***KHỐI 3 (3A,3B)***

**UNIT 18: PLAYING AND DOING**

**Lesson 2 – Period 4**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures;  - complete four gapped dialogues with the help of picture cues;   * - sing the song *What are you doing?* with the correct pronunciation and melody. |
| **Core competencies:** | Problem-solving, decision making, teamwork, reliability, motivation, and adaptability |
| **General competences:** | Listening: listen and number.  Critical thinking: look, complete and read.  Oral communication: let’s sing.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | Diligence: complete learning tasks.  Responsibility: appreciate kindness.  Secure and organized: spend time to join activities and have fun. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 55 * - Audio Tracks 79, 80 * - Teacher’s guide Pages 226, 227, 228 * - Website *sachmem.vn* * - Flash cards/ pictures and posters (Unit 18) * - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap-up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class and encourage pupils to respond to your greeting.  **Option 1:** Sing the song of Unit 18.   * Ask pupils to sing the song. * Invite some of them to come to the board to role play and do action, the rest of the pupils will sing.   **Option 2:**  **Game: Pass the flashcards.**  Review the previous lesson by having the class pass the flashcards with music. When the music stops, those who have flash cards have to stand up and say the sentence: *I’m \_\_\_\_\_\_\_.*  **Option 3:**  **Game: Matching pairs**   * Divide the class into two teams. (Boys and Girls) * Ask pupils to choose the matching pairs. (words with pictures) * Pupils come to the front and choose the pictures in order to match with the words. Who can make it will have points for the team. * Give points for the pupils. Encourage the pupils to join the activity. | Whole class  Individual work / Group work  Individual work/ Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures. | |  |
| b. Input: | Picture cues:  **a.** a boy is playing basketball **b.** a girl is drawing picture  **c.** a boy is watching TV **d.** a girl is listening to music  **Audio script:**  ***1.*** *A: What are you doing?*  *B: I’m watching TV.*  ***2.*** *A: What are you doing?*  *B: I’m drawing a picture.*  ***3.*** *A: What are you doing?*  *B: I’m playing basketball.*  ***4.*** *A: What are you doing?*  *B: I’m listening to music.* | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about an action in progress and number the correct pictures.  **Key: 1.** c **2.** b **3.** a **4.** d | |  |
| d. Procedure: | **Step 1:** Have pupils look at the four picture cues. Point at the picture cues in turn and elicit the actions in progress.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Check answers together as a class. 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 individually and in chorus. Correct their pronunciation where necessary.  **Game: What’s missing?**   * Ask pupils to look at the pictures. * One picture is missing, they have to say quickly what the picture is. * This game will become harder when there are 2 pictures missing. * This game can be play in groups or by the whole class. | Whole class/  Individual work  Whole class/  Individual work  Whole class/  Individual work  Whole class  Group work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To complete four gapped dialogues with the help of picture cues. | |  |
| b. Input: | Four picture cues and four gapped dialogues to complete | |  |
| c. Outcome: | Pupils can complete four gapped dialogues with the help of picture cues.  **Key: 1.** listening **2.** watching **3.** doing; drawing **4.** are; playing | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the actions in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*listening*). Then have them look at the picture and identify the action. Have them complete the sentence (*I’m listening to music.*). Repeat the same procedure with Pictures **2**, **3** and **4**.  **Step 4:** Have pupils complete the dialogues individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class.  Ask a few pairs to read the dialogues aloud.  **Game: Slap the board**   * T divides the class into 2 teams: BOYS and GIRLS. * T shows 1 sentence on the TV, 1 boy and 1 girl of each team come to the board, look at the sentences and choose the best words to make correct sentences. (Pupils slap the words on the board). | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s sing.** 8 minutes | | |  |
| a. Goal: | To sing the song *What are you doing?* with the correct pronunciation and melody. | |  |
| b. Input: | The lyrics and the recording of the song *What are you doing?* | |  |
| c. Outcome: | Pupils can sing the song *What are you doing?* with the correct pronunciation and melody. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures illustrating the song lyrics and tell what they can see in the pictures. Elicit the actions: *listening to music, drawing a picture, watching* *TV* and *playing basketball*.  **Step 2:** Play the recording and ask pupils to clap their hands when they hear the word *doing*. Play the recording again for the class to listen and clap their hands.  **Step 3:** Play the recording and ask pupils to do the TPR actions for *listening to music, drawing a picture, watching TV* and *playing basketball* when they hear the words *listening, drawing, watching* and *playing*. Play the recording again for the class to listen and do theTPR actions.  **Step 4:** Play the recording a few times for them to practise singing, and doing the clapping hands and doing actions while singing.  **Extension:** 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. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Group work |  |
| **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: Memory game**  **Step 1:** Tell pupils that they are going to look at the cards in 60 seconds, memorise the words, then remember as many of the words as possible. Explain how the game is played. Check comprehension.  **Step 2:** Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth.  **Step 3:** Divide the class into 2 or 4 groups. Remove the cloth and show the cards for 60 seconds. Then cover them again. In their groups, pupils try to say as many of the words as they can remember.  **Step 4:** Have the groups say the names of the things aloud. For each correct word, give them a star or a point. The group with the most stars / points wins.  **Option 3:** Teacher tells pupils to make sentences with *I’m \_\_\_\_\_\_\_.* | Whole class  Group work  Whole class |  |