Date of planning: / /2023

Date of teaching: / /2023

**Unit 5: MY HOBBIES**

**(6 periods)**

**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.

- 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.

- 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.

- 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.

- 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.

- 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:*** sing, dance, draw, swim, 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.

- 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** |
| **Week 8- Period 29: Lesson 1( Part 1, 2, 3)**  **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)”.*  **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  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 |
| **Homework.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: *Unit 5, Lesson 1 (4,5,6).* | Whole class |

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| **Week 8- Period 30: Lesson 1( Part 4, 5, 6)**  **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 |
| **Homework.**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 5, Lesson 2 (1,2,3).* | Whole class |

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| **Week 8- Period 31: Lesson 2( Part 1, 2, 3)**  **\* 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 (*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 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 Lesson 3/ P 1,2,3/ p38 | Individual |

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| **Week 8- Period 32: Lesson 2( Part 4, 5, 6)**  **\*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 |

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| **Week 9- Period 33: Lesson 3( Part 1, 2, 3)**  **\* 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 |

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| **Week 9- Period 34: Lesson 3( Part 4, 5, 6)**  **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** |

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