*Week 14*

*Period 53*

**Unit 8: My favourite subjects**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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”.*

– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*My favourite subjects”.*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce

- 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.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 119, 120, 121; audio Tracks 83; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 59, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to answer the question using: *Why do you like……? and Because I……*  - T gives feedback.  - Say “Open your book page 59” and look at *“Unit 8, Lesson 2 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able to* *listen to and understand four communicative contexts in which pupils gives reasons why they like the school subject, and number the correct pictures.*  **\*Procedure:**  - Elicit the favourite subject and the reason for liking it.      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. b 2. d 3. a 4. c*  **Activity 2.**  **Look, complete and read**  ***\*Aims:*** *Ss will be able**to* *complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues*  **\*Procedure:**  - Get Ss to look at the pictures and ask them what the girl and the boy are doing  - Model and elicit the missing words from the Exchange 1 (*Why, painter).*  -Have pupils to do the task individually.  - Get pupils swap books with their partners and check the answers before checking as a class.  - Invite a few pairs to stand up and read the sentences aloud.  *Key:*   1. *Why/ painter* 2. *Subject; because; music*   **Activity 3. Let’s play**  **Sentence making**  ***\*Aims:*** *Ss will be able to* *practice making meaningful and grammatically correct sentences about future jobs by playing the game “sentence making”.*  **\*Procedure:**  - Tell pupils the goal of the game and how to play it.  - How to play the game:  + When the teacher circles or says one of the words on the board, the groups make as many sentence as possible.  + The group that gives the correct sentences more quickly gets one point or one star for one correct sentence.  + The group with more points or stars is the winner.  - Divide the class into groups of three or four pupils to play.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more  **3. Homework. (3’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 8, Lesson 3 (1,2,3).* | - Ss listen  - Ss play game  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture a:*  *A male singer singing*  *+ Picture b:*  *A female painter working*  *+ Picture c:*  *An English teacher writing*  *+ Picture d:* *A maths teacher writing*  -Ss guess the answers  - Ss listen to the tape and write  - Ss listen again, write and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the picture and say  -Ss look and answer  -Ss do the task  -Ss swap books and check their answer  -Ss read the sentences aloud  - Ss listen  - Ss listen  - Ss play game  - Ss play game  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 14*

*Period 54*

**Unit 8: My favourite subjects**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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”*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

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

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 121,122; audio Tracks 84, 85, 86; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 60, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***Find and circle the words***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**   | **L** | **I** | **K** | **E** | E | **W** | S | C | **M** | T | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | H | C | T | H | N | **R** | H | C | **A** | H | | C | L | U | A | A | **I** | A | O | **K** | I | | L | E | L | N | N | **T** | T | S | **E** | N | | A | A | W | K | E | **E** | O | E | E | K | | A | C | D | E | G | H | O | S | V | B | | **F** | **A** | **V** | **O** | **U** | **R** | **I** | **T** | **E** | H | | **B** | **I** | **K** | **E** | I | A | S | D | A | Y | | D | T | S | S | R | S | **N** | **O** | **T** | **E** | | A | C | E | B | F | E | Z | Y | W |  |   - Divide class into 2 groups  - Ask Ss to find and circle the words that they learnt.  - Which groups find the best correct words is winner.  - Give Ss time to play the game.  **Rows:** *like, bike, note, favourite*  **Columns***: write, make*  -T checks who’s winner?  - Say “Open your book page 60” and look at “*Unit 8, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to correctly repeat the sounds of the letter cluster ke and letter te in isolation, in the words like and write, and in the sentences I like English. and Let’s write with correct pronunciation and intonation.*  **\*Procedure:**  - T gives instruction to the letter ***ke*** and ***te,*** *like* and *write, and in the sentences I like English. and Let’s write.*  - Play the recording for the letter ***ke, te.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **3.Practice: (19’)**  **Activity 2.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words like and write while listening.*  **\*Procedure:**  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.a 2.b*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *ke* and *te* and the words *like* and *write.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (2’)**  **-** Practice the chant more.  - Collect three school things  - Prepare the new lesson: *Unit 8, Lesson 3 (4, 5, 6).* | - Ss listen  -Ss play game  - Ss open their books  - Ss recognize the differences about color of letter  - - Ss listen  - Ss listen and point  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice  -Ss listen  -Ss listen and say  -Ss guess the answers  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss read the sentences  - Ss look and listen.  -Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, words  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss listen.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 14*

*Period 55*

**Unit 8: My favourite subjects**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: complete a task in reading a text.

- 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.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 123, 124, 125; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 61, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***“Chant”***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Ask Ss chant and do the actions in Unit 8, Lesson 3 page 60 in groups.  - Give point for the groups and encourage them.  - Say “Open your book page 61” and look at *“Unit 8, Lesson 3 (4, 5, 6)”.*  **2.Practice: (8’)**  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able**to* *read a paragraph and decide whether the sentences are true or false.*  **\*Procedure:**  - Have pupils read all the sentences under the paragraph.  - Have pupil 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.  -Ask pupils to do the activity independently.  - Get pupils to swap books with their partners and check their answers before checking as a class.  - Invite some pupils to stand up and read the paragraph aloud.  *Key: 1. True 2. False 3. True 4. False*  **3.Production: (19’)**  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able**to read, understand and complete a paragraph about their favourite subjects.*  **\*Procedure:**  - 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*).  - Get pupils to fill the first gap with their name as an example.  -Have pupils to complete the paragraph independently.  - Get pupils to swap books with their partners and check the answers in pairs or groups.  - Have a few pupils to stand up and read their writing aloud.  - Invite a few pupils to read their completed texts in front of the class.  *Key: Pupils’ answer*  *Ex: My name is Huong. I have English, PE, music, art and maths today. My favorite subject is English. I like it because I want to be an English teacher. What is your favorite subject?*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to do a survey on their classmates’ favourite subjects and the reasons why they like these subjects and present them to the class*  **\*Procedure:**  - Tell Ss about the activity.    - 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.  - Invite a pupil to the front of the class to model the presentation.  *Ex: 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.  - Have pupils to present the project in their groups.  - Invite a few pupils to the front of the class to present their projects.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (3’)**  - Prepare the new lesson: *Unit 9, Lesson 1 (1, 2, 3).* | - Ss listen and chant  - Ss open their books  - Ss read the paragraph  -Ss read and complete the first sentence  -Ss do the task  -Ss swap their answers  -Ss check their answer  -Ss read aloud  -Ss look and listen  -Ss read  -Ss listen and pay attention  -Ss fill the first gap  -Ss do the task  *-*Ss swap books and check their answer  -Ss check the answer  -Ss read aloud  -Ss listen and pay attention  -Ss work in groups and show their survey  -Ss report the survey  -Ss repeat the languege  -Ss present into groups  -Ss present in front of the class.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 14*

*Period 56*

**Unit 9: Our sports day**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words and phrase December, July, June, November, October, September, sports day in relation to the topic *"Our sports day"*

- use *Is your sports day in ……..? – Yes, it is. / No, it isn’t. It’s in …….* to ask and answer questions about sports days;

- listen to and demonstrate understanding of simple exchanges in relation to the topic "*Our sports day"*

- ***Vocabulary:*** June, July, August.

- ***Skills***: speaking and listening

**2. Competences:**

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

- Communication and collaboration: work in pairs or groups.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 125,126,127, audio Tracks 87, 88, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 62, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (3’)**  *Sing a song*  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  <https://www.youtube.com/watch?v=Fe9bnYRzFvk>  - Have pupils listen and sing the song “Months of the Year”  - Say “Open your book page 62” and look at “*Unit 9, Lesson 1 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ June : tháng 6 (situation)*  *+ July : tháng 7 (translation)*  *+ August :tháng 8 (situation)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about sports days* **\*Procedure:**  - Have pupils look at Pictures a and b and identify the characters in the pictures.    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**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 sports days.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.    **3.Practice: (7’)**  ***\*Drill pictures***  - Have pupils look at the pictures and elicit the names of the months in the pictures.      - Run through all the pictures.  - Run through model sentences.  +Run through question sentence  +Run through answer sentence  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss asks, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able 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 sports days*  **\*Procedure:**  - Have Ss look at the picture and say the names of the months in the picture.    - 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.  - Invite some pupils to practise asking and answering questions in front of the class.  - Have pupils ask and answer questions about *what their friend(s) do on school sports day,* using the structure learnt.  *ex: What do you do on sports day? – I ……..*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 9, Lesson 1 (4,5,6).* | - Ss listen  -Ss sing and dance  -Ss open the books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say  *+ In picture a:*  Lucy: *Our sports day is in May. We play many sports and games.*  Nam: *Great! I like sports.*  *+ In picture b:*  Lucy: *Is your sports day in May too?*  Nam: *No, it isn't. It's in April.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and answer  *+ Picture a: a calendar sheet of April*  *+ Picture b:* *a calendar sheet of May*  *+ Picture c: a calendar sheet of June*  *+ Picture d: a calendar sheet of July*  -Ss listen and repeat  -Ss practice in chorus, individuals.  -Ss practice in chorus, individuals.  -Ss work in pairs  -Ss point and say  -Ss listen.  -Ss look at the picture and answer  *+*  *a picture of a sports day and calendar sheets of the months of the year.*  -Ss look at the bubbles and say  -Ss work in pairs, point and ask and answer  -SS practice to ask amd amswer  -Ss ask and answer about *what their friend(s) do on school sports day*  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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