**UNIT 5: MY HOBBIES**

**Lesson 1: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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.

- enhance the correct use of *What's your hobby?* – *It’s \_\_\_\_\_.* to ask and answer questions about someone's hobby.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

Chant and do the actions (Unit 4, Lesson 3).

- Ask pupils to chant and do the actions in *Unit 4* in groups.

- Give points to the groups and encourage them.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.

**Step 2:** 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.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

**Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.

**Step 5:** Draw their attention to the sentences: *What is your hobby? - It’s singing*. and *Dancing.* Tell pupils that we use the question: *What is your hobby?* to ask someone’s hobby and to answer we use: *It’s \_\_\_* (the activities).

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Have pupils look at the pictures and elicit the name of each hobby.

**Step 2:** Have pupils point at Picture **a** (a girl singing), listen to the recording and repeat the word (*singing*). Follow the same procedure with the other three pictures. Have pupils repeat the word a few times.

**Step 3:** 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 *(It's singing*.*)*. Follow the same procedure with the other three pictures.

**Step 4:** Have pairs practise asking and answering the question *What's your hobby - It's \_\_\_\_\_\_\_.*

**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Have pupils look at the two bubbles to understand how the question and answer are used.

**Step 2:** Put pupils into pairs. Tell them to ask and answer questions using *What's your hobby? – It's \_\_\_\_.* Go around the classroom to offer support.

**Step 3:** Invite some pairs to the front of the class to present their hobbies.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 5: MY HOBBIES**

**Lesson 1: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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.*

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and number. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the name of the hobby in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording the third time to give them another listening opportunity.

**Step 2:** 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.

**Step 3:** Play the recording again for pupils to double-check their answers.

 ***Key:* 1.** d **2.** c **3.** b **4.** a

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

**Activity 2: Look, complete and read. *(9 minutes)***

**Step 1:** Draw pupils' attention to the question, the four sentences and the pictures. Tell them about the activity and give pupils an example by getting them to read the question and sentence 1 in chorus. Draw a line to match it with the picture of the girl dancing.

**Step 2:** Give pupils time to match sentences 2, 3 and 4 individually. Check answers as a class.

**Extension:** Invite a few pupils to stand up and read the sentences aloud. Correct their pronunciation where necessary, praise them, and get the class to clap or cheer if they have good pronunciation.

 ***Key:* 1.** c **2.** d **3.** a **4.** b

**Activity 3: Let’s play. *(8 minutes)***

**Step 1:** Tell pupils the goal of the game and how to play it. Have four pupils hold different flash cards (swimming, drawing, dancing, singing).

**Step 2:** Invite four pupils to the front of the class to demonstrate how to play the game.

**Step 3:** Teacher shouts out "swimming", the pupil with the *swimming* flash card steps forward and shows his / her flash card to the whole class.

**Step 4:** Repeat the procedure with other flash cards. If a pupil fails to show his / her flash card or shows the wrong flash card, he / she is "out" of the game.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

 **UNIT 5: MY HOBBIES**

**Lesson 2: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.

- enhance the correct use of *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Q-A *(5 minutes)***

- Invite some pairs of pupils to ask and answer about hobbies using “*What's your hobby? –> It's \_\_\_\_\_.”* in front of the class.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

**Step 2:** 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.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

**Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.

**Step 5:** 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.

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Have pupils look at the pictures and elicit the names of the hobbies.

**Step 2:** 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.

**Step 3:** 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.

**Step 4:** Have pairs practise asking and answering the question *What’s your hobby? – I like \_\_\_\_\_.*

**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Have pupils look at the two bubbles to understand how the question and answer are used.

**Step 2:** Put pupils into pairs. Tell them to ask and answer questions using *What's your hobby? – It's \_\_\_\_.* Go around the classroom to offer support.

**Step 3:** Invite some pairs to the front of the class to present their hobbies.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 5: MY HOBBIES**

**Lesson 2: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and tick. *(8 minutes)***

**Step 1:** 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.

**Step 2:** Repeat **Step 1** for the second exchange.

**Step 3:** 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.
**Step 4:** Play the recording again 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.

 ***Key:* 1.** b **2.** b

**Activity 2: Look, complete and read. *(9 minutes)***

**Step 1:** Have pupils look at the pictures. Have them identify the hobbies in the pictures.

**Step 2:** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

**Step 3:** 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.).*

**Step 4:** Follow the same procedure with Pictures **2**, **3** and **4**.

**Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

 ***Key: 1.*** *swimming* ***2.*** *singing* ***3.*** *cooking* ***4.*** *painting*

**Activity 3: Let’s sing. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

**Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.

**Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through for pupils to sing along.

**Step 5:** Introduce actions for pupils to do while they sing along with the recording.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**UNIT 5: MY HOBBIES**

**Lesson 3: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly repeat 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 the correct pronunciation and intonation.

- identify the target words *painting* and *running* while listening.

- say the chant with the correct rhythm and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Sing *(5 minutes)***

Sing and do the actions (Unit 5, Lesson 2).

- Ask pupils to sing and do the actions in groups.

- Give points to the groups and encourage them.

**Activity 1: Listen and repeat. *(8 minutes)***

**Step 1:** 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.

**Step 2:** 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.

**Step 3:** Repeat **Steps 1** and **2** for the letter ***r.***

**Activity 2: Listen and circle. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the exchanges and the answer options. Tell pupils about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording the third time for them to check the answers.

**Step 2:** Tell pupils to swap books with a partner then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.

**Step 3:** Play the recording again for pupils to check their answers again.

**Key: 1.** b **2.** a

**Extension:** Invite one or two pupils to stand up, listen to and repeat the exchanges.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension.

**Step 2:** 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 consonants ***p*** and ***r***.
**Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through for pupils to say the chant. Draw their attention to the consonant sounds /p/ and /r/ in the words *painting* and *running*.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 5: MY HOBBIES**

**Lesson 3: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read a communicative context and complete a table about hobbies.

- read and complete a gapped paragraph with personal information.

- reinforce and extend pupils’ language knowledge and competences by making a hobby show.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Read and tick. *(8 minutes)***

**Step 1:** Tell pupils about the activity. Pupils should read the communicative context in silence, pay attention to the sentences and complete the table by ticking the correct boxes.

**Step 2:** Give the class time to do the task. Circulate round the classroom during the activity and offer help where necessary.

**Step 3:** Check the answers as a class. Get pupils to swap and correct their answers in pairs.

 **Key:**



**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

**Activity 2: Let’s write. *(9 minutes)***

**Step 1:** Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own personal information. Check comprehension and give feedback.

**Step 2:** Give pupils time to write their answers. Circulate round the classroom during the activity and offer help where necessary.

**Step 3:** Ask pupils to swap and correct their answers in pairs. Check the answers as a class.

**Activity 3: Project. *(8 minutes)***

**Step 1:** Explain the goal of this activity to pupils. Point at the picture and explain what they should do to complete the project. Tell pupils to work in groups. Remind pupils to be friendly, cooperative and supportive when working together.

**Step 2:** Give the class time to complete the project by drawing three pictures showing their hobbies. Circulate round the classroom and offer help where necessary.

**Extension:** Have a class display of pupils’ products and have them vote for the most interesting ones.

Give prizes like paper flowers, coloured stars or stickers to the best presenters.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.