**LỊCH BÁO GIẢNG**

***Tuần***: 8- Từ ngày 23/10 đến ngày 28/10/2023

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai**  **23/10** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 1D | Tiếng Anh 1 | Unit 3: Lesson 1 |
| 2 | 1E | Tiếng Anh 1 | Unit 3: Lesson 1 |
| 3 | 1C | Tiếng Anh 1 | Unit 3: Lesson 1 |
| 4 |  |  |  |
| **Ba**  **24/10** | **Sáng** | 1 | 5C | Tiếng Anh 5 | Unit 5: Lesson 3-Part 1,2,3 |
| 2 | 5C | Tiếng Anh 5 | Unit 5: Lesson 3-Part 4,5,6,7 |
| 3 | 5D | Tiếng Anh 5 | Unit 5: Lesson 3-Part 1,2,3 |
| 4 | 5D | Tiếng Anh 5 | Unit 5: Lesson 3-Part 4,5,6,7 |
|  | **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 5: Lesson 1-Part 1,2,3 |
| 2 | 1C | Tiếng Anh 1 | Unit 3: Lesson 1 (con’d) |
| 3 | 3D | Tiếng Anh 3 | Unit 5: Lesson 1-Part 1,2,3 |
| 4 |  |  |  |
| **Tư**  **25/10** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Năm**  **26/10** | **Sáng** | 1 | 1E | Tiếng Anh 1 | Unit 3: Lesson 1 (con’d) |
| 2 | 1D | Tiếng Anh 1 | Unit 3: Lesson 1 (con’d) |
| 3 | 3E | Tiếng Anh 3 | Unit 5: Lesson 1-Part 4,5,6 |
| 4 | 3E | Tiếng Anh 3 | Unit 5: Lesson 2-Part 1,2,3 |
|  | **Chiều** | 1 | 3D | Tiếng Anh 3 | Unit 5: Lesson 1-Part 4,5,6 |
| 2 | 5C | Tiếng Anh 5 | Review 1 |
| 3 | 5C | Tiếng Anh 5 | Fun time |
| 4 |  |  |  |
| **Sáu**  **27/10** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 | 3D | Tiếng Anh 3 | Unit 5: Lesson 2-Part 1,2,3 |
| 4 | 3D | Tiếng Anh 3 | Unit 5: Lesson 2-Part 4,5,6 |
| **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 5: Lesson 2-Part 4,5,6 |
| 2 | 5D | Tiếng Anh 5 | Review 1 |
| 3 | 5D | Tiếng Anh 5 | Fun time |
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| **Week: 8**  **Period:29** | **UNIT 5: MY HOBBIES**  **Lesson 1: Parts 1, 2, 3 (Page 34)** | Planning day: 22/10/2023  Teaching day: 24/10/2023 |

**I. 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. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION:**

1. *Teacher:* Teacher’s guide Pages 62, 63, 64, audio Tracks 45, 46, posters, laptop, pictures, textbook, lesson plan, TV.

2. *Students:* Pupil’s book Page 34, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review (5’)**  *Sing:* ***The hobby song***  - Show the song on the screen.  - Ask Ss to listen, sing and dance the song.  - T says “Open your book page 34” and look at “*Unit 5, Lesson 1 (1,2,3)”.* | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**10’)  ***\* Goals:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.*  **Set the context:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  - 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.  **1. Vocabulary:**  *+ sing- singing : hát (mime)*  *+ draw- drawing : vẽ (mime)*  *+ dance- dancing :nhảy/ múa(mime)*  *+ swim- swimming : bơi (mime)*  *+ hobby : sở thích (translation)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Matching*  ***2. Model sentences:***  *- T asks Ss look at picture a and helps Ss know the structure from the dialogue.*  *- T introduces new structure for Ss.*  *- T explains, models and gives meaning.*  *-Have Ss repeat the model sentences.*  *A: What’s your hobby?*  *B: It’s singing.*  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 8’)  ***\*\* Goals:*** *Ss will be able**to correctly say the words and use: What's your hobby? - It's…… to ask and answer about*  - Elicit and check comprehension the name of each character.  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - 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.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.** (7’)  ***\*\* Goals:*** *Ss will be able to enhance the correct use of What's your hobby? – It's …... to ask and answer questions about someone's hobby.*  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+Who are they?*  *+Where are they?*  *+What are they saying?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to ask and answer questions using *What's your hobby? –It's ………..*.  - Invite some pairs to perform.  - Give feedbacks | Whole class  Whole class  Pair work  T- Whole class  Whole class  T- Whole class  Whole class  T- Whole class  Whole class  Pair work  Pair work  Whole class  Pair work |
| **Fun corner and wrap-up: (5’)**  ***\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.*  -  **Game: Watch and guess**  - Ask 1 pupil to come to the board and face the class.  - Show 1 picture of 4 hobbies and let the others act so that the pupil on the board can guess the name of the hobby in the picture (1 student will guess 3 pictures).  - Show 4 pictures on the board and ask pupils to repeat  -> Wrap-up. | Whole class  Whole class |
| **Homelink.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: *Unit 5, Lesson 1 (4,5,6).* | Whole class |

**Comments**

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| **Week: 8**  **Period:30** | **UNIT 5: MY HOBBIES**  **Lesson 1: Parts 4, 5, 6 (Page 35)** | Planning day: 22/10/2023  Teaching day: 24/10/2023 |

**I. 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. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION:**

1. Teacher: Teacher’s guide Pages 64, 65; audio Tracks 47, posters, laptop, pictures, textbook, lesson plan, TV .

2. Students: Pupil’s book Page 35, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review (5’)**  *Game:* ***Matching game***  - Write 4 new words on the board and asks Ss to read (whole class).  - Ask 4 Ss to come to the board and write their hobbies in the pieces of paper and keep them in secret.  - 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.  - 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).  - Say “Open your book page 35” and look at *“Unit 5, Lesson 1 (4,5,6)”.* | Whole class  Group  Whole class |
| **\*New lesson:**  **Activity 4. Listen and number: (8’)**  ***\*\* Goals:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about hobbies*  - Elicit the names of the characters in the pictures.  - Point at the pictures respectively to explain the context.  - 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* | Whole class  Whole class  Pair work  Individual  Whole class |
| **Activity 2.** **Read and match (10’)**  ***\*\* Goals:*** *Ss will be able**to read and match the target sentence patterns with pictures.*  - Get Ss to look at the pictures and identify the characters’ hobbies.  - Have Ss look at the four sentences and the pictures. Elicit with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Draw a line to match it with the picture of the girl dancing.  -Have Ss work in pairs and match sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  *Key: 1. c 2. d 3. a 4. b* | Whole class  Whole class  Whole class  Pair work  Individual |
| **Activity 3. Let’s play (8’)**  ***\*\* Goals:*** *Ss will be able to* *review vocabulary related to the topic "Hobbies" by playing the game Find the hobby.*  - Tell Ss the goal of the game and how to play it. Four Ss hold different flash cards  - Invite four Ss to the front of the class to demonstrate how to play the game.  - T shouts out "swimming", the Ss with the swimming flash card steps up and shows his / her flash card to the whole class.  - 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. | T- Whole class  Group work  Whole class  Whole class |
| **Fun corner and wrap- up: (5’)**  ***\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.*  T shows 4 pictures on the board and asks pupils to repeat to Wrap-up | Whole class |
| **Homelink.**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 5, Lesson 2 (1,2,3).* | Whole class |

**Comments:**

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| **Week: 8**  **Period:31** | **UNIT 5: MY HOBBIES**  **Lesson 2: Parts 1, 2, 3 (Page 36)** | Planning day: 22/10/2023  Teaching day: 26/10/2023 |

**I. OBJECTIVES:**

1. By the end of the lesson, Ss will be able to:
2. **Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.

- Use the words *running, painting, walking, cooking* in relation to the topic “**My hobbies”;**

- Use *What's your hobby? – I like…………* to ask and answer questions about someone's hobby.

**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. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

**II**.**Preparation**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Greeting the class.  - Invite some pairs of pupils to aks and answer questions about hobbies using What’s your hobby? It’s \_\_\_\_\_\_. in front of the class.  - Lead to new lesson. | Whole class  Pair work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**10 minutes)  **Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.  **Set the context:**  - Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  -Draw their attention to the question *What’s your hobby?* and the answers *I like cooking*. and *I like walking.* Tell pupils that there are questions and answers about hobbies.  **1. Vocabulary:**  + running : chạy (*action*)  + painting : vẽ / tô màu (*picture*)  + walking : đi bộ (*action*)  + cooking : nấu ăn *( picture*)  + like: thích (*explaination*)  **\*Check vocabulary:** *Matching*   1. **Model sentences:**   Ask and answer questions about someone's hobby.  **\*A: What’ your hobby?**  **B: I like cooking.**  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** *To correctly say the words and use What's your hobby? – I like \_\_\_\_\_. to ask and answer questions about someone's hobby.*  - Have pupils look at the pictures and elicit the names of the hobbies.  - Have pupils point at Picture **a** (a boy running), listen to the recording and repeat the word (*running*). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  **-** Point at the first bubble and have pupils listen and repeat after the recording (*What’s your hobby?*). Point at Picture **a** and have pupils listen and repeat after the recording *(I like running.)*. Follow the same procedure with the other three pictures.  **-** Have pairs practise asking and answering the question *What’s your hobby? – I like \_\_\_\_\_.*  -Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** To enhance the correct use of *What's your hobby?* – *\_\_\_\_\_\_\_.* to ask and answer questions about someone's hobby.  **-** Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (see *Input*).  - Put pupils into pairs and encourage them to ask and answer questions using the target sentence patterns. Go around the classroom to offer support where necessary.  **-** Invite some pairs to stand up to perform their exchanges. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Lucky number**   T lets pupils review the pictures of hobbies.  - T divides the class into 2 teams.  - Pupils in 2 teams take turns to open the boxes and answer the questions: *What’s your hobby?* (T can show pictures/ flash cards of hobbies and ask pupils to say the hobbies out loud).  - T clicks on the box to reveal the points beneath.  - The team with the most points is the winner. | Group work  Whole class |
| \* Home link : **(1’)**  -Learn by heart vocabulary and sentence patterns  -Prepare Unit 5-Lesson 2/ P 4,5,6 | Individual |

**Comments:**

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| **Week: 8**  **Period:32** | **UNIT 5: MY HOBBIES**  **Lesson 2: Parts 4, 5, 6 (Page 37)** | Planning day: 22/10/2023  Teaching day: 26/10/2023 |

**I. OBJECTIVES:**  By the end of the lesson students 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.

**2. Competencies:**

- Listening: listen and tick

- Written communication: look, complete and read

- Self-control & independent learning: perform listening tasks

- Sociability: talk to each other, say good words to others.

**3. Attributes:**

- Communication, ability to use language (work in groups/ pairs)

- Ability to solve problems (play the games)

- Cooperation: (work in groups/ pairs)

**II.** **PREPARATION:**

1. Teacher’s preparation: TV, computer, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **\*Warm- up and review ( 5’)**  *Game****: Top 5 answers***  - Give questions which have many possible answers.  - T lets the pupils in the class write their answers (hobbies) on their boards.  - When T shows answers, each of pupils’ correct answers will get 1 point. | Individual work/ Group work |
| **\*New lesson:**  **Activity 4.**  **Listen and tick. (8’)**  ***Goal:*** *To listen to and understand two communicative contexts in which pupils discuss different hobbies.*  -Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the hobby in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording the third time for pupils to check their answers.  -Repeatfor the second exchange.  -Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  -Play the recording again for pupils to double-check their answers.  If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  Key:1b, 2a | Whole class    Whole class  Pair work  Individual work  Whole clas |
| **Activity 5. Look, complete and read. (10’)**  ***Goal:****. To complete four target sentences with the help of picture cues*.  -Have pupils look at the pictures. Have them identify the hobbies in the pictures.  **-** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  - Model with Picture **1**. Have pupils look at the sentence. Ask them what is missing in the answer (*swimming*). Then have them look at the picture and identify the hobby. Then have them complete the gap (*What’s your hobby? – It’s swimming.).*  **-** Follow the same procedure with Pictures **2**, **3** and **4**.  - Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  **\* Key:  *1. swimming 2. singing 3. cooking 4.painting*** | Whole class  Whole class  Whole class  Individual  Pair works  Whole class |
| **Activity 6. Let’s play. (8’)**  ***Goals:*** To sing the song *My hobby* with the correct pronunciation and melody.  -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  - Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  - Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  - Play the recording all the way through for pupils to sing along.  -Introduce actions for pupils to do while they sing along with the recording.  **Game: Let’s sing!**  Divide the class into 2 teams. Each team has to sing a verse of the song. Then they all sing the last sentence.  The team who can make it better will get points. | Whole class  Whole class  Pair works  Whole class |
| ***\*******Fun corner and wrap-up:***  *(5’)*  ***Guessing game***  - T lets the whole class look at the pictures and asks: What’s your hobby?  - The first one to answer will get points. | Group work  Individual |
| \* Home link : **(1’)**  -Learn by heart vocabulary and sentence patterns  -Prepare Lesson 3/ P 1,2,3/ p38 | Individual |

**Comments:**

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**LỊCH BÁO GIẢNG**

***Tuần***: 9- Từ ngày 31/10 đến ngày 05/11/2022

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai**  **31/10** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 3A | Tiếng Anh 3 | Unit 5: Lesson 3-Part 1,2,3 |
| 2 | 3B | Tiếng Anh 3 | Unit 5: Lesson 3-Part 1,2,3 |
| 3 | 3B | Tiếng Anh 3 | Unit 5: Lesson 3-Part 4,5,6 |
| 4 |  |  |  |
| **Ba**  **01/11** | **Sáng** | 1 | 4D | Tiếng Anh 4 | Short story 1 |
| 2 | 4D | Tiếng Anh 4 | Test 1 |
| 3 | 2D | Tiếng Anh 2 | Unit 3: Lesson 2 |
| 4 | 2D | Tiếng Anh 2 | Unit 3: Lesson 2(con’d) |
|  | **Chiều** | 1 | 3A | Tiếng Anh 3 | Unit 5: Lesson 3-Part 4,5,6 |
| 2 | 4C | Tiếng Anh 4 | Short story 1 |
| 3 | 4C | Tiếng Anh 4 | Test 1 |
| 4 |  |  |  |
| **Tư**  **02/11** | **Sáng** | 1 |  |  |  |
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| 4 |  |  |  |
| **Năm**  **03/11** | **Sáng** | 1 | 3A | Tiếng Anh 3 | Review 1 |
| 2 | 3A | Tiếng Anh 3 | Fun time |
| 3 | 2B | Tiếng Anh 2 | Unit 3: Lesson 2 |
| 4 | 2B | Tiếng Anh 2 | Unit 3: Lesson 2(con’d) |
|  | **Chiều** | 1 | 2C | Tiếng Anh 2 | Unit 3: Lesson 2 |
| 2 | 2C | Tiếng Anh 2 | Unit 3: Lesson 2(con’d) |
| 3 | 3B | Tiếng Anh 3 | Review 1 |
| 4 |  |  |  |
| **Sáu**  **04/11** | **Sáng** | 1 | 4C | Tiếng Anh 4 | Unit 6: Lesson 1-Part 1,2 |
| 2 | 4C | Tiếng Anh 4 | Unit 6: Lesson 1-Part 3,4,5 |
| 3 | 2E | Tiếng Anh 2 | Unit 3: Lesson 2 |
| 4 | 2E | Tiếng Anh 2 | Unit 3: Lesson 2(con’d) |
| **Chiều** | 1 | 4D | Tiếng Anh 4 | Unit 6: Lesson 1-Part 1,2 |
| 2 | 4D | Tiếng Anh 4 | Unit 6: Lesson 1-Part 3, 4,5 |
| 3 | 3B | Tiếng Anh 3 | Fun time |
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| **Week: 9**  **Period:33** | **UNIT 5: MY HOBBIES**  **Lesson 3: Parts 1, 2, 3 (Page 38)** | Planning day: 30/10/2022  Teaching day: 31/10/2022 |

**I. 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. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION**

1. *Teacher:* Teacher’s guide Pages 69, 70; audio Tracks 52, 53, 54; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 38, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  *Game:* ***What is missing?***  - Divide the class into teams.  - Place some flashcards on the board (*cooking, running, singing and some flashcards of hobby*).  - 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 “*Unit 5, Lesson 3 (1,2,3)”.* | Whole class/  Group work |
| **\* New lesson:**  **Activity 1. Listen and repeat: (8’)**  ***\* Goals:*** *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 like painting.* and *I like running with correct pronunciation and intonation.*  - 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.  **-** 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.  **-** Repeat **Steps 1** and **2** for the letter ***r.***  **- Give feedbacks**  **Activity 2.** **Listen and circle. (8’)**  ***\* Goals:*** *Ss will be able**to identify the target words painting and running while listening.*  - 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 repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.b 2.a*  **Activity 3. Let’s chant (9’)**  ***\* Goals:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  - 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.  + Ask Ss to attend to the sounds of the letters *p* and *r* and the words *painting* and *running.*  - 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  -T gives feedback. | Whole class  Whole class  / Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Group work  Whole class/ Individual work  Whole class  Pair work  Group work |
| **Fun corner and wrap up: (5’)**  - T shows 8 pictures of hobbies on the board and asks pupils to repeat to Wrap-up.  **Homework.**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 5, Lesson 3 (4,5,6).* | Group work |

**Comments:** ……………….…..…………………………………………………………………

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| **Week: 9**  **Period:34** | **UNIT 5: MY HOBBIES**  **Lesson 3: Parts 4, 5, 6 (Page 39)** | Planning day: 30/10/2022  Teaching day: 31/10/2022 |

**I. 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. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION**

- *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.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (5’)**  *Game:* ***Matching***  -T divides class into 2 teams  - Ss in 2 teams take turn to open the boxes to match the questions and answers to their pictures (*open: click the numbers -close: click the red signs*).  - Ss of each team will get points if their matching is correct.  - Review hobbies: *painting, cooking, running, walking, singing, swimming.*  - Say “Open your book page 39” and look at *“Unit 5, Lesson 3 (4, 5, 6)”.* | **Group work** |
| **\* New lesson:**  **Activity 1. Read and tick: ( 8’)**  ***\* Goals:*** *Ss will be able to* *read a communicative context and complete a table about hobbies.*  - T models with Ben.  + Get Ss to read the dialogue  + Ask Ss to read the first sentence and tick the correct hobby  -Have Ss work in pairs and complete the table by ticking the correct boxes.  - Tell Ss to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board for pupils to correct their answers.  - Invite pairs of Ss to stand up and say the characters’ hobby.  -T gives feedbacks.  *Key:*    **Activity 2.** **Let’s write (9’)**  ***\* Goals:*** *Ss will be able**to read and complete gapped sentences with personal information.*  - 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. (8’)**  ***\* Goals:*** *Ss will be able to reinforce and extend pupils’ language knowledge and competences by making a hobby show.*  **-** Explain the goal of this activity to Ss.  - Point at the picture and explain what they should do to complete the 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. | T- Whole class  Whole class  / Individual work  Pair work  Pair work  T- Whole class  Whole class  / Individual work  Pair work  **Group work** |
| **Fun corner and wrap up: (5’)**  **Game: Passing the ball**  - T lets the pupils sit in a circle and turn on the music. When the music stops, the one with the ball will say 1 hobby using *I like \_\_\_\_./ It’s\_\_\_\_.*  - The next one can’t say the same word as before.  **Homework.**  - Prepare the new lesson: *Review 1* | **Whole class** |

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| **Week: 9**  **Period:35** | **REVIEW 1 (Page 40,41)** | Planning day: 02/11/2022  Teaching day: 03/11/2022 |

**I. OBJECTIVES:**

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

1. **Knowledge:**

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 \_\_\_\_.

– I like \_\_\_\_.

- ***Vocabulary:*** Review

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

**2. Competences:**

decision making, teamwork, motivation, problem-solving

-Self-control & independent learning: perform listening tasks

-Communication and collaboration: work in pairs or groups

Oral Communication: let’s talk

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION**

- *Teacher:* Teacher’s guide Pages 73, 74, 75; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 40, 41 notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (3’)**  Greet the class.  **Option 1:** Sing the song *My hobby* on page 37 and say the chant on page 38.  **Option 2:** **The Telephone Game**  - Divide the class into 2 groups.  -Ask pupils in each group to stand closely in a straight line.  - Teacher says a word or phrase to the first pupil in each line.  - Then, the first pupil whispers what she/ he hears to the second person in the line and so on until the last pupil.  - The last pupil will say the word or phrase out loud. | Whole class  Individual work/Group work |
| **\* New lesson:**  **Activity 1. Listen and tick: ( 7’)**  ***\* Goals:*** *Ss will be able to* listen to and understand five communicative contexts and tick the correct pictures  **-** 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.  **-** Repeat Step **1** for the rest of the pictures: **2a** and **2b**, **3a** and **3b**, **4a** and **4b**, and **5a** and **5b.**  **-** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  **-** 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.  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  **Activity 2. Listen and number.(7’)**  ***\* Goals:*** To listen to and understand four communicative contexts and number the correct pictures  **-** 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.  **-** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  **-** 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.  Pupils can listen to and understand four communicative contexts and number the correct pictures.  **Key: 1.** b **2.** c **3.** d **4.** a  **Activity 3. Read and match. (7’)**  ***\* Goals:***To read and match pairs of target sentence patterns  **-** 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**.  **-** Give pupils time to do the task. Go around the classroom to offer support.  **-** 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.  Pupils can read and match pairs of target sentence patterns.  **Key: 1.** e  **2.** a **3.** b **4.** c **5.** D  **Activity 4. Read and complete. ( 7’)**  ***\* Goals:***To read and complete a gapped conversation between two pupils  **-** 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.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** 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.  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  **Activity 5. Ask and answer. ( 7’)**  ***\* Goals:***To ask and answer questions using personal information  **-** 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.  **-** Repeat **Step 1** with the rest of the questions.  **-** 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.  **Game: Matching game**  Teacher uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 more to hold the sentences. Ask them to find and match. Then ask the class to look and say aloud. | Whole class  Whole class  Pairwork/ Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work/  Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Pair work/  Whole class  Pair work  Whole class/ Individual work  Pair work/  Individual work  Pair work  Whole class/ Individual work  Whole class  Pair work/  Whole class  Pair work  Individual work/ Whole class |
| **Fun corner and wrap up: (2’)**  **Option 1**: Use *sachmem.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 2: Quiz game**  - Pupils use their mini boards to write A on one side and B on the other side.  - Teacher asks pupils to look at the questions and choose the correct answers in only 10 seconds by showing the A side or B side of their boards.  **Homelink.**  Prepare the new lesson: Fun time | Whole class  Individual work |

**Comments:** ……………….…..…………………………………………………………………

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| **Week: 9**  **Period:36** | **FUN TIME (Page 42,43)** | Planning day: 02/11/2022  Teaching day: 03/11/2022 |

**I. OBJECTIVES:**

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

**1. Knowledge:**

-take part in three fun activities relating to their language knowledge and competences.

- ***Vocabulary:*** Review

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

**2. Competences:**

decision making, teamwork, motivation, problem-solving

-Self-control & independent learning: perform listening tasks

-Communication and collaboration: work in pairs or groups

Oral Communication: let’s talk

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION**

- *Teacher:* Teacher’s guide Pages 76, 77, 78; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 42, 43, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (5’)**  Greet the class.  **Option 1:** Sing the alphabet song on page 8.   * Ask pupils to sing the song. * Praise pupils and get the class to cheer or clap hands.   **Option 2**: Who is faster?   * Divide the class into 2 big groups. Each group has a leader to check their group’s work. * Teacher sticks the flashcards and writes numbers 1 - 6 on the board. * Teacher says a number, each member from 2 groups says the word.   ***Example:***    **Option 3:** Word Scramble  **-** Teacheruses flashcards to review vocabulary from Unit 1 to Unit 5.  -Ask pupils to look at the given letter, rearrange them to find the correct word.  - Teacher gives points or candies to the fastest pupil with the correct answer. | Whole class  Group work  Individual work/  Group work |
| **\* New lesson:**  **Activity 1. Find, circle and match.** 8 minutes  ***\* Goals:***To revise target vocabulary by doing a word search  **Step 1:** Have pupils look at the activity. Point at the pictures and ask “What’s this?” or “What do you see in the pictures?” Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word as a class.  **Step 2:** Point at the picture of an ear, and draw pupils' attention to the word ear that has been circled as an example. Tell pupils to find the rest of the words in the word search.  **Step 3:** Have pupils match the words in the word search with the pictures. Have them check and correct their answers in pairs. Check the answers as a class.  **Step 4**: Have pupils work in pairs, one points at the pictures and the other points at the circled words in the word search and say them aloud.  Pupils can find the words in the word search and match each of them with the relevant picture.  Key:    **Activity 2.** **Quiz time.** 10 minutes  ***\* Goals:***To revise vocabulary and sentence patterns learnt in Units 1–5.  **Step 1:** Put pupils into two teams, **Team 1** and **Team 2**.  **Step 2:** Have one representative of each team stand next to his/her box, **Box 1** and **Box 2**.  **Step 3:** Explain the rules: Two quizmasters will read different dialogues for each pair of pupils.  Example:  Pupil 3 (showing the flash card): What’s this?  Pupil 4: It’s a hand.  After listening to the dialogue, Pupils 1 and 2 must race to find the right flash card and put it in their team’s box. Whoever is quickest earns one point for his / her team. Other pairs then take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are recommended). The team with the most points wins.  Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 1 – 5.  **Activity 3. Look and match.** 5 minutes  ***\* Goals:*** To learn the five senses and how they relate to our bodies  **Step 1:** Draw pupils’ attention to Pictures 1 to 5 and elicit the names of the body parts: eye, ear, nose, hand, mouth.  **Step 2:** Point to your eyes and ask pupils what they do with their eyes. Encourage pupils to share their ideas, then explain that we see with our eyes. Write see on the board and model it for pupils to repeat.  **Step 3:** Repeat Step 2 for Pictures 2 to 5 (hear, smell, touch, taste).  **Step 4:** Have pupils complete the activity by drawing lines to match the body parts to the senses. Check answers together as a class.  Pupils have learnt the five senses and how they relate to our bodies. | Whole class  Whole class/ Individual work  Individual work  Pair work/  Whole class  Group work  Individual work  Group work  Whole class  Whole class/ Individual work |
| **Fun corner and wrap up: (5’)**  **Option 1:** Review vocabulary (using flashcards)  **Option 2:** Game: Excellent reader!   * Divide the class into 4 groups (around 5 pupils/group). Each group stands in line and appoints a leader. * Each group will be given a set of 5 words. Each member has to read out loud one word for the leader to check. As soon as they finish, the leader will run and slap the board. * The group that finishes the reading task in the shortest time is the winner.   **Option 3:** Game: I got it!   * Teacher asks pupils to read the definition carefully and guess what word it is. * When pupils have the answer, they will raise their hand and say “I got it”.   ***Key:***   1. We can use this body part to smell. – A nose 2. It’s between number six and eight. – Number seven. 3. We say this to greet people. – Hello/ Hi! 4. We can use this body part to listen to music.  – An ear/ ears.   We use this body part to touch things. – A hand/hands.  **Homelink.**  - Prepare the new lesson: Unit 6: Lesson 1 – Part 1,2,3 | Whole class  Group work  Individual work |

**Comments:** ……………….…..…………………………………………………………………