Week: Date of planning: / /2023

Period: Date of teaching: / /2023

**UNIT 8: MY FAVOURITE SUBJECTS**Lesson 1 (Part 1, 2, 3)

**I. OBJECTIVES:**

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

**1. Knowledge:**

* Focusing on asking and answering questions about someone’s favourite subject.
* Correctly say the words and use *What’s your favourite subject? – It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject.

enhance the correct use of *What’s your favourite subject?* – *It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject in a freer context.

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks.

**3. Attributes/ Qualities:**

- Show their love and interest in their school subjects

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Greet the class.- Watch the video: What can you do?<https://www.youtube.com/watch?v=7MKmbyfhkkE>-Lead to the new lesson Unit 8: My favourite subjects | Wholeclass |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat: (10’)*****\*Goals:*** To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject.**Set the context:****-** Ask pupils to look at Pictures **a** and **b** to identify the characters in the pictures. **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. **-** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**. **-** Invite a few pairs to stand up to listen to and repeat the sentences in the recording. **-** Draw pupils*’* attention to the pictures. Tell pupils that *What’s your favourite subject?* and *It’s PE.* are used to ask and answer questions about someone’s favourite subject.**B. PRACTICE****Activity 2**. **Listen, point and say. (8’)*****Goals:*** To correctly say the words and use *What’s your favourite subject? – It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject.***Teach vocabulary****.* *+ art : môn Mỹ thuật (picture)**+ music: môn Âm nhạc ( picture )**+ PE: môn thể dục (picture)**+ IT : chơi đàn ghi-ta (picture)*- T models *(3 times).*-Ask Ss to say the words.- *Checking: What’s the missing?***\* Model sentences**- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains and gives meaning.- Practice reading the model sentences.- Check meaning, form, intonation.**A**: What is you favourite subject?**B**: It is PE. - Ask pupils to look at pictures a, b, c, and d and identify the activities in the pictures.- Run through model sentences.- Play the recording for pupils to listen and repeat in chorus a few times.- Have Ss to practise: Model picture a+ T say – Ss respond (change role). + S – S (change role).- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pairs to come to the front of the classroom, point at the pictures and ask and answer the questions about what the pupils in the pictures can or can’t do.- T gives feedbacks.**C. PRODUCTION****Activity 3. Let’s talk. (7’)*****\*Goals:*** To enhance the correct use of *What’s your favourite subject?* – *\_\_\_\_\_.* to ask and answer questions about someone’s favourite subject in a freer context.**-** Draw pupils’ attention to the two speech bubbles. Read the question aloud, and ask pupils to repeat it. Ask them to look at the girl’s speech bubble to identify what the answer should be. Elicit the answer: *It’s IT.* (the girl’s finger is pointing at IT.) Get pupils to repeat the question and answer several times. **-** Set a time limit for pupils to work in pairs, point at the different books, ask and answer questions about their favourite subjects using *What’s your favourite subject? –* \_\_\_\_\_. Go around the classroom to observe and offer help where necessary. **-** Invite some pairs to take turns asking and answering questions about their favourite subjects in front of the class. | T- Whole classWhole classT- Whole classWhole class/ Individual workT- Whole classT- Whole classWhole class/ Individual workT- Whole classWhole classPair workPair workWhole class/ Individual workPair work Pair work  |
| **Fun corner and wrap-up: (**5’)**Game: *Lucky number*****Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: *Unit 8, Lesson 1 (4, 5, 6).* | Group work |

**Comments:**

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Week: Date of planning: / /2023

Period: Date of teaching: / /2023

**UNIT 8: MY FAVOURITE SUBJECTS**

 Lesson 1 (Part 4, 5, 6 )

**I.Objectives:**

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

**1. Knowledge:**

–  Listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects, and tick or cross the pictures.

– Complete four exchanges about characters’ favourite subjects with the help of picture cues.

– Sing the song *My favourite subject* with the correct pronunciation, rhythm and melody.

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks.

**3. Attributes/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. Preparation.**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Greet- Play a game: *Who’s a millionaire* ? - Lead to the new lesson*“Unit 8, Lesson 1 (4,5,6)”.* | Whole classGroup work |
| **\* New lesson:** **Activity 4. Listen and tick or cross. (**8 minutes)**Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects, and tick or cross the pictures.**-** Draw pupils’ attention to the pictures in **Activity 4** and ask them to identify the subjects on the book covers. **-** Play the recording of the first dialogue and tell pupils to tick or cross the picture. Play the recording again and check their answers. Praise pupils if they have the correct answer. **-** Repeat **Step 2** with the rest of the dialogues.**-** Set a time limit for pupils to swap books with a partner and check their answers before checking as a class. **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.*Key: 1.* ✔  *2.* ✔  *3.* ✔  *4.X***Activity 5. Look, complete and read. (** 9 minutes)**Goal:** To complete four exchanges about characters’ favourite subjects with the help of picture cues.- Ask pupils to look at the pictures and identify the subjects. **-** Ask pupils to read Exchange **1**. Draw their attention to the missing word (*music*). Complete the answer. Split the class into two groups to take turns asking and answering the question. **-** Have pupils look at Exchange **2**. Elicit what is missing (*What’s; art)*. Then have them complete the gaps (*What’s your favourite subject? – It’s art.*). Follow the same procedure with Pictures **3** and **4**. **-** Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters.Key: 1. Music 2.what’s ,art 3.subject, IT 4. favourite subject, PE  3. ride a horse ; Yes 4. Play the guitar ; No**Activity 6. Let’s sing (** 8 minutes)**Goal:** To sing the song *My favourite subject* with the correct pronunciation, rhythm and melody.- Have pupils read the song to familiarise themselves with the lyrics. Check comprehension and give feedback. **-** Have pupils listen to the whole song, drawing their attention to the pronunciation and tune. **-** Play the recording of the song line by line for pupils to listen and repeat, and do related actions, e.g. using a finger to trace the words or clapping their hands. **-** When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping their hands. **-** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. Praise pupils if they perform well.**\* Fun corner and wrap-up: (**5 minutes)- T asks Ss to play a game “ *Passing the ball* ” - T gives feedback.**\*Home link:** **-** Learn by heart vocabulary and practice model sentence.- Prepare new lesson Unit 8 - Lesson 2 - P 1, 2, 3 | Whole classIndividual workPair workWhole classWhole class/ Individual workPair workIndividual workPair workWhole classIndividual workWhole class |

**Comments:**

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Week: Date of planning: / /2023

Period: Date of teaching: / /2023

**UNIT 8: MY FAVOURITE SUBJECTS**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

– Understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English.

– Correctly say the words and phrases and use *Why do you like \_\_\_\_\_\_? – Because I want to be*. to ask for and give reasons for liking a school subject, English.

– Enhance the correct use of *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*. ask for and give reasons for liking a school subject in a freer context.

**2. Competences:**

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

**3. Attributes/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. PREPARATION:**

- *Teacher:* laptop, pictures, lesson plan, TV or projector, Website *hoclieu.vn*

- *Students:* Pupil’s book s, notebooks, workbooks, school things, Website *hoclieu.vn*

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Greet the class.- Play the Guessing game. - Lead to new lesson.  | Whole class/ Group work |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat (10’)*****\*Goals:*** To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English.**Set the context:**-Ask pupils to look at Pictures **a** and **b**, and identify the characters and the reason why Nam likes English. **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. **-** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**. **-** Invite a few pairs to stand up to listen to and repeat the sentences in the recording. **-** Draw pupils’ attention to Exchange **b:** *Why do you like English? – Because I want to be an English teacher*. Tell pupils that they are used to asking for and give reasons for liking a school subject, English. **Extension:** Invite a few pairs of pupils to ask and answer about their favourite subjects.**B. PRACTICE****Activity 2**. **Listen, point and say. (8’)*****\*Goals:***To correctly say the words and phrases and use *Why do you like \_\_\_\_\_\_? – Because I want to be \_\_\_\_\_*. to ask for and give reasons for liking a school subject, English.**\**Vocabulary.****+ singer : ca sĩ (picture)**+ painter: họa sĩ (picture)**+ English teacher : giáo viên Tiếng Anh (picture)**+ Maths teacher : giáo viên toán (picture)*- T models *(3 times).***-** Have pupils look at the pictures, and elicit the reason why each pupil likes his / her favourite subject. **-** Have pupils point at Picture **a**, listen to the recording and repeat the word / phrase (*English / an English teacher*). Have them repeat the word / phrase a few times. Repeat the same procedure with the other three pictures. **-** Point at the first bubble and have pupils listen to and repeat after the recording *(Why do you like English?*). Point at Picture **a** and have pupils listen to and repeat the question and answer (*Why do you like English? – Because I want to be an English teacher.*). Have the class repeat the exchange a few times. Repeat the same procedure with the other three pictures. **-** Set a time limit for pupils to work in pairs, point at the pictures, and practise asking and answering *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*. **-** Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*.\* **Model sentences:***A: Why do you like English?**B: Because I want to be an English teacher***C. PRODUCTION****Activity 3. Let’s talk. (7’)***\** To enhance the correct use of *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*. ask for and give reasons for liking a school subject in a freer context.-Have pupils look at the picture and explain that a group of four pupils are in the playground. Each of them is taking in hand the textbook of his / her favourite subject and imagining what they will be in the future. Get pupils to look at the first girl with black hair with the art textbook and ask pupils to identify her favourite subject (*art*) and what she wants to be in the future (*painter*). Then divide the class into two groups to role-play the girl and an interviewer. **-** Repeat the same procedure with the rest of the three pupils in the picture.**-** Set a time limit for pairs of pupils to practise asking and answering the question *Why do you like\_\_\_\_\_\_? – \_\_\_\_\_*. Go around the classroom to offer help where necessary. **-** Invite pairs of pupils to the front of the classroom to take turns asking for and giving reasons why they like the subject. Praise pupils if they perform well.**Fun corner and wrap-up: (**5’)**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 pupil 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. **Homework.** **-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 8, Lesson 2 (4, 5, 6).* | Whole class/ Individual workWhole class/ Individual workWhole classWhole class/ Individual workPair workPair workWhole class/ Individual workPair work Group work |

**Comments:**

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Week: Date of planning: / /2023

Period: Date of teaching: / /2023

UNIT 6: **THINGS WE CAN DO**

Lesson 2 (4-5-6)

1. **Objectives:**

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

**1. Knowledge:**

- Listen to and understand four communicative contexts in which pupils give reasons why they like the school subject, and number the correct pictures.

- Complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues.

- Review asking for and giving reasons for liking a subject by playing the game *Sentence making*.

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks.

**3. Attributes/ Qualities**:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. Preparation.**

- *Teacher:* laptop, pictures, lesson plan, TV or projector, Website *hoclieu.vn*

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****Sentence puzzle**- Divide the class into groups of four. - Give each group a sentence that is broken/ cut into pieces.- Ask them to arrange them to make a complete sentence, then read it aloud. - The group that makes it first will be the winner.- Lead to the new lesson*“Unit 8, Lesson 2 (4, 5, 6)”.* | Whole classGroup work |
| **\* New lesson:** **Activity 4. Listen and tick or cross. (**8 minutes)**Goal:** To listen to and understand four communicative contexts in which pupils give reasons why they like the school subject, and number the correct pictures.-Have pupils look at each picture. Elicit the favourite subject and the reason for liking it. Draw pupils’ attention to the box in the bottom right hand corner of each picture. **-** Play the recording of the first sentence. Tell pupils that they will need to pay attention to the reason why each speaker likes a school subject and look for it among the pictures. Ask pupils to listen and number the correct picture (**1** for picture **b**). Play the recording again for pupils to check their answer. **-** Play the recording for pupils to listen and number the rest of the boxes.**-** Set a time limit for pupils to swap books with their partners and check their answers before checking as a class. Correct their answers, where necessary.**-** Play the recording again for pupils to double-check their answers if necessary. **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.Key: 1. b **2.** d **3.** a **4.** c**Activity 5. Look, complete and read. (** 9 minutes)**Goal:** To complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues.**-** Have pupils look at Picture **1**. Ask them what the girl and the boy are doing in the picture. Elicit the missing words from the Exchange **1** (*Why, painter*). Repeat the same procedure with Picture **2**. **-** Set a time limit for pupils to do the task individually.**-** Get pupils to swap books with their partners and check the answers before checking as a class. Correct their answers, where necessary.**Extension:** If time allows, invite a few pairs to stand up and read the sentences aloud.Key: 1. Why, painter **2.** Subject, because music **Activity 6. Let’s sing (** 8 minutes)**Goal:** To review asking for and giving reasons for liking a subject by playing the game *Sentence making*.**-** The teacher prepares a few slips of paper, on each written a message which can be a sentence or a question about a favourite subject or the reason for liking a subject. **-** Divide players into two lines of five or six. When the game begins, the teacher whispers the message on a slip of paper to the first player of each line and gives the paper to him/her for checking later if necessary. As long as the teacher finishes with all the lines, he/she says aloud: Go! The first player of each line begins to whisper the message to the second player, and the second player passes the message to the third until it reaches the last player of the line. Then the last player writes the message on a slip of paper to hand in for checking. If the message is correct, the team gets one point and the message is read aloud by the team. The team with the most points is the winner. **-** Give pupils time to play the game for several rounds. The teacher moves around the class to check and offer help where necessary. **-** When the game is over, all the messages are written on board for the class to ask for and give reasons for liking a subject.**\* Fun corner and wrap-up: (**5 minutes)**Game: Pass the ball** -Divide the class into 3 teams.  - Each team has 1 sticky ball. - Play the music, pupils in each team take turns to pass the ball. After the music ends, 3 pupils have the ball stand up and say the name, using the sentence model.**\*Homelink:** **-** Learn by heart vocabulary and practice model sentence.- Prepare new lesson Unit 8- Lesson 3- P 1, 2, 3 | Whole classIndividual workPair workWhole classWhole class/ Individual workPair workIndividual workWhole class/ Whole classIndividual workGroup workWhole class |

**Comments:**

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Week: Date of planning:

Period: Date of teaching:

**UNIT 5: THINGS WE CAN DO**

**Lesson 3**

1. **Objectives:**

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

**1. Knowledge:**

– correctly repeat the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English*. and *Let's write*. with the correct pronunciation and intonation.

– identify the target words *like* and *write* while listening.

–  say the chant with the correct pronunciation and rhythm.

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks

- Problem solving

**3. Attitude/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game: Lucky number.**- Divide the class into two/four groups.- Pupils have to choose numbers from 1 to 6. Look at the pictures then read a sentence to choose the correct answer. If they answer correctly, their group will get points.The group with the most points is the winner. | Whole classIndividually. |
| **\* New lesson:****Activity 1. Listen and repeat. (5** minutes)**Goal*:*** To correctly repeat the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English*. and *Let's write*. with the correct pronunciation and intonation.**-** Have pupils look at the letters ***ke***, listen to the recording and repeat the letters until they feel confident. Correct the pronunciation where necessary. **-** Have pupils point at the word *like*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary. **-** Get pupils to point at the sentence *I like English*, listen to the recording and repeat it several times. Then invite a few pupils to stand up, listen to and repeat the sentence. **-** Repeat **Steps 1** to **3** for the letters ***te***, the word and the sentence in line 2. Go around the classroom and correct the pronunciation where necessary. **-** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.**Activity 2. Listen and circle.**  (10 minutes)**Goal:** To identify the target words *yes* and *no* while listening.**-** Tell pupils that they are going to listen to the recording and circle the correct options. Get them to read the options and guess the sentences they may hear in the recording. **-** Play the recording for pupils to listen to. Play the recording again for pupils to listen and circle the correct options. **-** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. **-** Play the recording again for pupils to double-check their answers. **Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences.**Key:** 1. a 2. c   | Whole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workGroup workWhole class/Group workIndividual workWhole classIndividual work  |
| **Activity 3. Let’s chant.** 8 minutes**Goal:** *To say the chant with the correct rhythm and pronunciation.***-** Have pupils scan the first verse of the chant, and elicit the word ending with ***ke*** (*like*). Check pupils’ comprehension of the first stanza of the chant. **-** Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap their hands. **-** Play the recording of the first verse again for pupils to do choral and individual repetition. **-** Repeat **Steps 1** to **3** for the second verse of the chant. Go around the classroom and offer help where necessary. **Extension:** If there is enough time, split the class into two groups to take turns chanting and clapping their hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap hands. Praise pupils if they perform well.**Fun corner and wrap up:** 5 minutes**Game: Hot seat** - Divide the class into 2 or 3 teams.- Call a pupil to come up to the front and pick a flash card. - He/ She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point.  |
| **Homelink:**  Prepare part 4,5,6 | Whole class |

**Comments:**

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Week: Date of planning:

Period: Date of teaching:

**UNIT 5: THINGS WE CAN DO**

**Lesson 3**

1. **Objectives:**

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

**1. Knowledge:**

-  read a paragraph and decide whether the sentences are true or false.

- read, understand and complete a paragraph about their favourite subjects.

- do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class

**2. Competences:**

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

- Self-control & independent learning: perform presentation skill

**3. Attitude/ Qualities:**

- Express pupils’ happiness when they carry out a school club survey, collect the information and present their friends’ abilities and lack of abilities to the class by using the target language.

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game:** Brainstorming: - Divide the class into three groups. - Each group say the chant on page 38.  | Whole classIndividually. |
| **\* New lesson:****Activity 1: Read and tick True or False.**  5 minutes**Goal:** To read a paragraph and decide whether the sentences are true or false.**-** Have pupils read all the sentences under the paragraph. Tell them to read Sentence **1** and pay attention to the keywords *name* and *Peter,* then scan the paragraph for the information. If it is the same, they should put a tick in the True box*.* If the information is not the same, they should put a tick in the False box. **-** Repeat **Step 1** for Sentences **2**, **3** and **4**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary. **-** Get pupils to swap books with their partners and check their answers before checking as a class. **-** Invite some pupils to stand up and read the paragraph aloud.Key: 1- T 2-F 3-T 4-F**Activity 2. Let’s write.**  10 minutes**Goal:** To read, understand and complete a paragraph about their favourite subjects.**-** Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Elicit what the paragraph is about (someone’s favourite subject and the reason why he / she likes it). Remind them to pay attention to the context (the words before and after the blanks) in the sentences before completing them with appropriate information. **-** Get pupils to fill the first gap with their name as an example. **-** Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary. **-** Get pupils to swap books with their partners and check the answers in pairs or groups before inviting a few pupils to stand up and read their writing aloud. **Extension:** Invite a few pupils to read their completed texts in front of the class.**Activity 3. Project** 8 minutes**Goal:** To do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class.**-** Get pupils to work in groups to show their surveys on their classmates’ favourite subjects and the reasons why they like these subjects which they have prepared at home as homework. They will tell the class about their avourite subjects and the reasons why they like them. **-** Invite a pupil to the front of the class to model the presentation. Observe and offer help with the presentation language where necessary. Put the key presentation language on the board e.g. *Look at Bill. His favourite subject is maths. He likes it because he wants to be a maths teacher*. Have the pupils repeat the language a few times to help them feel confident when they present the project before an audience. **-** Set a time limit for pupils to present the project in their groups. Each pupil shows his / her survey to the group and describes his / her classmates’ favourite subjects and the reasons why they like them. **-** Invite a few pupils to the front of the class to present their projects. Encourage the class to cheer for the presenters.**Fun corner and wrap-up:** 5 minutes**Game: Lucky number**- Divide the class into 3 teams. - Pupils from each team choose a number, then ask and answer with the picture in that number. - Pupil or teacher clicks the “play” button to roll the dice and clicks the “stop” button to get points. - After 9 numbers, the team with the most points is the winner. | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classPair workWhole class/ Individual workWhole classWhole class/ Group workGroup workWhole class/Group workIndividual work  |
| **Homelink:** - Prepare the new lesson Unit 9 (lesson 1) | Whole class |

**Comments:**

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