**WEEK 9: (31/10 – 04/11/2022)**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period: 33**

**UNIT 5: MY HOBBIES**

**Lesson 3 – 1, 2, 3**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - correctly repeat the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running*, and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation.  - identify the target words *painting* and *running* while listening.  - say the chant with the correct rhythm and pronunciation. |
| **Core competencies:** | Teamwork, work standards, problem-solving, integrity, communication, planning and organization, stress tolerance. |
| **General competences:** | Listening: listen and repeat  Critical thinking: listen and circle  Oral communication: let’s chant  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  Responsibility: appreciate kindness  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | - Student’s book Page 38  - Audio Tracks 52, 53, 54  - Teacher’s guide Pages 69, 70  - Website *sachmem.vn*  *-* Flash cards/ pictures and posters (Unit 4)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle –  Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  - T asks pupils to write 1 hobby on their boards and when they hear the word of their hobby in the song, they will stand up and raise their board.  - Speaking: Talk about pupils’ hobbies. | Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | |
| a. Goal: | To correctly repeat the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running*, and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation. | |  |
| b. Input: | – The letter ***p****,* the word *painting* and the sentence *I like painting*.  *–* The letter ***r****,* the word *running* and the sentence *I like running.* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letters ***p*** and ***r***, in the words *painting* and *running* and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the letter ***p****,* the word *painting* and the sentence *I like painting.* Play the recording and encourage pupils to point to the letter / word / sentence while listening.  **Step 2:** Play the recording again for 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 letter ***r.*** | 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 *painting* and *running* while listening. | |  |
| b. Input: | Two gapped exchanges with answer options  ***Audio script:***  ***1.*** *A: What's your hobby?*  *B: It's running.*  ***2.*** *A: What's your hobby?*  *B: I like painting.* | |  |
| c. Outcome: | Pupils can identify the words *painting* and *running* while listening.  **Key: 1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the exchanges and the answer options. Tell pupils about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording the third time for them to check the answers.  **Step 2:** Tell pupils to swap books with a partner then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 3:** Play the recording again for pupils to check their answers again.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the exchanges. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | |  |
| a. Goal: | To say the chant with the correct rhythm and pronunciation. | |  |
| b. Input: | The lyrics and recording of the chant | |  |
| c. Outcome: | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension.  **Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the consonants ***p*** and ***r***. **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. Draw their attention to the consonant sounds /p/ and /r/ in the words *painting* and *running*.  **Extension:** Divide the class into two or more groups to take turns to listen to and repeat the chant, while the rest of the class claps along. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work Group work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Game: Spelling**  - T divides the class into 2 teams.  - Pupils in 2 teams listen to the recording of spelling of hobbies.  - Pupils of each team will get points if they give the correct answers.  - Review hobbies: painting, cooking, running, walking, singing, swimming. | Whole class/ Group work |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 30**

**UNIT 5: MY HOBBIES**

**Lesson 3 – 4, 5, 6**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - read a communicative context and complete a table about hobbies.  - read and complete a gapped paragraph with personal information.  - reinforce and extend pupils’ language knowledge and competences by making a hobby show. |
| **Core competencies:** | Teamwork, work standards, reliability, motivation, adaptability, problem-solving, communication, planning and organization. |
| **General competences:** | Critical thinking: read and tick  Written communication: let’s write  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story. |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book Page 39 * Teacher’s guide Pages 71, 72 * Website *sachmem.vn* * Flash cards/ pictures and posters (Unit 5) * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and tick – Let’s write – Project – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | | | **Note** | |
| **Warm-up and review:** 5 minutes | | | | |  | |
|  | Greet the class.  - T calls 5 pupils to come to the board and say their hobbies.  T asks: *What’s your hobby?*  Pupils answer: *It’s \_\_\_\_\_./ I like \_\_\_\_\_\_.*  - The others will listen and try to remember the hobbies of pupils on the board.  - T asks 1 pupil to come to the board and retell the hobbies. | | Individual work/ Group work |  | | |
| **PRACTICE**  **Activity 4. Read and tick.** 8 minutes | | | | | | |
| a. Goal: | To read a communicative context and complete a table about hobbies. | | | | |  |
| b. Input: | An exchange with a table to tick | | | | |  |
| c. Outcome: | Pupils can read a communicative context and complete a table about hobbies.  **Key:** | | | | |  |
| d. Procedure: | **Step 1:** Tell pupils about the activity. Pupils should read the communicative context in silence, pay attention to the sentences and complete the table by ticking the correct boxes.  **Step 2:** Give the class time to do the task. Circulate round the classroom during the activity and offer help where necessary.  **Step 3:** Check the answers as a class. Get pupils to swap and correct their answers in pairs. | | Whole class/ Individual work  Whole class/ Individual work Pair work | | |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | | | | |
| a. Goal: | To read and complete gapped sentences with personal information. | | | | |  |
| b. Input: | A writing frame with gapped sentences | | | | |  |
| c. Outcome: | Pupils can read and complete gapped sentences with their personal information. | | | | |  |
| d. Procedure: | **Step 1:** Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own personal information. Check comprehension and give feedback.  **Step 2:** Give pupils time to write their answers. Circulate round the classroom during the activity and offer help where necessary.  **Step 3:** Ask pupils to swap and correct their answers in pairs. Check the answers as a class.  **Extension:** If time allows, invite a pupil to stand up and read his / her completed sentences. The rest of the class listen, and cheer or clap their hands if the performers do a good job. | | Whole class/ Individual work    Individual work  Pair work  Whole class/ Individual work | | |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | | | | |
| a. Goal: | To reinforce and extend pupils’ language knowledge and competences by making a hobby show. | | | | |  |
| b. Input: | Picture of a pupil carrying out the project | | | | |  |
| c. Outcome: | Pupils can show the drawings of their hobbies and tell the class about them. | | | | |  |
| d. Procedure: | **Step 1:** Explain the goal of this activity to pupils. Point at the picture and explain what they should do to complete the project. Tell pupils to work in groups. Remind pupils to be friendly, cooperative and supportive when working together.  **Step 2:** Give the class time to complete the project by drawing three pictures showing their hobbies. Circulate round the classroom and offer help where necessary.  **Extension:** Have a class display of pupils’ products and have them vote for the most interesting ones.  Give prizes like paper flowers, coloured stars or stickers to the best presenters. | | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |  | |
|  | **Practice**  T shows 8 pictures on the board and asks pupils to repeat 🡪 Wrap-up. | | Individual work/ Whole class | | |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 35**

**REVIEW 1 - Period 1**

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| **OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to review the following sentences patterns:   * Hello. / Hi. I’m \_\_\_\_. – Hello , / Hi, I’m \_\_\_. * How are you? − Fine, thank you. * What's your name? − My name's \_\_\_\_. * How old are you? – I’m \_\_\_\_\_ years old. * Is this / that ? − Yes, it is. / No, it isn't. It's \_\_\_. * What’s this? - It’s \_\_\_\_\_. * Touch/ Open your \_\_\_\_\_\_! * What's your hobby? − It's \_\_\_\_. * What do you like? – I like \_\_\_\_. |
| **Core competencies** | decision making, teamwork, motivation, problem-solving |
| **General competencies** | Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Oral Communication: let’s talk |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 40 * Audio Tracks 55, 56 * Teacher’s guide Pages 73, 74, 75 * Website *sachmem.vn* * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Listen and number – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teaching and learning activities** | **Pupils’**  **activities** | | **Note** |
| **Warm-up and review:** 5 minutes | | | | |
|  | Greet the class.  Sing the song *My hobby* on page 37 and say the chant on page 38. | Whole class | |  |
| **Activity 1. Listen and tick.** 8 minutes | | | | |
| a. Goal: | To listen to and understand five communicative contexts and tick the correct pictures | | |  |
| b. Input: | **– Picture cues:**  1a. Minh and Lucy first meet each other.  1b. Lucy and Mai first meet each other.  2a. a birthday cake with number 6 on it  2b. a birthday cake with number 8 on it  3a. Lucy tells Ben to touch his face.  3b. Lucy tells Ben to touch his nose.  4a. Ben is singing on the stage.  4b. Bill is playing music on the stage.  5a. Ben tells Mai he likes dancing.  5b. Ben tells Mai he likes singing.  ***Audio script:***  1. Lucy: Hi. I’m Lucy.  Mai: Hello, Lucy. I’m Mai.  2. Mai: Hi, I’m Mai. What’s your name?  Lucy: I’m Lucy.  Mai: How old are you?  Lucy: I’m eight years old.  3. Lucy: Touch your face, please!  4. Mai: Is that Ben?  Lucy: No, it isn’t. It’s Bill.  5. Mai: What's your hobby?  Ben: It's singing. | | |  |
| c. Outcome: | Pupils can listen to and understand five communicative contexts and tick the correct pictures.  **Key:** **1.** b **2.** b **3.** a **4.** b **5.** b | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell pupils about this activity. Elicit the names of the characters in each picture and what they say. Then play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Repeat Step **1** for the rest of the pictures: **2a** and **2b**, **3a** and **3b**, **4a** and **4b**, and **5a** and **5b.**  **Step 3:** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  **Step 4:** Play the recording for 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  Whole class  Pair work/ Whole class  Whole class/ Individual work | |  |
| **Activity 2. Listen and number.** 8 minutes | | | | |
| a. Goal: | To listen to and understand four communicative contexts and number the correct pictures | | |  |
| b. Input: | ***Picture cues:***  a. Linh guesses that the running boy is Bill, but Mary says it is Ben.  b. The doctor tells Ben to open his mouth for him to check.  c. Linh wants to know what Ben likes. He says that he likes swimming.  d. Lucy points at the eye of the robot and asks Minh what it is. He answers that it is an eye.  **Audio script:**  1. Doctor: Open your mouth, please!  2. Linh: What’s your hobby?  Ben: I like swimming.  3. Lucy: What’s this?  Minh: It’s an eye.  4. Linh: Is that Bill?  Mary: No, it isn’t. It’s Ben. | | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts and number the correct pictures.  **Key: 1.** b **2.** c **3.** d **4.** a | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the names of the characters in each picture and what they say. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  **Step 3:** Play the recording again for pupils to check their answers again.  **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/  Individual work  Whole class/ Individual work | |  |
| **Extension: Let’s talk.** 8 minutes | | | | |
| a. Goal | To enhance the correct use of questions in context | | |  |
| b. Input | Five communicative contexts in Activity 1. | | |  |
| c. Outcome | Pupils can practice the correct use of the questions in a freer context. | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity.  **Step 2:** Put pupils into groups of 5 or 6. Ask each group to choose 6 pictures they like best. Then encourage them to ask and answer questions using the sentence patterns that are suitable for the pictures. Go around the classroom to offer support where necessary.  **Step 3:** Invite some pairs randomly to stand up to perform their work. | | Whole class  Whole class  Pair work |  |
| **Fun corner and wrap-up:** 6 minutes | | | |  |
|  | **Option 1: A survey**  −Pupils can use these questions to interview their friends.  + What's your name? − My name's...  + How old are you? – I’m \_\_\_\_\_ years old.  + What's your hobby? − It's \_\_\_\_.  - Afterwards, pupils can tell the class what they found out about their friends.   |  |  |  | | --- | --- | --- | | **Name** | **Age** | **Hobby** | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Option 2: Blindfold questions**  - Put pupils in a circle.  - Then pick out one pupil, cover his/ her eyes.  - Ask that pupil to point at the person in front of him/her. Then ask a question. After hearing the answer, the blindfolded student must guess the name of the friend he/ she is talking to. | Whole class  Whole class | |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 36**

**REVIEW 1 - Period 2**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to review Unit 1, 2, 3, 4, 5 by:  - reading and matching pairs of target sentence patterns.  - reading and completing a gapped conversation between two pupils.  - asking and answering questions using personal information. |
| **Core competencies** | decision making, motivation, problem-solving, communication, planning and organization |
| **General competencies** | Written communication: complete the sentences  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story |
| **Attributes:** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 41 * Teacher’s guide Pages 75,76 * Website *sachmem.vn* * Computer, projector… |

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| **III. PROCEDURE** | **Warm-up and review – Read and match – Read and complete – Ask and answer – Fun corner and wrap-up** |

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| **Procedure** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Odd one out**  - Teacher displays four flashcards, in which three flashcards are connected to a theme (names, numbers, hobbies, body parts,...), and one is of a different theme.  - Then, ask pupils to raise their hands when they find a word of the different theme and explain their reasons. | Whole class/ Group work |  |
| **Activity 3. Read and match.** 8 minutes | | | |
| a. Goal: | To read and match pairs of target sentence patterns | |  |
| b. Input: | Five pairs of sentence patterns, which together form simple exchanges between two pupils | |  |
| c. Outcome: | Pupils can read and match pairs of target sentence patterns.  **Key: 1.** e  **2.** a **3.** b **4.** c **5.** d | |  |
| d. Procedure: | **Step 1**: Draw pupils’ attention to the sentences. Tell them about this activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with the letter **e**.  **Step 2:** Give pupils time to do the task. Go around the classroom to offer support.  **Step 3:** Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  **Extension:** Invite pairs of pupils to stand up and read the matched exchanges aloud. | Whole class    Whole class/ Individual work  Pair work/  Whole class  Pair work |  |
| **Activity 4. Read and complete.** 9 minutes | |  |  |
| a. Goal: | To read and complete a gapped conversation between two pupils | |  |
| b. Input: | A gapped conversation with word cues to complete | |  |
| c. Outcome: | Pupils can read and complete a conversation with the words relating to the topics “Names”, “Ages”, and “Hobbies”.  **Key: 1.** name **2.** Hello **3.** eight  **4.** hobby **5.** singing | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the words in the box and the conversation. Tell them about this activity. Point at the first sentence and read as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.  **Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **Step 3:** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  Extension: Invite pairs of pupils to stand up and read the completed conversation aloud.  **Mini game:** **Comprehension questions**  - Ask pupils to read the conversation again.  - Then work in pairs and answer the questions:  + How many people are there in the conversation?  There are 2 people.  + What are their names?  Their names are Minh and Mary.  + How old is Mary?  She is eight years olds.  + What is Mary’s hobby?  She likes singing.  + What is Minh’s hobby?  He likes drawing. | Whole class/ Individual work  Pair work/  Individual work  Pair work |  |
| **Activity 5. Ask and answer.** 8 minutes | | | |
| a. Goal | To ask and answer questions using personal information | |  |
| b. Input | Four questions for pupils to ask and answer | |  |
| c. Outcome | Pupils can ask and answer questions using their personal information. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange.  **Step 2:** Repeat **Step 1** with the rest of the questions.  **Step 3:** Give pupils time to take turns to role-play the four exchanges. Go around the classroom to offer support where necessary.  **Extension:** Invite pairs of pupils to stand up and take turns to role-play the targetexchanges. | Whole class/ Individual work  Whole class  Pair work/  Whole class  Pair work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | Use *sachmem.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings. | Whole class |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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