

LESSON PLAN

Grade: 5

Unit: 3 – Games and Hobbies

| FUNCTIONS& USEFUL LANGUAGE: | LANGUAGE SKILLS & OUTCOMES: |
|---|---|
| <p>Describing what people do regularly Do you play computer games? —No, I don't. I go fishing. What are your hobbies? —Playing chess and tennis.</p> <p>Expressing ability and inability Can you play checkers? —No, but I can play chess. Can your sister/brother play chess? —Yes, s/he can. —No, but s/he can play checkers.</p> <p>Expressing likes and dislikes Yin lives in Beijing, and he likes playing blind man's buff. Julio lives in Madrid, and he likes playing football. Hans and Yuka don't like hopscotch.</p> | <p>Listening E5.3.L1. Students will be able to understand simple, oral texts about hobbies, likes/dislikes and abilities.</p> <p>Speaking E5.3.S1. Students will be able to talk about hobbies, likes/dislikes and abilities in a simple way. E5.3.S2. Students will be able to give information about likes/dislikes, abilities and hobbies of others in a simple way.</p> <p>Reading E5.3.R1. Students will be able to follow a simple story with visual aids.</p> |
| TESTING & EVALUATION | |
| <p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p> | |

9th Week: 4-8 November Time: 40+40+40

Objective: Students will learn vocabulary related to games and hobbies and practice basic listening skills.

Lesson 1: Get Ready & Listening

1. Match the capital letters with the small letters. Then listen and repeat. (Page 34)

Instructions:

- Tell your students: "Let's start by matching capital letters with small letters."
- Ask students to complete the matching activity on page 34.
- Play the audio, and have students listen and repeat the letters and sounds.
- Practice pronunciation by repeating the sounds multiple times.

2. Before you listen, answer: What is your favourite activity? (Page 35)

Instructions:

- Tell your students: "Let's talk about your favourite activities."
- Ask students to think about their favourite activity and share it with the class.
- Encourage them to use full sentences.

Lesson 2: Listening Comprehension

3. What can Sandy do or play? What can Jim do or play? Listen and put a tick. (Page 35)

Instructions:

- Tell your students: "Let's listen and find out what Sandy and Jim can do or play."
- Play the audio, and have students listen carefully.
- Students put a tick next to the activities that Sandy and Jim can do or play on page 35.
- Discuss the answers together as a class.

4. What can/can't you do? Look and fill in the table in part 3 for yourself. (Page 35)

Instructions:

- Tell your students: "Let's think about what you can and can't do."
- Ask students to complete the table on page 35, filling in the activities they can and can't do.
- Have them share their answers with a partner or the class.

Lesson 3: Speaking Practice

5. Work in pairs. What can/can't you do? Make dialogues as in part 3. (Page 36)

Instructions:

- Tell your students: "Let's practice talking about what you can and can't do."
- Pair up students and have them create dialogues based on the structure in part 3 on page 36.
- Encourage them to use the vocabulary and phrases they have learned.
- Some pairs can present their dialogues to the class.

6. Listen and play the game "Chain". (Page 36)

Instructions:

- Tell your students: "Let's play a listening game called 'Chain'."
- Explain the rules of the game: One student starts by saying an activity, the next student repeats it and adds another activity, and so on.
- Play the audio to guide the game and encourage students to listen carefully and remember the chain of activities.

10th Week: 18-22 November Time: 40+40+40

Objective: Students will enhance their listening and reading skills while continuing to practice speaking.

Lesson 1: Reading Comprehension

7. Before you read, answer: Can you play tennis? (Page 37)

Instructions:

- Tell your students: "Let's talk about playing tennis."
- Ask students if they can play tennis and have them share their answers with the class.

- Encourage them to explain their answers in full sentences.

8. Read Cem's speech and answer: Can he play chess? (Page 37)

Instructions:

- Tell your students: "Let's read and find out if Cem can play chess."
- Students read Cem's speech on page 37 and answer the question.
- Discuss the answer as a class.

Lesson 2: Review and Speaking Practice

9. Read part 8 again and write true (T) or false (F). (Page 37)

Instructions:

- Tell your students: "Let's read again and decide if the statements are true or false."
- Ask students to read part 8 again and mark each statement as true (T) or false (F) on page 37.
- Review the answers together as a class.

10. Which sports do you like and dislike? Can you do them? Talk to your friends. (Page 37)

Instructions:

- Tell your students: "Let's talk about the sports you like and dislike."
- Students discuss their likes and dislikes in sports with a partner.
- Encourage them to use the phrases "I like..." and "I don't like...", and talk about whether they can do those sports.

Lesson 3: Song Time & Speaking

11. Listen and sing the song. (Page 37)

Instructions:

- Tell your students: "Let's listen to a song about hobbies."
- Play the audio of the song on page 37 and have students listen.
- Then, ask them to sing along, repeating the song a few times to build confidence.
- Discuss the meaning of the lyrics.

11th Week: 25-29 November Time: 40+40+40

Objective: Students will practice miming, advanced listening, and speaking activities related to hobbies and abilities.

Lesson 1: Mime and Listening Practice

12. Before you listen, mime a game or sport. Ask your friends to guess it. (Page 38)

Instructions:

- Tell your students: "Let's play a miming game."
- Ask students to mime a game or sport, and have their classmates guess what it is.
- Encourage them to use expressive actions and gestures.

13. Listen and tick (✓) the games and activities they talk about. (Page 38)

Instructions:

- Tell your students: "Let's listen and identify the games and activities."
- Play the audio, and students tick the games and activities they hear on page 38.
- Review the answers as a class.

Lesson 2: Listening Comprehension and Speaking

14. Listen again and say the answer. What are Julio's and Mandy's hobbies? (Page 38)

Instructions:

- Tell your students: "Let's listen again and find out Julio's and Mandy's hobbies."
- Play the audio again and have students listen carefully.
- Ask them to answer the question and discuss their answers with the class.

15. What are your best friend's hobbies, likes, and dislikes? What can he/she do? What can't he/she do?

Explain them to your friends. (Page 38)

Instructions:

- Tell your students: "Let's talk about your best friend's hobbies and abilities."
- Students discuss their best friend's hobbies, likes, dislikes, and abilities with a partner.
- Encourage them to use full sentences and clear explanations.

Lesson 3: Group Speaking Practice

16. Work in groups of four. Ask each other questions about likes, dislikes, hobbies, and abilities. Put a tick or a cross and fill in the chart. (Page 39)

Instructions:

- Tell your students: "Let's work in groups and ask each other questions."
- Students form groups of four and ask each other about their likes, dislikes, hobbies, and abilities.
- They fill in the chart on page 39 with ticks (✓) or crosses (X) based on the answers.

17. Look at the chart in part 16. Give information about your friends. (Page 39)

Instructions:

- Tell your students: "Let's share what we learned about our friends."
- Students use the chart in part 16 to talk about their group members' likes, dislikes, hobbies, and abilities.
- Encourage them to speak clearly and use the information from the chart.

12th Week: 2-6 December Time: 40+40+40

Objective: Students will consolidate their knowledge through games, reading activities, and complete a final assignment.

Lesson 1: Game Time & Reading Preparation

18. Play in groups of three. Roll the dice. Move forward the number of spaces on the dice. Say the name of the activity in the box and play the game. (Page 40)

Instructions:

- Tell your students: "Let's play a board game about activities."
- Students form groups of three and play the game on page 40 by rolling the dice and moving forward on the board.
- They must say the name of the activity in the box they land on and play according to the rules.

19. Before you read, answer: Do you know how to do origami? (Page 41)

Instructions:

- Tell your students: "Let's talk about origami."
- Ask students if they know how to do origami and have them share their answers with the class.
- Encourage them to explain what they know about the art of paper folding.

Lesson 2: Reading and Storytelling

20. Look at the pictures, read the picture story and answer: What does Eika do with some paper? (Page 41)

Instructions:

- Tell your students: "Let's read a story and find out what Eika does with paper."
- Students look at the pictures and read the story on page 41.
- They answer the question and discuss Eika's actions with the class.

21. What competition does Eika win? Answer. Then, tell Eika's story to your friends in your own words. (Page 41)

Instructions:

- Tell your students: "Let's talk about the competition Eika wins."
- Students answer the question about Eika's competition and then retell the story in their own words.
- Encourage creativity and clear storytelling.
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Lesson 3: Final Reading, Speaking, and Assignment

22. Before you read, answer: What is your favourite activity? (Page 42)

Instructions:

- Tell your students: "Let's talk about your favourite activities."
- Ask students to share their favourite activities with the class before reading.
- Encourage them to explain why they like these activities.

23. Look at the table and answer: Which activities do they all like? (Page 42)

Instructions:

- Tell your students: "Let's look at a table and find out which activities everyone likes."
- Students look at the table on page 42 and answer the question about shared activities.
- Discuss the answers as a class.

24. Read the table again and write true (T) or false (F). (Page 42)

Instructions:

- Tell your students: "Let's read the table again and decide if the statements are true or false."
- Students read the table on page 42 again and mark each statement as true (T) or false (F).
- Review the answers together.

25. Work in pairs. Ask and answer these questions and make dialogues. (Page 42)

Instructions:

- Tell your students: "Let's practice asking and answering questions about hobbies."
- Students work in pairs to ask and answer the questions on page 42, making dialogues about hobbies, sports, likes, and dislikes.
- Encourage them to use the vocabulary and phrases they've learned.

26. Who likes what? Follow the lines, find and say them. (Page 43)

Instructions:

- Tell your students: "Let's follow the lines to find out who likes what."
- Students follow the lines on page 43 to match people with the activities they like.
- Have them say the matches out loud and discuss them as a class.

Assignment:

Write the new words in your visual dictionary. Draw or stick pictures/photos.

Instructions:

- Tell your students: "Let's create a visual dictionary to help us remember the new words we've learned."
- Ask students to write down the new vocabulary words from this unit and draw or stick pictures/photos next to each word.

Prepare a poster about your hobbies and favourite games. Draw or stick pictures/photos.

Instructions:

- Tell your students: "Let's make a poster about your hobbies and favourite games."
- Students create a poster showcasing their hobbies and favourite games, using drawings or pictures/photos.
- This can be done as a homework assignment or as a class project.

This Plan is successfully applied during within the scheduled time.

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