***Week: 14***

***Preparing date: 8/12/2024***

***Teaching date: 9 /12/2024***

***Period: 53***

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 3 (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:

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

– Identify the target words *like* and *write* while listening

–  say the chant with the correct pronunciation and rhythm.

2. Skills: Listening and speaking

3. Competences:

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

-Support disabled student to say the things she can do

4. Attributes:

**II. RESOURCES**

**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.  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.  2.New Lesson:  Activity 1. Listen and repeat. 5 minutes  Goal: To correctly repeat the sounds of the letters *ke* and *te* in isolation, in the words *like* and *write*, and in the sentences *I like English*. and *Let's write*. with the correct pronunciation and intonation.  -Have pupils look at the letters *ke*, listen to the recording and repeat the letters until they feel confident. Correct the pronunciation where necessary.  -Have pupils point at the word *like*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.  -Get pupils to point at the sentence *I like English*, listen to the recording and repeat it several times. Then invite a few pupils to stand up, listen to and repeat the sentence.  -Repeat Steps 1 to 3 for the letters *te*, the word and the sentence in line 2. Go around the classroom and correct the pronunciation where necessary.  Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.  Activity 2. Listen and circle. 10 minutes  Goal: To identify the target words *like* and *write* while listening.  -Tell pupils that they are going to listen to the recording and circle the correct options. Get them to read the options and guess the sentences they may hear in the recording.  -Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  -Play the recording again for pupils to double-check their answers.  Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.  Activity 3. Let’s chant. 8 minutes  Goal: To say the chant with the correct pronunciation and rhythm.  -Have pupils scan the first stanza of the chant, and elicit the word ending with *ke* (*like*). Check pupils’ comprehension of the first stanza of the chant.  -Play the recording. Get pupils to listen to and repeat the first stanza, line by line. Show them how to chant and clap their hands.  -Repeat Steps 1 to 3 for the second stanza of the chant. Go around the classroom and offer help where necessary.  3.Wrap up: | Listen to the teacher  Whole class/ Individual work  -Whole class  -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  Whole class/ Individual work |

**Adjustments (if necessary):**

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***Week: 14***

***Preparing date: 8/12/2024***

***Teaching date: 9 /12/2024***

***Period: 54***

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 3 (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 -  read a paragraph and decide whether the sentences are true or false.

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

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

2. Skills: Listening and speaking

3. Competences:

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

-Support disabled student to say the things she can do

4. Attributes:

**II. RESOURCES**

**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.  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.  2.New Lesson:  Activity 4. Read and complete. 5 minutes  Goal: To read a paragraph and decide whether the sentences are true or false.  -Repeat Step 1 for Sentences 2, 3 and 4. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.  -Get pupils to swap books with their partners and check their answers before checking as a class.  -Invite some pupils to stand up and read the paragraph aloud.  Activity 5. Let’s write. 10 minutes  Goal: To read, understand and complete a paragraph about their favourite subjects.  -Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Elicit what the paragraph is about (someone’s favourite subject and the reason why he / she likes it). Remind them to pay attention to the context (the words before and after the blanks) in the sentences before completing them with appropriate information.  Extension: Invite a few pupils to read their completed texts in front of the class.  Activity 6. Project. 8 minutes  Goal: To do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class  -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*.  -Invite a few pupils to the front of the class to present their projects. Encourage the class to cheer for the presenters.  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  3.Wrap up: | -Listen to the teacher  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  -Individual work  - tick the appropriate box  Whole class/ do the task independently  - 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  Individual work  Whole class  Pair work  -play in group  Listen to the T's instruction.  work in groups of five |

**Adjustments (if necessary):**

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***Week: 14***

***Preparing date: 8/12/2024***

***Teaching date: 11/12/2024***

***Period: 55***

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 –(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.

- correctly say the words and use *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.

- enhance the correct use of *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to know about some sports

4. Attributes:

- Develop their interests in sports and show their responsibility by raising awareness of time and date.

**II. RESOURCES**

**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.  - Have some pupils say the chant from *Lesson 3* of *Unit 8*. Praise them and get the class to cheer or clap if they do a good job.  - Ask pupils to open their books at page 62 and look at *Unit 9, Lesson 1, Activity 1*. Write the title *Our sports day* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.  .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 a sports day.  -Have pupils look at Pictures a and b and identify the characters in the pictures (see *Input*).  -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. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  Activity 2. Listen, point and say. 10 minutes  Goal: To correctly say the words and use *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.  -Have pupils look at the pictures and elicit the names of the months in the pictures. Have the class repeat the words a few times. Check comprehension.  -Have pupils point at Picture a, listen to the recording and repeat the word (*May*). Have the class repeat the word a few times. Repeat the same procedure with the other three pictures.  Repeat the same procedure with Pictures b, c and d.  -Have pupils work in pairs and practise asking and answering the question *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_\_\_.* using speech bubbles and Pictures a, b, c and d.  Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  Activity 3. Let’s talk. 8 minutes  Goal: To enhance the correct use of *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about a sports day.  -Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).  -Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  -Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.  Extension: For a more able class, have pupils ask and answer questions about what their friend(s) do on school sports day, using the structure learnt *e.g. What do you do on sports day? – I \_\_\_\_\_\_.*  Game: Lucky number (ppt)  - Divide pupils into 2 teams: one team is X, one team is O.  - Pupils select a number on the grid, then 2 representatives ask and answer based on the question cue. If they answer correctly, teacher clicks on the home button to go back to the first slide, then click on X or O (depending on which team is answering).  - The first team to get three Xs or three Os in a row wins!  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *“Is your sports day in ….?” – “Yes, it is. / No, it isn’t. It’s in …”* to say when the sports day is.)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.)  *\* Preparation for the project*  Remind them to bring the posters to class to present them at Project time. | -Listen to the teacher  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: 14**

***Preparing date: 8/12/2024***

***Teaching date: 11 /12/2024***

***Period: 56***

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.

- complete four target sentence patterns in four exchanges with the help of picture cues.

- sing the song *Our sports day* with the correct pronunciation, rhythm and melody.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say the things she can do

4. Attributes:

- Develop their interests in sports and show their responsibility by raising awareness of time and date.

**II. RESOURCES**

**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. Get a few pupils to ask and answer questions about a sports day.  - Ask pupils to open their books at page 63 and look at *Unit 9, Lesson 1, Activity 4.*  2.New Lesson:  Activity 4. Listen and match. 5 minutes  Goal: To listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.  step 1: Draw pupils’ attention to the pictures of the characters and the months. Identify them as a class.  -Repeat Step 2 for Characters 2 and 3. Go around the classroom to offer support where necessary.    Key: 1. b 2. c 3. A  Activity 5. Look, complete and read. 10 minutes  Goal: To complete four target sentence patterns in four exchanges with the help of picture cues.  -Have pupils look at the pictures and identify the months.  -Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the sentences.  -Model Exchange 1. Have pupils look at the exchange. Ask them what words are missing in the answer (*it is*). Then have them look at the picture and identify the month. Ask them to complete the gap (*Is your sports day in June? - Yes, it is.*)  -Repeat the same procedure with Exchanges 2, 3 and 4. Draw pupils’ attention to two gaps in Exchanges 3 and 4.  Have pupils complete the exchanges individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.  Key: 1. it is 2. August 3. Is; May 4. in; No, it isn’t  Activity 6. Let’s sing. 8 minutes  Goal: To sing the song *Our sports day* with the correct pronunciation, rhythm and melody  -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  -Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  -Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording.  -Play the recording all the way through for pupils to sing along.  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.  Extension: Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along.  Game: Lucky number (ppt)  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns to choose a number and answer the question.  - The team that has more points is the winner.  3.Wrap up:  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *Is your sports day in ….? – Yes, it is. / No, it isn’t. It’s in …* to say when the sports day is)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.) | -Listen to the teacher  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  Pair work  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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