*Week 7 Preparing date: October 20th, 2024*

*Period 25 Teaching date: October 21st, 2024*

# Unit 4: Our free-time activities Lesson 2 (1, 2, 3)

## OBJECTIVES:

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

### Knowledge:

* + - understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone does at the weekend;
    - correctly say the words and use *What do you do at the weekend? – I .* to ask and answer questions about what someone does at the weekend
    - use *What do you do at the weekend? – I .* in a freer context
    - ***Vocabulary:*** always, usually, often, sometimes, rarely, never
    - ***Structures***:

*A: What do you do at the weekend? B: I usually listen to music.*

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

### Competences:

* + - Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.
    - Self-control and independent learning: perform speaking tasks.

### Attitude/ Qualities:

* + - Explore new interests and develop a healthier and balanced lifestyle, then improve general well-being.

## TEACHING AIDS:

* + - *Teacher:* Teacher’s guide Pages 66, 67, 68, audio Tracks 38, 39; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
    - *Students:* Students’ book Page 30, notebooks, workbooks, school things.

## PROCEDURES:

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)** | ***Game: Slap the board***  *\*****Aims:*** *to revise the vocabulary about different activities.*  **\*Procedure:** |  |

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| **2.**  **Presentation (15’)** | * Prepare some flashcards about different activities and stick on the board   *(play football, listen to music, read books, watch TV, clean the floor…)*   * Divide class into 2 groups: Tom and Jerry. * How to play:   + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.   * Say “Open your book page 30” and look at “*Unit 4, 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  *+ always : luôn luôn (explain)*  *+ usually: thường thường (explain)*  *+ often : hay, thường (explain)*  *+ sometimes : thỉnh thoảng (explain)*   * T models *(3 times).* * T writes the words on the board. * *Checking: Matching* | -Ss listen and pay attention   * Ss listen to the teacher   -Ss play the game  *.*  -Ss continute playing the game   * 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 |

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|  | **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 what someone does at the weekend.*  **\*Procedure:**   * Have Ss look at *Pictures a and b* and identify the characters and their activities. *+ Who is he/ she?*   *+ Where is he/ she?*  *+ What is he/ she doing in the picture?*     * 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 say the words and use What do you do at the weekend? – I . to ask and answer questions about what they do at the weekend.*  **\*Procedure:** | -Look at the pictures and say.  + In picture a:  Bill: *What do you do at the weekend?*  Mai: *I usually listen to music*  + In picture b:  Mai: *How about you, Bill? What do you do at the weekend?*  Bill: *I often play table tennis.*  -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 |

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| **3.Practice: (7’)** | **\* *Structures:***   * T asks Ss look at *picture a and 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 | | - Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat to the structures | |
|  | *A: What do you do at the weekend B: I usually listen to music.* | |  |
| ***\*Drill pictures***   * Have Ss look at the pictures and identify the characters and their activities.      * 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 | | - Ss look, listen and repeat  *+Picture a: a boy reading a story and the words always / read stories underneath*  *+ Picture b: a girl watering the flowers and the words usually / water the flowers underneath*  *+ Picture c: a girl riding her bike in the park and the words often / ride my bike underneath*  *+ Picture d: a boy surfing the Internet and the words sometimes / surf the Internet underneath*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat | |

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| **4.**  **Production: (6’)** | 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 do you do at the weekend? - I .* * 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 correctly use What do you do at the weekend? –* *. to ask and answer questions about what they do at the weekend in a freer context.*  **\*Procedure:**   * Ask Ss to look at the pictures and elicit the context      * Point at the first building and elicit the question in the first speech bubbl *What do you like doing in your free time? and What do you do at the weekend?* and the answer in the second speech | -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   * Ss look at the first building and elicit the missing words in speech bubbles and say the completed sentences. |

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| **5. Fun corner and wrap- up (4’)** | bubble *I like………* and *I……….*  as an example.   * Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using *What do you like doing in your free time? - ………..* * Invite a few pairs to come to the front of the classroom and act out the exchanges.   Game: **Lucky number**   * Explain that Ss will play this game in three teams.   + There are six numbers, they have to choose the number and answer the *free-time activity* behind the number.  + If the answer is correct, their team can get the point. The number of candies behind the picture will be the points they get.   * Ask Ss to read all the words   again. | * 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  -Ss read all the words again. |

### ADJUSTMENTS (if necessary):

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*Week 7 Preparing date: October 20th, 2024*

*Period 26 Teaching date: October 21st, 2024*

1. **OBJECTIVES:**

# Unit 4: Our free-time activities Lesson 2 (4, 5, 6)

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

### Knowledge:

* + listen to and understand two communicative contexts about what someone does at the weekend and tick the correct pictures
  + complete two gapped exchanges with the help of picture cues
  + listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.
  + ***Vocabulary:*** Review
  + ***Skills***: speaking, listening, reading and writing.

### Competences:

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

### Attitude/ Qualities:

* + Explore new interests and develop healthier and balanced lifestyle, then improve general well-being.

## TEACHING AIDS:

* + *Teacher:* Teacher’s guide Pages 69, 70; audio Tracks 40, 41; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
  + *Students:* Student’s book Page 31, notebooks, workbooks, school things.

## PROCEDURES:

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| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)** | *Game:* ***Lucky number***  *\*****Aims:*** *to revise the learned words*  **\*Procedure:**   * Divide the class into three teams. * Have Ss take turns to choose a number. * Ask Ss to look at the picture and say the activity. * If the answer is correct, Teacher clicks the picture to open the hidden points. * The team that gets more points wins. Praise the winner. * Say “Open your book page 31” and look at *“Unit 4, Lesson 2 (4,5,6)”.* | -Ss listen to the teacher  -Ss play the game  - Ss open their books |

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| **2.Practice: (25’)** | **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able to listen to and understand two communicative contexts about what someone does at the weekend and tick the correct pictures.*  **\*Procedure:**   * Ask questions to help Ss identify the characters and their free-time activities.   + *What’s he/she doing?*   * 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.   * Play the recording, sentence by | -Look at the pictures and say:  *+ Picture 1a: a girl playing the violin + Picture 1b: a girl watching a cartoon on TV*  *+ Picture 1c: a girl listening to music + Picture 2a: a boy surfing the net*  *+ Picture 2b: a boy roller skating in the park*  *+ Picture 2c: a boy playing football*  -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, check answers as a class and guessing   -Ss write the answer on the board |

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|  | sentence, for Ss to listen and repeat individually and in chorus  *Key: 1. b 2. 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 identify the activities of the characters in the pictures.   -Model sentences: have Ss read the question and ask what words are missing (*like watching*)   * 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. like watching; do you; cartoons*  *2. What; the flowers; Do*  **Activity 3. Listen, complete and sing**  ***\*Aims:*** *Ss will be able to listen to and complete the song What do you like* | -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 |

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| **3. Fun corner and wrap- up (5’)** | *doing in your free time? and to sing it with the correct pronunciation, rhythm and melody.*  **\*Procedure:**     * Draw Ss’ attention to the gapped sentences. * Play the recording the whole song.   + Then play the recording again to fill in the gaps with missing words.   * Check answers as a class.   + Play the recording line by line for Ss to listen and repeat.   * Play the recording all the way through for Ss to sing along and clap along with the recording.   **Game: The football game**   * Divide the class into 3 teams. * Tell Ss that they are going to play football. * Ss take turns to choose a number, read the question and say the answer. * If the answer is correct, they will get points for their teams. * If not, move to another team. * The group with more points wins the game. | * Ss guess the missing words * Ss listen all song. * Ss listen again and fill in the gaps * Ss listen and repeat. * Ss listen and sing along   -Ss listen to the teacher   * Ss play the game. * Ss praise the winner. |

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*Week 7 Preparing date: October 20th, 2024*

*Period 27 Teaching date: October 23rd, 2024*

1. **OBJECTIVES:**

# Unit 4: Our free-time activities Lesson 3 (1, 2, 3)

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

### Knowledge:

* + correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I ꞌalways listen to music.* and *She ꞌsometimes plays the violin.*
  + identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words
  + say the chant with the correct pronunciation, word stress and rhythm.
  + ***Vocabulary:*** Review
  + ***Skills***: speaking, listening, reading and writing.

### Competences:

* + Communication and collaboration: work in pairs and groups to complete the learning tasks.
  + Self-control and independent learning: perform pronunciation and listening tasks.

### Attitude/ Qualities:

* + Explore new interests and develop healthier and balanced lifestyle, then improve general well-being.

## TEACHING AIDS:

* + *Teacher:* Teacher’s guide Pages 71, 72, 73; audio Tracks 42, 43, 44; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
  + *Students:* Students’ book Page 32, notebooks, workbooks, school things.

## PROCEDURES:

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)** | ***Chatting***  *\*****Aims:*** *to revise the words about someone’s appearance and personality*  **\*Procedure:** |  |

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| **2.**  **Presentation (9’)** | * Place different pictures of free time activities on the board. * Have Ss say the words related to the pictures. * Tell Ss they are going to ask and answer the question *about someone’s free-time activities* in a freer context. * Invite pairs of volunteers to the board. One asks the question, another one answers the question and points to the suitable picture. * Continue until practicing all the vocabulary set. Praise Ss if they perform well. * Say “Open your book page 32” and look at “*Unit 4, Lesson 3 (1,2,3)”.*   **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able correctly pronounce the two-syllable words ꞌalways and ꞌsometimes with the stress on the first syllable, in isolation and in the sentences I ꞌalways listen to music. and She ꞌsometimes plays the violin.*  **\*Procedure:**   * Have Ss point at the words *ꞌalways and ꞌsometimes with the stress on the first syllable, in isolation and in the sentences I ꞌalways listen to music. and She ꞌsometimes plays the violin.* * Play the recording for Ss to listen and repeat in chorus and individually until they feel confident. * Let Ss work in pairs or groups, | * Follow the T’s instructions.   -Ss pay attention and say  *Ex:*  *A: What do you like doing in your free time?*  *B: I like playing badinton.*   * Ss open their books * Ss point and pay attention * Ss listen to the recording again and repeat.   -Ss work in pairs and |

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| **3.Practice: (17’)** | 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 two-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. c 2. b 3. b*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct pronunciation, word stress and rhythm.*  **\*Procedure:**   * Introduce the title and lyrics of the chant. | 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 to the recording again and check their answers again. * Ss stand up and read aloud the words. * Ss look and listen. |

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| **3. Fun corner and wrap- up (4’)** | * 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 two-syllable words with the stress on the first syllable in the chant, *always* and *sometimes.*   * 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: Jump**   * Flash cards (*football, table tennis, Japan, England, dolphin, giraffe*) * Tell Ss they are going to play the game *Jump*. If the word is the same as the flash card, Ss jump. If it isn’t, they keep still. Ask them to say the word on the flash card. * Ask Ss to stand at their desks. * Hold up a flash card from the | * 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 |

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|  | vocabulary set and say a word.  - Raise all the flash cards for Ss to say the words. | -Ss read the words |

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*Week 7 Preparing date: October 20th, 2024 Period 28 Teaching date: October 23rd, 2024*

1. **OBJECTIVES:**

# Unit 4: Our free-time activities Lesson 3 (4, 5, 6)

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

### Knowledge:

* + read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend
  + complete a letter to a pen friend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues
  + present their free-time activities to the class.
  + ***Vocabulary:*** Review
  + ***Skills***: speaking, listening, reading and writing.

### Competences:

* + Communication and collaboration: work in pairs and groups to complete the learning tasks.
  + Self-control and independent learning: perform reading and writing tasks.

### Attitude/ Qualities:

* + Show their love and interest in leisure activities and entertainment

## TEACHING AIDS:

* + *Teacher:* Teacher’s guide Pages 72, 73, 74; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
  + *Students:* Pupil’s book Page 33, notebooks, workbooks, school things.

## PROCEDURES:

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |

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| 1. **Warm- up and review: (5’)** 2. **Practice: (8’)** | *Game:* ***Spin the wheel***  *\*****Aims:*** *to revise the new words and structures from previous lessons.*  **\*Procedure:**   * Tell Ss they are going to look at the pictures and answer the questions. * Divide the class into 3 teams. * Ss take turns to choose a number and answer the question. * Check the Ss’ answers as a whole class. * If they give the correct answers, they can spin the wheel to get points. * The team with the most points will be the winner. * Say “Open your book page 33” and look at *“Unit 4, Lesson 3 (4,5,6)”.*   **Activity 1. Read and answer:**  ***\*Aims:*** *Ss will be able to read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend*  **\*Procedure:**   * Have Ss read the questions carefully and tell ss to read Question 1 and identify the keywords *(She always plays the violin).* * Explain the type of information | * Ss listen * Ss listen to the rules   -Ss play game   * Ss open their books * Ss read Question 1 and pay attention to keywords * Ss read and answer question 2,3,4 |

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| **3.Productio n: (18’)** | they need for each answer.   * Set a time limit for Ss to do the task independently. * Get Ss to swap books with a partner and check the answers before checking as a class. * Invite some pairs to take turns asking and answering the questions. * Ask Ss some more questions to check their comprehension of the text.   *Ex: Who likes listening to music? Does she like playing sports and games?*  *What does she help her mother do? Key:*   1. *She always plays the violin (at the weekend).* 2. *She usually plays volleyball (on Saturdays).* 3. *She often goes for a walk on Sundays.* 4. *She helps her mother with the cooking on Sundays.*   **Activity 2. Let’s write**  ***\*Aims:*** *Ss will be able to complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues.*  **\*Procedure:** | * Ss read the text again and write the correct answers. * Ss swap books and check answers * Ss ask and answer the questions. * Ss answer the questions. |

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|  | * Ask Ss to read the gapped letter and explain that they need to fill in the gaps with information about the boy in the pictures’ free-time activities. * Have Ss complete the first, second and third gaps with names and an activity of their choice from the pictures. * Give Ss time to complete the rest of the letter independently. * Get Ss to swap their books with a partner and check each other’s spelling before checking as a class. *Key: Pupil’s answer*   *Ex:*  *Hi Kitty,*  *My name is Hoang. I like listening to music in my free time. I usually play the guitar on Saturdays. I often ride my bike on Sundays. I sometimes help my mum with the cooking in my free time. What about you? What do you like doing in your free time?*  *Love, Hoang*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to present their free-time activities to the* | * Ss listen to the teacher * Ss complete the first, second and third gaps with names and an activity * Ss complete the rest of the letter independently. * Ss swap their and check |

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| **4. Fun corner and wrap- up (4’)** | *class.*  **\*Procedure:**   * Tell Ss about the goal of the activity. * Have Ss work in groups. Each student looks at their lists and tells the group about their free-time activities. * Invite a few ss to look at their lists and tell the class about them, *ex: I like playing the guitar. I usually play it in my free time.*   -T gives feedback  **Game: Slap the board**   * Divide the class into two or three teams. * Teacher puts up a set of pictures or words on a board. * A student from each team comes up to the board with fly swatters. * They listen as the teacher calls out a word or a sentence and they race to slap the correct picture. * Whoever is the fastest with the correct slap gets a point for their team. * Team with the most points is the   winner. | * Ss listen to the teacher * Ss work in groups of five. * Ss show their work and talk about their free-time activities in front of the class. * Ss listen   -Ss listen to the teacher  -Ss play the game  -Ss congratulate the winner |

### ADJUSTMENTS (if necessary)