***KHỐI 3 (3A,3B)***

**UNIT 19: OUTDOOR ACTIVITIES**

**Lesson 1 – Period 2**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words and phrase *play badminton, run, paint, walk* in relation to the topic “Outdoor activities”;  - use *He’s / She’s* \_\_\_\_\_. to talk about what someone is doing;  - listen to and understand two communicative contexts about what someone is doing;  - read and complete four target sentence patterns with the help of the picture cues;  - sing the song *Painting and singing* with the correct pronunciation, rhythm and melody. |
| **Core competencies:** | decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving |
| **General competences:** | Listening: listen and recognize the contexts, focus on introducing someone, then repeat.  Critical thinking: talk about friends.  Oral communication: speak about friends, ask and answer the questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Kindness: help partners to complete learning tasks.  Diligence: complete learning tasks.  Honesty: tell the truth about feelings and emotions.  Responsibility: appreciate kindness.  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | - Student’s book Page 59  - Audio Tracks 86, 87  - Teacher’s guide Pages 233, 234  - Website *sachmem.vn*  - Flash cards/ pictures and posters (Unit 19)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing –**  **Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in *Unit 18, 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.  **Option 2:** Chant and do activities (Unit 18, Lesson 3).  - Ask pupils to chant and do the actions in *Unit 18, Lesson 3* in groups.  - Give points for the groups and encourage them.  **Option 3:** Play game in the PowerPoint for Unit 19 – Lesson 1 – Period 2. | Whole class  Group work  Individual work/Group work |  |

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| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts about what someone is doing and tick the correct pictures. | |  |
| b. Input: | Picture cues:  **1a.** Mary is playing badminton. **1b.** Mary is painting.  **2a.** Nam is running. **2b.** Nam is playing football.  ***Audio script:***   |  |  | | --- | --- | | *1.*  *A: Is that Mary?*  *B: Yes, it is.*  *A: Look! She’s playing*  *badminton.*  *B: Yes, she is.* | *2.*  *A: Who’s that?*  *B: It’s Nam.*  *A: Look! He’s running.*  *B: Yes, he is.* | | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts about what someone is doing and tick the correct picture.  **Key:** 1. a 2. a | |  |
| d. Procedure: | **Step 1:** Draw pupil’s attention to Pictures **1a** and **1b**. Elicit the names of the characters.  **Step 2:** Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps **1** to **2** for Pictures **2a** and **2b.**  **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class/  Individual work  Whole class/  Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To read and complete four target sentence patterns with the help of the picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentence patterns to complete | |  |
| c. Outcome: | Pupils can complete and read four target sentence patterns with the help of  the picture cues.  **Key:** 1. playing football 2. painting  3. playing badminton 4. running | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the characters (a boy or a girl) in the pictures.  **Step 2:** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the first sentence. Ask them what words are missing in the sentence (*playing football*). Then have them complete the sentence (*He’s playing football*.)  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the sentences in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the gaps in the sentences individually and ask a few pupils to read them aloud.  **Game: Slap the board**  - Divide the class into four teams.  - Stick the pictures of activities on the board.  - Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again.  - The one who says faster will get points. | Whole class/ Individual work Whole class/ Individual work  Whole class/  Individual work  Whole class/  Individual work  Individual work  Group work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | |  |
| a. Goal: | To sing the song *Painting and singing* with the correct pronunciation. | |  |
| b. Input: | The lyrics and the recording of the song *Painting and singing* | |  |
| c. Outcome: | Pupils can sing the song *Painting and singing* with the correct pronunciation. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters’ pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody. **Step 3:** Play the recording line by line for pupils to listen to and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up their actions for the song. Invite some 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.  **Game: Matching game**  - Using pictures and flash cards, get 3 pupils to hold the pictures and 3 more to hold the sentences.  - Ask them to find and match.  - Praise the ones who finish the matching.  - Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class  Whole class  Individual work/  Whole class  Individual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Using *sachmem.vn*, have pupils look at the words in the picture of Activities 4 and repeat after the recording to consolidate the lesson.  **Option 2:**  **Game: Sentence Puzzle**  - Divide the class into groups of four.  - Give each group a sentence that is broken/ cut into pieces.  - Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3:** Play game in the PowerPoint for *Unit 19 – Lesson 1 – Period 2*.  - Divide the class into 3 teams.  - Each team takes turns picking a square.  - Answer the question correctly, pupils will get points. | Whole class  Group work  Whole class |  |

*Bổ sung, điều chỉnh sau tiết dậy:*

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*Nhận xét của lãnh đạo phụ trách chuyên môn:*

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