**Week:8**

**Unit 5: My hobbies**

*Period: 29-* **Lesson 1**:1,2,3

**I. Objectives:**

**1. Knowledge:**

- Use the words *hobby, singing, drawing, dancing and swimming* in relation to the topic “*my hobbies*”

- Use “*What’s your hobby? – It’s*……” to ask and answer questions about hobbies

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*my hobbies"*

- ***Vocabulary:*** *hobby, singing, drawing, dancing, swimming*

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide , audio Tracks , website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector/TV

- *Students:* Pupil’s book Page 34, notebooks, workbooks.

**IV. Procedures.**

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|  |  |
| **Activity 1.Warm- up: Let’s chant**  ***\*Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  -Chant and do activities (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.  - Say “Open your book page 34” and look at “*Unit 5, Lesson 1: 1,2,3.*  **Activity 2. Look, listen and repeat:**  ***\*Goal:***  SS will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about hobbies.  - Have pupils 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. Ask sts to link to activity 3:  **Activity 3:** **Listen, point and say.**  ***\*Goal:*** *Ss will be able**to correctly say the hobby and use What's your hobby? - It's ….. to ask and answer questions about hobbies.*  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new word and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Elicit and check comprehension the name of each character.  - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *What’s your hobby? It’s……*  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Goal:*** *Ss will be able* enhance the correct use of *What's your hobby?* – *It's \_\_\_\_\_\_.* to ask and answer questions about someone's hobby.  - T asks ss look at the second bubble and ask  *+What’s your hobby?*  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and asking *What’s your hobby?*  - Ask Ss ask and answer about their hobbies in pairs.  - Call some pairs to practice.  - Give feedbacks  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 5, Lesson 1: 4,5,6 on page 35.* | **1. Look, listen and repeat:**  + hobby : sở thích  + singing : hát  +dancing : múa  **2.** **Listen, point and say.**  *Drawing: vẽ*  *Swimming: bơi*  ***Structure:***  *1.What’s your hobby?*  *2.It’s* ***singing***  ***dancing***  ***swimming***  ***singing***  **3. Let’s talk.**  *What’s your hobby?*  *It’s…. .* |

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**Unit 5: My hobbies**

**Period 30- Lesson 1**: 4,5,6

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

- use *What’s your hobby? – It’s…...* to ask and answer questions about hobbies

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*My hobbies"*

- read and match about people’s hobbies

- ***Vocabulary:*** Review

- ***Skills***: Listening, reading and speaking .

2. Skills.

- Listening, reading and speaking .

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: Audio Tracks 47, Teacher’s guide Pages 64-65, Student’s book Page 35, TV/ Projector

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

**IV. Procedures.**

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| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1: Warm-up**  *Game:* **Slap the board**  **-**Divide 2 teams  - T asks 1 pair of pupils to come to the board, look at the pictures and repeat the hobbies in the pictures.  - T says out loud the word of 1 picture and asks those pupils to use the sticks to slap the board for the correct picture. (T calls some pairs).  - T lets the pupils ask and answer using: *What’s your hobby? - It’s \_\_\_\_.* (1 pupil uses the stick to point to the picture and asks, the other answers.)  -Monitor, check, find the winner and congratulate.  - Say “Open your book page 35” and look at *“Unit 5, Lesson 1:4,5,6”.*  **Activity 2. Listen and number:**  ***\*Goal:*** *Ss will be able**to* *listen to and understand two dialogues in which pupils ask and answer questions about hobbies.*  - Elicit the hobbies of the characters in the pictures.  - Point at the pictures respectively to explain the context.  - T asks 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.  **Activity 3.** **Read and match.**  ***\*Goal:*** *Ss will be able**to match four target sentences with correct pictures.*  - Get Ss to look at the pictures and identify the characters  - Have Ss look at the three incomplete sentences and elicits the missing words in the sentences.  - T models with sentence 1  + Have Ss look at the picture and match,  + Ask Ss the first sentence match with picture ? Sts say picture c . Then read sentence in chorus.  -Have Ss work individually to match the sentence 2.  - Ask some students to stand up, match and read aloud.  -T gives feedbacks.  **Activity 4. Let’s play.**  ***\*Goal:*** *Ss will be able to* review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.*  - Divide class into 2 groups  - How to play: Have four pupils hold different flash cards (swimming, drawing, dancing, singing).Invite four pupils to the front of the class to demonstrate how to play the game.  Teacher shouts out "swimming", the pupil with the *swimming* flash card steps forward and shows his / her flash card to the whole class.  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.  + Monitor, check, find the winner and congratulate  - T gives feedback.  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  **-** Ask and answer about the pictures on page 35.  - Prepare the new lesson: *Unit 5, Lesson 2:1,2,3 on page 36.* | **4. Listen and number**  *Key:*  **1.**d **2.** c **3.** b **4.** a  **5.** **Read and match**  **Key: 1.** c **2.** d **3.** a **4.** b  **6. Let’s play.** |

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**Unit 5: My hobbies**

Period: 31- **Lesson 2** – 1,2,3

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:** By the end of the lesson, pupils 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.

- ***Vocabulary:*** *like, running, painting, walking, cooking*

- ***Skills***: speaking and listening

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, book page 36, TV/Projector,…

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

**IV. Procedures.**

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| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game:* **Matching**  *\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Teacher divides the class into 2 teams  - There are 2 columns. The first column is some pictures about hobbies such as *singing, drawing, dancing, swimming*. The other column is meaning of them. Sts must match the picture in the first column with correctly its meaning in the other column.  - Pupils of each team will get points if their matching is correct.  -T give feedback  - Say “Open your book page 36” and look at “*Unit 5, Lesson 2 :1,2,3”.*  **Activity 2. Look, listen and repeat:**  ***\*Goal:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about the character’s hobbies.*  - Have pupils 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 some pairs to the front of the class to practice.  - T checks pronunciation for ss.  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 3** **Listen, point and say.**  ***\*Goal :***To correctly say the words and use *What's your hobby? – I like \_\_\_\_\_.* to ask and answer questions about someone's hobby.  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new words and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *What’s your hobby? I like……*  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant hobbies in each picture, and act out his/her role.  - Encourage Ss to practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Goal:*** To enhance the correct use of *What's your hobby?* – *\_\_\_\_\_\_\_.* to ask and answer questions about someone's hobby.  - Have Ss look at the picture and explain that the family in the play ground. They have difference hobbies  - T asks Ss look at the first speech bubble and ask What’s your hobby?  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and asking What’s your hobby?  - Ask Ss ask and answer about their hobbies in pairs.  - Invite some groups to perform in front of the class.  - Give feedbacks  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 5, Lesson 2:4,5,6 on page 37* | **1.Look, listen and repeat**.  *+ like : thích*  *+ cooking: nấu ăn*  *+walking: đi bộ*  **2.** **Listen, point and say.** *Running: chạy*  *Paitining: tô*  **Structure**  *1.What’s your hobby?*  *2: I like* ***running***  ***paitining***  ***walking***  ***cooking****.*  **3. Let’s talk.**  *What’s your hobby?*  *\_\_\_\_\_\_\_\_\_\_\_.* |

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**Unit 5: My hobbies**

**Period 32: Lesson 2: 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 discuss different hobbies.

- complete four target sentences with the help of picture cues.

- sing the song *My hobby* with the correct pronunciation and melody.

- ***Vocabulary:*** Review

- ***Skills***: Listening, reading ,writing .

2. Skills: Listening, reading ,writing .

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book, projector/TV

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game: Guessing action.*  *\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  *-Divide the class into 2 teams*  - give rules of this game: call some students do action: swimming, painting, running, walking, cooking. Other students guess words that are suitable with those actions.  -Make model, monitor ,check and find the winner  -Congratulate  - Say “Open your book page 37” and look at *“Unit 5, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and tick:**  ***\*Goal:*** To listen to and understand two communicative contexts in which pupils discuss different hobbies.*.*  - Run through 4 pictures and elicit and ask students about hobbies of people in these pictures  - 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.  **Activity 3.** **Look, complete and read.**  ***\*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 Ss work in pairs to complete the sentence 2, 3,4.  - Call some pairs to check  -T gives feedbacks.  **Activity 4. Let’s sing.**  ***\*Goal:*** *Ss will be able to sing the song “My hobby” with the correct pronunciation and melody.*  - Introduce the title and lyrics of the song: “*My hobby”*  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Ask and answer about the pictures on page 37.  - Prepare the new lesson: *Unit 5, Lesson 3 (1,2,3) on page 38* | **4. Listen and tick**  *Key:* **1.** b **2.** b  **5.** **Look, complete and read.**  *Key:*  ***1.*** *swimming*  ***2.*** *singing*  ***3.*** *cooking*  ***4.*** *painting*  **6.Let’s sing.** |

Ngày tháng 10 năm 2022

TTTK Duyệt

**Week: 9**

**Unit 5: My hobbies**

**Period 33: Lesson 3 (1, 2, 3)**

**I. Objectives:**

By the end of the lesson, pupils 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.

- ***Vocabulary:*** Review

- ***Skills***: Listening and speaking.

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, ...

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book, projector/TV.

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1.Warm- up:** Sing a song My hobby on page 37  *\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  – Greet the class. Divide the class into two groups to take turns to sing the song *My hobby* on page 37. Sts sing chorus  – Get pupils to open their books on page 38 and look at *Unit 5, Lesson 3: 1,2,3*  **Activity 2. Listen and repeat:**  ***\*Goal:****.* Sts 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.  - Play the recording for the letter ***p, r***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 3.** **Listen and circle.**  ***\*Goal:***Ss will be ableto identify the target words painting and running while listening.  - T ask Ss to guess the answers.  + T writes student s’ guess 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 some students to read before whole class  **Activity 4. Let’s chant**  ***\* Goal:*** *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.  Practice the chant more.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Draw a picture to show the hobbies  - Prepare the new lesson: *Unit 5, Lesson 3: (4,5,6) on page 39* | **1.Listen and repeat:**  **2.** **Listen and circle.**  **Key: 1.** b **2.** a  **3. Let’s chant** |

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**Unit 5: My hobbies**

**Period 34: Lesson 3:4,5,6**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher’ preparation*: website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector/ TV,..

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1: Warm up** : Check old lesson  T calls 3 pupils to come to the board and say their hobbies.  T asks: *What’s your hobby?*  Pupils answer: *It’s \_\_\_\_\_./ I like \_\_\_\_\_\_.*  - The others will listen and try to remember the hobbies of pupils on the board.  - T asks 1 pupil to come to the board and retell the hobbies.  - Give feedback  - Say “Open your book page 39” and look at “*Unit 5, Lesson 3: 4,5,6*  **Activity 2. Read and tick:**  ***\*Goal:*** Ss will be ableto read a communicative context and complete a table about hobbies.  - run through the table  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.  -Give the class time to do the task. Circulate round the classroom during the activity and offer help where necessary.  -Check the answers as a class. Get pupils to swap and correct their answers in pairs.  - Invite pairs of Ss to stand up and role play  -T gives feedbacks.  **Activity 3.** **Let’s write**  ***\*Goal:***Ss will be ableto read and complete gapped sentences with personal information.  - 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.  **-**Give pupils time to write their answers. Circulate round the classroom during the activity and offer help where necessary.  **-**Ask pupils to swap and correct their answers in pairs. Check the answers as a class.  Call some students to read before whole class  -T gives feedbacks.  **Activity 4. Project.**  ***\*Goal:*** *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 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.  **-**Give the class time to complete the project by drawing three pictures showing their hobbies. Circulate round the classroom and offer help where necessary.  - Call some students to give their pictures and talk.  - T gives feedback  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Prepare the new lesson: *review 1* | **4.Read and tick:**  **Key:**    **5.** **Let’s write**  *Key: Pupil’s answer*  **6. Project.**  **A hobby show** |

**Review 1**

**Parts 1, 2, 3, 4, 5**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

*+ Hello. / Hi. I’m ………. – Hello , / Hi, I’m ……..*

*+ How are you? − …….., thank you.*

*+ What's your name? − My name's ……...*

*+ How old are you? – I’m ……..years old.*

*+ Is this / that ? − Yes, it is. / No, it isn't. It's ……...*

*+ What's your hobby? − It's ………...*

*+ What do you like? – I like …….*

- ***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. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 73, 74, 75; Track 55, 56; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 40, 41, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **2.Practice:**  **3.Production:**  **4.Homework.** | *Game:* ***Whispering***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide class into 2 groups.  -Ask 5 Ss in each group stand in a straight line.  - T says a word or phrase to the first pupil in this line.  - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.  - The last pupil says the word or phrase out loud.  - The faster group has correct word or phrase is the winner.  - Say “Open your book page 40, 41” and look at *Review 1.*  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able to* *listen to and understand five communicative contexts*  **\*Procedure:**  - Elicit the names of the characters in each picture and what they say.            - 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. b 2. b 3. a 4. b 5. b*  **Activity 2.** **Listen and number**  ***\*Aims:*** *Ss will be able**to listen to and understand four communicative contexts*  **\*Procedure:**  - Elicit the names of the characters in each picture and what they say  - 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. b 2. c 3. d 4. a*  **Activity 3. Read and match**  ***\*Aims:*** *Ss will be able to* *read and match pairs of target sentence patterns*  **\*Procedure:**  - Tell Ss about this activity. Point at sentence 1, elicit the answer and models.  - Give Ss work in pairs to do the sentence 2,3,4,5.  - Tell Ss to swap their books with their partners, then check answers together as a class.  - Write the correct answers on the board for Ss to correct their answers.  - Invite some pairs to stand up and read the matched exchanges aloud.  *Key:*  *1. e 2. a 3. b 4. c 5. d*  **Activity 4. Read and complete**  ***\*Aims:*** *Ss will be able to* *read and complete a gapped conversation between two pupils.*  **\*Procedure:**  - Elicit the words in the box and the conversation.  - Tell Ss about this activity. Point at number1, elicit the answer and models.  - Give Ss work in pairs to do the task    - Tell Ss to swap their books with their partners, then check answers together as a class.  - Write the correct answers on the board for Ss to correct their answers.  - Invite some pairs to stand up and read the matched exchanges aloud.  *Key:*  *1. name 2. Hello 3. eight*  *4. hobby 5. singing*  \* **Mini game***: Comprehension questions*  - Ask Ss to read the conversation again  - Give Ss work in pairs and answer the questions:  + How many people in the conversation?  *There are 2 people/ 2 people.*  + What are their names?  *Their names are Minh and Mary.*  + How old is Mary?  *She is eight years olds.*  + What is Mary’s hobby?  *She likes singing.*  + What is Minh’s hobby?  *He likes drawing.*  **Activity 5. Ask and answer**  ***\*Aims:*** *Ss will be able to* *ask and answer questions using personal information.*  **\*Procedure:**  - Ask Ss to read the question and elicit the answer  - Get Ss to role-play the exchange with sentence 1  - Give Ss time to take it in turns to role-play the four exchanges.  - Invite some paris to stand up and role-play.  *Key: Pupil’s answer*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Fun time 1* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a. Minh and Lucy first meet each other*  *+ Picture 1b. Lucy and Mai first meet each other.*  *+ Picture 2a. a birthday cake with number 6 on it*  *+ Picture 2b. a birthday cake with number 8 on it*  *+ Picture 3a. Lucy tells Ben to touch his face.*  *+ Picture 3b. Lucy tells Ben to touch his nose.*  *+ Picture 4a. Ben is singing on the stage.*  *+ Picture 4b. Bill is playing music on the stage.*  *+ Picture 5a. Ben tells Mai he likes dancing.*  *+ Picture 5b. Ben tells Mai he likes singing.*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Look at the pictures and say:  *+ Picture a:*  *Linh guesses that the running boy is Bill, but Mary says it is Ben.*  *+ Picture b: The doctor tells Ben to open his mouth for him to check.*  *+ Picture c:*  *Linh wants to know what Ben likes. He says that he likes swimming.*  *+ Picture d: Lucy points at the eye of the robot and asks Minh what it is. He answers that it is an eye.*  -Ss guess the answers  - Ss listen to the tape and write the number  - Ss listen again, write number and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the sentence 1 and say  -Ss work in pairs and match  -Ss swap their books and match  -Ss check  -Ss read aloud  -Ss listen and answer  -Ss look at the dialogue and say number 1  -Ss work in pairs and complete  -Ss swap their books and match  -Ss check  -Ss read aloud  -Ss read the dialogue again  -Ss work in pairs and answer  -Ss listen and answer  -Ss role play sentence 1  -Ss work in paris  -Ss role play  -Ss listen and answer  -Ss listen and clap their hands  -Ss listen and take note |

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