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| **Week: 30**  **Period:117** | **UNIT 18: PLAYING AND DOING**  **Lesson 1: Parts 1, 2, 3 (Page 52)** | Planning day: 07/04/2024  Teaching day: 09/04/2024 |

1. **Objectives:**

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

1. **Knowledge:**

* To understand and correctly repeat the sentences in two communicative contexts to talk about an action in progress.
* To correctly say the words and use *I*’*m \_\_\_\_\_*. to identify an action in progress.
* To enhance the correct use of *I*’*m \_\_\_\_\_*. to identify an action in progress in a freer context.

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: Book, TV, laptop.

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Sing the song in Unit 17.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing.   **-**Lead to new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** To understand and correctly repeat the sentences in two communicative contexts to talk about an action in progress.   * Draw pupils’ attention to the pictures. Point at each picture, elicit the names of the speakers in the pictures.   **-** Have pupils look at Picture **a**. Play the recording again for them to listen.  - Play the recording again 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 the front of the classroom to listen to and repeat the sentences in the recording.  **-** Draw pupils’ attention to the sentence *I*’*m dancing*. Tell pupils that it is used to talk about an action in progress.  **1. Vocabulary:**  - writing (picture*)*  - reading (picture*)*  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  ***I’m ?***  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say.(**9 minutes)  **Goal:** To correctly say the words and use *I*’*m \_\_\_\_\_*. to identify an action in progress.   * Have pupils look at the picture cues, and elicit the actions in progress. * Have pupils point at Picture **a** (writing), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *writing, dancing, singing* and *reading* and have pupils say the words. * Point at the speech bubble and have pupils listen and repeat after the recording (*I*’*m writing*). Repeat the same procedure with the other three pictures. * Point at one of the pictures randomly to elicit the sentence or use the flash cards for *writing, dancing, singing* and *reading* to elicit the action and *I*’*m \_\_\_\_\_.*   Have pupils do the TPR action while saying each sentence.   * Give pupils time to work in pairs. Remind them that they can select any of the four pictures to point and say the sentence. Go around the classroom to offer support. * Invite a few pupils to point at the pictures and say the sentences in front of the class.   **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** To enhance the correct use of *I*’*m \_\_\_\_\_*. to identify an action in progress in a freer context.  -Have pupils look at the picture cue and read the gapped speech bubble. Tell them about the activity.  **-** Give pupils time to practise in pairs, do the action and say: *I’m \_\_\_\_\_*. in context. Remind pupils to do the action while saying. Circulate round the class during the activity and offer help or correct the pronunciation where necessary.  **-** Invite some pupils to the front of the class to act and say. Praise them, and get the class to cheer or clap hands if they do a good job.  **Extension:** Pupils can choose a pupil in the picture cue, do the action, say *I’m \_\_\_\_\_*. to describe an action in progress, and have other friends guess who they are pretending to do. | Whole class    Whole class/ Individual work  Listen  Whole class/ Individual work  Whole class  Whole class  Look, listen and repeat  Whole class/ Individual work  Pairs work  Whole class/ Individual work  Group work |
| **Fun corner and wrap-up: (**5 minutes)  **Game**: **Guess what?**  T asks some pupils come to the board and do some actions to describe words (dancing, singing, writing, reading) and the others will give their guesses. If pupils can say the answer correctly, they will get points for their teams  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**Comments:**

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| **Week: 30**  **Period:118** | **UNIT 18: PLAYING AND DOING**  **Lesson 1: Parts 4, 5, 6 (Page 53)** | Planning day: 07/04/2024  Teaching day: 09/04/2024 |

**I.Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

* To listen to and understand two communicative contexts about identifying actions in progress and tick the correct pictures.
* To complete the four target sentence patterns with the help of picture cues.

To practise the target vocabulary and sentence patterns by playing the *Miming game*.

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Critical thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- Kindness: pupils wait for their turns to answer the questions.

Diligence: complete learning tasks.

Responsibility: appreciate kindness.

Leadership: collaborate with teachers to enhance language skills.

**II. Preparation.**

* Flashcards/pictures and posters (Unit 18)
* Computer

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game:** Slap the board | Whole class |
| **\*New lesson:**  **Activity 4. Listen and circle.** 8 minutes  **Goal:** To listen to and understand two communicative contexts about identifying actions in progress and tick the correct pictures.   * Have pupils look at Pictures **1a** and **1b**. Elicit the word for the action in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the second exchange.   **-** Have pupils swap books with a partner, then check answers as a class. Write the correct answers on the board.  **-** 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 individually and in chorus. Correct their pronunciation where necessary.  **Activity 5. Look, complete and read. (9 minutes)**  **Goal:** To complete the four target sentence patterns with the help of picture cues.  -Have pupils look at the pictures and identify the actions in the pictures.  **-** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  **-** Model Picture **1**. Have pupils look at the sentence. Ask them what is missing in the sentence (*dancing*). Then have them look at the picture and identify the action. Have them complete the gap (*I’m dancing.*). Repeat the same procedure with Pictures **2**, **3** and **4.**  - Have pupils complete the sentences individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pupils to read the sentences aloud.  **Activity 6. Let’s play. (**8 minutes)  **Goal**: To practise the target vocabulary and sentence patterns by playing the *Miming game*.  -Tell pupils the goal of the game and how to play it: Point at the game illustration, point at the girl, do an action, pretend to be the girl to elicit the word *dancing*. Then say: *Yes. I’m dancing.*  **-** Nominate a pupil to come to the front of the class. Show him or her a flash card and tell him / her to do the action for the class to guess. Check the answer as a class.  - Divide the class into two groups. Have pupils in each group choose a picture and do the action. The group that guesses correctly wins a star. After three or four rounds, the group with more stars is the winner. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Matching Pairs**  **Homelink:** prepare lesson 2 | Whole class  Whole class |

**Comments:**

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| **Week: 30**  **Period:119** | **UNIT 18: PLAYING AND DOING**  **Lesson 2: Parts 1, 2, 3 (Page 54)** | Planning day: 07/04/2024  Teaching day: 10/04/2024 |

**I.Objectives:**

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

1. **Knowledge:**

* To understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about an action in progress.
* To correctly say the words and use *What are you doing? – I*’*m \_\_\_\_\_*. to ask and answer questions about an action in progress.

- To enhance the correct use of *What are you doing? – I*’*m \_\_\_\_\_*. to ask and answer questions about an action in progress in a freer context.

**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Sing the song of Unit 17.   * Ask pupils to sing the song. * Invite some of them come to the board to role play and do action, the rest of the pupils will sing. | Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** To understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about an action in progress.  **Set the context:**  - Have pupils look at Pictures **a** and **b** and identify the characters (Mai and Linh) 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 the front of the classroom to listen to and repeat the sentences in the recording.  **-** Draw pupils’ attention to the question and answer *What are you doing? – I’m ……………*. Tell pupils that the sentences are used to ask and answer about an action in progress.  **1. Vocabulary:**  **-** playing basketball (picture*)*  - drawing a picture (picture*)*  *-* watching TV (picture*)*  - listening to music (picture*)*  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **A:*What are you doing?***  **B: *I’m\_\_\_\_\_\_\_.***  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9 minutes)  **Goal:** *To correctly say the words and use What are you doing?*  *I’m \_\_\_. to ask and answer questions about* an action in progress.  - Draw pupils’ attention to Pictures **a** to **d**. Tell them about the activity. Elicit the names of things in the room. Play the recording for pupils to repeat the words under each picture a few times until they feel confident.  **-** Point at Picture **a** and the words under the picture (*tables / in the living room*), play the recording for pupils to repeat the words a few times. Draw pupils’ attention to the gapped question and answer. Explain the meaning. Elicit the missing words and write them on the board. Play the recording for pupils to repeat the completed question and answer a few times. Remind pupils to point at the relevant things in the picture when they are repeating.  **-** Repeat the same procedure with Pictures **b**, **c** and **d.**  **-** Give pupils time to take turns asking and answering questions about the locations of things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.  **-** Invite a few pairs to come to the front of the classroom, take turns pointing at the things in each picture to ask and answer questions about an action in progress.  **C. PRODUCTION**  **Activity 3. Let’s talk. (**8 minutes)  **Goal:** *To enhance the correct use of What are you doing?*  *I’m \_\_\_\_\_ . to ask and answer questions about an action in progress in a freer context*  - Draw pupils’ attention to the picture. Elicit the context (see *Input*) and the missing words in the question and answer. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns pointing at the relevant things, ask and answer questions. Correct their pronunciation where necessary.  **-** Put pupils into pairs to ask and answer questions. Go around the classroom to offer support where necessary.  **-** Invite some pairs to the front of the classroom to take turns pointing at the things in the pictures to ask and answer about an action in progress. | Whole class    Whole class  Whole class  Whole class/ Individual work  Pair work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class  / Individual work  Whole class  Pair work  Whole class  Pair work  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Lucky numbers (ppt)**  - Divide the class into 2 teams.  - Each team takes turns choosing a number then answering the question.  - The team that gets the most points wins.  **Homelink:** Learn by heart vocabulary and model sentence.  Do exercise in the workbook.  Be ready for Unit 18: Lesson 2 – Part 4,5,6 | Group work  Whole class |

**Comments:**

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| **Week: 30**  **Period:120** | **UNIT 18: PLAYING AND DOING**  **Lesson 2: Parts 4, 5, 6 (Page 55)** | Planning day: 07/04/2024  Teaching day: 11/04/2024 |

**I.Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

* To listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures.
* To complete four gapped dialogues with the help of picture cues.

To sing the song *What are you doing?* with the correct pronunciation and melody.

1. **Competences:**

Listening: listen and number.

Critical Thinking: look, complete and read.

Oral Communication: let’s sing.

Sociability: talk to each other, say good words to others.

**3. Attributes**:

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

-Student’s book Page 55

- Teacher’s guide

- Flashcards/pictures and posters (Unit 18), computer

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Sing the song of Unit 17.   * Ask pupils to sing the song. * Invite some of them come to the board to role play and do action, the rest of the pupils will sing. | Whole class |
| **\*New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures.  Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the location of the lamps in each picture. Use Picture **a** as an example. Play the recording the first time for pupils to listen and identify the order of Picture **a**. Play the recording again. Elicit the order of Picture **a** (3). Write Number **3** on the board. Play the recording a third time for pupils to check their answer.  **-** Play the recording twice for pupils to do the task with the rest of the pictures. Play the recording a third time for them to check their answers.  **-** Get pupils to swap books with a partner, then play the recording to check answers together as a class. Write the answers on the board.  **-** Play the recording all the way through for pupils to double-check their answers.  **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: Key:** **1.** c **2.** b **3.** a **4.** d  **Activity 5. Look, complete and read. (**9 minutes**)**  **Goal:** *To circle the correct answers to the gapped exchanges with the help of picture cues*  **-** Get pupils to look at the picture cues, incomplete exchanges and their answer options. Get them to identify the rooms and things in the pictures.  **-** Have pupils read the four incomplete exchanges. Draw their attention to the missing word(s) in each sentence.  **-** Have pupils read Sentence **1**, the answer options and look at the relevant picture. Ask them what is missing in the question (*tables*) and read the answer options. Tell them to circle the correct answer and read the completed exchange in chorus. Repeat the same procedure with Exchanges **2**, **3**, **4**.  **-** Have pupils complete the exchanges individually and ask a few pairs to read completed exchanges aloud.  **Activity 6. Let’s sing. (**8 minutes)  **Goal**: To sing the song *What are you doing?* with the correct pronunciation and melody.  -Have pupils look at the pictures illustrating the song lyrics and tell what they can see in the pictures. Elicit the actions: *listening to music, drawing a picture, watching* *TV* and *playing basketball*.  **-** Play the recording and ask pupils to clap their hands when they hear the word *doing*. Play the recording again for the class to listen and clap their hands.  **-** Play the recording and ask pupils to do the TPR actions for *listening to music, drawing a picture, watching TV* and *playing basketball* when they hear the words *listening, drawing, watching* and *playing*. Play the recording again for the class to listen and do theTPR actions.  **-**Play the recording a few times for them to practise singing, and doing the clapping hands and doing actions while singing.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | Whole class    Whole class    Whole class  Whole class  / Individual work  Whole class  Individual work Whole class  Whole class  / Individual work  Whole class  / Individual work  Whole class  / Individual work  Whole class/ Individual work  Group work  Pair work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Spin the Wheel**  - Divide the class into teams.  - Teacher calls one pupil to answer the question.  - Pupils/ teachers click on the “spin” button to get points.  **Homelink:** prepare lesson 3 | Group work  Whole class |

**Comments:** …………………………………………………………………………….

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| **Week: 31**  **Period:121** | **UNIT 18: PLAYING AND DOING**  **Lesson 3: Parts 1, 2, 3 (Page 56)** | Planning day: 14/04/2024  Teaching day: 16/04/2024 |

**I. Objectives:**

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

**1. Knowledge:**

* To correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I’m singing my favourite song.* with the correct pronunciation and intonation.
* To identify the target words *listen* and *singing* while listening.

To say the chant with the correct rhythm and pronunciation.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-**Sing the song “Where is it? ”.  - Play a game “ Bingo”.  - Lead to new lesson. | Whole class  Individually. |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Listen and repeat. (**10 minutes)  **Goal*:*** To correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I’m singing my favourite* *song.* with the correct pronunciation and intonation.  -Have pupils point at the letter ***n***, the word *listen*, and the sentence *We listen to music at break time.* while they are listening to the recording and repeating them for thefirst time. Play the recording of the first line a few times for pupils to repeat in chorusand individually. Repeat the same procedure with the second line.  - Divide the class into two groups. Tell the groups to take turns listening to the recording and repeating the two lines respectively. Invite a few pupils to stand up, listen to and repeat the two lines.  **Activity 2. Listen and circle.** ( 5minutes)  **Goal:** -*To identify the target words house and brown while listening.*  **-** Draw pupils’ attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check the answers.  **-** Get pupils to swap books with a partner then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.  **-** Play the recording again for pupils to double-check their answers.  **Activity 3. Let’s chant. (**10 minutes)  **Goal:** *To say the chant with the correct rhythm and pronunciation.*  - Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **-** Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter clusters **n** and **ng** in the words listenand reading.  **-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Fun corner and wrap up:** 5 minutes  **Game: Chant**   * T can create a small competition for the pupils. * Pupils work in groups. Try to learn the chant by heart. * Teacher can ask them to say the chant loudly/quietly/ happily/ sadly. * The group that can perform the best is the winner**.** | Whole class    Whole class  / Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work |
| **Homelink:**  prepare part 4,5,6 | Whole class |

**Comments:**

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| **Week: 31**  **Period:122** | **UNIT 18: PLAYING AND DOING**  **Lesson 3: Parts 4, 5, 6 (Page 57)** | Planning day: 14/04/2024  Teaching day: 16/04/2024 |

**I. Objectives:**

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

1. **Knowledge:**

To read and match the pupils with the activities that they are doing.

To write a paragraph about what they are doing.

To present their photos and tell their friends what they are doing in the photos.

**2. Competences:**

- Critical Thinking: talk about things in the house.

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform reading tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Play a game “ Guessing”.  - Lead to new lesson. | Whole class  Individually. |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Read and match ( 8 minutes)**  **\*Goal:** To read and match the pupils with the activities that they are doing.  -Draw pupils’ attention to the icons for listening, reading and drawing. Elicit the words.  **-** Tell pupils about the activity. Give pupils time to read and match.   * Get pupils to swap books with a partner. Then check the answers as a class. Write the correct answers on the board for pupils to check and correct their answers.   **Activity 2. Let’s write.** ( 9 minutes)  **Goal*:*** *To read, understand and complete a gapped text using the information from a picture cue.*   * Draw pupils’ attention to the first gap. Ask: *What do you write here?* and elicit their names. Have pupils write the answer on their notebooks. Repeat the same procedure with Gaps **2**, **3** and **4**.   **-** Give pupils time to write the answers in their notebooks.  **-** Have some pupils read their paragraphs aloud.  **Activity 3. Project.** 8 minutes  **Goal:** To present their photos and tell their friends what they are doing in the photos.   * Point at the prompt drawing and explain what they should do to complete the project.   **-** Prepare two photos to share with pupils. Take a piece of paper and write the captions for the photos. Point at one photo and say: *In this photo, I*’*m \_\_\_\_\_*. and point at the other photo and say: *And in this photo, I*’*m \_\_\_\_\_*.  **-** Have pupils show the photos or pictures that they have prepared for the project. Revise some structures and vocabulary that pupils need for their presentations. Give the pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.  -Give pupils time to use their photos to practise presenting their projects within their groups. Invite some groups to present in front of the class.  **Fun corner and wrap up:** 5 minutes  **Game: Lucky Number** | Whole class    Whole class  / Individual work  Whole class/ Individual work  Whole class/ Individual work    Individual work  Individual work  Whole class/ Individual work  Group work  Whole class/ Individual work |
| **Homelink:** - Prepare the new lesson Unit 19 | Whole class |

**Comments:**

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