Week: 14 Date of planning: 4/12/2023

Period: 55 Date of teaching: 9/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 – 1,2,3**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.

- correctly say the words and use *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.

- enhance the correct use of *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3. Attributes:**

- Develop their interests in sports and show their responsibility by raising awareness of months in the year.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  \*. Greet the class.  - Have some pupils say the chant from *Lesson 3* of *Unit 8*. Praise them and get the class to cheer or clap if they do a good job.  - Ask pupils to open their books at page 62 and look at *Unit 9, Lesson 1, Activity 1*. Write the title *Our sports day* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson. | Whole class/ Individual work |
| **EXPLORATION**  **Activity 1. Look, listen and repeat. (**5 minutes)  **Goal**: *To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.*  **-**Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).  **-** 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. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.  **-** Play the recording again for pupils to listen to and repeat individually and / or in chorus sentence by sentence.  **-** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **-**Draw their attention to the question *Is your sports day in May too?* and the answer *No, it isn't. It's in April.* Tell pupils that they are used to ask and answer questions about sports days. | Whole class/ Individual work  Pair work  Whole class/ Individual work | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** (10 minutes)  **Goal**: *To correctly say the words and use Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_. to ask and answer questions about a sports day.*   * ***Teach vocabulary****.*   *+ Sports day : ngày hội thể thao (picture)*  *+ May : tháng 5 (picture)*  *+ June : tháng 6 ( picture )*  *+ July : tháng 7 (picture)*  *+ August : tháng 8 (picture)*  - T models *(3 times).*  -Ask Ss to say the words.  - *Checking: Matching*  **\* Model sentences**  - T asks Ss look at *picture* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  ***A: Is your sports day in \_\_\_\_\_\_?***  ***B: Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_.***  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Ask pupils to look at pictures a, b, c, and d and identify the activities in the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picture a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and ask and answer the questions about what the pupils in the pictures can or can’t do.  - T gives feedbacks. | Whole class/ Individual work  Pair work  Whole class/  Pair work | |
| **PRACTICE**  **Activity 3. Let’s talk. (**8 minutes)  **Goal** : *To enhance the correct use of Is your sports day in \_\_\_\_\_\_?*  *– Yes, it is. / No, it isn’t. It’s in \_\_\_\_. to ask and answer questions about a sports day.*  **-** Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).  **-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **-** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well. | Whole class/ Individual work  Pair work | |
| **Fun corner and wrap-up:** 5 minutes  **Option 1: Game: Lucky number (PPT)**  - Divide pupils into 2 teams: one team is X, one team is O.  - Pupils select a number on the grid, then 2 representatives ask and answer based on the question cue. If they answer correctly, teacher clicks the home button to go back to the first slide, then click on X or O (depending on which team is answering).  - The first team to get three Xs or three Os in a row wins!  **Option 2:**  *Ask pupils* *what have you learnt from the lesson today*  (- Use the months of the year and the model *“Is your sports day in ….?”–“Yes, it is./ No, it isn’t. It’s in …* to say when the sports day is.)  ***\* Preparation for the project***  Tell pupils about the project on page 67. Ask them to prepare for it at home by making a school sports day poster. Remind them to bring the posters to class to present them at Project time. | Group work  Whole class/ Individual work | |

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Week: 14 Date of planning: 4/12/2023

Period: 56 Date of teaching: 9/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 – 4,5,6**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.

- complete four target sentence patterns in four exchanges with the help of picture cues.

- sing the song *Our sports day* with the correct pronunciation, rhythm and melody.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3. Attributes:**

- Develop their interests in sports and show their responsibility by raising awareness of months in the year.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  \*. Greet the class.  **Option 1:** Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about a sports day.  **Option 2: Guessing Game (PPT)**  - Teacher shows some clues (special dates, specific activities) for a month and pupils guess that month.  - Praise when they can guess correctly.  Ask Ps to open their books at page 63 and look at *Unit 9, L1, Activity 4.* | Whole class/ Individual work  Group work |
| **PRACTICE**  **Activity 4. Listen and match. (**5 minutes)  **Goal:** *To listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.*  **-** Draw pupils’ attention to the pictures of the characters and the months. Identify them as a class.  **-** Play the recording for Character **1**. Ask pupils to listen and draw a line to  match the character (*Mary*) with the month (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils  another listening opportunity if needed.  **-** Repeat **Step 2** for Characters **2** and **3**. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **-** Play the recording again for pupils to listen and double-check their answers.  ***Audio script:***  ***1.*** *Nam: Is your sports day in June, Mary? Mary: Yes, it is.*  ***2.*** *Mai: Our sports day is in February. Is your sports day in February too, Ben? Ben: No, it isn’t. It’s in May.*  ***3.*** *Nam: Is your sports day in July, Lucy? Lucy: No, it isn’t. It’s in August.*  **Key**: 1. b 2. c 3. A | Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **PRACTICE**  **Activity 5. Look, complete and read.**  (10 minutes)  **Goal** : *To complete four target sentence patterns in four exchanges with the help of picture cues.*  **-** Have pupils look at the pictures and identify the months. **-** Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the sentences. **-** Model Exchange 1. Have pupils look at the exchange. Ask them what words are missing in the answer (*it is*). Then have them look at the picture and identify the month. Ask them to complete the gap (*Is your sports day in June? - Yes, it is.*) **-** Repeat the same procedure with Exchanges 2, 3 and 4. Draw pupils’ attention to two gaps in Exchanges 3 and 4.  **-** Have pupils complete the exchanges individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.  **Key: 1.** it is **2.** August **3.** Is; May **4.** in; No, it isn’t | Whole class/ Individual work  Whole class/  Pair work |
| **PRACTICE**  **Activity 6. Let’s sing. (**8 minutes)  **Goal**: *To sing the song Our sports day with the correct pronunciation, rhythm 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. Introduce actions for pupils to do  while they sing along with the recording.  **-** Play the recording all the way through for pupils to sing along.  **-** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | Whole class/ Individual work  Whole class/ Group work |
| **Fun corner and wrap-up:** 5 minutes  **Option 1: Game: Basketball (PPT)**  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns choosing a famous basketball game and answering the question.  - The team that has more points is the winner.  **Option 2: Game: Reorder the sentences.**  - Divide the class into groups of four.  - Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner. | Group work  Group work |

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Week: 15 Date of planning: 4/12/2023

Period: 57 Date of teaching:14/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – 1,2,3**

**I. OBJECTIVES**

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

**1.Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.

- correctly say the words and use *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is.

- enhance the correct use of *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is in a freer context.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3. Attributes**

- Develop their interests in sports and show their responsibility by raising awareness of the months of the year.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  -Greet the class.  -Play a video (PPT) and let pupils listen then sing along the song about months of the year. Pupils listen and revise the vocabulary by singing along the song.  **Option: Game: Unscramble the letters (PPT)**  -Show scrambled letters of months of the year. - Pupils look and think. Then in pairs/ groups, write the answer on a piece of paper and race to give it to the teacher.  \* Ask pupils to open their books at page 64 and look at *U9, Lesson 2, Activity 1*.  - Explain that in this lesson they will learn to ask and answer questions about when a sports day is. | Whole class  Group work |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** (5 minutes)  **Goal:** *To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.*  **-** 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 individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  **-** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **-** Draw pupils’ attention to the question *When's your sports day?* and the answer *It's in October*. Tell pupils that they are used to ask and answer questions about when a sports day is. | Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  (10 minutes)  **Goal:** *To correctly say the words and use When's your sports day? – It's in \_\_\_\_\_\_. to ask and answer questions about when a sports day is.*   * **\* Vocabulary**.   *+ September : tháng 9 (picture)*  *+ October : tháng 10 ( picture )*  *+ November : tháng 11 (picture)*  *+ December : tháng 12 (picture)*  - T models *(3 times).*  -Ask Ss to say the words.  - *Checking: Matching*  **\* Model sentences**  - T asks Ss look at *picture* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  ***A: When’s your sports day?***  ***B: It’s in September.***  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Ask pupils to look at pictures a, b, c, and d and identify the activities in the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picture a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and ask and answer the questions about what the pupils in the pictures can or can’t do.  - T gives feedbacks. | Whole class/ Individual work  Whole class/ Individual work  Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** (8 minutes)  **Goal** : *To enhance the correct use of When's your sports day? – It's in \_\_\_\_\_. to ask and answer questions about when a sports day is in a freer context.*  **-** Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).  **-** Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.  **-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go | Whole class/ Individual work  Pair work |
| around to observe and provide help. |  |
| **Fun corner and wrap-up:** (5 minutes)  **Option: Game: Lucky number (PPT)**  - Divide the class into 3 teams.  - Pupils from each team choose a number (or throw sticky ball on the grid to choose the number), then have 2 pupils from each team ask and answer with the picture, using the *When's your sports day? – It's in \_\_\_\_\_.*  - Pupils or teacher click on the calendar sheet to reveal the icons indicating the points for that team.  - After 9 numbers, the team with the most points is the winner. | Group work |

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Week: 15 Date of planning: 4/12/2023

Period: 58 Date of teaching: 14/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – Period 4,5,6**

**I. Objectives:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.

- complete two gapped dialogues with the help of picture cues.

- review vocabulary for months by playing the game *Who’s faster?*

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3. Attributes**

- Develop their interests in sports and show their responsibility by raising awareness of months of the year

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |  |
| --- | --- | --- |
| **Teacher’s and pupils’ activities** | | **Classroom management** |
| **Warm-up and review:**  5 minutes  \*. Greet the class.  - Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about when a sports event is in front of the class. They may use the target language in *Activities 2* and *3*.  **Option: The Football game**  - Give each pair some blue tack or something to stick the cards on the wall with.  - Ask pupils to randomly stick their cards all over the walls around the room. Then bring everyone into the middle of the room. Shout out *January* and everyone has to race over to a January card and touch it. Then *February* and so on (in the correct order) until you make it through all the months. Play another round, this time faster.  \* Ask pupils to open their books at page 65 and look at *Unit 9, L2, A4*. | | Whole class/ Individual work  Whole class |
| **PRACTICE**  **Activity 4. Listen and tick.** (5 minutes)  Goal: *To listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.*  **-** Draw pupils’ attention to Pictures 1a and 1b. Elicit the month in each picture. Play the recording of the first exchange for pupils to listen. 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 Pictures 2a and 2b and the second exchange.  **-** Get 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.  ***Audio script:***  ***1.*** *A: Is your sports day in December?*  *B: No, it isn’t.*  *A: When’s your sports day?*  *B: It’s in October.*  ***2****. A: When’s your sports day? In November?*  *B: No, it isn’t. It’s in September.*  *A: Oh, it’s soon.*  **Key:** 1. b 2. a | | Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **PRACTICE**  **Activity 5. Look, complete and read.** (10 minutes)  **Goal**: *To complete two gapped dialogues with the help of picture cues.*  **-** Have pupils look at the pictures. Have them identify the event and the month in each picture.  **-** Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.  **-** Model Dialogue 1. Have pupils look at the dialogue. Ask them what is missing in the first gap (the word *Yes*). Then ask them to look at the second gap and guess what is missing (*the month*). Have them look at the picture and identify the month. Ask them to complete the dialogue.  **-** Repeat the same procedure with Dialogue 2. Draw pupils’ attention to three gaps in the dialogue.  **-** Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.  **Key:** 1. Yes; November 2. Is; When’s; December | Whole class/ Individual work  Whole class/  Individual work | |
| **PRACTICE**  **Activity 6. Let’s play.** (8 minutes)  **Goal**: *To review vocabulary for months by playing the game Who’s faster?*  **-** Tell pupils that they are going to play the game *Who’s faster?* in groups. Explain how the game is played: each group makes sentences using month words and reads them aloud to the class.  **-** Write three month words on the board (e.g. *January, March, August*) and a  sentence as an example: *Our sports day is in March.*  **-** Divide the class into groups of five. Ask groups to look at the words and the example on the board. Check comprehension.  **-** Give each group a piece of paper. Have groups make two sentences with the two words *January* and *August*, then read the sentences aloud to the class. The group that makes correct sentences faster wins.  **-** Continue the game with other sets of month words if time allows. | Whole class/  Group work | |
| **Fun corner and wrap-up:** 5 minutes  **Option:**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball.  - After the music ends, 3 pupils with the ball stand up and ask and answer using the model sentences. (*When’s your sports day? / When’s your birthday? …* ) | Group work | |

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Week: 15 Date of planning: 4/12/2023

Period: 59 Date of teaching: 16/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 3 – 1,2,3**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- correctly repeat the sounds of the letter *y* in isolation, in the word *February* *(/i/)* as in the sentence *Our sports day is in February*, and the word *July (/aɪ/)*, as in the *My birthday is in July*.

- identify the target words *July* and *January* while listening.

- say the chant with the correct rhythm and pronunciation.

**2. Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform learning tasks

**3. Attributes** - Develop their interests in sports and show their responsibility by raising awareness of the months of the year.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:** 5 minutes  \*. Greet the class.  - Spend a few minutes revising the previous lesson by asking pupils to play the  game *Who's faster?* using the language learnt.  **Option: Game: “Keep it” or “Give it” (PPT)**  - Divide the class into 3 teams.  - Each team takes turns to choose a number, ask and answer the questions. If they have the correct answer, they can choose to keep the scores or give it to another team. The winner is the team with the highest score.  \* Ask pupils to open their books at page 66 and look at Unit 9, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson. | Whole class/  Individual work  Group work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** (5 minutes)  **Goal:** To correctly repeat the sounds of the letter *y* in isolation, in the word *February* *(/i/)* as in the sentence *Our sports day is in February*, and the word *July (/aɪ/)*, as in the *My birthday is in July*.  **-** Draw pupils’ attention to the letter *y*, the word *February* and the sentence *Our sports day is in February.* Play the recording and encourage them to point at the letters / word / sentence while listening.  **-** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.  **-** Repeat Steps 1 and 2 for the letter *y* in the second line.  **-** Let pupils work in pairs or groups to pronounce the sounds of the letter *y,* say the words *February* and *July*, and read the sentences *Our sports day is in February*. and *My birthday is in July*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | Whole class/ Individual work    Pair work/ Group work |
| **PRACTICE**  **Activity 2. Listen and circle.** (10 minutes)  Goal: *To identify the target words July and January while listening.*  **-** Draw pupils’ attention to the gapped sentences and three answer options. Explain what pupils have to do. Check comprehension.  **-** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **-**Tell pupils to swap books with a partner, then check the answers together  as a class. Write the correct answers on the board.  **-** Play the recording again for pupils to listen and double-check their answers. *Audio script:* *1. Is your sports day in July?*  *2. I like January.*  **Key**: 1. a 2. B | Whole class/ Individual work  Pair work  Individual work |
| **PRACTICE**  **Activity 3. Let’s chant.** (8 minutes)  Goal: *To say the chant with the correct rhythm and pronunciation.*  **-** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **-** Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter*y* in the words *January*, *February* and *July* in the chant.  **-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation when necessary.  **-** Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting. | Whole class  Individual work | |
| **Fun corner and wrap-up:** 5 minutes  **Game: Slap the board**  - Divide the class into two or three teams.  - Teacher puts up a set of pictures or words on a board.  - A pupil from each team comes up to the board with fly swatters.  - They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.  - Whoever is the fastest with the correct slap gets a point for their team.  - Team with the most points is the winner. | Group work | |

Comment:

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Week: 15 Date of planning: 4/12/2023

Period: 60 Date of teaching: 14/12/2023

**UNIT 9: OUR SPORTS DAY**

**Lesson 3 – 4,5,6**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Language knowledge & skills** - read and show understanding of a text by deciding if the statements are true or false.

- read, understand and complete the gapped text about a sports day.

- make a sports day poster at home and present them to the class, using the target language.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform presentation skill

**3. Attributes**

- Develop their interests in sports and show their responsibility by raising awareness of the months of the year.

- Work hard to prepare for the poster presentation

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  Greet the class.  - Have the whole class say the chant on page 66.  **Option:**  - Put 4 flashcards into 4 different chairs.  - Two pupils play each round.  - Teacher speaks a sentence in English.  - Have pupils quickly sit on the chair with the sentence on.  - Who is faster is the winner. After the game, have the whole class repeat the sentences in chorus. | Whole class  Group work |
| **PRACTICE**  **Activity 4. Read and tick True or False.** (5 minutes)  *Goal:* *To read and show understanding of a text by deciding if the statements are true or false.*  **-** Draw pupils’ attention to the text and read it together as a class. Check comprehension.  **-** Draw pupils’ attention to the four statements below the text and four  boxes to tick True or False. Have pupils pay attention to the sentences about sports day and what the boys, the girls do on sports day in the text. Give pupils time to tick the correct boxes.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **-** Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again. If time allows, ask them to read the text aloud in front of the class.  **Key:** 1. T 2. F 3. T 4. F | Whole class/ Individual work    Pair work | |
| **PRODUCTION**  **Activity 5. Let’s write.** (10 minutes)  *Goal : To read, understand and complete the gapped text about a sports day.*  **-** Tell the class the goal of this activity: Pupils are to read the gapped text and fill in the gaps. Check their comprehension.  **-** Write the first gapped sentence on the board: *Our school sports day is in* \_\_\_. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say the answer. Give pupils time to write the answer.  **-** Repeat for the other gapped sentences.  **Suggested answer:***Our school sports day is in October. We play sports and games in the school playground. The girls play chess. The boys play football. The teachers play volleyball. We all love our sports day.* | Whole class/  Individual work | |
| **PRODUCTION**  **Activity 6. Project** (8 minutes)  *Goal : To make a sports day poster at home and present them to the class, using the target language.*  **-** Tell pupils the goal of this activity. Explain that they are going to show sports day posters that they have made at home and tell the class about their sports day.  **-** Have pupils work in groups of five. Each pupil shows his / her poster and tells the group about sports day, e.g. *Our sports day is in October. I cycle. My friends play badminton*. Go around the classroom and offer help if necessary (such as when pupils need some more vocabulary to talk about their sports days).  **-** Invite some pupils to show their work and talk about their sports days. Have pupils stick their posters on the walls of the classroom as a display. | Whole class/ Individual work  Group work  Whole class/ Individual work | |
| **Fun corner and wrap-up:** 5 minutes  **Game: Lucky number - Super Mario theme (PPT)**  **-** Divide the class into 3 teams.  - Pupils from each team choose a number, then ask and answer with the picture in that number; or pupils will have to fill in the blanks.  - After 24 questions, the team with the most points is the winner. | Group work | |

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