**TRƯỜNG TIỂU HỌC HÒA AN 2**

**Tổ 5**

**KẾ HOẠCH BÀI DẠY**

**MÔN TIẾNG ANH LỚP 5**

**Tuần 6**



Giáo viên: Lê Thị Nhơn

Năm học: 2024-2025

*Week 6 Preparing date: 13/10/ 2024*

*Period 21 Teaching date: 14/10 2024*

**Unit 3: My foreign friends**

**Lesson 3 (1, 2, 3)**

**A. OBJECTIVES:**By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- correctly repeat with correct stress in the two syllable words, as in the words *‘active* and *‘friendly*, and in the sentences *He’s an active boy.* and *She’s a friendly girl.*

- identify the word stress on the two syllable words and circle the word with a different stress pattern from the other two words.

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

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

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

**3. Attitude/ Qualities:**

- Raise their awareness of good personality

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 53, 54; audio Tracks 32,33, 34; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 26, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2. Presentation (9’)**  **3.Practice: (17’)**  **3. Fun corner and wrap- up (4’)** | *Game:*  ***Crossword puzzle***  *\*****Aims:*** *to* *revise the words about someone’s appearance and personality*  **\*Procedure:**  - Tell Ss that they are going to complete the crossword puzzle.    - Have Ss work in two groups. Give each group a crossword puzzle.  - Model with the first word  *ex: personality.*  - Ask two groups to look at the crossword puzzle carefully, then complete the words in it.  - Check the answers as the class.  - Ask Ss to read all the words aloud.  - Say “Open your book page 26” and look at “*Unit 3, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *correctly repeat with correct stress in the two syllable words, as in the words ‘active and ‘friendly, and in the sentences He’s an active boy. and She’s a friendly girl.*  **\*Procedure:**  - Have Ss point at the words *‘active and ‘friendly, and in the sentences He’s an active boy. and She’s a friendly girl.*  - Play the recording for Ss to listen and repeat in chorus and individually until they feel confident.  - Let Ss work in pairs or groups, saying the words and reading the sentences.  - T invites some Ss to practice.  **Activity 2.**  **Circle, listen and check.**  ***\*Aims:*** *Ss will be able**toidentify the word stress on the two syllable words and circle the word with a different stress pattern from the other two words.*  **\*Procedure:**  - Tell Ss circle the word having a different stress from each line. Then listen to the recording to check their answers.  - Set a time for Ss to do the task.  - Play the recording, once or twice, for Ss to listen and check their answers.  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Play the recording again for Ss to double-check their answers.  - Invite a few Ss to read aloud all the words in the words.  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to* *say the chant with the correct pronunciation, word stress and rhythm.*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **Game:**  **Circle jump**  - Divide the class into groups. Have two groups make two lines to play the game.  - Draw four large circles on the floor.  - Place some word cards (*active, friendly, clever, helpful)* in each circle.  - Call out a word, and a student from each group has to run and stand inside the corresponding circle as quickly as possible.  - Ask Ss to say the word when standing in the circle. | - Follow the T’s instructions.  - Look at the crossword puzzle carefully, then complete the words in it.  - Do the task in two minutes.  - Check the answers in the class.  *\*Key:*  *0. personality 1. clever*  *2. round 3. slim 4. Short*  *5. friendly 6. active*  *7. helpful 8. big*  *9. tall 10. young*  - Praise the winner.  - Read all the words aloud  - Ss open their books  - - Ss point and pay attention  - Ss listen to the recording again and repeat.  -Ss work in pairs and practice  -Ss say the language in front of the class  - Ss pay and listen to the teacher’s explanation.  - Ss do the task  - Ss listen to the recording to check their answers (individual)  - Ss swap books with a partner and check the answers  - Ss listen to the recording again and check their answers again.  - Ss stand up and read aloud the words.  - Ss look and listen.  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss listen  -Ss play the game  -Ss praise the winner |

*Week 6 Preparing date: 13/10 2024*

*Period 22 Teaching date: 14/10/ 2024*

**Unit 3: My foreign friends**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- read and show the understanding of the text by completing the table.

- fill in the form with some information about a foreign friend.

- work in groups, search and find the names of five countries and their nationality adjectives, use the information to make a poster and give a presentation.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

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

**3. Attitude/ Qualities:**

- Show their pride in where they come from and great respect for where someone comes from by asking and answering about nationality

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 54, 55, 56; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 27, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (8’)**  **3.Production: (18’)**  **4. Fun corner and wrap- up (4’)** | *Game:* ***“*A happy circle*”***  *\*****Aims:*** *to* *revise the new words and structures from previous lessons.*  **\*Procedure:**  - Write the question and answer on the board.  - Explain that they are going to make a circle, then ask and answer the questions about their friends’ personality.  - Put Ss in groups of six.  - Model the game. Have two Ss of each group make a question and answer about their friends’ personality.  - Have the class play the game.  - Invite one or two groups to perform in the front of the class. Praise Ss to encourage their performance.  - Say “Open your book page 27” and look at *“Unit 3, Lesson 3 (4,5,6)”.*  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able**to* *read and show the understanding of the text by completing the table.*  **\*Procedure:**  **-**  Ask Ss to study the table. Make sure that they understand the information in each column.  - Model number 1  + Have Ss read the information in the table and decide what information they need (*nationality*).  + Have Ss find the information about Emma’s nationality in the text. Write the word to fill in blank 1 is *American.*  - Set a time limit for Ss to do the task in groups  - Get Ss to swap their books with other groups and check their answers before checking as a class.  - Ask Ss to choose five keywords about Emma (*American, hair, classmates, dishes, and friendly*). Have Ss work in pairs and talk about Emma.  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able**to* *fill in the form with some information about a foreign friend*  **\*Procedure:**  - Tell the class the goal of the activity and explain that they should read fill in the form with the information about a foreign friend.  - Model question 1.  - Give Ss time to do the writing task independently.  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Invite one or two Ss to stand up and read aloud their answers.  *Key: Pupil’s answer*  *Ex:*   |  |  | | --- | --- | | *My foreign friend’s name* | *Kitty* | | *His / Her age* | *10* | | *His / Her nationality* | *British* | | *His / Her appearance* | *long hair, short* | | *His / Her personality* | *friendly and active* |   **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to* *work in groups, search and find the names of five countries and their nationality adjectives, use the information to make a poster and give a presentation.*  **\*Procedure:**    - Explain that they have searched for the names of five countries and their nationality adjectives and prepared a poster to present in class.  - Have groups put the posters on the desk and practice the presentation.  - Get two groups to work together and take turns to give their presentations.  - Invite a few groups to show their poster and give their presentations in front of the class. Praise good performances.  **Game:**  **Who’s faster?**  - Tell Ss that they are going to look at pictures or word cards and answer the teacher's questions.  - Prepare sets of pictures (*Australian, Malaysian, American, Japanese*) and word cards (*friendly, helpful, clever, active*).  - Ask Ss to work in two groups.  - Show a picture or a word card on the board and ask a question related to the picture or the word card.  - Ask Ss to raise their hands as fast as they can to answer the question.  - The student with the correct answer will get points for their group.  - Remark Ss’ pronunciation. Praise the winner. | - Ss listen  - Ss listen to the rules  -Ss play game  *Ex: A: What’s Hoang (he) like?*  *B: He’s active.*  - Ss open their books  - Ss study the table.  - Ss follow the teacher demonstrating the example.  -Ss find the information about Emma’s nationality in the text.  - Ss do the task  - Ss swap their books and check their answers before checking as a class.  - Ss work in pairs and talk about Emma.  - Ss listen to the teacher’s explanation.  - Ss fill in the first blank  - Ss complete the form independently.  - Ss swap their books and check their answers  - Ss read their completed form in front of the class.  -Ss listen to the teacher  - Ss work in groups and practice the presentation.  - Two groups work and take turns to give their presentations.  - Ss show their poster and give their presentations  -Ss listen to the teacher  -Ss play the game  -Ss congratulate the winner |

*Week 6 Preparing date: 13/10/ 2024*

*Period 23 Teaching date: 17/10/ 2024*

**Unit 4: Our free-time activities**

**Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information

- correctly say the words and use *What do you like doing in your free time? – I like \_\_\_\_\_.* to ask and answer questions about hobbies

- enhance the correct use of *What do you like doing in your free time? – I like \_\_\_\_\_ .* to ask and answer questions about hobbies in freer contexts

- ***Vocabulary:*** play the violin, surf the Internet, go for a walk, water the flower.

- ***Structures***:

*A: What do you like doing in your free time?*

*B: I like playing the violin.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

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

**3. Attitude/ Qualities:**

- Show their pride in their personal information and what they like doing in their free time.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 61, 62, 63, 64, audio Tracks 35, 36, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 28, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | ***Game: Slap the board***  *\*****Aims:*** *to revise the vocabulary about different activities.*  **\*Procedure:**  - Prepare some flashcards about different activities and stick on the board  *(play football, listen to music, read books, watch TV, clean the floor…)*  - Divide class into 2 groups: Tom and Jerry.  - How to play:  + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.  - Say “Open your book page 28” and look at “*Unit 4, Lesson 1 (1,2,3)”.*  **Activity 1. . Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone likes doing in their free time.*  **\*Procedure:**  -T elicits the new words  *+ play the violin : chơi đàn violin*  *+ surf the Internet : lướt mạng*  *+ go for a walk : đi dạo bộ (picture)*  *+ water the flowers : tưới nước hoa*  *+ free time: thời gian rãnh*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Matching*  - Have Ss look at *Pictures a and b* and identify the characters and their activities. *+ Who is he/ she?*  *+ Where is he/ she?*  *+ What is he/ she doing in the picture?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 2**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly say the words and use What do you like doing in your free time? – I like \_\_\_\_\_. to ask and answer questions about what someone likes doing in their free time.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the structures  *A: What do you like doing in your free time? B: I like playing the violin.*  ***\*Drill pictures***  - Have Ss look at the pictures and identify the characters and their activities.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture,  + Group A asks the third picture.  + Group B asks the last picture.  - Ask Ss to work in pairs to practise asking and answering the *What do you like doing in your free time? - I like \_\_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *correctly use What do you like doing in your free time? - \_\_\_\_. to ask and answer questions about what someone likes doing in their free time in a freer context.*  **\*Procedure:**  - Ask Ss to look at the pictures and elicit the context    - Point at the ﬁrst building and elicit the question in the ﬁrst speech bubble *What do you like doing in your free time?* and the answer in the second speech bubble *I like………* as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using *What do you like doing in your free time? - ………..*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game: **Racing car**  - The teacher divides the class into two teams.  - Each team takes turns choosing the number and answering the question.  -The team that drives the car to the finish line first is the winner. | -Ss listen and pay attention  - Ss listen to the teacher  -Ss play the game  *.*  -Ss continute playing the game  - Ss listen and open their book  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition  *(3 times).*  + Individual repetition  *(3 ss)*  - Ss take note  - Ss look and match  -Look at the pictures and say.  + In picture a:  Mary: *What are you doing, Nam?* Nam: *I’m watching a cartoon. I like watching cartoons in my free time.*  + In picture b:  Nam: *What do you like doing in your free time, Mary?*  Mary: *I like playing the violin.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look, listen and repeat  *+Picture a:* *a girl playing the violin*  *+ Picture b:* *a boy surfing the Internet*  *+ Picture c: a boy going for a walk + Picture d: a girl watering the flowers*  -Ss point at pictures, listen and repeat  Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and say  - Ss look at the first building and elicit the missing words in speech bubbles and say the completed sentences.  - Ss role-play to practise asking and answering questions  - Ss practise asking and answering questions in front of the class.  -Ss listen to the teacher  -Ss play the game  -Ss congratulate the winner |

*Week 6 Preparing date: 13/10/ 2024*

*Period 24 Teaching date: 17/10 2024*

**Unit 4: Our free-time activities**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- listen to and understand four communicative contexts about what someone likes doing in their free time and number the pictures.

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

- revise target words about free-time activities by playing *Who has more correct answers?*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

- Self-control and independent learning: perform listening and reading tasks.

**3. Attitude/ Qualities:**

- Show their pride in their personal information and what they like doing in their free time.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 64, 65, 66; audio Tracks 37; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 29, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Game:* ***“Pass the ball”***  *\*****Aims:*** *to* *revise the learned different nationalities.*  **\*Procedure:**  - Ss pass the ball while the teacher plays the music.  - When the music stops, a student holding the ball says the sentence: “*I like \_\_\_\_\_\_\_\_in my free time*”.  - Say “Open your book page 29” and look at *“Unit 4, Lesson 1 (4,5,6)”.*  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts about what someone likes doing in their free time and number the pictures.*  **\*Procedure:**  - Draw Ss’ attention to the pictures and ask questions  + *What’s he/she doing?*  *+* *What does he/she like doing in their free time?*      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  + Play the recording  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for Ss to listen and repeat individually and in chorus  **Activity 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the activities of the characters in the pictures.      -Model sentences: have Ss read the question and ask what words are missing (*go for a walk*)  - Give Ss a time limit to read the gapped dialogues, look at the pictures and do the task independently.  - Get Ss to swap books with a partner and check their answers before checking as a class.  + Invite one student to write the answers on the board.  - Invite two pairs of Ss to act out the completed dialogues.  **Activity 3. Let’s play**  ***\*Aims:*** *Ss will be able to* *revise target words about free-time activities by playing Who has more correct answers?*  **\*Procedure:**    - Tell Ss that they are going to play *Who has more correct answers?* in groups.  - The groups will write as many sentences as possible about their free-time activities within five minutes on their paper, *Ex: In our free time, we like reading books. We like watching TV.*  + The group that gets more correct sentences is the winner.  - Have Ss work in groups of five or six.  - Invite representatives of two groups to the front of the class to read their sentences aloud.  - Check answers together as a class and decide which group is the winner.  **Game:**  **Spinner the wheel**  - Divide the class into 2 teams.  - In teams, they take turns to look at the picture and answer the questions. If they have the correct ones, they will get the points.  - The team with more points wins the game. | -Ss listen to the teacher  -Ss play the game  - Ss open their book  -Look at the pictures and say:  *+ Picture a: a boy watching a cartoon.*  *+ Picture b: a boy going for a walk in the park.*  *+ Picture c: a girl watering the flowers.*  *+ Picture d: a girl playing the violin.*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class and guessing  -Ss write the answer on the board  -Ss listen and repeat  -Ss look at the picture and say  -Ss follow the teacher  - Ss do the task independently.  - Ss swap books with a partner and check their answers.  - Ss write the answers on the board  - Pairs of Ss read the completed dialogues aloud  - Ss follow the teacher’s instructions.    - Ss discuss and make as many sentences as possible to answer the questions: *“What do you like doing in your free time?”*  -Ss work in groups  - The representative of each group read aloud their sentences in their group.  -Ss congratulate the winner  -Ss listen to the teacher  - Ss play the game.  - Ss praise the winner. |