**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts about school break time activities.

- correctly say the words and use *I \_\_\_\_\_\_ at break time.* to identify school break time activities.

- enhance the correct use of *I \_\_\_\_\_\_ at break time.* to identify school break time activities.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Q-A to revise the sentence patterns *(5 minutes)***

Invite a few pairs of pupils to point at the school things in the classroom and ask and answer questions about the colours of the school things.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

**Step 2:** 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. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.

**Step 5:** Draw pupils’ attention to the sentence pattern *I \_\_\_\_\_ at break time*, e.g. *I play volleyball at break time*. Tell them that the pattern is used to identify school break time activities.

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Draw pupils’ attention to Pictures **a** to **d**. Elicit the name of each break time activity. Check comprehension. Ask pupils to listen to the recording and repeat the names of the break time activities several times until they feel confident.

**Step 2:** Draw pupils’ attention to the speech bubble. Remind them that *I \_\_\_\_\_\_ at break time.* is used to identify break time activities. Point at Picture **a** and have pupils listen and repeat after the recording (I play chess at break time.) several times.

Follow the same procedure with the other three pictures.

**Step 3:** Put pupils into pairs. Tell them to point the pictures and talk about break time activities using the sentence pattern *I \_\_\_\_\_ at break time*.

**Step 4:** Invite a few pairs to come to the front of the class and talk about break time activities. If they perform well, praise them.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Have pupils look at the bubble to understand how the sentence pattern is used.

**Step 2:** Have pupils practise in pairs. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.

**Step 3:** Invite some pupils to practise talking about school break time activities in front of the class. Praise them if they perform well.

**Extension:** For a more able class, have pupils talk about what they do at break time using the structure learnt.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand two communicative contexts in which pupils talk about what they do at break time.

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

sing the song “It’s break time” with the correct pronunciation and melody.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

**-** Review the chant in P3, U9, L3

**Activity 1: Listen and number. *(8 minutes)***

**Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the action of the character in each picture.

**Step 2:** Ask pupils to listen carefully and play the recording for Question **1**. Ask pupils to listen and tick the correct box next to the picture. Play the recording a third time to give pupils another listening opportunity.

**Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.

**Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

**Key: 1.** b **2.** a

**Activity 2: Look, complete and read. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the first picture. Ask them to identify the activity of the character.

**Step 2:** Write on the board: **1.** *I \_\_\_\_\_ at break time.* Draw pupils’ attention to the gap and say what they have to do. Go around and offer help. If necessary, ask a pupil to write play basketball on the board before having them complete the answer.

**Step 3:** Give pupils time to complete Sentences **2, 3** and **4** individually. Write the sentences on the board and check answers as a class.

**Step 4:** Invite a few pupils to read the completed sentences aloud. Correct their pronunciation where necessary.

**Activity 3: Let’s sing. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Encourage pupils to answer questions such as What is the song about? or identify the school activities.

**Step 2:** Play the recording all the way through. Encourage them to listen carefully to the pronunciation and melody.

**Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through and have pupils sing along.

**Step 5:** Introduce actions for pupils to do while they sing along to the recording.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

 **UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about school break time activities.

- correctly say the words and use *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities.

- enhance the correct use of *What do you do at break time? – I \_\_\_\_\_\_.* to ask and answer questions about school break time activities.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Sing *(5 minutes)***

- Sing the song in Unit 9, Lesson 2.

- Ask pupils to sing the song.

- Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

**Step 2:** 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. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.

**Step 5:** Draw their attention to the question *What do you do at break time?* and the answer *I \_\_\_\_\_\_.* Tell them that these sentences are used to ask and answer questions about break time activities

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Draw pupils’ attention to Picture **a**. Elicit the action of the character (a boy doing word puzzles). Then ask pupils to look at the label: ‘do word puzzles’. Explain the meaning of the phrase. Check comprehension. Ask pupils to listen to the recording and repeat the phrase ‘do word puzzles’ several times until they feel confident.

**Step 2:** Repeat **Step 1** for Pictures **b, c** and **d**.

**Step 3:** Draw pupils’ attention to the speech bubbles. Tell them that *What do you do at break time? – I \_\_\_\_\_\_.* are used to ask and answer questions about break time activities. Ask pupils to look at the bubbles and Picture **a**. Play the recording for them to listen to and repeat the sentences several times.

**Step 4:** Put pupils into pairs. Tell them to point at each picture, ask and answer questions about break time activities. Go around the classroom to offer support.

**Step 5:** Invite a few pairs to come to the front of the class, ask and answer questions about break time activities, using the speech bubbles and picture cues. If they perform well, praise them.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Draw pupils’ attention to the two bubbles used to ask and answer questions about break time activities. Have them identify what is missing in the answer. Check comprehension.

**Step 2:** Put pupils into groups of four. Encourage them to ask and answer questions about break time activities using the speech bubbles and picture cue. Go around the classroom to offer support.

**Step 3:** Invite some groups to come to the front of the class to perform their dialogues. Praise them if they perform well.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 2: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities.

- read and match four target sentence patterns with four pictures.

- practise the target language by playing a Miming game.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and number. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Elicit the action of the character in each picture.

**Step 2:** Ask pupils to listen carefully and play the recording.

**Step 3:** Get pupils to listen and number the pictures. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

**Step 4:** Check answers as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.

**Key: 1.** b **2.** a **3.** d **4.** c

**Activity 2: Read and match. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Elicit the characters’ actions. Check comprehension.

**Step 2:** Draw pupils’ attention to the first sentence I play table tennis. Ask pupils to read the sentence and find the correct picture on the right to match. When pupils answer correctly (Picture **b**), tell them to draw a line to match the sentence and the picture.

**Step 3:** Repeat **Step 2** for Questions **2, 3** and **4**.

**Step 4:** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.

**Key: 1.** b **2.** c **3.** d **4.** a

**Activity 3: Let’s play. *(8 minutes)***

**Step 1:** Elicit the language that pupils need to talk about break time activities (play football, play chess, play volleyball, do word puzzles, chat with friends, play table tennis, etc.). When pupils answer correctly, write the language on the board.

**Step 2:** Explain how the game is played: One pupil mimes the action of doing an activity. Other pupils look at him / her, guess the action and what it is, e.g. play football. Check comprehension and give feedback.

**Step 3:** Model the game with two pupils. Do the action of playing chess. Ask the pupils to look at the action, guess what action it is and say *play chess*. Praise them if they answer correctly.

**Step 4:** When pupils feel confident and are familiar with the game, divide the class into four groups. In each group, choose a pupil to do the actions while the rest guesses the words. Pupils get one point for each correct answer.

**Step 5:** Set a time limit for pupils to play the game. The group with the most points wins.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

 **UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly repeat the sounds of the letters **f** and **v** in isolation, in the words football and volleyball, and in the sentences “I play football at break time.” and “I play volleyball at break time.” with the correct pronunciation and intonation.

- identify the target words football and volleyball while listening.

- say the chant with the correct rhythm and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Q-A to revise the sentence patterns *(5 minutes)***

Invite a few pairs of pupils to ask and answer questions about break time activities.

**Activity 1: Listen and repeat. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the letter **f**, the word *football* and the sentence “*I play football at break time.*” Play the recording and encourage them to point at the letter / word / sentence while they listen.

**Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good.

**Step 3:** Repeat **Steps 1** and **2** for the letter **v**.

**Step 4:** Let pupils work in pairs or groups to pronounce the sounds of the letters **f** and **v**, say the words *“football and volleyball”* , and read the sentences *“I play football at break time.”* and *“I play volleyball at break time.”* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

**Activity 2: Listen and circle. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the exchanges and the answer options. Explain what pupils have to do. Check comprehension.

**Step 2:** Play the recording for pupils to listen to. 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 as a class. Write the correct answers on the board. Play the recording again so that pupils can check their answers again.

**Key: 1.** c **2.** c

**Extension:** Invite one or two pupils to stand up, listen and repeat the exchanges.

**Activity 3: Let’s chant. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Have pupils look at the bubble to understand how the sentence pattern is used.

**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension of the lyrics and give feedback.

**Step 2:** Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the letters **f** and **v** in the words football and volleyball in the chant.

**Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through for pupils to say the chant. Encourage them to clap along while they chant.

**Extension:** Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 3: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read the exchange and tick the correct boxes in the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities.

- use the target language in real context by completing a gapped text about their school break time activities.

- revise the target language by asking and answering questions about school break time activities and talking about them to the class.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

**-** Review the chant in P3, U10, L3

**Activity 1: Read and tick. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the question What do you do at break time?, the four answers and read them as a class.

**Step 2:** Draw pupils’ attention to the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities. Have them look at the column headed Mary and the tick in the row for chess. Check comprehension.

**Step 3:** Ask pupils to read Lucy’s, Bill’s and Minh’s answers, then tick the correct boxes for them.

**Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.



**Activity 2: Let’s write. *(9 minutes)***

**Step 1:** Write the first gapped sentence on the board: *I am in the school \_\_\_\_\_\_.* Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say what is missing (playground). Give pupils time to write the answer.

**Step 2:** Repeat **Step 1** for the other sentences. Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

**Step 3:** If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.

**Activity 3: Project. *(8 minutes)***

**Step 1:** Draw the table on the board. Ask pupils to look at it as an example. Elicit the language needed to do the task: *What do you do at break time? – I \_\_\_\_\_.* Write it on the board. Ask pupils to repeat it several times.

**Step 2:** Choose a pupil and model the activity with him / her, asking: *What do you do at break time?* The pupil answers, e.g. *I play football.* Put a tick in the column football in the table. Check pupils’ comprehension.

**Step 3:** Ask pupils to work in groups of six. Remind pupils to be friendly and supportive when they work together. Give them time to do the task. Go around the classroom and offer help if necessary.

**Step 4:** Invite some pupils to report their work using the language learnt. Have pupils stick their notes on the walls of the classroom as a display.

**Step 5:** If there is not enough time, ask pupils to do the project as homework and check it by giving pupils time to share their work in the next lesson.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.