Week 8 Preparing date: ……………

 Period 29: Teaching date: ……………..

 **Unit 5: MY HOBBIES**

**Lesson 1 (1, 2, 3)**

**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:**

|  |  |
| --- | --- |
| **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 ableto 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 ableto 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 classWhole classPair workT- Whole classWhole classT- Whole classWhole classT- Whole classWhole classPair workPair workWhole classPair 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 classWhole class |
| **Homework.** **-** 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 Preparing date: ………………….

 Period 30 Teaching date: …………………..

**Unit 5: My hobbies**

**Lesson 1 (4, 5, 6)**

**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:**

|  |  |
| --- | --- |
| **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 classGroupWhole class |
| **\*New lesson:** **Activity 4. Listen and number: (8’)*****\*\* Goals:*** *Ss will be abletolisten 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 classWhole classPair workIndividualWhole class |
| **Activity 2.Read and match (10’)*****\*\* Goals:*** *Ss will be ableto 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 classWhole classWhole classPair workIndividual  |
| **Activity 3. Let’s play (8’)*****\*\* Goals:*** *Ss will be able toreview 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 classGroup workWhole classWhole 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 |
| **Homework.** **-** Practice part 5 again. - Prepare the new lesson: *Unit 5, Lesson 2 (1,2,3).* | Whole class |

**Comments:**

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**Week: 8 Date of planning: …….**

**Period: 31 Date of teaching: …….**

 **UNIT 5: MY HOBBIES**

 Lesson 2 (1-2-3)

**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.

- 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**

|  |  |
| --- | --- |
| **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 classPair 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 (*action*)+ painting ( *picture*)+ walking ( *action*)+ cooking : *( pictur*)+ like: (*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 classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workPair 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 workWhole class |
| \* Home link : **(1’)**-Learn by heart vocabulary and sentence patterns-Prepare Lesson 3/ P 1,2,3/ p38 | Individual |

**Comments:**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Week: 8 Date of planning: …….**

**Period: 32 Date of teaching: …….**

**UNIT 5 *:*  MY HOBBIES**

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

**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:**

|  |  |
| --- | --- |
| **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 classWhole classPair workIndividual workWhole 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 classWhole classWhole classIndividualPair worksWhole 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 classWhole classPair worksWhole 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 workIndividual |
| \* Home link : **(1’)**-Learn by heart vocabulary and sentence patterns-Prepare Lesson 3/ P 1,2,3/ p38 | Individual |

**Comments:**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**