

Week 9
Period 33

Preparing date: November
Teaching date: November,

Unit 5: My hobbies

Lesson 3 (1, 2, 3)

A. OBJECTIVES:

By the end of the lesson, Ss will be able to:

1. Knowledge:

- correctly repeat the sounds of the letters **p** and **r** in isolation, the words *painting* and *running*, and 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.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 69, 70; audio Tracks 52, 53, 54; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 38, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: What is missing?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p>	- Ss listen

<p>2. Presentation (9')</p>	<ul style="list-style-type: none"> - Divide the class into teams. - Place some flashcards on the board (<i>cooking, running, singing and some flashcards of hobby</i>). - Have Ss from the teams close their eyes. + Remove one of the pictures. + Ss have to remember and say the missing pictures. + Give the first team to guess correctly one point. + The team that gets the most points wins. - Say “Open your book page 38” and look at “<i>Unit 5, Lesson 3 (1,2,3)</i>”. <p>Activity 1. Listen and repeat:</p> <p><i>*Aims: Ss will be able to correctly pronounce the sounds of the letters p and r in isolation, in the words painting and running, and in the sentences <i>I like painting.</i> and <i>I like running</i> with correct pronunciation and intonation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T gives instruction to the letter p and r, painting and running, and in the sentences <i>I like painting.</i> and <i>I</i> 	<ul style="list-style-type: none"> - Ss play game - Ss open their books - Ss recognize the differences about color of letter - Ss listen
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<p>3.Practice: (19')</p>	<p><i>like running</i></p> <ul style="list-style-type: none"> - Play the recording for the letter <i>p</i>, <i>r</i>. - Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat. - Do this several times until Ss feel confident. - T calls some Ss to practice. - T gives feedbacks. <p>Activity 2. Listen and circle.</p> <p><i>*Aims: Ss will be able to identify the target words <i>painting</i> and <i>running</i> while listening.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the sentences and the gap-fill options. - T ask Ss to guess the answers. + T writes Ss' guessing on the board. - Listen to the tape: + Play the recording + Play the recording again and get Ss to swap books with their partners. + Play the recording again to check answers together 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 the class to listen and 	<ul style="list-style-type: none"> - Ss listen and point - Ss listen again and repeat -Ss listen again and repeat -Ss practice -Ss listen -Ss listen and say: + <i>Number 1: It's.....!</i> + <i>Number 2: I like.....!</i> -Ss guess the answers - Ss listen to the tape and circle - Ss listen again, circle and swap books with their partners. - Ss check their answers and guessing -Ss listen and repeat. -Ss read the sentences
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	<p>repeat in chorus.</p> <ul style="list-style-type: none"> - Invite one or two Ss to stand up and read the completed sentences. <p><i>Key: 1.b 2.a</i></p> <p>Activity 3. Let's chant</p> <p><i>*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Introduce the title and lyrics of the chant.  <p>8 Unit 5 – My hobbies</p> <ul style="list-style-type: none"> - Play the recording for Ss to listen to the whole chant. + Have them repeat the title and lyrics line by line. + Ask Ss to attend to the sounds of the letters <i>p</i> and <i>r</i> and the words <i>painting</i> and <i>running</i>. - 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. 	<ul style="list-style-type: none"> - Ss look and listen. <ul style="list-style-type: none"> -Ss listen to the chant <ul style="list-style-type: none"> - Ss listen and repeat line by line without clap their hands -Ss note the sounds, words <ul style="list-style-type: none"> -Ss listen to melody of the chant <ul style="list-style-type: none"> - Ss listen and chant line by line. - Ss chant and clap along. - Ss work in groups (two groups) to chant
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<p>4. Homework. (2')</p>	<ul style="list-style-type: none"> - Ask Ss to practice chant and clap along in pairs or groups. - Invite groups to the front of the classroom to perform the chant -T gives feedback. <p>*Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> +<i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. <ul style="list-style-type: none"> - Practice the chant more. - Prepare the new lesson: <i>Unit 5, Lesson 3 (4,5,6).</i> </p>	<ul style="list-style-type: none"> -Ss perform in front of the class. -Ss listen -Ss listen. -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 9

Preparing date: November

Period 34

Teaching date: November,

Unit 5: My hobbies**Lesson 3 (4, 5, 6)****A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

1. Knowledge:

- read a communicative context and complete a table about hobbies.
- read and complete gapped sentences with personal information.
- reinforce and extend pupils' language knowledge and competences by making a hobby show.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 71, 72; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 39, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: Matching</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <p>-T divides class into 2 teams</p>	- Ss listen

3. Production: (19')

Key:

Hobbies	cooking	dancing	painting	drawing
1. Ben	✓			
2. Lucy		✓		
3. Minh			✓	
4. Mary				✓

Activity 2. Let's write

**Aims: Ss will be able to read and complete gapped sentences with personal information.*

***Procedure:**

- Explain to the class the goal of this activity.
- Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.
- Give Ss time to write their answers.
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Key: Pupils' answer.

Activity 3. Project.

**Aims: Ss will be able to reinforce and extend pupils' language knowledge and competences by making a hobby show.*

***Procedure:**

- Explain the goal of this activity to Ss.
- Point at the picture and explain what they should do to complete the

-Ss listen

-Ss read and answer

-Ss write

-Ss swap books and check their answers

-Ss check

-Ss listen

-Ss listen

<p>4. Homework. (3')</p>	<p>project. - Tell Ss to work in groups. - Give the class time to complete the project by drawing three pictures showing their hobbies - Invite some Ss go to the board and perform their hobbies. - Have a class display of Ss' projects and have them vote for the most interesting. <i>*Consolidation</i> <i>*Aims: Ss will be able consolidate and wrap up the content of the lesson.</i> <i>*Procedure:</i> - T asks ss to answer the following questions: + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson?</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Prepare the new lesson: <i>Review I</i></p>	<p>-Ss work in groups -Ss draw three pictures showing their hobbies. -Ss perform in front of the class. -Ss vote -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 9
 Period 35, 36

Preparing date: November
 Teaching date: November,

Review 1

Parts 1, 2, 3, 4, 5

A. **OBJECTIVES:**

By the end of the lesson, Ss will be able to:

1. **Knowledge:**

- correctly use the following sentence patterns:
- + *Hello. / Hi. I'm – Hello, / Hi, I'm*
- + *How are you? –, thank you.*
- + *What's your name? – My name's*
- + *How old are you? – I'myears old.*
- + *Is this / that ? – Yes, it is. / No, it isn't. It's*
- + *What's your hobby? – It's*
- + *What do you like? – I like*
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. **Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. **TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 73, 74, 75; Track 55, 56; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 40, 41, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (5')	<i>Game: Whispering</i> <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i>	

<p>2.Practice: (52')</p>	<p>*Procedure:</p> <ul style="list-style-type: none"> - Divide class into 2 groups. -Ask 5 Ss in each group stand in a straight line. - T says a word or phrase to the first pupil in this line. - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase. - The last pupil says the word or phrase out loud. - The faster group has correct word or phrase is the winner. - Say “Open your book page 40, 41” and look at <i>Review 1</i>. <p>Activity 1. Listen and tick:</p> <p>*Aims: <i>Ss will be able to listen to and understand five communicative contexts</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the names of the characters in each picture and what they say. <div data-bbox="480 1549 1036 1738"> </div>	<ul style="list-style-type: none"> - Ss listen -Ss play game - Ss open their books -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a. Minh and Lucy first meet each other</i> + <i>Picture 1b. Lucy and Mai first meet each other.</i> + <i>Picture 2a. a birthday cake with number 6 on it</i> + <i>Picture 2b. a birthday cake with number 8 on it</i>
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	<p>2.  </p> <p>3.  </p> <p>4.  </p> <p>5.  </p> <p>- T ask Ss to guess the answers. + T writes Ss' guessing on the board. - Listen to the tape: + Play the recording + Play the recording again and get Ss to swap books with their partners. + Play the recording again to check answers together 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 the class to listen and repeat in chorus.</p> <p><i>Key: 1. b 2. b 3. a 4. b 5. b</i></p> <p>Activity 2. Listen and number</p>	<p>+ Picture 3a. Lucy tells Ben to touch his face. + Picture 3b. Lucy tells Ben to touch his nose. + Picture 4a. Ben is singing on the stage. + Picture 4b. Bill is playing music on the stage. + Picture 5a. Ben tells Mai he likes dancing. + Picture 5b. Ben tells Mai he likes singing.</p> <p>-Ss guess the answers</p> <p>- Ss listen to the tape and tick - Ss listen again, tick and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p>
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	<p>*Aims: <i>Ss will be able to listen to and understand four communicative contexts</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the names of the characters in each picture and what they say - Point at the pictures respectively to explain the context. <div data-bbox="483 604 1026 1008"> </div> <ul style="list-style-type: none"> - T ask Ss to guess the answers. + T writes Ss' guessing on the board. - Listen to the tape: + Play the recording + Play the recording again and get Ss to swap books with their partners. + Play the recording again to check answers together 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 the class to listen and repeat in chorus. <p><i>Key: 1. b 2. c 3. d 4. a</i></p> <p>Activity 3. Read and match</p>	<p>-Look at the pictures and say:</p> <ul style="list-style-type: none"> + <i>Picture a: Linh guesses that the running boy is Bill, but Mary says it is Ben.</i> + <i>Picture b: The doctor tells Ben to open his mouth for him to check.</i> + <i>Picture c: Linh wants to know what Ben likes. He says that he likes swimming.</i> + <i>Picture d: Lucy points at the eye of the robot and asks Minh what it is. He answers that it is an eye.</i> <p>-Ss guess the answers</p> <ul style="list-style-type: none"> - Ss listen to the tape and write the number - Ss listen again, write number and swap books with their partners. - Ss check their answers and guessing <p>-Ss listen and repeat.</p>
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	<p>*Aims: <i>Ss will be able to read and match pairs of target sentence patterns</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Tell Ss about this activity. Point at sentence 1, elicit the answer and models. - Give Ss work in pairs to do the sentence 2,3,4,5. - Tell Ss to swap their books with their partners, then check answers together as a class. - Write the correct answers on the board for Ss to correct their answers. - Invite some pairs to stand up and read the matched exchanges aloud. <p>Key: <i>1. e 2. a 3. b 4. c 5. d</i></p> <p><u>Activity 4.</u> Read and complete</p> <p>*Aims: <i>Ss will be able to read and complete a gapped conversation between two pupils.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the words in the box and the conversation. - Tell Ss about this activity. Point at number 1, elicit the answer and models. - Give Ss work in pairs to do the task - Tell Ss to swap their books with their partners, then check answers together as a class. 	<ul style="list-style-type: none"> -Ss look at the sentence 1 and say -Ss work in pairs and match -Ss swap their books and match -Ss check -Ss read aloud -Ss listen and answer -Ss look at the dialogue and say number 1 -Ss work in pairs and complete -Ss swap their books and match -Ss check
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<p>3.Production: (10')</p>	<ul style="list-style-type: none"> - Write the correct answers on the board for Ss to correct their answers. - Invite some pairs to stand up and read the matched exchanges aloud. <p><i>Key:</i> <i>1. name 2. Hello 3. eight</i> <i>4. hobby 5. singing</i></p> <p>* Mini game: Comprehension questions</p> <ul style="list-style-type: none"> - Ask Ss to read the conversation again - Give Ss work in pairs and answer the questions: <p>+ How many people in the conversation? <i>There are 2 people/ 2 people.</i></p> <p>+ What are their names? <i>Their names are Minh and Mary.</i></p> <p>+ How old is Mary? <i>She is eight years olds.</i></p> <p>+ What is Mary's hobby? <i>She likes singing.</i></p> <p>+ What is Minh's hobby? <i>He likes drawing.</i></p> <p><u>Activity 5.</u> Ask and answer</p> <p>*Aims: <i>Ss will be able to ask and answer questions using personal information.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask Ss to read the question and elicit the answer - Get Ss to role-play the exchange 	<p>-Ss read aloud</p> <p>-Ss read the dialogue again</p> <p>-Ss work in pairs and answer</p> <p>-Ss listen and answer</p> <p>-Ss role play sentence 1</p> <p>-Ss work in paris</p>
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<p>4. Homework. (3')</p>	<p>with sentence 1</p> <ul style="list-style-type: none"> - Give Ss time to take it in turns to role-play the four exchanges. - Invite some paris to stand up and role-play. <p><i>Key: Pupil's answer</i></p> <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson?</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Prepare the new lesson: <i>Fun time 1</i> 	<p>-Ss role play</p> <p>-Ss listen and answer</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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