesson 2 - Activity 4 - 6 |  |
| 4 | 3B | T.Anh | Unit 19 : Our door activities- Lesson 3 - Activity 1 - 3 |  |
| Chiều | 1 | 3A | T.Anh | ***Unit 19 : Our door activities- Lesson 2 - Activity 1 – 3***  Unit 19 : Our door activities- Lesson 2 - Activity 4 - 6 | ***-Soạn, dạy bù tiết 2 sáng thứ 4*** |
| 2 | 3A | T.Anh | Unit 19 : Our door activities- Lesson 3 - Activity 1 - 3 |  |
| 3 |  |  |  |  |
| Hai  25/4 | Sáng | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 19 : Places of interest - Lesson 2- Activity 1 - 3 |  |
| 2 | 5A | T.Anh | Unit 19 : Places of interest - Lesson 2- Activity 4 – 6  ***-Unit 19 : Places of interest - Lesson 3 - Activity 1 - 3*** | ***-Soạn, dạy bù tiết 4 sáng thứ 4*** |
| 3 |  |  |  |  |
| Ba  29/4 | Sáng | 1 | 5B | T.Anh | Unit 19 : Places of interest - Lesson 2- Activity 1 - 3 |  |
| 2 | 5B | T.Anh | Unit 19 : Places of interest - Lesson 2- Activity 4 – 6  ***-Unit 19 : Places of interest - Lesson 3 - Activity 1 - 3*** | ***-Soạn, dạy bù tiết 2 sáng thứ 5*** |
| 3 | 3B | T.Anh | Unit 19 : Our door activities  Lesson 2- Activity 4 - 6 |  |
| 4 | 3B | T.Anh | Unit 19 : Our door activities- Lesson 3- Activity 1 - 3 |  |
| Chiều | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

*Thứ Sáu ngày 25 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**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 2 : **Tiếng Anh** ( Lớp 5C)

**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 5C)

***Soạn và dạy bù tiết 1 chiều 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.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**UNIT 18: PLAYING AND DOING**

**Lesson 3 – Period 6**

( Đã soạn lớp 3B**)**

Bổ sung :- Hướng dẫn hsinh thực hành tốt các mẫu câu đã học.

- Có thể cho học sinh luyện thực hành theo vòng tròn

- Kèm cặp học sinh chưa viết được câu phần nội dung bài.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :- Làm quen với những từ chỉ hoạt động ngoài phạm vi trường học.

- Đọc và hiểu nội dung bài hội thoại theo phân vai

- Kèm cặp học sinh chưa đọc được bài.

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

**Tiếng Anh** ( Lớp 3A)

***Soạn và dạy bù tiết 1 sáng thứ 4 ( 30/4 )***

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

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

- Kèm cặp học sinh những từ khó và học sinh còn lúng túng.

*Thứ Bảy ngày 26 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

***Soạn và dạy bù tiết 2 chiều thứ 4 ( 30/4 )***

**UNIT 19: PLACES OF INTEREST**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

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

|  |  |  |
| --- | --- | --- |
| **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.

**Tiếng Anh** ( Lớp 5C)

**UNIT 19: PLACES OF INTERNET**

**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 pupils ask and answer questions about someone’s opinion of a place and the distance to it, and circle the correct options.- complete two gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures by playing the game *Solving maths problem*s.

**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 61

- Audio track 88

- Teacher’s guide: Pages 308, 309, 310

- 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 with 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 61 and look at Unit 19, Lesson 2, Activity 4. Tell pupils they will learn to ask and answer questions about distance. | - Pupils take turns singing the questions and the answer 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 listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s opinion of a place and the distance to it, and circle the correct options.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s opinion of a place and the distance to it, and circle the correct options.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 88) | | |
| **Step 1:** Have pupils read Sentences **1** and **2**. Draw their attention to the gaps and guess the missing words. Explain that they will listen to the recording and circle the correct options (**a** or **b**) while listening. **Step 2:** Play the recording all the way through for pupils to listen. Then play it again for pupils to listen and circle the correct options. **Step 3:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary. You may play the recording again, sentence by sentence, for pupils to listen and repeat in chorus. **Step 4:** Invite a few pairs to come to the front of the class and read the sentences aloud. **Extension:** Have pupils tell the main ideas of the conversations, using the sentences that have been completed (e.g. *Vung Tau Beach is exciting. It’s about 96 kilometres from Ho Chi Minh City*.). Correct their pronunciation where necessary. | - Pupils look at the pictures of the places and the gaps, then guess the missing words.  - Pupils listen to the recording then listen to it again to do the task.  - Pupils swap books with a partner for peer-checking, then check answers as a class.  - A few pairs come to the front of the class and read the sentences aloud.  - Pupils can tell the main ideas of the conversations, using the sentences that have been completed. | Four gapped sentences, each with two answer options  **Audio script:**  **1.** *A*: What do you think of Vung Tau Beach?  *B*: I think it’s exciting.  *A*: How far is it from Ho Chi Minh City?  *B*: It’s about 96 kilometres.  *A*: OK. Thank you.  **2.** *A*: What do you think of Ba Vi National Park?  *B*: I think it’s beautiful.  *A*: How far is it from the centre of Ha Noi?  *B*: It’s about 63 kilometres.  *A*: Oh! It’s far away.  **\* Key:** ***1.*** *(1). b (2). a*  ***2.*** *(1). a (2). b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do the first gapped exchangetogether with the class. Have pupils read the exchange and guess the missing words in the first gap (e.g. *How far*) and have them look at the picture and complete the second gap (e.g. *three / 3 kilometres*). **Step 2:** Give pupils a time limit to read the second gapped exchange, look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task. **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. **Step 4:** Invite a few pairs of pupils to read or act out the completed exchanges in front of the class. | - Pupils do the first gapped exchange. Pupils follow the teacher demonstrating Exchange 1.  - Pupils complete gapped Exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read or act out the exchanges in front of the class. | – Two picture cues  – Two gapped exchanges to complete  **\* Key:**  *1. How far, 3 / three kilometres*  *2. I think; is it; three kilometres* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To revise the target vocabulary items and the structure patterns by playing the game  
*Solving maths problems*.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the target vocabulary items and structure patterns by playing the

game *Solving maths problems*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils the goal of the game and how to play it. Explain that the teacher gives some simple maths problems about the places and distances which is popular to the pupils (e.g. *from their school to the post office, the hospital or the park*, …). The group that gives the correct answer first will win the game. **Step 2:** Give a time limit for pupils to play the game in groups. Go around the classroom to offer help where necessary.  **Extension:** Have a few pupils give maths problems for the class to solve. For example: *It’s about two hundred metres from our school to the market. It’s about seven hundred metres from the market to the bakery. How far is it from our school to the bakery?* | - Pupils listen to the teacher’s explanation.  - Pupils work in pairs or groups to solve the maths problems.  - A few pupils give maths problems for the class to solve. Other pupils work in two or more groups to find the answers. | A map showing three places and the distances between them  A teacher saying: *It’s about two kilometres from our school to the post office. It’s about three kilometres from the post office to the park. How far is it from our school to the park?* Two groups of pupils standing in front of the class and the representative of one group giving the answer: *It’s about five kilometres.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Travelling time (ppt)**

- Divide the class into 3 - 4 teams.

- One member from each team takes turns selecting a number.

- Pupils ask and answer questions corresponding to each number, and points will be awarded accordingly.

- The team with the most points is the winning team.

E.g. Pupil A: *How far is it from … to …?*

Pupil B: *It’s about … kilometres.*

- Continue the game until practicing all the vocabulary set. Praise pupils if they perform well.

**\* Option 2: Game: Whisper**

- Divide the class into groups of 4.

- Ak 2 groups to get in 2 lines and stand back to the board.

- Ask the first pupil of each line to look at 1 out of 4 pictures and whisper to the next one.

- The last one of each line comes to the board and chooses the picture and sticks it on the board.

- Change the position of the first pupil and repeat the activity.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 19: PLACES OF INTERNET**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly repeat two *Wh-*questions with falling intonation.

- listen and say four *Wh*-questions with falling 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**

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

**II. MATERIALS**

- Pupil’s book: Page 62

- Audio tracks 89, 90, 91

- Teacher’s guide: Pages 310, 311, 312

- 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 *Wh-* questions “What do you think of ...?”

**b. Content**

- The song “What do you think of …?”

**c. Expected outcomes**

- Pupils can sing the song “What do you think of …?”

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** | | |
| - Greet the class.  - Ask pupils to sing the song: *What do you think of …?*  - Play the recording and have pupils sing along. | - Pupils listen to the teacher’s instructions. | The song “What do you think of …?” in Activity 6 on page 59. |

**e. Assessment**

- Performance products: Pupils’ performance.

- Assessment tools: Observation.

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

**a. Objectives**

- To correctly repeat two *Wh-*questions with falling intonation.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly repeat two *Wh-*questions with falling intonation.

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 89) | | |
| **Step 1:** Have pupils look at the questions. Draw their attention to the mark (↘) at the end of the questions. Explain that the *Wh*-questions with the mark (↘) should be said with a falling intonation. Check comprehension.  **Step 2:** Play the recording for pupils to listen to and repeat the questions until they feel confident. Correct the intonation where necessary.  **Step 3:** Let pupils work in pairs or groups to say the questions. Invite a few pupils to practise saying the language in front of the class. Praise pupils when they perform well.  **Extension:** Put pupils in groups and have them write two or three *Wh-*questions of their own and put a falling intonation arrow after them. For example: *What do you think of Da Lat?* *What are you doing now?* *What will they do tomorrow?* *Where did you go last Sunday?* *Who are the main characters of the story?* Then have pupils read the questions aloud in front of the class. | - Pupils look at the questions. and listen to the teacher’s explanation.  - Pupils listen to the recording again and repeat.  - Pupils work in pairs to practise saying the questions.  - Pupils work in groups to write two or three *Wh-*questions of their own and put a falling intonation arrow after them. | Two *Wh-*questions:  *- What do you think of Ba Na Hills? ↘*  *- How far is it from Long An to Can Tho? ↘* |

**e. Assessment**

- Performance products: Pupils’ pronunciation and intonation.

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen and say four *Wh*-questions with falling intonation.

**b. Content**

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

**c. Expected outcomes**

- Pupils can listen and say four *Wh*-questions with falling intonation.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and repeat. Pay attention to the intonation.** (Track 90) | | |
| **Step 1:** Have pupils read the questions aloud. Draw their attention to the intonation (the  falling intonation at the end) of the question. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Draw their attention to the falling intonation at the end of the questions. Then play it again, sentence by sentence, for pupils to listen and repeat in chorus, until they feel confident. Correct their intonation where necessary.  **Step 3:** Have pupils practise reading the questions in pairs or groups. Then invite a few pupils to read aloud the questions in front of the class. Encourage the class to praise or cheer their good performance. | - Pupils read the questions, paying attention to the intonation.  - Pupils listen and repeat the recording in chorus until they feel confident.  - Pupils work in pairs to practise reading the questions, then some pupils read aloud the questions in front of the class. | Four *Wh-questions*  **Audio script:**  1. What do you think of Hoan Kiem Lake? ↘  2. What do you think of London? ↘  3. How far is it from Hue to Da Nang? ↘  4. How far is it from London to Manchester? ↘ |

**e. Assessment**

- Performance products: Pupils’ pronunciation and intonation.

- Assessment tools: Observation

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 91) | | |
| **Step 1:** Have pupils read the lyrics  of the chant. Draw their attention to the falling intonation of the four questions. Then get them to look at the pictures to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the falling intonation of the questions (e.g. *What do you think of Da Lat?* ↘ and *How far is it from here?* ↘), and the rhythm and pronunciation. Encourage them to clap hands while chanting.  **Step 3:** Repeat **Step 2** with the second verse. Draw pupils’ attention to the intonation of the questions (*What do you think of Ha Long?* ↘ and *How far is it from here?* ↘). Correct their intonation if necessary.  **Step 4:** Play the recording all the way through for pupils to chant and clap along. Then divide the class into two groups, one group chants the questions and the other chants the answers. Praise pupils when they perform well.  **Extension:** Play the recording, pausing after each question and have pupils give their own answers. For example: *What do you think of Da Lat? - It’s peaceful and beautiful. How far is it from here? - It’s not near. It’s far. / What do you think of Ha Long? - It’s beautiful and exciting. How far is it from here? - It’s not far. It’s near.* Check if they can give the correct answers. Correct their pronunciation and intonation where necessary. | - Pupils look at the pictures, read the lyrics and pay attention to the falling intonation at the end.  - Pupils practise verses one by one, listen to the recording, line by line, and repeat.  - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting.  - Pupils work in two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.  - Pupils listen to the recording for each question then give their own answers. | Two pictures: Da Lat City and Ha Long City  The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

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

- Divide the class into 3 teams.

- Pupils take turns choosing the number and unscramble the word to make a meaningful question. Pay attention to the intonation.

- Check the pupils’ answers as a whole class.

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

- The team with the most points will be the winner.

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

- Ask each pupil to write a question on a piece of paper. The teacher collects and puts all the questions in a box.

- Teacher plays the music and the pupils pass the ball.

- Teacher stops music suddenly. Have the pupil with a ball pick a question, then read aloud the question and answer.

- Praise pupils if they do the activity well.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **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 what someone is doing outdoors;  - read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues.  - listen to and repeat target words about outdoor activities. |
| **Corecompetencies:** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetences:** | Listening: listen and recognize someone, then repeat.  Critical thinking: talk about someone.  Oral communication: speak about someone, ask and answer the questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | - Kindness: help partners to complete learning tasks.  - Diligence: complete learning tasks |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | - Student’s book Page 61  - Audio Tracks 90  - Teacher’s guide Pages 236, 237, 238  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 19)  - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s play – Fun corner and wrap-up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the song in Unit 19, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: **Game:** **Miming game!**  - Divide the class into two groups.  - Have pupils in each group choose a picture and do the action.  - The other group that guesses correctly wins a star.  - After three or four rounds, the group with more stars is the winner.  - Give point to the groups and encourage them.  **Option 3**: **Game: Car racing**  - Divide the class into 2 teams. Have the teams choose the numbers to go to the questions.  - Have pupils listen and choose the correct picture. | Whole class  Group work  Individual work/ Group work |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about what someone is doing outdoors. | |  |
| b. Input: | – Picture cues:  a. a boy is flying a kite b. a girl is cycling  c. a girl is skipping d. a boy is skating  – ***Audio script:***  *1. A: What’s he doing?*  *B: He’s skating.*  *2. A: What’s he doing?*  *B: He’s flying a kite.*  *3. A: What’s she doing?*  *B: She’s cycling.*  *4. A: What’s she doing?*  *B: She’s skipping.* | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about what someone is doing outdoors.  **Key**: 1. d 2. a 3. b 4. c | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the characters and their outdoor activities.  **Step 2:** Play the recording for pupils to listen. Play the recording again so that pupils can 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. | Whole class/ Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentence patterns to complete. | |  |
| c. Outcome: | Pupils can complete and read target sentence patterns with the help of the picture cues.  **Key**: 1. cycling 2. flying 3. skating 4. she; skipping | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the characters and their actions in the pictures.  **Step 2:** Have pupils look at the two incomplete sentences and two incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the first sentence. Ask them what word is missing in the gap (*cycling*). Then have them complete the sentence (*She’s cycling.*).  **Step 4:** Follow the same procedure with Pictures **2**, **3** and **4**. Draw the pupils' attention to the gaps in the sentences in Pictures **2**, **3** and **4**.  **Step 5:** Have pupils complete the sentences individually and ask a few pairs to read them aloud.  **Game: Slap the board**  Divide the class into four teams. Stick the pictures of 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  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal: | To listen to and repeat target words about outdoor activities. | |  |
| b.Input: | A picture showing pupils how to play *Whispering game* | |  |
| c.Outcome: | Pupils can listen to and repeat target words about outdoor activities. | |  |
| d.Procedure: | **Step 1:** Tell pupils that they are going to play *Whispering* *game*. Write *Whispering game* on the board.  **Step 2:** Divide the class into two teams and have both teams line up in front of the board.  **Step 3:** Whisper a word or sentence about outdoor activities (*e.g. skating*) to the first member of each team. Then each member whispers the words to the next member in the team until the words reach the last member of each team. The last member must say the word aloud. The team which correctly repeats the words first receives a point.  **Step 4:** Have the first pupils go to the end of their teams’ lines and replay the game until every pupil has had a chance to go first.  **Step 5:** At the end of the game, the team with the most points wins.  **Extension:** Put pupils into groups to create actions for the song. Invite some groups to the front of the class to perform, while the rest of the class sings and / or claps along the song.  **Game:** **Matching game**  Use pictures and flash cards, get 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/  Whole class  Group work  Group work  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Option 3: Game: Green Earth**  - Divide the class into 2 teams.  - Ask the pupils to click on the numbers to go to the questions, then look and guess what people are doing. | Whole class  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 3 – Period 5**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - correctly repeat the sounds of the consonant clusters **pl** and **fl** in isolation, in the words *play* and *fly*, and in the sentences *She’s playing volleyball*.  - identify the target words *playing* and *flying* while listening  - say the chant with the correct rhythm and pronunciation. |
| **Corecompetencies:** | communication, planning and organization |
| **General competences:** | Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.  Diligence: complete learning tasks.  Responsibility: appreciate kindness.  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | - Student’s book Page 62  - Audio Tracks 91, 92, 93  - Teacher’s guide Pages 238  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 19)  - 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.  **Option 1:** Sing the song in Unit 19, 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**: Play **Whispering game!** (Unit 19, Lesson 2).  - Divide the class into two teams and have both teams line up in front of the board.  - Whisper a word or sentence about outdoor activities (e.g. skating) to the first member of each team. Then each member whispers the words to the next member in the team until the words reach the last member of each team. The last member must say the word aloud. The team which correctly repeats the words first receives a point.  - Have the first pupils go to the end of their teams’ lines and replay the game until every pupil has had a chance to go first.  - At the end of the game, the team with the most points wins.  **Option 3: Game: Turtle and rabbit’s racing**  - Divide the class into 2 teams.  - Have pupils chooses the letters to go to the questions, look at the pictures and say the correct sentences. | | 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 consonant clusters **pl** and **fl** in isolation, in the words *play* and *fly*, and in the sentences *She’s playing volleyball*. and *He’s flying a kite*. with the correct pronunciation and intonation. | | |  |
| b. Input: | - The consonant cluster **pl**, the word *play* and the sentence *She’s playing volleyball.*  - The consonant cluster **fl**, the word *fly* and the sentence *He’s flying a kite.* | | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the consonant clusters  **pl** and **fl** in isolation, in the words *play* and *fly*, and in the sentences *She’s playing volleyball*. and *He’s flying a kite*. with the correct pronunciation and intonation. | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the consonant cluster **pl**, the word *play* and the sentence *She’s playing volleyball*. Play the recording and encourage them to point to the consonant 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 and praise them if their pronunciation is good.  **Step 3:** Repeat Steps 1 and 2 for the consonant cluster **fl**. | | Whole class/  Individual work  Whole class/  Individual work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | | |
| a. Goal: | To identify the target words *playing* and *flying* while listening. | | |  |
| b. Input: | Two sentences for completion.  ***Audio script:***  *1. Mai is playing volleyball.*  *2. Minh is flying a kite.* | | |  |
| c. Outcome: | Pupils can identify the target words *playing* and *flying* while listening.  **Key**: 1. c 2. b | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the gap-fill options (a, b).  **Step 2:** Play the recording for pupils to listen.  **Step 3:** Play the recording again for pupils to listen and circle the correct options.  **Step 4:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 5:** Tell pupils to return the books to their partners. Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences. | | Whole class/ Individual work  Pair work  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 so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation.  **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 say the 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:**  Using *hoclieu.vn*, have pupils look at the words and sentences of the lesson and repeat after the recording.  **Option 2: Game: The Odd-one-out**  - Divide the class into 2 teams.  - Each team take turns choosing one letter.  - If they answer the question correctly, they will get points. | Whole class  Group work | |  |

**Buổi chiều** Tiết 1 : **Tiếng Anh** ( Lớp 3A)

***Soạn và dạy bù tiết 2 sáng thứ 4 ( 30/4 )***

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :-Biết được những từ quen thuộc nói về hoạt động đang diễn ra.

- Đọc hiểu và luyện thực hành được đoạn hội thoại .

- Kèm cặp học sinh chưa đọc được câu và bài hội thoại.

**Tiếng Anh** ( Lớp 3A)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

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

- Nghe hiểu và hoàn thành nội dung theo yêu cầu .

- Kèm cặp học sinh chưa đọc được câu và hoàn thành câu đơn giản.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 3– Period 5**

( Đã soạn lớp 3C**)**

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

- Biết sử dụng từ để đặt câu.

- Thực hành câu với những âm được thực hành.

*Thứ Hai ngày 28 tháng 4 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 19: PLACES OF INTERNET**

**Lesson 2 - Period 3**

( Đã soạn lớp 5C**)**

Bổ sung :- Hsinh bước đầu hiểu và sử dụng mẫu câu : How far….. ?

- Hiểu và sử dụng được mẫu câu với một từ cho sẵn.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 19: PLACES OF INTERNET**

**Lesson 2 - Period 4**

( Đã soạn lớp 5C**)**

Bổ sung :- Chú ý rèn kĩ năng viết câu cho học sinh còn chậm.

- 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.

**Tiếng Anh** ( Lớp 5A)

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

**UNIT 19: PLACES OF INTERNET**

**Lesson 3 - Period 5**

( Đã soạn lớp 5C**)**

Bổ sung :- Hsinh tìm hiểu cách nói về khoảng cách đến một số địa điểm.

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.

Chú ý rèn kĩ năng đánh trọng âm trong câu.

*Thứ Ba ngày 29 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 19: PLACES OF INTERNET**

**Lesson 2 - Period 3**

( Đã soạn lớp 5C**)**

Bổ sung :- Hsinh bước đầu hiểu và sử dụng mẫu câu : How far….. ?

- Hiểu và sử dụng được mẫu câu với một từ cho sẵn.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 19: PLACES OF INTERNET**

**Lesson 2 - Period 4**

( Đã soạn lớp 5C**)**

Bổ sung :- Chú ý rèn kĩ năng viết câu cho học sinh còn chậm.

- 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.

**Tiếng Anh** ( Lớp 5A)

***Soạn và dạy bù tiết 2 sáng thứ 5 ( 1/5 )***

**UNIT 19: PLACES OF INTERNET**

**Lesson 3 - Period 5**

( Đã soạn lớp 5C**)**

Bổ sung :- Hsinh tìm hiểu cách nói về khoảng cách đến một số địa điểm.

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.

Chú ý rèn kĩ năng đánh trọng âm trong câu.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **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;  - listen to and understand two communicative contexts about what someone is doing and tick the correct answers;  - read and complete four target sentence patterns with the help of the picture cues;  - sing the song *Painting and singing* with the correct pronunciation, rhythm and melody. |
| **Corecompetencies:** | decision making, teamwork, reliability, motivation, adaptability, problem-solving |
| **General competences:** | 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 59  - Audio Tracks 86, 87  - Teacher’s guide Pages 233, 234  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 19)  - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing –**  **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: Catch the butterflies**  Have pupils choose the butterflies to go to the questions. Ask them look, read and choose the right options. | Whole class  Group work  Individual work/Group work |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts about what someone is doing and tick the correct pictures. | |  |
| b. Input: | Picture cues:  **1a.** Mary is playing badminton. **1b.** Mary is painting.  **2a.** Nam is running. **2b.** Nam is playing football.  ***Audio script:***   |  |  | | --- | --- | | *1.*  *A: Is that Mary?*  *B: Yes, it is.*  *A: Look! She’s playing*  *badminton.*  *B: Yes, she is.* | *2.*  *A: Who’s that?*  *B: It’s Nam.*  *A: Look! He’s running.*  *B: Yes, he is.* | | |  |
| c.Outcome: | Pupils can listen to and understand two communicative contexts about what someone is doing and tick the correct picture.  **Key:** 1. a 2. a | |  |
| d.Procedure: | **Step 1:** Draw pupil’s attention to Pictures **1a** and **1b**. Elicit the names of the characters.  **Step 2:** Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps **1** to **2** for Pictures **2a** and **2b.**  **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class/  Individual work  Pair work/ Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To read and complete four target sentence patterns with the help of the picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentence patterns to complete. | |  |
| c.Outcome: | Pupils can complete and read four target sentence patterns with the help of  the picture cues.  **Key:** 1. playing football 2. painting  3. playing badminton 4. running | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the characters (a boy or a girl) in the pictures.  **Step 2:** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the first sentence. Ask them what words are missing in the sentence (*playing football*). Then have them complete the sentence (*He’s playing football*.)  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the sentences in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the gaps in the sentences individually and ask a few pupils to read them aloud.  **Game: Slap the board**  - Divide the class into four teams.  - Stick the pictures of activities on the board.  - Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again.  - The one who says faster will get points. | Whole class/ Individual work    Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | |  |
| a. Goal: | To sing the song *Painting and singing* with the correct pronunciation. | |  |
| b.Input: | The lyrics and the recording of the song *Painting and singing* | |  |
| c.Outcome: | Pupils can sing the song *Painting and singing* with the correct pronunciation. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters’ pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody. **Step 3:** Play the recording line by line for pupils to listen to and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up their actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.  **Game: Matching game**  - Use pictures and flash cards, get 3 pupils to hold the pictures and 3 others to hold the sentences.  - Ask them to find and match.  - Praise the ones who finish the matching.  - Then ask the class to look and say aloud. | Whole class/ Individual work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Game: Sentence Puzzle**  - Divide the class into groups of four.  - Give each group a sentence that is broken/ cut into pieces.  - Ask them to arrange the pieces to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3: Candy or chilly?**  - Divide the class into 3 teams.  - Each team takes turns picking a square, listen and choose the correct picture.  - Pupils will get points for each correct question. | Group work  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - understand and correctly repeat the sentences in two communicative contexts (pictures) focus on what someone is doing outdoors;  - use *What’s he / she doing? − He’s / She’ s \_\_\_\_\_\_.* to ask and answer questions about what someone is doing outdoors;  - enhance the correct use of *What’s he / she doing? − He’s / She’ s \_\_\_\_\_\_.* to ask and answer questions about what someone is doing outdoors in a freer context. |
| **Corecompetencies:** | communication, planning and organization, stress tolerance, and initiative |
| **Generalcompetences:** | Listening: listen and recognize someone, then repeat.  Critical thinking: talk about someone.  Oral communication: speak about someone, ask and answer the questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to 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 60  - Audio Tracks 88, 89  - Teacher’s guide Pages 235, 236  - 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 19, 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: Save the ocean animals**  - Have pupils click on the letters to go to the questions, choose the right words/phrases to make correct sentences.  - Click on the global to turn back the menu.  - Click on the animals on the net to release them. | Whole class  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 outdoors. | |  |
| b. Input: | – Context a: Nam: *Where’s Bill*? - Mary: *He’s in the park*.  – Context b: Nam: *What’s he doing*? - Mary: *He’s skating.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focus on what someone is doing outdoors. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What’s he doing?* and the answer *He’s skating*. Tell pupils that they are the question and the answer about what Nam’s doing in the park. | Whole class  Whole class/ Individual work  Pair work  Pair work  Individual work |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly use *What’s he / she doing? − He’s / She’s* . to ask and answer questions about what someone is doing outdoors. | |  |
| b.Input: | **– Picture cues:**  a. a boy is skating b. a girl is cycling  c. a boy is flying a kite d. a girl is skipping  – Speech bubbles: *What’s he / she doing? − He’s / She’s \_\_\_\_\_\_.*  ***Audio script:***  *a. skating b. cycling*  *c. flying a kite d. skipping*  *A: What’s he doing?*  *B: He’s skating.* | |  |
| c.Outcome: | Pupils can correctly use *What’s he / she doing? − He’s / She’ s \_\_\_\_.* to ask  and answer questions about what someone is doing outdoors. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures and identify the characters (a boy or a girl) and their actions. 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 word (*skating*). Follow the same procedure with the other three pictures.  **Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *(What’s he doing? - He’s skating.)*  **Step 4:** Have pairs practise asking and answering questions *What’s he / she doing? – He’s / She’s \_\_\_\_.* with Pictures **b, c and d.**  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board**  - Divide the class into four teams.  - Stick the pictures of activities on the board.  - Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again.  - The one who says faster will get points. | Whole class/ Individual work  Pair work  Pair work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *What’s he / she doing? –*  to ask and answer questions about what someone is doing outdoors. | |  |
| b. Input: | – Picture cues: In the park, Lucy is cycling, Ben is skating, Minh is flying a kite and Linh is skipping.  – Speech bubbles: *What’s he / she doing?* *− \_\_\_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *What’s he / she doing? − He’s / She’ s \_\_\_\_\_\_.* to ask and answer questions about what someone is doing outdoors in a freer context. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the contexts (*see Input*).  **Step 2:** Put pupils into pairs and encourage them to ask and answer questions about what someone is doing outdoors. Go around the classroom to offer support.  **Step 3:** Invite some pairs of pupils to come to the front of the class to perform their conversations.  **Game: Matching game**  Use pictures and flash cards, get 3 pupils hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Pair work  Individual work/  Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:**  Using *hoclieu.vn*, have pupils look at pictures of the lesson 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 them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3: Game: Let’s clean up**  - Divide the class into 2 teams.  - Each team chooses a piece of trash to go to the question.  - Have pupils look, read and choose the right word to complete the sentence.  - Back to the menu for another question.  - The one who helps the environment cleanest is the winner. | Whole class  Group work  Group work |  |

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