*Week 15 Preparing date: …………..…….., 2024*

*Period 57 Teaching date: …………………., 2024*

**Unit 9: Our outdoor activities**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

- complete four gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game *Memory game.*

- ***Vocabulary:*** Review

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

**2. Competences:**

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

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Show their love and interest in outdoor activities.

- Show their knowledge of doing outdoor activities safely.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 144, 145, 146; audio Tracks 88; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 63, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | ***Game: Missing flashcard***  *\*****Aims:*** *to* *revise the learned words*  **\*Procedure:**  - Divide the class into two groups.  - Place four flash cards (*theatre, aquarium, campsite, funfair*) on the board.  - Have ss play the game in turns. Have ss close their eyes. Teacher removes one picture.  - Invite one student from each group to speak out the picture which disappears.  - Continue the game until all the vocabulary sets are said.  - The group with more points wins the game. Praise the winner.  - Say “Open your book page 63” and look at *“Unit 9, Lesson 1(4,5,6)”.*  **Activity 1. Listen and tick or cross:**  ***\*Aims:*** *Ss will be able**to listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.*  **\*Procedure:**  - Draw ss’ attention to the pictures and identify the characters and the places.    - 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 for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Have Ss to listen and repeat individually and in chorus  *Key: 1. v 2. x 3. x 4. v*  **Activity 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and read the question and answer, and guess the missing word in the answer.      - T models: have Ss read the question and asks what words are missing (*funfair*)  - Give Ss a time limit to read the gapped dialogues, look at the pictures and do the task independently.  - Get Ss to swap books with a partner and check their answers before checking as a class.  + Invite one student to write the answers on the board.  - Invite two pairs of Ss to act out the completed dialogues.  *Key:*  *1. funfair, we were*  *2. we weren’t, theatre*  *3. We were*  *4. We were at the aquarium*  **Activity 3. Let’s play**  ***\*Aims:*** *Ss will be able to* *revise the target vocabulary items and structures through the game Memory game.*  **\*Procedure:**    - Tell ss that they are going to revise the target vocabulary items and structures they have learnt in Lesson 1  - Invite two groups (three ss each) to the front of the class. Have ss listen to the topic (*At the campsite).*  + The first member of the first group (a girl) tells the place where she and her friends were yesterday (*ex: We were at the campsite yesterday.*)  + The second member (a boy) listens to the girl, repeats the information about the place where she and her friends were yesterday (*ex: They were at the campsite yesterday*.)  + The third member (a girl) repeats the boy’s information and adds in the place she and her friends were yesterday (ex: *They were at the campsite yesterday. We were at the campsite, too*).  - Set a time limit for ss to play the game. The group members discuss and decide the order of the speakers in the group.  - The game ends when all group members have done their roles.  - The group that says the most sentences in the shortest time will win the game.  **Game:**  **Lucky number**  - Tell ss they are going to choose a number, look at the picture and answer the question or complete the question.  - Divide ss in 2 teams and play the game.  - Give points as the diamonds shown on the screen.  - Which team has more diamonds will be the winner. | -Ss listen to the teacher  -Ss play the game  -Ss play the game  - Ss open their books  -Look at the pictures and say:  *+ Picture 1:* *Minh and Nam at the funfair*  *+ Picture 2: Mary and her friends at the cinema*  *+ Picture 3: Mai and Mary at the sports centre*  *+ Picture 4: A boy and his father at the aquarium*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class and guessing  -Ss write the answer on the board  -Ss listen and repeat  -Ss look at the picture and say  -Ss follow the teacher  - Ss do the task independently.  - Ss swap books with a partner and check their answers.  - Ss write the answers on the board  - Pairs of Ss read the completed dialogues aloud  - Ss to the teacher  - Ss play the game  - Ss play the game  -Ss play the game  - Ss play the game.  -Ss praise the winner  - Ss to the teacher  - Ss play the game |

**D. ADJUSTMENTS (if necessary):**

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*Week 15 Preparing date: ………..….., 2024*

*Period 58 Teaching date: ……….….., 2024*

**Unit 9: Our outdoor activities**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

- correctly say the phrases listen to music, watch the fish, dance around the campfire, play chess and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

- use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

- ***Vocabulary:*** watch the fish, dance around the campfire

- ***Structures***:

*A: What did you do yesterday?*

*B: We played badminton.*

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

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did in the past correctly and fluently.

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

**3. Attitude/ Qualities:**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 147, 148, 149, audio Tracks 90; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 64, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | ***Game: Throw a dice***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Explain how to play the game. Tell the ss they are going to ask and answer the questions about *where someone was in the past.*  - Divide the class into two groups.  - Ask two ss from each group to play the game in turns.  - If they ask and answer the question correctly, they will throw the dice to get points for their groups.  - The group with more points wins the game. Praise the winner.  - Say “Open your book page 64” and look at “*Unit 9, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ watch the fish : xem cá (explain)*  *+ dance around the campfire : nhảy múa xung quanh lửa trại (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Matching*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters  *+*  *Where were Mai and Minh last Saturday?*    - 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.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly use What did you do yesterday? - We \_\_\_\_. to ask and answer questions about activities someone did in the past.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the structures  *A: What did you do yesterday?*  *B: We played badminton*  ***\*Drill pictures***  - Have Ss look at the pictures and identify the characters and their activities.    - Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen.*  *+ listen - listened*  *+ watch – watched*  *+ dance – danced*  - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the *What did you do yesterday? - We \_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use What did you do yesterday? - We \_\_\_\_. in a freer context.*  **\*Procedure:**  - Ask Ss to look at the pictures and identify the places and characters  - Point at the ﬁrst building and elicit the question in the ﬁrst speech bubble *Where were you yesterday? What did you do yesterday?* and the answer in the second speech *We were…….. We………..*as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using bubble *Where were you yesterday? What did you do yesterday? We………..*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  **Game:** **Pass the ball**  - Tell ss how the game is played.  - Give two different coloured balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).  - Ask ss to listen to music and pass the balls.  - Stop music suddenly.  - Have the student with a red ball fill in the question. Have the student with a yellow ball fill in the answer. | -Ss listen and pay attention  - Ss listen to the teacher  -Ss play the game  *Ex:*  *A: Were you on the beach yesterday?*  *B: No, I wasn’t.*  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition  *(3 times).*  + Individual repetition  *(3 ss)*  - Ss take note  - Ss look and match  -Look at the pictures and say.  + In picture a:  Bill: *I didn’t see you and Minh last Saturday. Where were you?*  Mai: *We were at the sports centre.*  + In picture b:  Bill: *What did you do there?*  Mai: *We played badminton.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:* *two girls at the theatre*  *+ Picture b: two girls at the aquarium*  *+ Picture c:* *two boys at the campsite*  *+ Picture d:* *two boys playing chess*  -Ss listen to the teacher’s instructions  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and say  *+ two girls dancing around the campfire at the campsite,*  *two boys listening to music at the theatre, two girls watching the fish at the aquarium, two boys playing badminton at the sports centre*  - Ss role-play to practise asking and answering questions  - Ss practise asking and answering questions in front of the class.  -Ss listen to the teacher  -Ss play the game  Ex:  *A:What did you do yesterday?*  *B: We played football.*  -Ss continute to play the game |

**D. ADJUSTMENTS (if necessary):**

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*Week 15 Preparing date: September …….., 2024*

*Period 59 Teaching date: September ………., 2024*

**Unit 9: Our outdoor activities**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand a text / passage in which the character talks about activities she and her friends did at the campsite and circle the correct options.

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

- To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

- ***Vocabulary:*** Review

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

**2. Competences:**

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

**3. Attitude/ Qualities:**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 150, 151; audio Tracks 91; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 65, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | ***Game: Slap the board***  *\*****Aims:*** *to* *revise the learned words* **\*Procedure:**  - Divide the class into two groups. Ask ss to stand in two lines.  - Stick the cards with words they have learnt on the board.  - Call out a phrase, *ex: listen to music* and have the first student from each group race to slap the correct card on the board and say it correctly.  - The first student to slap the correct card wins a point for their group.  - The group with more points wins. Praise the winner.  - Say “Open your book page 65” and look at *“Unit 9, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and circle:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand a recording in which the character talks about activities she and her friends did at the campsite, and circle the correct answers.*  **\*Procedure:**  - Ask Ss to read the questions and the answers  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers.  - Have ss retell the texts with the help of the answers they have done  *Key: 1. a 2. b 3.b 4.a*  **Activity 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and read and guess the missing words.      - Model the first sentences: have Ss read the question and ask what words are missing (*sports centre)*  - Give Ss a time limit to read the gapped dialogues, look at the pictures and do the task independently.  - Get Ss to swap books with a partner and check their answers before checking as a class.  + Invite one student to write the answers on the board.  - Invite two pairs of Ss to act out the completed dialogues.  *Key:*  *1. sports centre, played football*  *2. we were, do, listened to music*  **Activity 3. Let’s sing**  ***\*Aims:*** *Ss will be able to sing the song What did you do? with the correct pronunciation, rhythm and melody.*  **\*Procedure:**    - Introduce the title and lyrics of the song: *“What did you do?*”  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the pictures while singing.  - 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 and point to the pictures  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Game:**  **Matching game**  - Tell the class they are going to match the phrases with the correct pictures.  - Stick the pictures and the phrases on the board. Have ss read the phrases once or twice.  - Model the Picture 1 (*walk around the lake*). Have one student choose a phrase, *ex: walked around the lake* suitable with Picture 1.  - If the ss give the correct answers, they will get stickers.  - Continue the game until all the pictures and phrases are matched. | -Ss listen to the teacher  -Ss play the game  -Ss continute playing the game  - Ss open their books  -Ss answer  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class  -Ss check answer  -Ss retell the text, example:  *We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar*.  -Ss look at the picture and say  -Ss follow the teacher  - Ss do the task independently.  - Ss swap books with a partner and check their answers.  - Ss write the answers on the board  - Pairs of Ss read the completed dialogues aloud  - Ss listen  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the pictures while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss listen to the teacher’s instruction  -Ss match the picture with the correct word  -Ss continute playing game |

**D. ADJUSTMENTS (if necessary):**

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*Compiled by facebook Huong Le - 0374629390*

*Week 15 Preparing date: ……..….., 2024*

*Period 60 Teaching date: ………..….., 2024*

**Unit 9: Our outdoor activities**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the three-syllable words with the stress on the first syllable as in *ˈcinema* and *ˈbakery* in isolation and as in the sentences *I was at the ˈcinema yesterday.* and *We were at the ˈbakery yesterday.*

- identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

- say the chant with the correct word stress, rhythm, and pronunciation.

- ***Vocabulary:*** Review

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

**2. Competences:**

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

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 152, 153; audio Tracks 93, 94, 95; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 66, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2. Presentation (9’)**  **3.Practice: (17’)**  **3. Fun corner and wrap- up (4’)** | ***Sing: What did you do? (Track 92)***  *\*****Aims:*** *to* *create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - - Show the song on the screen.  - Ask ss to listen, sing and dance the song.  - Say “Open your book page 66” and look at “*Unit 9, Lesson 3 (1, 2, 3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able to correctly pronounce the three-syllable words with the stress on the first syllable as in ꞌcinema and ꞌbakery in isolation and as in the sentences I was at the ꞌcinema yesterday. and We were at the ꞌbakery yesterday.*  **\*Procedure:**  - Have Ss point at the words *ꞌcinema and ꞌbakery* with the stress on the first syllable, in isolation and in the sentences *I was at the ꞌcinema yesterday. and We were at the ꞌbakery yesterday.*  - Play the recording for Ss to listen and repeat in chorus and individually until they feel confident.  - Let Ss work in pairs or groups, saying the words and reading the sentences.  - T invites some Ss to practice.  **Activity 2.**  **Circle, listen and check.**  ***\*Aims:*** *Ss will be able to* *identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.*  **\*Procedure:**  - Tell Ss circle the word having a different stress from each line. Then listen to the recording to check their answers.  - Set a time for Ss to do the task.  - Play the recording, once or twice, for Ss to listen and check their answers.  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Play the recording again for Ss to double-check their answers.  - Invite a few Ss to read aloud all the words in the words.  *Key:*  *1. ꞌbakery 2. ꞌcinema 3. ꞌafternoon*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to* *say the chant with the correct word stress, rhythm, and pronunciation.*  **\*Procedure:**  - 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 three-syllable words with the stress on the first syllable in the chant, *yesterday, cinema* and *interesting.*  - 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  **Game: Stand up - Sit down**  - Tell ss how to play the game.  - Have five ss in each group take turns playing the game.  - Have ss listen to the words and stand up or sit down.  + If they hear the word with the stress on the first syllable, they will stand up.  + If they hear the word with the stress on the second syllable, they will sit down.  - Repeat the game until all the words are said. | - Ss sing and dance the song  - Ss open their books  - - Ss point and pay attention  - Ss listen to the recording again and repeat.  -Ss work in pairs and practice  -Ss say the words and sentences  - Ss pay and listen to the teacher’s explanation.  - Ss do the task  - Ss listen to the recording to check their answers (individual)  - Ss swap books with a partner and check the answers  - Ss listen again and check their answers again.  - Ss stand up and read aloud the words.  - Ss look and listen.  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  -Ss play the game |

**D. ADJUSTMENTS (if necessary):**

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