**LESSON PLAN – GRADE 4**

**UNIT 8: MY FAVOURITE SUBJECTS**

**Lesson 1 – Activity 1 - 3**

**I. OBJECTIVES**

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

**1.** **Language knowledge & skills**

* 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.** **Competences**

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

- Self-control & independent learning: perform listening tasks

**3.** **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 AND MATERIALS**

- Student’s book: Page 56

- Audio tracks 77, 78

- Teacher’s guide: Pages 112-114

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | - Greet the class and encourage pupils to respond to the greeting.  - Sing the song “ What do you have today?” in Unit 7- Lesson 2. P.53  - Request all pupils to stand up and sing along. | Whole class |
| **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.*  **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  Pair work |
| **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  Pair work |
| **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  Pair work  Pair work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Game: Matching**  - Divide pupils into groups  - Ask pupils to look at the flashcards and the words, then match the flashcards with the correct words.  - Pupils ask and answer about the subjects they’ve matched.  **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. | Group work |