

**KẾ HOẠCH DẠY HỌC MÔN TIẾNG ANH NĂM HỌC 2024 - 2025****Tuần 08**

<b>Thứ</b>	<b>Tiết</b>	<b>Lớp</b>	<b>Tên bài dạy</b>	<b>Ghi chú</b>
Thứ Hai 28/10/2024	3	4E	Unit 3: On the farm Lesson 3 - part 4, 5, 6	
	4	4E	Unit 3: On the farm Lesson 3- part 7, 8, 9	
	6	5A	Unit 3: School life Lesson 3: part 7, 8, 9, 10	
	7	5A	Unit 3: School life Fun time & project: part 1, 2, 3	
Thứ Ba 29/10/2024	1	5B	Unit 3: School life Lesson 3: part 7, 8, 9, 10	
	2	5B	Unit 3: School life Fun time & project: part 1, 2, 3	
	3	5C	Unit 3: School life Lesson 3: part 7, 8, 9, 10	
	4	5C	Unit 3: School life Fun time & project: part 1, 2, 3	
Thứ Tư 30/10/2024	1	5A	Unit 3: School life Fun time & project: part 4, 5, 6	
	2	5A	Unit 4: Free time Lesson 1: part 1, 2, 3	
	3	5D	Unit 3: School life Lesson 3: part 7, 8, 9, 10	
	4	5D	Unit 3: School life Fun time & project: part 1, 2, 3	
	6	5C	Unit 3: School life Fun time & project: part 4, 5, 6	
	7	5C	Unit 4: Free time Lesson 1: part 1, 2, 3	
Thứ Năm 31/10/2024	1	4D	Unit 3: On the farm Lesson 3 - part 4, 5, 6	
	2	4D	Unit 3: On the farm Lesson 3- part 7, 8, 9	
	3	5B	Unit 3: School life Fun time & project: part 4, 5, 6	
	4	5B	Unit 4: Free time Lesson 1: part 1, 2, 3	

	6	4E	Unit 3: On the farm Fun time and project	
	7	4E	Unit 4: Food and Drinks Lesson 1- part 1, 2, 3	
Thứ Sáu 01/11/2024	1	4D	Unit 3: On the farm Fun time and project	
	2	4D	Unit 4: Food and Drinks Lesson 1- part 1, 2, 3	
	3	5D	Unit 3: School life Fun time & project: part 4, 5, 6	
	4	5D	Unit 4: Free time Lesson 1: part 1, 2, 3	

*Văn An, ngày 25 tháng 10 năm 2024*

**KT. HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**

**NGƯỜI LẬP KẾ HOẠCH**

**Nguyễn Thị Ngọc**

**Vũ Thị Lý**

**WEEK 8**  
**GRADE 5**

**Monday, October 28<sup>th</sup> 2024**

**UNIT 3: SCHOOL LIFE**

**Lesson 3: Part 7, 8, 9, 10**

**I. OBJECTIVES**

**1. Knowledge**

- *Students will be able to:*
- + *To pronounce verbs ending in /-s/ and /-es/.*

**2. Competences**

- English competences: Students will be able to apply in pronouncing other words ending in /-s/ and /-es/.
- Common competences: Students will be able to build more confidence in speaking English with ending sounds.

**3. Qualities**

- *Students will*
- + *develop a sense of confidence in speaking English.*

**II. EQUIPMENT AND MATERIALS**

- Basic things: Student's Book, Class Audio CD, IWB, DVD.
- Advanced things: PPT, laptop, TV.

**III. LESSON PROCEDURE**

Activity 1: Warm-up


Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

<b>Activity 1: Warm-up (5 minutes)</b> "Watch a video"	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> Welcome students. Engage students by letting them watch a video and then lead in the lesson.	
<b>b. Procedure</b> 1. Greeting Ss and chatting 2. Introducing and conducting the activity "watch a video": - <i>Before starting the new lesson, let's watch a video and pay attention to the ending sound of each word.</i> - After each word with the plural form appears, T can pause the video and ask	 - Greet Teacher.  - Join the activity.


them how to pronounce the word. <b>Lead in:</b> <i>So today, we are going to discover how to pronounce verbs ending in /-s/ and /-es/.</i>																
Activity 2: Presentation (7 minutes)																
Teacher’s Activities	Students’ Activities															
<b>a. Aims</b> - Know how to pronounce verbs ending in /-s/ and /-es/ and recall them. - Complete task 7 & 9.																
<b>b. Procedure</b> <b>Task 7. Listen and repeat.</b> - T gives the base verb form of each word “go, start, dance” and then asks Ss to add /-s/ or /-es/. - Let Ss listen to these words ending in /-s/ or /-es/ and ask them to focus on how to pronounce the ending sound of each word. T concludes that there are three ways of pronouncing the ending sounds of /-s/ and /-es/. - T shows the table at task 7 on the screen and lets them listen and repeat twice. + The first time: Let them listen to the whole audio. + The second time: Play the audio again and pause after each word for students to point and repeat.  <b>7</b> Listen and repeat.  TR: 3.9 <table border="1"><thead><tr><th>z</th><th>s</th><th>iz</th></tr></thead><tbody><tr><td>goes</td><td>starts</td><td>dances</td></tr><tr><td>does</td><td>works</td><td>watches</td></tr><tr><td>plays</td><td>walks</td><td>kisses</td></tr><tr><td>sings</td><td>wakes</td><td>brushes</td></tr></tbody></table> <b>Task 9: Listen and chant</b> - Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have	z	s	iz	goes	starts	dances	does	works	watches	plays	walks	kisses	sings	wakes	brushes	  
z	s	iz														
goes	starts	dances														
does	works	watches														
plays	walks	kisses														
sings	wakes	brushes														

just learnt.

- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again.
- Encourage students to chant along.

Practise several times until students are familiar with the words and sounds.

- Ask students to practise the chant in pairs or in groups. For example, one group chants the first verse and the other the group chants the second verse.

9 Listen and chant.  TR: 3.10

Let's have some fun with sounds so great,  
s, z, iz, let's celebrate!  
Goes, does, plays and sings with ease,  
z for s, hear the buzzing bees.  
Starts, works, walks and wakes, it's true,  
s for s, hear the snake's hiss too.  
Dances, watches, kisses and brushes,  
iz for s, like a whispered lullaby.



### Activity 3: Practice – Controlled practice (10 minutes)

#### Teacher's Activities

#### Students' Activities

#### a. Aims

Ss will:

- practice pronouncing verbs ending in /-s/ and /-es/.
- complete task 8.

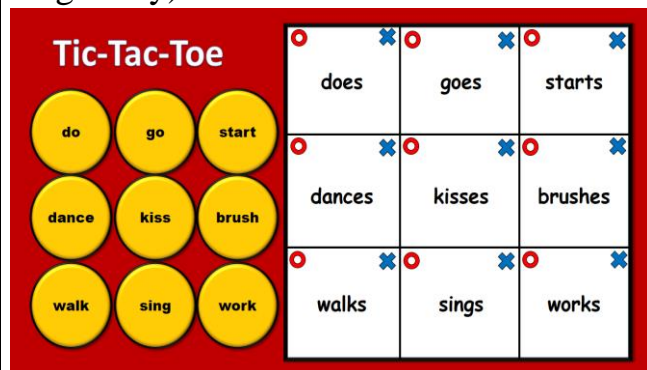
#### b. Procedure

**Activity 1: Play “Tic-tac-toe” to practice the pronunciation of the ending sounds /-s/ and /-es/**

+ Requirements: Divide the class into two teams. One is placing X and one is placing O. Let Ss play “Rocks, papers, scissors” to decide who is playing first. Ss pick one

- Join in the activity.

verb and are asked to check its ending sound which is pronounced into /z/, /iz/ or /s/, and then answer. Which team has 3 of their marks in a row (up, down, across, or diagonally) is the winner.



### Activity 2: Complete task 8

- Circle the one with a different ending sound. Then read aloud.
- Tell students to circle the one with a different ending sound.
- Check whether students understand the task. Elicit number 1 if necessary.
- Check answers as a class.
- Ask them to read each word aloud.

**8** Circle the one with different ending sound. Then read aloud.

- |           |       |         |
|-----------|-------|---------|
| 1 goes    | does  | starts  |
| 2 starts  | works | does    |
| 3 dances  | walks | watches |
| 4 kisses  | works | brushes |
| 5 brushes | sings | plays   |



- Circle the one with different ending sound and read aloud.

### Activity 4: Production (8 minutes)

Teacher's Activities	Students' Activities
<b>a. Aims</b> <ul style="list-style-type: none"> <li>- Ss will be able to find words ending in /-s/ and /-es/ in the context and read them aloud correctly.</li> </ul>	
<b>b. Procedure</b> <ul style="list-style-type: none"> <li>- Work in groups and find all words with 's' and 'es' endings. Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>- Find words ending in /-s/ and /-es/.</li> </ul>

\*The reading text:

“She wakes up early every morning when the sun shines through her window. She eats breakfast, like oatmeal or scrambled eggs, then goes for a run around her neighborhood. She likes the quiet morning air and the sound of birds. When she comes back home, she takes a shower and gets ready for work. She works on her computer to answer emails and join online meetings. Sometimes, she takes short breaks. In the evening, she cooks dinner while listening to music. After dinner, she relaxes on the couch with a book or a movie before going to bed. She enjoys these peaceful moments alone.”

Work in groups and find all words with 's' and 'es' endings. Read aloud.

Wonderful  
WORLD

She wakes up early every morning when the sun shines through her window. She eats breakfast, like oatmeal or scrambled eggs, then goes for a run around her neighborhood. She likes the quiet morning air and the sound of birds. When she comes back home, she takes a shower and gets ready for work. She works on her computer to answer emails and join online meetings. Sometimes, she takes short breaks. In the evening, she cooks dinner while listening to music. After dinner, she relaxes on the couch with a book or a movie before going to bed. She enjoys these peaceful moments alone.

### Activity 5: Wrap up & Assessment (5 minutes)

#### Teacher's Activities

#### Students' Activities

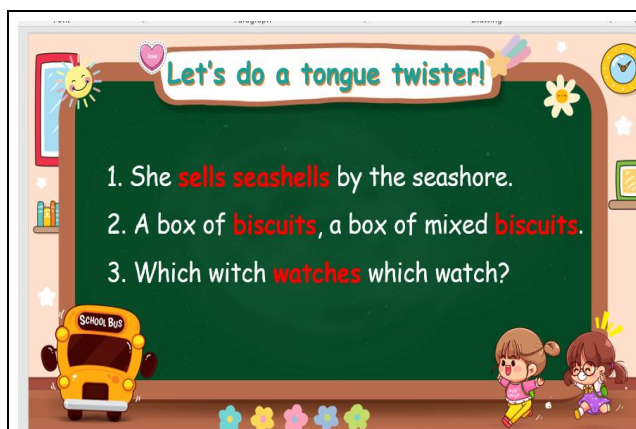
##### a. Aims

- Assess individuals or groups who have done the best in the lesson.
- Wrap up the activities Ss have done during the lesson.

##### b. Procedure

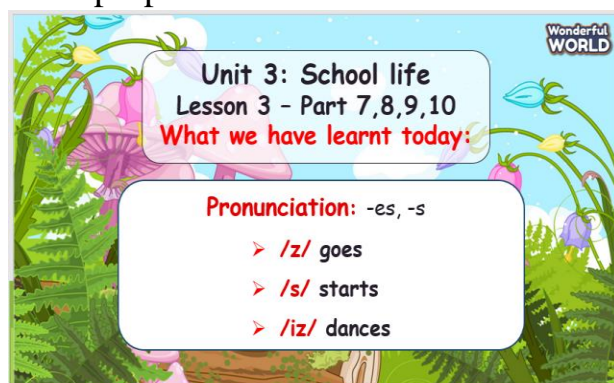
- Assessment: Do the activity “tongue twister”.
- + Ask Ss to look at the sentences, practice themselves first, and take turns one by one to stand up saying out loud to check their pronunciation of the ending sounds.

- Ss practice and say out loud.



+ Give compliments to the individuals/ groups who have completed the activities the best and encourage the other groups/teams to keep doing them during the next lessons.

- Wrap-up:



- Stand up and say goodbye to the teacher.

#### IV. REMARK AFTER TEACHING (If have)

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### UNIT 3: SCHOOL LIFE

#### Fun time and Project: Part 1, 2, 3

#### I. OBJECTIVES

##### 1. Knowledge

Students will review and practice all target words and structures related to the topic *School life*.

##### 2. Competences

- English competences: Students will be able to think and talk about topics.
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.



### 3. Qualities

- Students develop imagination and love for things around them in school.
- Be confident and active in communicating with friends and teachers.

## II. EQUIPMENT AND MATERIALS

- For Teacher: PPT, flashcards, printed papers, dice.
- For students: textbook

## III. LESSON PROCEDURE

Activity 1: Warm-up

Activity 2: Review & Practice

Activity 3: Production

Activity 4: Wrap-up & Assessment

Activity 1: Warm-up (5 minutes) “Unscramble”	
Teacher’s Activities	Students’ Activities
<b>a. Aims:</b> Welcome students. Engage the class with a game.	
<b>b. Procedure</b> 1. Greet students. Chatting..... Do you like playing games? 2. Introducing the game. - On each slide, you will see a picture on the left corner and some scrambled letters. - Use the scrambled letters to guess and spell the name of the object that you see in the picture. If you guessed and spelled it correctly, add up the numbers shown on the letters, and add it to your score. The highest score wins! - Answers: <i>1. rocket                      2. dinosaur</i> <i>3. flowers                    4. airplane</i>	 - Greet Teacher  - Listen to the rules of the game.  - Join the activity.
Activity 2: Review & Practice (17 minutes)	
Teacher’s Activities	Students’ Activities
<b>a. Aims:</b> - Engage the class with a game “Stepping the stone” to review Present Simple. - Complete task 1 & task 2.	
<b>b. Procedure</b> - Ask Ss to look at the words on the stones	

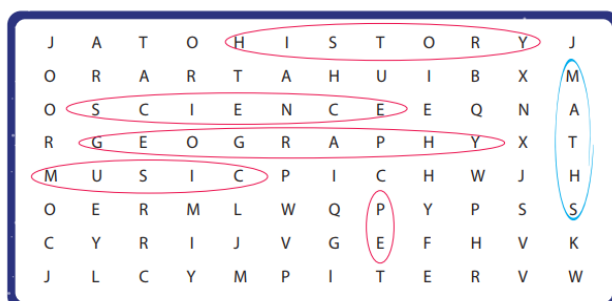
and the other words outside the stones. There are some stones with missing words. Ss need to find out which words are suitable and fill in the blank stones to make meaningful sentences.

- If the answer is correct, Ss can step the next stone. If not, there will be a cross.

Question 1-6

### Task 1: Find and circle the school subjects

- Tell students to find and circle the school subjects.
- Set the time in 3 minutes and check answers as a class.



### Task 2: Listen and sing.

- Play the recording.
- Play the recording again and pause after each sentence for students to repeat.

2 Listen and sing. TR: 3.11

At school, we wake up, feeling bright,  
ready for our favourite day, so right.  
English, maths, art, science, too,  
learning and exploring, there's so  
much to do.

School days are cool, we love to play,  
reading, writing, counting every day.  
Art, P.E., talents on display,  
in our own special way, we're here  
to stay.

History, music, geography, too,  
discovering new things, it's all so true.  
With friends by our side, we're never alone,  
at school, our favourite place, our second  
home.

- Look and choose the correct words.
- Join the activity.

## Activity 3: Production (8 minutes)

Teacher's Activities	Students' Activities
<b>a. Aims:</b> - Controlled practice: + develop writing skills. + engage in sentence structure practice.	
<b>b. Procedure</b> <b>Task 3: Write about your school and say.</b>	

- Tell students to read the instructions.
- Check students' understanding of the task.
- Give students some suggested questions and set the time in 5 minutes.



- Let Ss discuss with their partners in pairs to share their feelings towards the school.
- Call some pairs, ask and answer in front of the class.

- Write according to the time given.
- Work in pairs, ask and answer about their schools.

### Activity 4: Wrap up & Assessment (5 minutes)

## Teacher's Activities

## Students' Activities

**a. Aims:**

- Do a quick exercise to review the words and present simple used in Unit 3 with the activity “Stop the ball”

### **b. Procedure**

- Ask Ss to pass the ball and when T says “Stop”, the student who is holding the ball needs to make a sentence using the present simple with the word of the card that T is holding.

- The words:

+ exercise

+ fitness centre

+ practise

+ do homework

- + go to science clubs

+ have fun

- + play a musical instrument

- + walk to school

- + wear a uniform

- Check with the class if necessary.

- Join in the activity.
- Check with the teacher.

## IV. REMARK AFTER TEACHING (If have)

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## UNIT 3: SCHOOL LIFE

### Fun time and Project: Part 4, 5, 6

#### I. OBJECTIVES

##### 1. Knowledge

Students will review and practice all target words and structures related to the topic *School life*.

##### 2. Competences

- English competences: Students will be able to think and talk about topics.
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

##### 3. Qualities

- Students develop imagination and love for things around them in school.
- Be confident and active in communicating with friends and teachers.

#### II. EQUIPMENT AND MATERIALS

- For Teacher: PPT, flashcards, printed papers, dice.
- For students: textbook

#### III. LESSON PROCEDURE

Activity 1: Warm-up

Activity 2: Review

Activity 3: Practice

Activity 4: Project

Activity 5: Assessment

Activity 1: Warm-up (5 minutes) “Memory game”	
Teacher’s Activities	Students’ Activities
<b>a. Aims:</b> Welcome students. Engage the class with a game to review all target words related to the topic School life.	
<b>b. Procedure</b> 1. Greet students. Chatting..... Do you like playing games? 2. Introducing the game. - Ask ss to see a bundle of pictures for 30 seconds, they then have 2 minutes to write down everything they can remember on the board. -The first member of each team has to run to the board, write one word and run back to his/her next teammate. - The process is repeated for each student and after 2 minutes the team that finishes	- Greet Teacher  - Listen to the rules of the game. - Join the activity.

first is the winner.



## Activity 2: Review (5 minutes)

### Teacher's Activities

### Students' Activities

**a. Aims:** Engage the class with a game to review all target structures related to the topic School life.

### b. Procedure

- Ask ss to look at the structures on the screen and choose the correct answer.  
(Slide 10 – 16)



- Ask ss to look at the picture and tell the T "What is the final s sound?" (Slide 17-20)



- Look at the screen and choose the correct answer.  
- Join the activity.

## Activity 3: Practice (6 minutes)

### Teacher's Activities

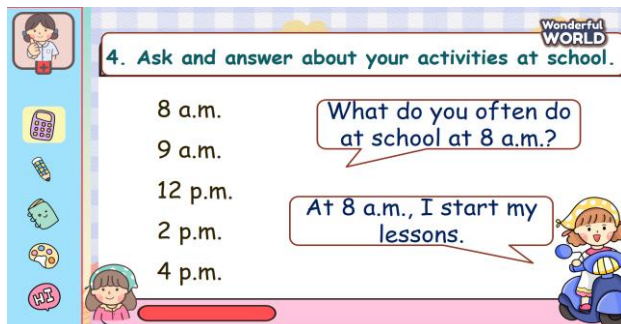
### Students' Activities

**a. Aims:** - Controlled practice:  
+ develop writing skills, observation skills.

+ engage in sentence structure practice.

## b. Procedure

### Task 4: Ask and answer about activities at school.



- Ask ss to write the activities according to the time given.
- Check students' understanding of the task.
- Ask them randomly.
- Ask ss to work in pairs, ask and answer about activities at school.
- Call some pairs, ask and answer in front of the class.

- Write the activities according to the time given.
- Work in pairs, ask and answer about activities at school.

## Activity 4: Project (12 minutes)

### Teacher's Activities

### Students' Activities

## a. Aims


- Use the words and structures learned in the unit to do a class survey. Then report the results to the class, using the given structure.
- Encourage Ss to speak English in front of the class.

## b. Procedure

### Do a class survey and report



- Look at the screen and figure out the information they need to speak to fill in the survey.
- Listen to the sample.
- Work in groups to get the information and complete the form.
- Report the results to the class.

<ul style="list-style-type: none"> <li>- Show the survey on the screen so that Ss know what information they need to speak to complete the form</li> <li>- Give them the sample first.</li> <li>- Check students' understanding of the task.</li> <li>- Ask two Ss to make a sample in front of the class.</li> <li>- Ask Ss to work in groups and fill the information into the survey</li> <li>- Report the result to the class.</li> </ul>	
<p align="center"><b>Activity 5: Wrap up &amp; Assessment (7 minutes)</b></p>	
Teacher's Activities	Students' Activities
<p><b>a. Aim:</b></p> <ul style="list-style-type: none"> <li>- Do a quick exercise to review the words and structure used to describe their favourite school day.</li> </ul>	
<p><b>b. Procedure</b></p> <ul style="list-style-type: none"> <li>- Tell ss that they are going to complete the note about their favourite school day.</li> <li>- Give ss a few seconds to read the suggestion in silence and check their understanding.</li> <li>- Give ss three minutes to do this task.</li> <li>- Call two ss to read aloud the answers in front of the class.</li> <li>- Give comments and check pronunciation if necessary.</li> <li>- Check with the class.</li> </ul> 	<ul style="list-style-type: none"> <li>- Read the suggestion in silence and complete the note about favourite school day.</li> <li>- Two ss read aloud the answers in front of the class.</li> <li>- Check with the teacher.</li> </ul>

#### IV. REMARK AFTER TEACHING (If have)

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## UNIT 4: FREE TIME

### Lesson 1: Part 1, 2, 3

#### I. OBJECTIVES

##### 1. Knowledge

- Students get to know:
  - + Some new words: “collect stamps, go ice-skating, make a paper bird, play the piano, read comic books, watch movies”.
  - + Student can identify some activities in free time and learn a proper phrase for doing activities.

##### 2. Competences

- English competences: Students can use English to describe activities in their free time.
- Common competences: Students can draw pictures of their favourite activities and talk about them to their friends.

##### 3. Qualities

- *Students will:*
  - + Draw a mind map of free time activities and describe them.
  - + Be confident and active in communication with friends and teachers.

#### II. EQUIPMENT AND MATERIALS

- Basic things: Student’s book, flashcards, photos.
- Advanced things: PPT, laptop, TV.

#### III. LESSON PROCEDURE

Activity 1: Warm-up

Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

Activity 1: Warm-up (5 minutes) A game “Secret Picture”	
Teacher’s Activities	Students’ Activities
<b>a. Aims:</b> Welcome students. Engage the class with a secret picture game to lead in the new lesson.	
<b>b. Procedure</b> 1. Greet students. Ask Ss: “Do you like	- Greet Teacher.



playing games?”

2. Introducing the game.

- Divide the class into 4 groups. Then, show pictures on the slide.
- Ask them to raise their hands and choose colors.
- Ss should try to guess the picture.
- Secret pictures are suggestions for the title of the Unit today.

3. Write it on the board and ask them to say it aloud.

### Free time

Unit 4 – Lesson 1 task 1, 2, 3.

### Lead in:

- Ask Ss to look at the picture on page 29 and answer the question:

*What is the boy doing?*



- Ask Ss to read the question and tick the correct answer.

**1 What is the boy doing? Look and tick.**

- |   |  |
|---|--|
| <input type="checkbox"/> swimming         | <input type="checkbox"/> flying a kite |
| <input type="checkbox"/> playing football | <input type="checkbox"/> dancing       |

- Ask a student to answer and check as a class.

- Work in pairs to discuss the question:  
*‘What do you like in your free time?’*

- Listen to the rules of the game.
- Join an activity.

- Look at the picture and answer the picture.

- Tick and say the answer.

- Work in pairs.

## Activity 2: Presentation (13 minutes)

### Teacher’s Activities

### Students’ Activities

#### a. Aims

- Present some new words: *collect stamps, go ice-skating, make a paper bird, play the piano, read comic books, watch movies.*
- Encourage Ss with the topic and vocabulary related to the topic.

## b, Procedure

### Task 1. Listen and read about Adam's hobbies. Match the pictures to the correct days. Track 4.1 (5 minutes)



1



3



4

Monday

Tuesday

Wednesday

Thursday

Friday



2



5

Have I got any hobbies? Well, I like playing the guitar, but I'm not very good at it! On Mondays, I have a music lesson with my teacher, Mr. Pane. On Tuesdays, I love going ice-skating with my friends. It's cold there, but it's fun! On Wednesdays, I don't go out. I often stay at home and read my comic books. *Asterix* is my favourite because it's very funny! On Thursdays, I go to Jim's house. We look at his stamps. He's got some amazing stamps. He enjoys collecting stamps from different countries. And on Fridays? On Fridays, I stay at home and watch TV!

- Tell Ss to look at the photo and say who they can see.
- Ask Ss to underline unknown words.
- Explain the words in front of the class.
- Play the track 4.1 for students to listen to.
- Show the text, play the track again, and ask students to listen and read.
- Ask Ss to read the underlined words again. Check pronunciation.
- Ask Ss to match the picture to the correct days.
- Call some students, stand up and answer.
- Tell Ss to look at the pictures and say what hobbies they show (watching TV, ice-skating, playing the guitar, reading a comic, collecting stamps).

### NEW VOCABULARY (4 minutes)

- Use flashcards, powerpoint and body language to introduce the lesson's vocabulary:



**collect**  
stamps



**go**  
ice-skating



**make**  
a paper bird



**play**  
the piano





**re**  
comic

- Show each picture and ask Ss what he/she is doing?

- Listen to the teacher to explain task 1.
- Underline unknown words.
- Listen to task 1 and read loudly.
- Match the picture to the correct days.
- Read in front of the class.
- Learn the vocabulary.

- Guess the new words.
- Listen to task 2 and repeat each

<ul style="list-style-type: none"> <li>- Stick pictures and show the words.</li> </ul> <p><b>Task 2: Listen, point and repeat. (Track 4.2) (2 minutes).</b></p> <ul style="list-style-type: none"> <li>- Show all the pictures of task 2 on the screen or use the flashcards and show them on the board.</li> <li>- Play the track 4.2. Encourage students to listen attentively without repeating at this stage.</li> <li>- Play the track again, ask students to point to the word and repeat each word, ensuring they focus on pronunciation.</li> <li>- Ask them to repeat in chorus, groups and individuals.</li> <li>- Correct student's pronunciation if necessary.</li> </ul> <p><b>VOCABULARY CHECKING (2 minutes)</b></p> <p>Play the sharp-eyes game to revise the words.</p> <ul style="list-style-type: none"> <li>- Show pictures on the slide quickly. Then, Ss have to see carefully and quickly what the picture is.</li> <li>- Check it and get stars for the correct answer.</li> </ul>	<p>word.</p> <ul style="list-style-type: none"> <li>- Focus on pronunciation.</li> <li>- Listen to, point to, and repeat the words in chorus, groups and individuals.</li> <li>- Listen to the rules of the game.</li> <li>- Join a game.</li> </ul>
<p align="center"><b>Activity 3: Practice (4 minutes)</b></p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>a. Aims:</b> - Controlled practice:</p> <ul style="list-style-type: none"> <li>+ Ss can say the words in task 2 with correct pronunciation.</li> <li>+ Ss develop speaking and listening skills.</li> </ul>	
<p><b>b. Procedure</b></p> <p><b>Task 3: Circle the word that does not belong.</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to join a game: <i>protect the forest</i>.</li> <li>- Tell Ss to choose the word that does not relate to the verb.</li> <li>- Check if Ss understand the task. Elicit the first answer if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Join an activity.</li> </ul>

<ul style="list-style-type: none"> <li>- Check answers as a class.</li> <li>- Say again.</li> </ul>	
<b>Activity 4: Production (8 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims</b> <ul style="list-style-type: none"> <li>- Draw pictures of your free time.</li> <li>- Apply the new words to present to the class about your free time using vocabulary in task 2.</li> </ul>	
<b>b. Procedure</b> <ul style="list-style-type: none"> <li>- Work in individual talk about your free time using the vocabulary of task 2 in front of the class.</li> <li>- Call some Ss to talk about their free time.</li> </ul> 	<ul style="list-style-type: none"> <li>- Work as an individual and talk about free time.</li> </ul>
<b>Activity 5: Wrap up &amp; Assessment (5 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> <ul style="list-style-type: none"> <li>- Check Ss ' understanding of what they have learned.</li> <li>- Students rehearse what they have learned in the lesson.</li> </ul>	
<b>b. Procedure</b> <ul style="list-style-type: none"> <li>- Ask Ss to guess and match the pictures with the words on the slide.</li> <li>- Check with the class.</li> <li>- Ask Ss to read each of the correct words.</li> </ul>  <p>Wrap-up * Remember</p>	<ul style="list-style-type: none"> <li>- Join an activity.</li> <li>- Check with the teacher.</li> <li>- Read the wrap-up.</li> <li>- Stand up and say goodbye to the teacher.</li> </ul>

## VOCABULARY

*collect stamps, go ice-skating, make a paper bird, play the piano, read comic books, watch movies.*

### IV. REMARK AFTER TEACHING (If have)

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## GRADE 4

### UNIT 3: ON THE FARM

#### Lesson 3: Part 4, 5, 6

#### I. OBJECTIVES

##### 1. Knowledge

- Students will rehearse words and phrases related to the topic On the farm: animals, field, fruit, plant.

##### 2. Competences

- English competences: Students will be able to use new grammar structure: *Have you got?*

- Common competences: Students will have the opportunity to develop the *fluency* in describing farms and animals related to the topic with friends.

#### II. EQUIPMENT AND MATERIALS

- For Teacher: PP, handout, track 3.11.

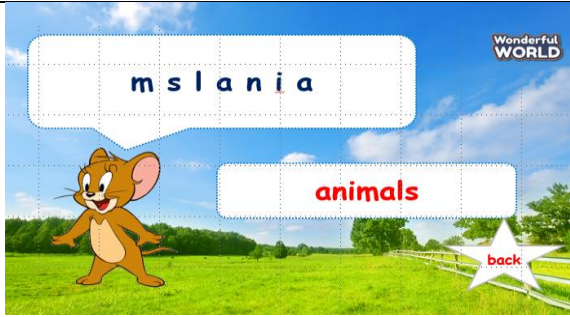
- For students: pens, Student's book.

#### III. LESSON PROCEDURE

##### Activity 1: Warm-up (5 minutes)

**Aim: Welcome students, help them engage in the class with an exciting puzzle.**

Teacher's Activities	Students' Activities
Warm-up: <b>The Tom and Jerry Puzzle.</b> - The teacher shows the picture with actions and let the students rehearse the vocabulary with the game. - Each character comes with letters that students must raise hands to answer. - Repeat the words for the class.	- Make the words. - Raise hands and speak out loud.

	<p>- Rehearse vocabulary learned from the previous periods.</p>
<p align="center"><b>Activity 2: Presentation (5 minutes)</b>  <b>Aim: Practice the structures by saying out loud and communicate in groups.</b></p>	
Teacher's Activities	Students' Activities
<p><b>Task 4: Listen and repeat. (Track 3.11)</b>  To begin, ask students to look at and underline the sentence "Have we got animals on our farm?" in Activity 2. Tell them that it's the way to ask if someone has got something in English and today they are going to learn more about how to make questions like this.</p> <ul style="list-style-type: none"> <li>• Tell students to look at the pictures and the sentences.</li> <li>• Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.</li> <li>• Play the recording again. Ask students to repeat.</li> <li>• Ask students to repeat the sentences.</li> </ul> <p>Let them know that this activity is linked to the next activity.</p>	<p>- Listen and repeat after the teacher.</p> <p>- Introduce the new grammar function "Have you got" to the students.</p>
<p align="center"><b>Activity 3: Practice (13 minutes)</b>  <b>Aim: Rehearse the structures learnt in the previous activity by roleplaying and making new examples by themselves.</b></p>	
Teacher's Activities	Students' Activities
<p><b>Task 5: Look and say</b></p> <ul style="list-style-type: none"> <li>- Let Sts choose the pictures and ask them to make dialogues to practice the words and the sentences.</li> <li>- Divide the class into two groups to roleplay and read the dialogue again.</li> <li>- Let the students practice with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and read. Role play as assigned by the teacher.</li> <li>- Repeat the misspelled words if necessary.</li> <li>- Read the dialogue with a partner</li> </ul>



### 5. Look and Say



#### Task 6: Let's talk.

- Tell students to look at the picture. Let them know that they will be talking about the animals on the farm in the picture.
- Tell students to look at and the example.
- Read out the sentences and ask students to repeat.
- Ask one or two students to read out the sentence again.
- Ask students to work in pairs to build up similar dialogue and practice speaking.
- Ask some volunteers to speak in front of the class.

- Practice and improve fluency with the new grammar structure.

#### Activity 4: Production (9 minutes)

**Aim: Let the students listen and sing along with the lyrics in the song.**

##### Teacher's Activities

- Play the song. Let the student listen and ask them to sing.



##### Students' Activities

- Listen and sing after the teacher.
- Prepare and draw the kites in six minutes.

#### Activity 5: Assessment (3 minutes)

**Aim: Rehearse what the students have learnt in the class.**





learning abilities	
Teacher's Activities	Students' Activities
<p><b>Task 7: Listen and repeat. (Track 3.12)</b></p> <ul style="list-style-type: none"> <li>• Play the recording. Ask students to listen and look at the words and sentences. Play the recording again, and ask students to repeat.</li> <li>• Show students that the sounds /h/ and /æ/ come from different parts of your mouth. Write hand and horse on the board. Point to each word and ask students to practice the sounds with you.</li> <li>• Play the recording again and tell students to repeat the words and the sentences, paying particular attention to the correct pronunciation of the sounds.</li> <li>• Ask students to practice pronunciation in pairs, and ask some volunteers to read out the words and sentence. Correct any mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and repeat after the teacher.</li> <li>- Get used to the sounds /h/ and /æ/.</li> </ul>
<b>Activity 3: Practice (13 minutes)</b> <b>Aims: Practice the phonics: /h/ and /æ/ via the chant or sing along</b>	
Teacher's Activities	Students' Activities
<p><b>Task 8: Chant (Track 3.13)</b></p> <ul style="list-style-type: none"> <li>• Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.</li> <li>• Play the recording and tell students to listen and follow the words with their fingers.</li> <li>• Read out the chant online at a time and ask students to repeat after you.</li> <li>• Play the recording again. Encourage students to chant along. Practice several times until students are familiar with the words and sounds.</li> </ul>	

<ul style="list-style-type: none"> <li>• Optional activity: Ask students to practice the chant individually and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse. Ask some volunteers to say the whole chant.</li> </ul> <p><b>Task 9: Say it!</b></p> <ul style="list-style-type: none"> <li>• Ask students to look at the picture.</li> <li>• Ask students to look at the sentences. Ask them to focus on the words with the highlighted sounds and read them aloud.</li> <li>• Ask students to practice saying the sentences individually and then in pairs.</li> <li>• Ask volunteers to read the sentences out loud. Correct any mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice and improve fluency with the new grammar structure.</li> </ul>
<p align="center"><b>Activity 4: Production (9 minutes)</b></p> <p align="center"><b>Aims: Review words and phrases used in the unit by engaging in an interesting game of BINGO.</b></p>	
Teacher's Activities	Students' Activities
<p>The BINGO game</p> <ul style="list-style-type: none"> <li>- Tell the students to write the words they have learned this lesson on a 4x4 square table. Place them anywhere they want but don't tell the others.</li> <li>- The teacher will read the words. The students tick on the words that they have written on the box.</li> <li>- The first student with 3 lines or across matches wins the game.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and sing after the teacher.</li> <li>- Prepare and draw the kites in six minutes.</li> </ul>
<p align="center"><b>Activity 5: Assessment (3 minutes)</b></p> <p align="center"><b>Aims: Consolidate the content of the lesson. Assess the student's learning abilities through this activity.</b></p>	
Teacher's Activities	Students' Activities
<ul style="list-style-type: none"> <li>-Ask sts to do the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the assessment.</li> <li>- Check if the students understand the lesson.</li> </ul>

#### IV. REMARK AFTER TEACHING (If have)

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**UNIT 3: ON THE FARM.**  
**Lesson: Fun Time and Project**

**I. OBJECTIVES**

**1. Knowledge**

- Students review *On the farm* activities vocabulary and unit grammar.

**2. Competences**

- English competences: Students will be able to describe farm objects and animals.
- Common competences: Students will engage in a drawing session to enhance creativity and group participation while practice with the lesson's vocabulary.
- Know how to use *have got*.

**3. Qualities**

- Students are fun with friends and the teacher.

**II. EQUIPMENT AND MATERIALS**

- For Teacher: PP, TV, boards, markers, sweets (optional).
- For students: A4 paper, books, pens, crayons.

**III. LESSON PROCEDURE**

<b>Activity 1: Warm up (5 minutes)</b> <b>Aim: Welcome the students, warm up and practice the words from the lesson with an exciting song</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>WARM-UP: (5 MINUTES)</b> <b>Clothes song</b> - Introduce the song. - Play the farm song. - Replay and ask the students to sing along.	-Listen to the teacher - Repeat and do the action - Sing along and repeat the song.
<b>Activity 2: Word practice (5 minutes)</b> <b>Aim: Practice the words that they have learnt in the previous lessons by playing the unscramble game.</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>Task 2: Unscramble (5 MINUTES)</b>  1. Find and circle.	- Play the word game.

<ul style="list-style-type: none"> <li>• Tell the students that they are going to look at pictures to find the given words in the puzzle if necessary.</li> <li>• Divide students into pairs or groups to do the puzzle.</li> <li>• Show students how to do the task by circling the first word in the puzzle.</li> <li>• Praise or award a prize to the quickest pair or group with all the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice vocabulary</li> <li>- Rehearse grammar structures.</li> </ul>
<p align="center"><b>Activity 3: Project (20 minutes)</b></p> <p align="center"><b>Aim: Promote creativity by engaging sts in a drawing session, practising words and structures learnt in the lessons</b></p>	
<p><b>Project: My dream farm (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Before the lesson, ask students to find information about animals and plants on a farm.</li> <li>* Let the students watch the video of how to draw a farm.</li> <li>• Ask students to draw a farm with some animals and plants on a piece of paper, then write some sentences below the pictures to describe the animals. Play the music while drawing.</li> <li>• Divide students into pairs or groups to share their posters with one another.</li> <li>• Ask volunteers to share their poster.</li> <li>- Ask students to describe their drawings and make questions &amp; answers using the lesson's grammar structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video and draw.</li> <li>- Describe the drawings</li> <li>- Ask and answer questions with friends</li> <li>- Draw, exercise creativity and rehearse old words</li> </ul>
<p align="center"><b>Activity 4: Assessment (5 minutes)</b></p> <p align="center"><b>Aim: Rehearse what the students have learnt in the class, checking sts' understanding</b></p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Rehearse vocabulary and grammar structures.</li> <li>- Ask the students to make similar examples</li> </ul>	<ul style="list-style-type: none"> <li>- Read after the teacher.</li> <li>- Practice vocabulary</li> <li>- Rehearse grammar structures.</li> </ul>

#### IV. REMARK AFTER TEACHING (If have)

## UNIT 4: FOOD AND DRINK

### Lesson: 1 - Task 1, 2, 3

#### I. OBJECTIVES

##### 1. Knowledge

Students will learn the words related to the topic of *Food and drinks*: *egg, orange, sandwich, spaghetti, vegetable*.

##### 2. Competences

- English competences: Students will be able to practice listening and speaking about food and fruit topic.
- Common competences: Students will have the opportunity to develop creativeness in drawing and autonomy in task completion.


##### 3. Qualities


- Students will understand and respect the festival culture in other countries.

#### II. EQUIPMENT AND MATERIALS

- Basic things: Student's book, flashcards, crayons.
- Advanced things: PPT, projector/interactive whiteboard/laptop/TV.


#### III. LESSON PROCEDURE

Activity 1: Warm up (5 minutes)	
Aims: To introduce Sts to the topic Food and drink	
Teacher's activities	Student's activities
<ul style="list-style-type: none"><li>- Greet students.</li><li>- <b>Sing and act it out</b></li><li>- Do the actions (eat, drink, clap hands, dance) and ask students to guess what the topic of the lesson is today.</li><li>- Say the actions again and ask students to repeat and do the actions.</li></ul> <p><b>Lead-in:</b></p>  <p>- Show the picture on the screen</p> <p><b>Lead-in:</b> Use the Opener picture and</p>	<ul style="list-style-type: none"><li>- Greet teacher</li><li>- Sing and do actions along the song.</li><li>- Say and do the actions</li><li>- Match A, B, C, D with 1, 2, 3, 4</li></ul>

<p>lead in the topic: Food and drink</p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and answer some questions:</li> </ul> <p><i>What is it?</i>  <i>Where is it from?</i>  <i>What is it doing?</i>  <i>What food does the panda eat?</i></p> <ul style="list-style-type: none"> <li>- Ask students to read 4 words: drinking, eating, digging, running, and tick the box.</li> <li>- Introduce Panda is eating bamboo from China.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions: <ul style="list-style-type: none"> <li>- <i>A panda</i></li> <li>- <i>China</i></li> <li>- <i>eating</i></li> <li>- <i>A bamboo</i></li> </ul> </li> <li>- Read and tick</li> <li>- Listen</li> </ul>
<p align="center"><b>Activity 2: Presentation (8 minutes)</b></p> <p align="center"><b>Aims:</b> Present new words <i>egg, orange, sandwich, spaghetti, vegetables.</i></p>	
Teacher's activities	Student's activities
<p><b>Task 1: Listen and point. Repeat. (Track 4.1)</b></p>  <ul style="list-style-type: none"> <li>- Set the context: Sophie and Alex go to the supermarket and see many foods there.</li> <li>- Use the flashcards to introduce the vocabulary: <i>egg, orange, sandwich, spaghetti, vegetables.</i></li> <li>- Play track 4.1, ask students to listen and point then listen and repeat in chorus, groups.</li> <li>- Have students repeat the words aloud in different volumes (high, low)</li> <li>- Vocabulary checking: Play a disappeared game</li> <li>- Ask Ss to look at the screen carefully in 5 seconds then 1 of the food will go.</li> <li>- Ss have to recall what is disappeared.</li> <li>- Who has the correct answer first will get a star for their team.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Learn the new words</li> <li>- Listen and point then listen and repeat in chorus, groups.</li> <li>- Repeat again the words aloud in different volumes</li> <li>- Join the activity</li> </ul>


### Activity 3: Practice (10 minutes)

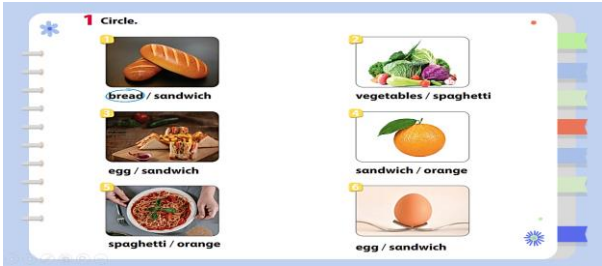
**Aims:** Controlled- practice to Free practice: to discuss and practice using the new words.

Teacher's activities	Student's activities
<p><b>Task 2: Listen and read. Tick. (Track 4.2)</b></p> <p>Lead-in: Introduce the listening task</p>  <p><i>Ms. Kim: Hi! May I help you?</i>  <i>Anna: Hi, I'd like an orange, some spaghetti and vegetables, please.</i>  <i>Ms. Kim: Ok, would you like a sandwich?</i>  <i>Anna: Yes, please. I'd like a sandwich with an egg.</i></p> <p><i>Ms. Kim: Would you like some drinks?</i>  <i>Anna: No, thanks.</i>  <i>Ms. Kim: Ok, here you are.</i>  <i>Anna: Thanks.</i></p> <ul style="list-style-type: none"> <li>- Show the picture in task 2 and ask students:  <i>What food can you see?</i>  <i>What are they doing?</i></li> <li>- Ask students to listen and then read.</li> <li>- Play track 4.2 twice.</li> <li>- Ask sts to read the text then role play.</li> <li>- Have students read out the possible answer and check.</li> <li>- Have students note down their books with the pencil.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the listening instructions carefully</li> <li>- Look and answer:  <i>- orange juice, carrots, vegetable....</i>  <i>They play a role to invite some food.</i></li> <li>- Listen</li> <li>- Listen and read</li> <li>- Listen to track 4.2 twice</li> <li>- Read and role play</li> <li>- Read out the answer</li> <li>- Note down on their book.</li> </ul>

### Activity 4: Production (9 minutes)

**Aims:** Apply structure to real world

Teacher's activities	Student's activities
<p><b>Task 3: Look and say</b></p> <p><b>3</b> Look and say.</p>  <ul style="list-style-type: none"> <li>- Ask students to choose one fruit in Activity 1 and ask and answer about which food they have in a meal (breakfast/ lunch/ dinner)</li> <li>- Ask students to work in pairs.</li> </ul> <p>Play game:</p> <ul style="list-style-type: none"> <li>• Divide the class into 2 teams to</li> </ul>	<ul style="list-style-type: none"> <li>- Using the food in activity 1, work in pairs to ask and answer about them.</li> <li>- Make Yes-No questions to guess what the fruit is and show the picture to confirm the answer in</li> </ul>

<p>play “Fruit Juice”.</p> <ul style="list-style-type: none"> <li>• Each team chooses one jar of juice to go to the question.</li> <li>• Have pupils look, read and choose the right option.</li> <li>• Back to the menu for pupils to choose another question.</li> <li>• Pupils continue their turn until there are not any jars of juice left.</li> <li>• The one who gets the most points is the winner.</li> </ul>	<p>pairs.</p> <p>-Practice asking and answering the question: Have you got....?</p> <p>-Play the game</p>
<p align="center"><b>Activity 5: Assessment (3 minutes)</b></p> <p align="center"><b>Aims:</b> Consolidate the content of the lesson</p>	
<p align="center"><b>Teacher’s activities</b></p>	<p align="center"><b>Student’s activities</b></p>
<p>- Ask students to do the assessment.</p> <p><b>Find and circle</b></p>  <p>- Check in pairs then the whole class.</p> <p>- Say goodbye</p>	<p>- Do the assessment.</p>    <p>- Check with friends and then with the teacher and the whole class.</p> <p>- Say goodbye.</p>

**IV. REMARK AFTER TEACHING (If have)**

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*Văn An, ngày 25 tháng 10 năm 2024*

**KT. HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**

**NGƯỜI LẬP KẾ HOẠCH**

**Nguyễn Thị Ngọc**

**Vũ Thị Lý**