**TUẦN 8: KHỐI 3**

**Period 32 UNIT 5: MY HOBBIES.**

 ***Lesson 2: Part 4-6***

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| **I. OBJECTIVES** |
| **Language:** | By the end of the lesson, pupils 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. |
| **Core competencies:** | Decision making, teamwork, work standards, adaptability, communication, planning and organization.  |
| **General competences:** | Listening: listen and tickWritten communication: look, complete and readSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others. |
| **Attributes:** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL** |
|  | - Student’s book Page 37- Audio Tracks 50, 51- Teacher’s guide Pages 67 - 69- Website *sachmem.vn*- Flash cards/ pictures and posters (Unit 5)- Computer, projector, … |
| **II. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing –****Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1:**Greet the class. Invite a few pairs of pupils to the front of the class to use the picture cues in *Lesson* *2, Activity 3* to ask and answer questions to identify hobbies.**Option 2:**- Get pupils to open their books on page 32 and look at *Unit 4, Lesson 3, Activity 3*.- Ask pupils to chant and do the actions in *Unit 4, Lesson 3* in groups. - Give points for the groups and encourage them.**Option 3:** **Game: Top 5 answers**- Give questions which have many possible answers. - T lets the pupils in the class write their answers (hobbies) on their boards.- When T shows answers, each of pupils’ correct answers will get 1 point. | Whole classGroup workIndividual work/ Group work |
| a. Goal: | To listen to and understand two communicative contexts in which pupils discuss different hobbies. |
| b. Input: | *- Picture cues:****1a.*** *a boy walking* ***1b.*** *a boy cooking****2a.*** *a girl running* ***2b.*** *a girl painting****Audio script****:****1.*** *A: What's your hobby?     B: I like cooking.****2.*** *A: What's your hobby?     B: I like painting.* |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which pupils discuss different hobbies.**Key: 1.** b      **2.** b |
| d. Procedure: | **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. | Whole classWhole classPair workIndividual workWhole class |
| a. Goal: | To complete four target sentences with the help of picture cues. |
| b. Input: | Four picture cues and four incomplete sentences |
| c. Outcome: | Pupils can complete four target sentences with the help of picture cues.***Key: 1.*** *swimming* ***2.*** *singing* ***3.*** *cooking* ***4.*** *painting* |
| d. Procedure: | **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.**Game Time:**- T reviews words of hobbies by showing pictures.- T divides the class into 2 teams (Boys and Girls).- T asks 1 pupil of each team to come to the board and face the other. (They can’t see the pictures and questions on the ppt slide at the beginning.)-  When T says *GO*, 2 pupils will turn back, look at the screen, and say out loud the answers (A-B-C-D-E-F) as quickly as they can.- The first one to say the letter and the word is the winner. *(Please use the provided corresponding ppt slides for reference.)* | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workGroup work |
| a. Goal: | To sing the song *My hobby* with the correct pronunciation and melody. |
| b. Input: | The lyrics and the recording of the song *My hobby* |
| c. Outcome: | Pupils can sing the song *My hobby* with the correct pronunciation and melody. |
| d. Procedure: | **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.**Game: Let’s sing!**Divide the class into 2 teams. Each team has to sing a verse of the song. Then they all sing the last sentence.The team who can make it better will get points. | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workGroup work |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:**Use *sachmem.vn*, have pupils look at the pictures of this lesson and repeat after the recording.**Option 2: Guessing game**- T lets the whole class look at the pictures and asks: *What’s your hobby?*- The first one to answer will get points.**Option 3:** PracticeT shows 4 pictures of hobbies on the board and asks pupils to repeat Wrap-up. | Whole classWhole class/ Individual workWhole class/ Individual work |