**LỊCH BÁO GIẢNG**

***Tuần***: 9- Từ ngày 30/10 đến ngày 04/11/2023

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai**  **30/10** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 1D | Tiếng Anh 1 | Unit 3: Lesson 2 |
| 2 | 1E | Tiếng Anh 1 | Unit 3: Lesson 2 |
| 3 | 1C | Tiếng Anh 1 | Unit 3: Lesson 2 |
| 4 |  |  |  |
| **Ba**  **31/10** | **Sáng** | 1 | 5C | Tiếng Anh 5 | Short story |
| 2 | 5C | Tiếng Anh 5 | Test 1 |
| 3 | 5D | Tiếng Anh 5 | Short story |
| 4 | 5D | Tiếng Anh 5 | Test 1 |
|  | **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 5: Lesson 3-Part 1,2,3 |
| 2 | 1C | Tiếng Anh 1 | Unit 3: Lesson 2 (con’d) |
| 3 | 3D | Tiếng Anh 3 | Unit 5: Lesson 3-Part 1,2,3 |
| 4 |  |  |  |
| **Tư**  **01/11** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Năm**  **02/11** | **Sáng** | 1 | 1E | Tiếng Anh 1 | Unit 3: Lesson 2 (con’d) |
| 2 | 1D | Tiếng Anh 1 | Unit 3: Lesson 2 (con’d) |
| 3 | 3E | Tiếng Anh 3 | Unit 5: Lesson 3-Part 4,5,6 |
| 4 | 3E | Tiếng Anh 3 | Review 1 |
|  | **Chiều** | 1 | 3D | Tiếng Anh 3 | Unit 5: Lesson 3-Part 4,5,6 |
| 2 | 5C | Tiếng Anh 5 | Unit 6: Lesson 1-Part 1,2,3 |
| 3 | 5C | Tiếng Anh 5 | Unit 6: Lesson 1-Part 4,5,6 |
| 4 |  |  |  |
| **Sáu**  **03/11** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 | 3D | Tiếng Anh 3 | Review 1 |
| 4 | 3D | Tiếng Anh 3 | Fun time |
| **Chiều** | 1 | 3E | Tiếng Anh 3 | Fun time |
| 2 | 5D | Tiếng Anh 5 | Unit 6: Lesson 1-Part 1,2,3 |
| 3 | 5D | Tiếng Anh 5 | Unit 6: Lesson 1-Part 4,5,6 |
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| **Week: 9**  **Period:33** | **UNIT 5: MY HOBBIES**  **Lesson 3: Parts 1, 2, 3 (Page 38)** | Planning day: 29/10/2023  Teaching day: 31/10/2023 |

**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: 29/10/2023  Teaching day: 31/10/2023 |

**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: 29/10/2023  Teaching day: 02/11/2023 |

**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: 29/10/2023  Teaching day: 02/11/2023 |

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