**Week: 13**

**Date of teaching: 2 /12/2024**

**Period: 49**

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 1 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

understand and correctly repeat the sentences in two communicative contexts 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. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform listening tasks

4. Attributes:

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 subjects.

**II. RESOURCES**

- Student’s book: Page 56

- Audio tracks 77, 78

- Teacher’s guide: Pages 112-114

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  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.  2.New Lesson:  Activity 1. Look, listen and repeat. 5 minutes  Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject.  -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.  Activity 2. Listen, point and say. 10 minutes  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.  -Have pupils look at the pictures. Elicit the subjects from pupils.  -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.  -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.  -Set a time limit for pupils to work in pairs to practise asking and answering the question *What’s your favourite subject? – It’s \_\_\_\_\_.*  Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.  Activity 3. Let’s talk. 8 minutes  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.  -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.  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 uses body language.  Groups get more answers, win and get stickers.  Change and give the miming pupil cues if necessary.  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  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. | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  Listen to the recording  -Individual work  -Listen and repeat  Whole class/ -Pair work  - Listen to the T's instruction  Individual work  Listen to the teacher  Whole class/ Individual work  Listen and repeat  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  - Practice in front of class  - Listen to the T's instruction.  -play game in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 13**

**Date of teaching: 3 /12/2024**

**Period: 50**

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 1 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

–  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;

2. Skills: Listening and speaking

3. Competences:

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

4. Attributes:

- Self-control & independent learning: perform listening tasks

**II. RESOURCES**

- Student’s book: Page 57

- Audio tracks 79, 80

- Teacher’s guide: Pages 114-116

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class and encourage pupils to respond to the greeting.  Ask pupils to sing the song track 81 and act  . 2.New Lesson:  Activity 4. Listen and tick or cross. 5 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.  Activity 5. Look, complete and read. 10 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.  Activity 3. 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 familiarize 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.  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 turns to sing in “*Quan ho Bac Ninh version*” style.  If pupils perform well prepare some flashcards with other subjects to change the lyrics  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?* | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  Listen to the recording  -Individual work  -Listen and repeat  Whole class/ -Pair work  - Listen to the T's instruction  Individual work  Listen to the teacher  Whole class/ Individual work  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  Pair work  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 13**

**Date of teaching: 3/12/2024**

**Period: 51**

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 2 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

– 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. Skills: Listening and speaking

3. Competences:

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

4. Attributes:

- Self-control & independent learning: perform listening tasks

**II. RESOURCES**

- Student’s book: Page 58

- Audio tracks 81, 82

- Teacher’s guide: Pages 116-118

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  Spend a few minutes revising the previous lesson by asking the class to sing the song *My favourite subject.*  2.New Lesson:  Activity 1. Look, listen and repeat. 5 minutes  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.  -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.  Activity 2. Listen, point and say. 10 minutes  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.  -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 \_\_\_\_\_*.  Activity 3. Let’s talk. 8 minutes  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 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.  :Action game  Round 1: Divide pupils into groups of 6, ask them to take turns drawing in 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 friend answers “because I….”. Count the same subject interests and report the teacher.  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?* | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  -Individual work  Whole class/ -Pair work  -Listen and repeat  - Listen to the T's instruction  Repeat  Individual work  Listen to the teacher  Whole class/ Individual work  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  Pair work  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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**Date of teaching: 3 /12/2024**

**Period: 52**

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 2 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

–  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 *Whispering*.

2. Skills: Listening and speaking

3. Competences:

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

4. Attributes:

- Self-control & independent learning: perform listening tasks

**II. RESOURCES**

- Student’s book: Page 59

- Audio tracks 84

- Teacher’s guide: Pages 119 - 121

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  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 \_\_\_\_*.  2.New Lesson:  -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  Activity 5. Look, complete and read. 10 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 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.  Activity 6. Let’s play. Whispering game 8 minutes  Goal: To complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues.  -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.  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.  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?* | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  -Individual work  Whole class/  - Listen to the T's instruction  Whole class/ Individual work  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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