

Week 8  
Period 29

Preparing date: October .....,  
Teaching date: October .....,

## Unit 5: My hobbies

### 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 (pictures) focusing on asking and answering about hobbies.
- correctly say the words and use: *What's your hobby? – It's .....* to ask and answer about hobbies.
- **Vocabulary:** sing, dance, draw, swim, hobby.
- **Skills:** speaking and listening

##### 2. Competences:

- Critical Thinking: self-introduce
- 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 62, 63, 64, audio Tracks 45, 46, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 34, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Stages/Time                 | Teacher's activities                                                                                                                                                                                                                                | Students' activities |
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| <b>1. Warm- up:</b><br>(3') | <p><i>Sing: The hobby song</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.</li> </ul> |                      |

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| <p><b>2. Presentation</b><br/>(16')</p> | <p><a href="https://www.youtube.com/watch?v=90LfcLAjLiI">https://www.youtube.com/watch?v=90LfcLAjLiI</a></p> <ul style="list-style-type: none"> <li>- Ask Ss to listen, sing and dance the song.</li> <li>- Say “Open your book page 34” and look at “<i>Unit 5, Lesson 1 (1,2,3)</i>”.</li> </ul> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>-T elicits the new words</li> <li>+ <i>sing- singing : hát (mime)</i></li> <li>+ <i>draw- drawing : vẽ (mime)</i></li> <li>+ <i>dance- dancing :nhảy/ múa(mime)</i></li> <li>+ <i>swim- swimming : bơi (mime)</i></li> <li>+ <i>hobby : sở thích (translation)</i></li> <li>- T models (3 times).</li> <li>- T writes the words on the board.</li> <li>- <i>Checking: Matching</i></li> </ul> <p><b>Activity 2. Look, listen and repeat:</b></p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.</i></p> <p><b>*Procedure:</b></p> | <ul style="list-style-type: none"> <li>- Ss sing and dance the song</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and match</li> </ul> |
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|  | <p>- Have Ss look at <i>Pictures a and b</i> and identify the characters in the pictures.</p>  <p>- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.</p> <p>- Have Ss to practice the dialogue</p> <p>- T invites a few pairs to the front of the class to practice.</p> <p>- T checks pronunciation for ss.</p> <p><b>Activity 3 2. Listen, point and say.</b></p> <p><b>*Aims:</b> <i>Ss will be able to correctly say the words and use: <b>What's your hobby?</b> - <b>It's.....</b> to ask and answer about hobbies.</i></p> <p><b>*Procedure:</b></p> <p><b>* Model sentences:</b></p> <p>- T asks Ss look at <i>picture a</i> and helps Ss know the structure from the</p> | <p>-Look at the pictures and get to know the characters in the pictures.</p> <p>+ <i>In picture a:</i> Bill points to the activity on the stage and asks Linh: <i>What's your hobby?</i> Linh says: <i>It's singing.</i></p> <p>+ <i>In picture b:</i> Lucy points to the activity on the stage and asks Ben: <i>What's your hobby, Ben?</i> Ben says: <i>Dancing.</i></p> <p>-Ss listen and repeat in chorus (<i>twice</i>)</p> <p>-Ss work in pairs to practice</p> <p>-Ss practice the dialogue</p> <p>-Ss listen</p> <p>-Ss look at the picture and</p> |
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| <p><b>3.Practice: (7')</b></p> | <p>dialogue.</p> <ul style="list-style-type: none"> <li>- T introduces new structure for Ss.</li> <li>- T explains, models and gives meaning.</li> <li>-Have Ss repeat the model sentences.</li> </ul> <p><i>*Drill pictures</i></p> <ul style="list-style-type: none"> <li>- Elicit and check comprehension the name of each character.</li> </ul> <div data-bbox="483 793 1031 1117">  </div> <ul style="list-style-type: none"> <li>- Run through all the pictures.</li> <li>- Run through model sentences.</li> <li>- Have Ss to practise: <ul style="list-style-type: none"> <li>+ T asks, Ss answer picture a</li> <li>+ Ss ask, T answers picture b</li> <li>+ Group A ask, group B answer picture c</li> <li>+ Group B ask, group A answer picture d</li> </ul> </li> <li>- Ask Ss to work in pairs.</li> <li>- T controls and corrects.</li> <li>- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.</li> <li>- T gives feedbacks.</li> </ul> | <p>answer.</p> <ul style="list-style-type: none"> <li>-Ss listen</li> <li>-Ss listen and repeat</li> <li>-Ss repeat to the hobbies.</li> </ul> <ul style="list-style-type: none"> <li>- Ss look, listen and answer <ul style="list-style-type: none"> <li>+ <i>Picture a: a girl singing</i></li> <li>+ <i>Picture b: a boy drawing</i></li> <li>+ <i>Picture c: a girl dancing</i></li> <li>+ <i>Picture d: a boy swimming</i></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>-Ss listen and repeat</li> <li>-Ss practice in chorus</li> <li>-Ss work in pairs to practice</li> <li>-Ss point and say</li> </ul> |
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| <p><b>4.Production:</b><br/>(7')</p> | <p><b><u>Activity 4.</u> Let's talk.</b></p> <p><b>*Aims:</b> <i>Ss will be able to enhance the correct use of <b>What's your hobby?</b> – <b>It's .....</b> to ask and answer questions about someone's hobby.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to guess each character and what the children say.</li> <li>+ <i>What can you see in the picture?</i></li> <li>+ <i>Who are they?</i></li> <li>+ <i>Where are they?</i></li> <li>+ <i>What are they saying?</i></li> <li>- T fills the gaps and writes the sentences on the board.</li> <li>- T models</li> <li>- T asks Ss to ask and answer questions using <b>What's your hobby?</b> – <b>It's .....</b></li> <li>- Invite some pairs to perform.</li> <li>- Give feedbacks</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> </ul> </li> </ul> | <p>-Ss listen.</p> <p>-Ss look at the picture and answer</p> <ul style="list-style-type: none"> <li>+ <i>They are on the beach/ by the sea</i></li> <li>+ <i>A boy and a girl are drawing</i></li> <li>+ <i>Three boys are swimming</i></li> </ul> <p>-Ss note</p> <p>- Ss say the completed sentences.</p> <p>-Ss work in pairs</p> <p>-Ss perform in front of the class.</p> <p>-Ss answer the questions</p> |
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| <p><b>5. Homework.</b><br/><b>(2')</b></p> | <p>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <ul style="list-style-type: none"> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Learn the vocabulary and model sentences by heart</li> <li>- Prepare the new lesson: <i>Unit 5, Lesson 1 (4,5,6).</i></li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> |
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**D. ADJUSTMENTS (if necessary):**

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Period 30

Teaching date: October .....,

**Unit 5: My hobbies****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 in which pupils ask and answer questions about hobbies.
- read and match the target sentence patterns with pictures.
- review vocabulary related to the topic "*Hobbies*" by playing the game Find the hobby.
- **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 64, 65; audio Tracks 47; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 35, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Stages/Time                 | Teacher's activities                                                                                                                                                                                      | Students' activities |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>1. Warm- up:</b><br>(5') | <p><i>Game: Matching game</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <p>- Write 4 new words on the board</p> | - Ss read the words  |

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| <p><b>2.Practice:</b><br/>(27')</p> | <p>and asks Ss to read (whole class).</p> <ul style="list-style-type: none"> <li>- Ask 4 Ss to come to the board and write their hobbies in the pieces of paper and keep them in secret.</li> <li>- Ask 1 Ss to come to the board and guess their hobbies written in the paper (He has to write the answers in the small pieces of paper and stick to each 4 Ss.</li> <li>- Ask the Ss on the board to ask the question to find out the answers and give him or her point if correct (repeat the activities depending the time).</li> <li>- Say “Open your book page 35” and look at “Unit 5, Lesson 1 (4,5,6)”.</li> </ul> <p><b>Activity 1. Listen and number:</b></p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the names of the characters in the pictures.</li> <li>- Point at the pictures respectively to explain the context.</li> </ul> <div data-bbox="479 1528 1036 1717">  </div> | <ul style="list-style-type: none"> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ Picture a: a girl singing.</li> <li>+ Picture b: a boy swimming.</li> <li>+ Picture c: a boy drawing.</li> <li>+ Picture d: a girl dancing.</li> </ul> </li> </ul> |
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- 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.

*Key: 1. d 2. c 3. b 4. a*

### **Activity 2. Read and match**

*\*Aims: Ss will be able to read and match the target sentence patterns with pictures.*

#### **\*Procedure:**

- Get Ss to look at the pictures and identify the characters' hobbies.

**What's your hobby?**

1. It's dancing.
2. It's drawing.
3. It's swimming.
4. It's singing.

- Have Ss look at the four sentences

-Ss guess the answers

- 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

-Ss listen and repeat.

-Ss look at the picture and say

-Ss look and answer



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| <p><b>3. Homework.</b><br/><b>(3')</b></p> | <p>up and shows his / her flash card to the whole class.</p> <ul style="list-style-type: none"> <li>- Repeat the procedure with other flash cards. If a Ss fails to show up his / her flashcard or shows up the wrong flash card, he / she is "out" of the game.</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Practice part 5 again.</li> <li>- Prepare the new lesson: <i>Unit 5, Lesson 2 (1,2,3).</i></li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and play game</li> <li>-Ss answer the questions</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> |
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**D. ADJUSTMENTS (if necessary):**

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Week 8

Preparing date: October .....,

Period 31

Teaching date: October .....,

**Unit 5: My hobbies****Lesson 2 (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 (pictures) focusing on asking and answering about hobbies.
- correctly say the words and use *What's your hobby? – I like.....* to ask and answer questions about someone's hobby.
- enhance the correct use of *What's your hobby? – I like .....* to ask and answer questions about someone's hobby.
- **Vocabulary:** run, paint, walk, cook, like
- **Skills:** speaking and listening

**2. Competences:**

- Critical Thinking: self-introduce
- 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

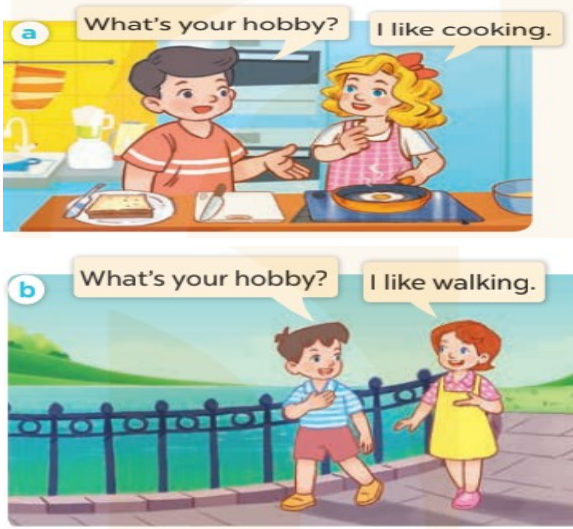
**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 43, 44; audio Tracks 48, 49, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 36, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Stages/Time                | Teacher's activities                                                                                                                                                             | Students' activities |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>1.Warm- up:</b><br>(3') | <p><i>Game: <b>Guessing and Choosing</b></i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> |                      |

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| <p>2.<br/><b><u>Presentation</u></b><br/>(16')</p> | <ul style="list-style-type: none"> <li>- T shows 4 pictures of hobbies and calls 4 Ss to come to the board and choose.</li> <li>- T asks 4 Ss to come to the board and choose 1 picture of hobby and keep them in secret by covering them.</li> <li>- The others will write their hobbies in the board at their desks and keep their ideoes in secret.</li> <li>- The Ss on the board will 1 by 1 show their pictures they chose.</li> <li>- When the teacher says the word of the pictures 1 by 1 shown on the board, who has the same hobby will raise their board or raise their hands.</li> <li>- The Ss on the board will get the same points as the numbers of Ss raising their hands.</li> <li>- Say "Open your book page 36" and look at "Unit 5, Lesson 2 (1,2,3)".</li> </ul> <p><b><u>Activity 1. Vocabulary.</u></b></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>-T elicits the new words</li> <li>+ run- running : chạy (mime)</li> <li>+ paint- painting: tô màu (mime)</li> <li>+ walk- walking : đi bộ (mime)</li> <li>+ cook- cooking : nấu ăn (mine)</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play the game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> </ul> |
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|  | <p>+ <i>like</i> : <i>thích</i> (situation)</p> <p>- T models (3 times).</p> <p>- T writes the words on the board.</p> <p>- Checking: <i>What and where</i></p> <p><b>Activity 2. Look, listen and repeat:</b></p> <p><b>*Aims:</b> <i>Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.</i></p> <p><b>*Procedure:</b></p> <p>- Have Ss look at <i>Pictures a and b</i> and identify the characters in the pictures.</p> <div data-bbox="467 1186 1036 1711">  </div> <p>- Play the audio twice (sentence by sentence). Correct their pronunciation</p> | <p>+ Choral repetition (3 times).</p> <p>+ Individual repetition (3 ss)</p> <p>- Ss take note</p> <p>- Ss look, remember and slap</p> <p>-Look at the pictures and get to know the characters in the pictures.</p> <p>+ <i>In picture a:</i> Nam asks: <i>What's your hobby?</i> And Mary answers <i>I like cooking.</i></p> <p>– <i>In picture b:</i> Minh asks <i>What's your hobby?</i> And Lucy answers: <i>I like walking</i></p> <p>-Ss listen and repeat in chorus (twice)</p> |
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| <p><b>4.Production:</b><br/>(7')</p> | <div data-bbox="477 197 1029 575">  </div> <ul style="list-style-type: none"> <li>- Run through all the pictures.</li> <li>- Run through model sentences.</li> <li>+ Run through the questions</li> <li>+ Run through the answers</li> <li>- Have Ss to practise:             <ul style="list-style-type: none"> <li>+ T asks – Ss answer (change role).</li> <li>+ Ss – Ss (change role).</li> </ul> </li> <li>- Ask Ss to work in pairs.</li> <li>- T controls and corrects.</li> <li>- Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.</li> <li>- T gives feedbacks.</li> </ul> <p><b>Activity 4. Let's talk.</b></p> <p><b>*Aims:</b> Ss will be able to enhance the correct use of <i>What's your hobby? – I like ..... to ask and answer questions about someone's hobby.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to guess each character and what the children say.</li> <li>+ <i>What can you see in the picture?</i></li> <li>+ <i>Who are they?</i></li> <li>+ <i>Where are they?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Ss look, listen and repeat</li> <li>- Ss practice in chorus</li> <li>-Ss work in pairs to practice</li> <li>-Ss listen</li> <li>-Ss go to the board and point and say</li> <li>-Ss listen</li> <li>-Ss look at the picture and answer             <ul style="list-style-type: none"> <li>+ <i>There are several people doing different activities in the park.</i></li> </ul> </li> </ul> |
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| <p><b>5. Homework.</b><br/>(2')</p> | <p>+ <i>What are they doing?</i></p>  <p>- Put Ss into pairs and encourage them to ask and answer questions using <i>What's your hobby? I like....</i></p> <p>- Invite some pairs to stand up to perform their exchanges.</p> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <p>- T asks ss to answer the following questions:</p> <p>+ <i>What have you learnt from the lesson today?</i></p> <p>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <p>- T review the vocabulary and model sentences.</p> <p>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Learn the vocabulary and model sentences by heart</p> <p>- Prepare the new lesson: <i>Unit 5, Lesson 2 (4,5,6).</i></p> | <p>-Ss work in pairs</p> <p>-Ss ask and answer</p> <p>-Ss answer the questions</p> <p>- Ss listen</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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Week 8  
Period 32

Preparing date: October .....,  
Teaching date: October .....,

## Unit 5: My hobbies

### Lesson 2 (4, 5, 6)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- listen to and understand two communicative contexts in which pupils discuss different hobbies.
- complete four target sentences with the help of picture cues.
- sing the song My hobby with the correct pronunciation and melody
- **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 58, 59; audio Tracks 50, 51; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 37, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Stages/Time                 | Teacher's activities                                                                                                                                                             | Students' activities |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>1. Warm- up:</b><br>(5') | <p><i>Sing a song: <b>Slap the board</b></i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> |                      |

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| <p><b>2.Practice:</b><br/>(27')</p> | <ul style="list-style-type: none"> <li>- Divide class into two teams. Have them stand in two lines.</li> <li>- Place some cards on the board.</li> <li>- Have four students come to the board to face off.</li> <li>- Call out a word, <i>ex: cooking</i>, and have Ss run to the board then slap the picture and repeat the word.</li> <li>- The winner is the student who slaps the picture at first.</li> <li>- Say “Open your book page 13” and look at “Unit 5, Lesson 2 (4,5,6)”.</li> </ul> <p><b>Activity 1. Listen and tick:</b><br/> <i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils discuss different hobbies.</i><br/> <b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the hobby in each picture.</li> </ul> <div data-bbox="483 1165 1036 1564">  </div> <ul style="list-style-type: none"> <li>- T ask Ss to guess the answers.</li> <li>+ T writes Ss' guessing on the board.</li> <li>- Listen to the tape:</li> <li>+ Play the recording</li> <li>+ Play the recording again and get Ss</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/> + Picture 1a. a boy walking<br/> + Picture 1b. a boy cooking<br/> + Picture 2a. a girl running<br/> + Picture 2b. a girl painting</li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap</li> </ul> |
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|  | <p>to swap books with their partners.<br/>         + Play the recording again to check answers together as a class.<br/>         + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.<br/>         - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.<br/> <i>Key: 1. b 2. b</i></p> <p><b><u>Activity 2.</u> Look, complete and read</b><br/> <i>*Aims: Ss will be able to complete four target sentences with the help of picture cues.</i><br/> <b>*Procedure:</b><br/>         - Have Ss look at the pictures and identify the hobbies in the pictures.</p> <div data-bbox="479 1163 1037 1495" data-label="Image"> </div> <p>- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.<br/>         - T models with picture 1<br/>         + Ask Ss what is missing in the sentence.<br/>         + Have Ss look at the picture and</p> | <p>books with their partners.<br/>         - Ss check their answers and guessing<br/>         -Ss listen and repeat.</p> <p>-Ss look at the picture and say</p> <p>-Ss answer: <i>It's....</i><br/> <i>I like.....</i></p> <p>-Ss look, complete and read the completed sentence in</p> |
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| <p><b>3. Homework.</b><br/>(3')</p> | <p>Ss to listen, repeat and point to the pictures</p> <ul style="list-style-type: none"> <li>- Play the recording for Ss to sing and do actions.</li> <li>- Ask Ss to practice singing and doing actions in pairs or groups.</li> <li>- Invite groups to the front of the classroom to perform the song</li> <li>-T gives feedback.</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+<i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Practice part 5 again.</li> <li>- Prepare the new lesson: <i>Unit 5, Lesson 3 (1,2,3).</i></li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and sing line by line.</li> <li>- Ss sing and do actions.</li> <li>+ Ss work in groups (two groups) to sing.</li> <li>-Ss perform in front of the class.</li> <li>-Ss listen</li> <li>-Ss answer the questions</li> <li>- Ss listen</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen</li> </ul> |
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**D. ADJUSTMENTS (if necessary):**

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