|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | –  use the words and phrases *art, music, PE, IT, an English teacher, a maths teacher, a painter* and *a singer* in relation to the topic “My favourite subjects”;  –  use *What’s your favourite subject*? – *It’s \_\_\_\_\_*. to ask and answer questions about someone’s favourite subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in what they can do and great respect for other people’s abilities by using appropriate gesture and intonation when asking and answering about abilities. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 56  - Audio tracks 78, 79  - Teacher’s guide: Pages 101-103  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:** Spend a few minutes revising Unit 7 by getting the class to sing the song *When do you have...?*  Play the chant once and require pupils to listen carefully to recall the rhythm and lyrics.  Play and pause before the word Science and Vietnamese.  Play and pause randomly to let pupils sing  If possible, ask pupils to chant and clap their hands without music to recall the chant. Correct pronunciation if necessary.  **Option 2**: ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject. | | | |  |
| b. Input | – Context **a**: Ben: *Hi, Linh. What subjects do you have today?* Linh: *I have English, science and maths.* – Context **b**: Linh: *I like art. What’s your favourite subject?* Ben: *It’s PE.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b** to identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen.  **Step 3:** 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**.  **Step 4:** Invite a few pairs to stand up to listen to and repeat the sentences in the recording.  **Step 5:** 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. | | | Whole class  Individual work  Whole class  Pair work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To correctly say the words and use *What’s your favourite subject? – It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject. | | | |  |
| b. Input | – Picture cues: **a.** A girl painting **b.** Five children singing **c.** A group of pupils doing physical exercise **d.** A boy and a girl working on a computer – Speech bubbles: *What’s your favourite subject? – It’s \_\_\_\_\_.* **Audio script: a.** art **b.** music **c.** PE **d.** IT **a.** *Boy*: What’s your favourite subject?  *Girl*: It’s art. **b.** *Boy*: What’s your favourite subject?  *Girl*: It’s music. **c.** *Boy*: What’s your favourite subject?  *Girl*: It’s PE. **d.** *Boy*: What’s your favourite subject?  *Girl*: It’s IT. | | | |  |
| c. Outcome | Pupils can say the words and use *What’s your favourite subject? – It’s \_\_\_\_\_.* to ask and answer questions about someone’s favourite subject. | | | |  |
| d. Procedure | . **Step 1:** Have pupils look at the pictures. Elicit the subjects from pupils.  **Step 2:** Have pupils point at Picture **a** (*art*), listen to the recording and repeat. Repeat the same procedure with Pictures **b, c** and **d**. Have the class point at and repeat the subjects a few times.  **Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (*What’s your favourite subject?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It’s art.*). Repeat the same procedure with Pictures **b**, **c** and **d.**  **Step 4:** Set a time limit for pupils to work in pairs to practise asking and answering the question *What’s your favourite subject? – It’s \_\_\_\_\_.*  **Step 5:** Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers. | | | Whole class/ Individual work  Individual work  Whole class  Whole class/ Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To 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. | | | |  |
| b. Input | – Picture cue: a boy pointing at textbooks on a table, and asking a girl about her favourite subject  – Speech bubbles: *What’s your favourite subject*? – *\_\_\_\_\_*. | | | |  |
| c. Outcome | Pupils can enhance the correct use of *What’s your favourite subject? – \_\_\_\_\_.* to ask and answer questions about some’s favourite subject in a freer context. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Invite some pairs to take turns asking and answering questions about their favourite subjects in front of the class. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:** ppt  **Option 2:** play the online game from <https://www.baamboozle.com/game/67278>  **Option 3: Miming Game**  Divide pupils into groups  One pupil acts to show his favourite subject, he is not allowed to say or write but acts or use body language.  Groups get more answers win and get stickers  Change and give the miming pupil cues if necessary.  **Preparation for the project:** Ask pupils to prepare for the project on page 61 by doing a survey on their favourite subjects and the reasons why they like these subjects as homework so that they can present the results at Project time. | | | Whole class/ … |  |

|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | –  use the words and phrases *art, music, PE, IT* in relation to the topic “My favourite subjects”;  –  use *What’s your favourite subject*? – *It’s \_\_\_\_\_*. to ask and answer questions about someone’s favourite subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”;  –  read and write about someone’s favourite subject; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 57  - Audio tracks 80, 81  - Teacher’s guide: Pages 103-105  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick- Look, complete and read- Let’s play – Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.   * **Option 1:** Ask pupils to sing the song track 81 and act * **Option 2:** Q-A with some students and asks pupils to count how many friends like the same subjects * **Option 3:** ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Listen and tick or cross.**  5 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | Picture cues: **1.** An IT textbook **2.** A PE textbook **3.** A music textbook **4.** An art textbook **Audio script: 1.** *A*: What’s your favourite subject?  *B*: It’s IT. **2.** *A*: What’s your favourite subject?  *B*: It’s art. **3.** *A*: What’s your favourite subject?  *B*: It’s music.  *A*: I like music, too. **4.** *A*: My favourite subject is maths. How about you?  *B*: I like maths, too. | | | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects, and tick or cross the pictures. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures in Activity 4 and ask them to identify the  subjects on the book covers.  **Step 2:** 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.  **Step 3:** Repeat **Step 2** with the rest of dialogues. **Step 4:** 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. | | | Whole class  Individual work  Whole class  Pair work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete four exchanges about characters’ favourite subjects with the help of picture cues. | | | |  |
| b. Input | – Four picture cues with four exchanges to complete | | | |  |
| c. Outcome | Pupils can complete four exchanges about characters’ favourite subjects with the help of picture cues. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at the pictures and identify the subjects.  **Step 2:** 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.  **Step 3:** 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**.  **Step 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. | | | Whole class/ Individual work  Individual work  Whole class  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s sing.** 8 minutes | | | | | |
| a. Goal | To sing the song *My favourite subject* with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | The lyrics and the recording of the song *My favourite subject* | | | |  |
| c. Outcome | Pupils can sing the song *My favourite subject* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | **Step 1:** Have pupils read the song to familiarize themselves with the lyrics. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation and tune.  **Step 3:** 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.  **Step 4:** When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping their hands.  **Step 5:** 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. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:** ppt  **Option 2:** play board game  **Option 3:** Karaoke competition: “***Quan ho Bac Ninh version***”  Pick some male and female pupils, divide them into two sex groups standing face to face, call them “lien anh” “lien chi”.  Play the music track 81, they take turn to sing in “***Quan ho Bac Ninh version***” style.  If pupils perform well prepare some flashcards with other subjects to change the lyrics | | | Whole class/ … |  |

**RACING HORSES How to play:** *Divide children into groups of four Give each group one paper dice Race to find the winner*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| START |  | THE MONITOR’S FAVOURITE SUBJECT IS  …………. | ASK YOUR PARTNER TO SING A SONG |  |
|  | GO FORWARD ONE SPACES | GO BACK THREE SPACE | ASK YOUR TEACHER TO DRAW HER FAVOURITE SUBJECT TO THE AIR |  |
| SHOW A DANCE | WHAT’S YOUR MOTHER’S FAVOURITE SUBJECT? | GO FORWARD ONE SPACE |  | FIND OUT THE SUBJECT THREE FRIENDS LIKE |
| GO BACK 5 SPACES |  | NAME THE DAY YOU HAVE ENGLISH |  | FINISH |

|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | –  use the words and phrases *art, music, PE, IT, an English teacher, a maths teacher, a painter* and *a singer* in relation to the topic “My favourite subjects”;  –  use *What’s your favourite subject*? – *It’s \_\_\_\_\_*. to ask and answer questions about someone’s favourite subject;  –  use *Why do you like \_\_\_\_\_? – Because I want to be* \_\_\_\_\_. to ask for and give reasons for liking a school subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 58  - Audio tracks 82, 83  - Teacher’s guide: Pages 105-107  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class and encourage pupils to respond to your greeting.  **Option 1:** Spend a few minutes revising the previous lesson by asking the class to sing the song *My favourite subject.*  **Option 2**: ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | . To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English. | | | |  |
| b. Input | – Context **a**: Mary: *What’s your favourite subject, Nam?* Nam: *It’s English.*  – Context **b**:  Mary: *Why do you like English?*  Nam: *Because I want to be an English teacher.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters and the reason why Nam likes English.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen.  **Step 3:** 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**.  **Step 4:** Invite a few pairs to stand up to listen to and repeat the sentences in the recording.  **Step 5:** 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 ask 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. | | | Whole class  Individual work  Whole class  Pair work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | – Picture cues: **a.** Nam saying the reason why he likes English. He wants to be an English teacher. **b.** Mary saying the reason why she likes music. She wants to be a singer. **c.** Linh saying the reason why she likes art. She wants to be a painter. **d.** Bill saying the reason why he likes maths. He wants to be a maths teacher. – Speech bubbles: *Why do you like \_\_\_\_\_\_? – Because I want to be \_\_\_\_\_.* **Audio script: a.** English / an English teacher **b.** music / a singer **c.** art / a painter **d.** maths / a maths teacher  **a.** *A*: Why do you like English? *B*: Because I want to be an English teacher.  **b.** *A*: Why do you like music? *B*: Because I want to be a singer.  **c.** *A*: Why do you like art? *B*: Because I want to be a painter.  **d.** *A*: Why do you like maths? *B*: Because I want to be a maths teacher. | | | |  |
| c. Outcome | Pupils can correctly say the words and phrases and use *Why do you like English? – Because I want to be \_\_\_\_\_*. to ask for and give reasons for liking a school subjects in a freer context. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures, and elicit the reason why each pupil likes his / her favourite subject.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** 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 \_\_\_\_\_*.  **Step 5:** 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 \_\_\_\_\_*. | | | Whole class/ Individual work  Individual work  Whole class  Whole class/ Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To enhance the correct use of *Why do you like \_\_\_\_\_? – Because I want to be \_\_\_\_\_*. ask for and give reasons for liking a school subjects in a freer context. | | | |  |
| b. Input | – Picture cue: Four pupils with textbooks in hand asking each other for and giving reasons for liking a school subject  – Speech bubbles: *Why do you like \_\_\_\_\_\_? – \_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *Why do you like \_\_\_\_\_\_? – Because I want to be \_\_\_\_\_*. to ask for and give reasons for liking a school subjects in a freer context. | | | |  |
| d. Procedure | **Step 1:** 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 imagines 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 want to be in the future (*painter*). Then divide the class into two groups to role-play the girl and an interviewer.  **Step 2:** Repeat the same procedure with the rest of three pupils in the picture. **Step 3:** 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. **Step 4:** 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. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game ppt**  **Option 2: Action game**  Round 1: Divide pupils into groups of 6, ask them to take turns draw to the air or act without saying a word to show their guessing about their friends’ favourite subject for example English, Vietnamese, maths, music, IT, PE. Round 2: each pupil takes turns to ask the friend on their left hand “Why…. “ the being asked answers “because I….”. Count the same subject interests and report the teacher when she/ he attends the group.  **Option 3: Sing along.** Divide pupils into groups of ten. Line face-to-face. One line takes turns to ask five friends standing opposite “Why…” and waits for their friends to answer. When all members of a line complete asking, the first pupil moves to the opposite line. The game starts again. Until all members complete asking and answering. The game is over. This aims to practice the fluency when asking and answering questions. | | | Whole class/ … |  |

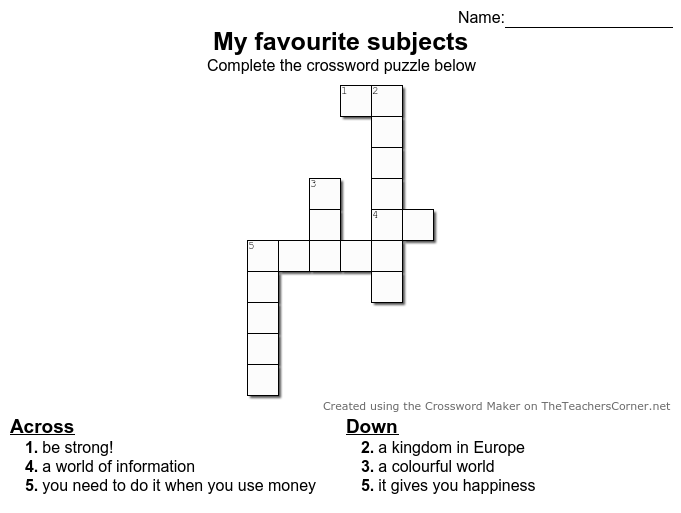
|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | –  use the words and phrases *art, music, PE, IT, an English teacher, a maths teacher, a painter* and *a singer* in relation to the topic “My favourite subjects”;  –  use *Why do you like \_\_\_\_\_? – Because I want to be* \_\_\_\_\_. to ask for and give reasons for liking a school subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 59  - Audio tracks 84  - Teacher’s guide: Pages 107-109  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and number- Look, complete and read –Let’s sing- Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:**  Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking for and giving reasons why they like a school subject with *Why do you like \_\_\_\_?* – *Because I want to be \_\_\_\_*.  **Option 2**: ppt- Q-A with pictures  **Option 3**: Ask pupils to draw anything related to their favourite subjects and ask their friends to guess their favourite subjects. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Listen and number.**  5 minutes | | | | | |
| a. Goal | To listen to and understand four communicative contexts in which pupils gives reasons why they like the school subject, and number the correct pictures. | | | |  |
| b. Input | Picture cues: **a.** A male singer singing **b.** A female painter working  **c.** An English teacher writing **d.** A maths teacher writing  **Audio script: 1.** *A*: Why do you like art?  *B*: Because I want to be a painter.  **2.** *A*: Why do you like maths?  *B*: Because I want to be a maths teacher.  **3.** *A*: Why do you like music?  *B*: Because I want to be a singer.  **4.** *A*: Why do you like English?  *B*: Because I want to be an English teacher. | | | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils gives reasons why they like the school subject, and number the correct pictures. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Play the recording for pupils to listen and number the rest of the boxes. **Step 4:** 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. **Step 5:** Play the recording again for pupils to double-check their answers if necessary.  **Key: 1.** b **2.** d **3.** a **4.** c  **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. | | | Whole class Individual work  Whole class  Pair work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues. | | | |  |
| b. Input | Two picture cues with two gapped dialogues to complete. | | | |  |
| c. Outcome | Pupils can complete two dialogues about their favourite subjects and the reasons why they like them with the help of picture cues. | | | |  |
| d. Procedure | **Step 1:** 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**.  **Step 2:** Set a time limit for pupils to do the task individually. **Step 3:** Get pupils 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. | | | Whole class/ Individual work  Individual work  Whole class  Whole class |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 6. Let’s play. Whispering game** 8 minutes | | | | | |
| a. Goal | To review asking for and giving reasons for liking a subject by playing the game *Whispering*. | | | |  |
| b. Input | A picture cue: the teacher conducting two teams of pupils playing the game. The teacher giving a message written on a slip of paper to each first player of each line. | | | |  |
| c. Outcome | Pupils can review asking for and giving reasons for liking a subject by playing the game *Whispering*. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Give pupils time to play the game for several rounds. The teacher moves around the class to check and offer help where necessary.  **Step 4:** When the game is over, all the messages are written on board for the class to ask for and give reason for liking a subject. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:ppt**  **Option 2: Guess who?**  Call some pupils to write down or draw their favourite subject,  describe the word/ drawing and ask the rest to guess the subject and who likes it.  **Option 3: “We can READ you” game**  collect all questions in the unit from lesson 1 to this period,  call one pupil, ask him or her to pick up randomly a friend to ask questions from the list, the whole class guesses his favourite subject basing on his/ her answer. Remind the interviewee to invent their favourite subject to make the game more fun. | | | Whole class/ … |  |



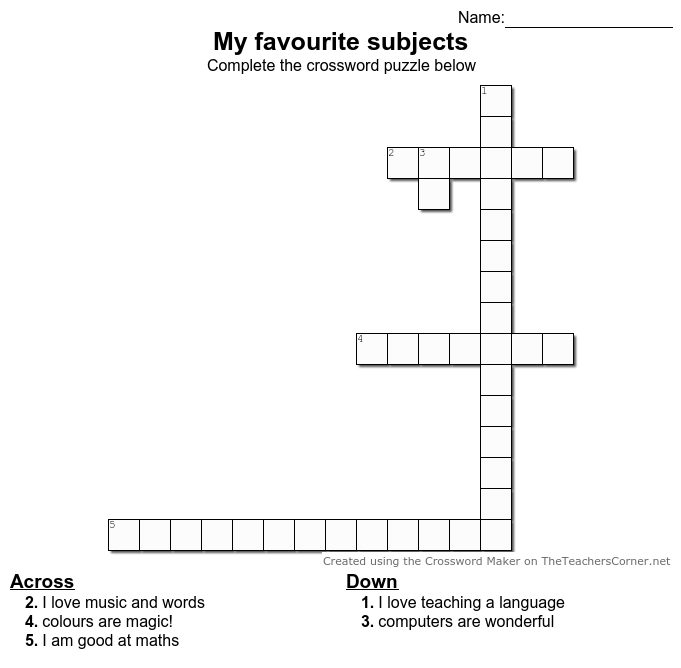
|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 3 – Period 5**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - correctly pronounce 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.*;  –  use the words and phrases *art, music, PE, IT, an English teacher, a maths teacher, a painter* and *a singer* in relation to the topic “My favourite subjects”;  –  use *Why do you like \_\_\_\_\_? – Because I want to be* \_\_\_\_\_. to ask for and give reasons for liking a school subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 60  - Audio tracks 85. 86, 87  - Teacher’s guide: Pages 99-111  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat- Listen and circle- Let’s chant – Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  Spend a few minutes revising the previous lesson by inviting a few pairs to ask for and give reasons why they like a school subject.  **Option 1:**  lip- reading game  guide pupils to pronounce without making sound  divide them into groups  each pupil takes turns to pronounce without making sound while the rest guess the sound  **Option 2:** ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | – The letter ***ke***, the word *like* and the sentence *I like English*. – The letters ***te***, the word *write* and the sentence *Let's write*. | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the letters ***ke***, listen to the recording and repeat the letters until they feel confident. Correct the pronunciation where necessary.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** 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.  **Step 5:** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups. | | | Whole class  Individual work  Whole class  Pair work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | To identify the target words *like* and *write* while listening. | | | |  |
| b. Input | Two sentences, each with three options to choose **Audio script: 1.** I like music.  **2.** I write in English. | | | |  |
| c. Outcome | Pupils can identify the target words *like* and *write* while listening. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **Step 3:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** 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 work  Individual work  Whole class  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct pronunciation and rhythm. | | | |  |
| b. Input | The lyrics and recording of the chant. | | | |  |
| c. Outcome | Pupils can say the chant with the correct pronunciation and rhythm. | | | |  |
| d. Procedure | **Step 1:** Have pupils scan the first stanza of the chant, and elicit the word ending with ***ke*** (*like*). Check pupils’ comprehension of first stanza of the chant.  **Step 2:** Play the recording. Get pupils to listen to and repeat the first stanza, line by line. Show them how to chant and clap their hands.  **Step 3:** Play the recording of the first stanza again for pupils to do choral and individual repetition.  **Step 4:** Repeat **Steps 1** to **3** for the second stanza 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. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game** from <https://www.gamestolearnenglish.com/spelling-bee/>  **Option 2:** Cross-word game  **Option 3: ppt** | | | Whole class/ … |  |



|  |  |
| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 3 – Period 6**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | –  use *Why do you like \_\_\_\_\_? – Because I want to be* \_\_\_\_\_. to ask for and give reasons for liking a school subject;  –  listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”;  –  read and write about someone’s favourite subject;  –  do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present it to their classmates at Project time in Lesson 3.;. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 61  - Teacher’s guide: Pages 111, 112  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 8)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and complete- Let’s write- Project – Wrap up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | **Option 1:** Greet the class and encourage pupils to respond to the greeting. Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands.  **Option 2: Chanting competition:**  play the audio 87 and pick up some volunteers to chant, the rest vote for the better singer.  **Option** : ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Read and complete.**  5 minutes | | | | | |
| a. Goal | To read a paragraph and decide whether the sentences are true or false. | | | |  |
| b. Input | – A paragraph about Peter and his school subjects – Four sentences with True and False boxes. | | | |  |
| c. Outcome | Pupils can read a paragraph and decide whether the sentences are true or false. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Get pupils to swap books with their partners and check their answers before checking as a class.  **Step 4:** Invite some pupils to stand up and read the paragraph aloud.  **Key: 1.** True **2.** False **3.** True **4.** False | | | Whole class  Individual work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Let’s write.**  10 minutes | | | | | |
| a. Goal | To read, understand and complete a paragraph about their favourite subjects. | | | |  |
| b. Input | An incomplete paragraph with four gaps. | | | |  |
| c. Outcome | Pupils can read, understand and complete a paragraph about their favourite subjects. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** Get pupils to fill the first gap with their name as an example. **Step 3:** Set a time limit for pupils to complete the paragraph independently. Go around  the classroom and offer help where necessary.  **Step 4:** 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. | | | Whole class/ Individual work  Individual work  Whole class  Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 6. Project.** 8 minutes | | | | | |
| a. Goal | To do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class | | | |  |
| b. Input | Picture: Mary presenting the result of her survey of favourite subjects to the class. | | | |  |
| c. Outcome | Pupils can do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Invite a few pupils to the front of the class to present their projects. Encourage the class to cheer the presenters. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game**  **Option 2: singing along with TPR**  say some subjects, using TPR technique to guide pupils how to sing with TPR  Random pupils are called to sing without sound.  The rest can guess the name of the subject or job  **Option 3: ppt** | | | Whole class/ individuals/ groups |  |