Date of preparation: ……….

Date of teaching: ………..

Class:

**UNIT 10: BREAK TIME ACTIVITIES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

* 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.

- ***Vocabulary:*** play volleyball, play basketball, play chess, play badminton

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

**2. Competences:**

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

- Communication and collaboration: work in pairs or groups.

- 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

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 122, 123, 124, audio Tracks 97, 98, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 68, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Content** |
| **1. Warm-up: 5’**  ***Jigsaw puzzle***  **\*Procedure:**  - Divide class into 4 groups: Tom, Jerry, Miu and Chit.  - Ask Ss look at the pieces of picture.    - Ask Ss go to the board and jigsaw puzzle into the correct picture.  -T checks who’s the winner?  - Say “Open your book page 68” and -Ss open their books look at “*Unit 10, Lesson 1 (1,2,3)”.*  **2. New lesson**  **Activity 1. Look, listen and repeat (10’)**  **\*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.  -Ask Ss take note the newwords  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  -T elicits the new words  - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2**: **Listen, point and say(8’)**  **\*Procedure:**  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  -Ss listen and repeat in chorus *(twice)*  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Have Ss look at the pictures and identify the names of the school things 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.  -Ss work in pairs to practice  - T controls and corrects.  - Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.  -Ss point and say  - T gives feedbacks.  **Activity 3. Let’s talk (7’)**  **\*Procedure:**  - Have Ss look at the picture and elicit the question and the answer in context.  *+*  *Who are they?*  *+ Where are they?*  *+ What are they doing?*  - Have Ss look at the picture and say the activities  - Have Ss look at the first speech bubble and read *I play badminton at break time.*  - Then have them point to the pupils *playing badminton* and complete the gapped answer in the second bubble (Ex: *I play badminton at break time)* After that, let them say aloud.  - Give Ss time to practise say the sentence *I play ……at break time.*  - Invite some Ss to practise talking about school break time activities in front of the class.  **3.Consolidation (3’)**  - 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.  **4.Homelink(2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 10, Lesson 1 (4,5,6).*  -Ss listen and take note | **1.Look, listen and reppeat.**  *+ chess : cờ (visual)*  *+ volleyball: bóng chuyền (picture)*  *+ basketball :bóng rổ (picture)*  *+ badminton :cầu lông (visual)*  *+ play: chơi (translation)*  *+ break time: giờ giải lao (situation)*  -  **2**. **Listen, point and say**  *I play volleyball at break time.*  *.*    *+ Picture a: a boy playing chess*  *+ Picture b:* *a girl playing volleyball*  *+ Picture c: a boy playing basketball*  *+ Picture d: a girl playing badminton*  **3.Let’s talk**  *I play ……at break time.* |

**ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..…………………………………………………………………………

**UNIT 10: BREAK TIME ACTIVITIES**

**Lesson 1 (4, 5, 6)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Written Communication: complete the sentences.

- 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.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 124, 125; audio Tracks 99, 100, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 69, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **1.Warm-up(5’)**  ***Slap the board***  **\*Procedure:**  - Divide class into 2 groups: Tom and Jerry.  - How to play:  + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.  - Ss listen and play  - T gives feedback.  - - Say “Open your book page 69” and look at *“Unit 10, Lesson 1 (4,5,6)”.*  - Ss open their books  **2.New lesson (23’)**  **Activity 1. Listen and tick:**  **\*Procedure:**  - Elicit the name of the school thing in each picture.  -Ss look at the pictures and say  - Check comprehension the difference between the two pictures.  - T ask Ss to guess the answers.  -Ss 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.  - Ss listen to the tape and tick  + Play the recording again to check answers together as a class.  - Ss listen again, tick and swap books with their partners.  + 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.  **Activity 2.**  **Look, complete and read**  **\*Procedure:**  - Have Ss look at the picture cues and identify the activity of the character.  - Have Ss look at the four incomplete sentences. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask Ss what word is missing in the gap (*play volleyball*). Then have them complete the sentence (*I play volleyball at break time*).  -Have Ss work in pairs and complete the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 3. Let’s sing**  **\*Procedure:**  - Introduce the title and lyrics of the song and check comprehension.  *+ What is the song about?*  *+ What are they doing?*  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the pictures while singing.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point to the pictures  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **3.Consolidation (5’)**  **\*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).*  -Ss answer the questions  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  -Ss listen and clap their hands  **4.Homelink (2’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 10, Lesson 2 (1,2,3).*  -Ss listen and take note | **4.Listen and tick**  *+ Picture 1a:*  *Linh is playing chess.*  *+ Picture1 b:*  *Linh is playing volleyball.*  *+ Picture 2a:*  *Ben is playing basketball.*  *+ Picture 2b:*  *Ben is playing badminton.*  *Key: 1. b 2. a*      5. **Look, complete and read**    *Key:*  *1.play basketball*  *2. play chess*  *3. play volleyball*  *4. Play badminton*  **6.Let’s sing** |

**ADJUSTMENTS (if necessary):**

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**UNIT 10: BREAK TIME ACTIVITIES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *football, table tennis, chat, word puzzle* related to the topic school break time activities

- use *What do you do at break time? – I………* to ask and answer questions about school break time activites.

- ***Vocabulary:*** football, table tennis, chat, word puzzle

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

**2. Competences:**

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

- Communication and collaboration: work in pairs or groups.

- 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

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 126, 127, audio Tracks 101, 102, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 70, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **1.Warm-up(5’)** *Game:* ***Act and Guess***  **\*Procedure:**  - Divide the class into 2 teams (boys and girls).  - 1 pupil of each team comes to the board and does actions for their team to guess the names of break time activities and sticks the right pictures.  -The first Team to stick 4 correct pictures with right order is the winner.  - Say “Open your book page 70” and look at “*Unit 10, Lesson 2 (1, 2, 3)”.*  -Ss open their books  **2.New lesson (25’)**  **Activity 1. Look, listen and repeat:**  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters *(Bill and Mai)* in the pictures.  -Ss listen and answer  *+ In picture a:*  Mai asks Bill if *What do you do at break time?*  Bill says that *I play football.*  *+ In picture b:*  Bill asks Mai: *What do you do at break time?*  Mai answers: *I play badminton*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Ss listen and repeat  - Have Ss to practice the dialogue  - Ss work in pairs to practice  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  -T elicits the new words  - T models *(3 times).*  - Ss listen and repeat  - T writes the words on the board.  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  - *Checking: Rub out and remember*  **Activity 2: Listen, point and say.**  **\*Procedure:**  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  -Ss look at the picture and answer.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  -Ss listen and repeat  - Have Ss look at the pictures and identify the action of the characters in the pictures.    - Ss look, listen and answer  - Run through all the pictures.  - Run through model sentences.  +Run through question sentence  +Run through answer sentence  - Have Ss to practise:  -Ss practice in chorus, individuals.  + 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.  -Ss point and say  - T gives feedbacks  **Activity 3. Let’s talk.**  **\*Procedure:**    - Have Ss look at the picture and elicit the question and the answer in context.  *+*  *What are they?*  *+ Where are they?*  *+ What are they doing?*  -Ss look at the picture and answer  *+*  *pupils playing different games and sports at break time.*  - Have Ss look at the picture and say the break time activites.  - Have Ss look at the first speech bubble and read *What do you do at break time?*  - Have Ss point the activities, ask and answer the questions about break time activities  - Give Ss time to practise asking and answering the question *What do you do at break time? – …….* in pairs.  - Invite a few pairs to practise asking and answering questions about break time activites in front of the class.  **3.Consolidation(3’)**  - 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.  **4. Home link(2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 10, Lesson 2 (4,5,6).*  -Ss listen and take note | *Game:* ***Act and Guess***  **1.Look, listen and repeat:**  *+ football : bóng đá (visual)*  *+ word puzzle : trò chơi ô chữ*  *(visual)*  *+ chat :trò chuyện (translation)*  *+ table tennis : bóng bàn (visual)*  -  **2.Listen, point and say.**  **\* *Model sentences:***  *A: What do you do at break time?*  *B: I play football.*  *+ Picture a: a boy doing word puzzle.*  *+ Picture b:* *a girl chatting with her friends*  *+ Picture c: a boy playing football*  *+ Picture d: a girl playing table tennis*  **3. Let’s talk.**  *What do you do at break time?*  I …………………… |

**ADJUSTMENTS (if necessary):**

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**UNIT 10: BREAK TIME ACTIVITIES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four comunicative context in which Ss ask and answer question about school break time activities

- read and match four target sentences with four pictures

- practice the target language by playing *Miming game.*

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: look, complete and read

- 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.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 128, 129; audio Tracks 103; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 71, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **1. Warm-up (5’)**  **\*Procedure:**  - Hold a school break time activities card, then reveal it slowly.  - Ask *What do you do at break time?*  - Ask the Ss guess the answer as fast as possible.  - Then have Ss do the same with the rest.  - This can be played in groups to make it more interesting.  - Say “Open your book page 72” and look at *“Unit 10, Lesson 2 (4,5,6)”.*  - Ss open their books  **2. New lesson (25’)**  **Activity 1. Listen and number:**  **\*Procedure:**  - Elicit the action of the character in each picture.  + *Who are they?*  *+ What are they doing?*  -Ss look at the pictures and say:  *+ Picture a:*  *a girl play table tennis*  *+ Picture b:*  *a boy playing football*  *+ Picture c:*  *a girl doing word puzzle*  *+ Picture d:* *a boy chatting with his friends*  - 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.  - Ss listen again, write and swap books with their partners.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  -Ss listen and repeat.  **Activity 2.**  **Read and match**  **\*Procedure:**  - Get Ss to look at the pictures and elicit the characteres’ actions.  - Have Ss look at the first sentence and the pictures. Elicit and model with number 1: *I play table tennis*  + Ask Ss read and find the correct picture on the right to match.  + When Ss answer picture b, tell Ss draw a line to match the sentence and the picture  -Have Ss work in pairs and match the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 3. Let’s play**  **\*Procedure:**  -Elicit the language that Ss need to talk about break time activities (*play football, play chess, play volleyball, do word puzzles, chat with friends, play tble tennis…*)  -Explain how the game is played:  +One Ss mimes the action of doing an activity.  +Other Ss look at him/ her, guess the action and what it is, *ex: play football.*  -Model the game with two Ss  -Divide class into four groups, each group, choose a pupil to do the actions while the resr guesses the words.  +Ss get one point for each correct answer.  -The group with most point wins  **3.Consolidation (3’)**  **\*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.  -Ss listen and clap their hands  **4.Home link (2’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 10, Lesson 3 (1,2,3).*  -Ss listen and take note | *Game:* ***Who says fast?***  **4. Listen and number:**      *Key: 1. b 2. a 3. d 4. c*  **5. Read and match**    *Key:*  *1. b 2. c 3. d 4. a*  **6. Let’s play** |

**ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..………………………………………………………………………….

**UNIT 10: BREAK TIME ACTIVITIES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- correctly repeat the sounds of the letter *f* and letter *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 correct pronunciation and intonation.

- identify the target words *football* and *volleyball* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***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

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 130, 131; audio Tracks 104, 105, 106; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 72, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| 1. **Warm-up (5’)**   *Game:* ***Find and circle the words***  **\*Procedure:**  - 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.  -Ss play game  -T checks who’s winner?  - Say “Open your book page 72” and look at “*Unit 10, Lesson 3 (1,2,3)”.*  - Ss open their books  **2.New lesson (25’)**  **Activity 1. Listen and repeat:**  **\*Procedure:**  - T gives instruction to the letter letter ***f*** and ***v,*** *football* and *volleyball, and in the sentences*   *I play* ***f****ootball at break time. and I play* ***v****olleyball at break time.*  - Ss recognize the differences about color of letter  - Play the recording for the letter ***f, v.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Ss listen again and repeat  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 2.** **Listen and circle.**  **\*Procedure:**  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  -Ss 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.  - Ss listen again, circle and swap books with their partners.  - 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.  -Ss read the sentences  - T gives feedbacks  **Activity 3. Let’s chant**  **\*Procedure:**  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  -Ss listen to the chant  + Have them repeat the title and lyrics line by line.  - Ss listen and repeat line by line without clap their hands  + Ask Ss to attend to the sounds of the letters *f* and *v* and the words *football* and *volleyball.*  -Ss listen to melody of the chant  - 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.  - Ss work in groups (two groups) to chant  - Invite groups to the front of the classroom to perform the chant  -Ss perform in front of the class  -T gives feedback.  **3.Consolidation**  - 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.Home link (2’)**  **-** Practice the chant more.  - Collect three school things  - Prepare the new lesson: *Unit 10, Lesson 3 (4, 5, 6).*  -Ss listen and take note | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **F** | M | V | **C** | E | P | S | **V** | B | | **O** | C | T | **H** | N | E | B | **O** | B | | **O** | L | U | **E** | A | V | X | **L** | O | | **T** | E | L | **S** | N | N | T | **L** | X | | **B** | B | S | **S** | M | K | K | **E** | V | | **A** | C | D | K | O | K | K | **Y** | E | | **L** | R | O | E | E | C | V | **B** | A | | **L** | H | B | B | W | W | N | **A** | A | | D | **F** | **O** | **O** | **T** | S | O | **L** | S | | V | O | B | L | Y | Y | Z | **L** | W |   **Rows:** *foot*  **Columns***: football, volleyball, chess*   1. **Listen and repeat:**   ***f*** *football I play* ***f****ootball at break time.*  ***v*** *volleyball I play* ***v****olleyball at break time.*     1. **Listen and circle.**   *Key: 1.a 2.b*  -   1. **Let’s chant** |

**ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..…………………………………………………………………………

**UNIT 10: BREAK TIME ACTIVITIES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

- ***Vocabulary:*** Review

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

**2. Competences:**

- Written communication: write about the colours of school things

- 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.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 132 133; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 73, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
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| **Teacher’s and Students’ activities** | **Contents** |
| **1. Warm –up (5’):*****“Chant”***  **\*Procedure:**  - Ask Ss chant and do the actions in Unit 10 , Lesson 3 page 66 in groups.  - Ss listen and chant  - Give point for the groups and encourage them.  - Say “Open your book page 67” and look at *“Unit 10, Lesson 3 (4, 5, 6)”.*  - Ss open their books  2. New lesson (25’)  **Activity 1. Read and tick:**  **\*Procedure:**  - Explain how to complete the task: read the dialogue and tick the correct break time activities in the table.  - Ask Ss to read the list of the break time activities in the first column of the table.  - Ask Ss look at the name on the right side of the table.  - Ask Ss read the text and tick the correct activities  - Let Ss swap and check answers.  - Check the answers  - Ask some Ss to read the text aloud.  **Activity 2.** **Let’s write**  **\*Procedure:**  - Check comprehension and elicit to Ss read the gapped text and fill in the gaps.  - Let Ss read the gapped text and fill in the gaps.  - Have Ss complete the first gap together as an example: *I am in the school …….*  - Ask Ss to look at the gap and ask them what is missing. Then let them identify the *playground.* After that, let them write down the suitable word in the gap.  - Give Ss time to complete the text independently.  - In pairs or groups, ask Ss to swap their complete texts before checking as a class.  - Invite some Ss to come to the board and read the answer.  **Activity 3. Project.**  **\*Procedure:**  - Elicit the language needed to do the task: *What do yo do at break time? –I…………..*Write it on the board.  - Model with one Ss, asking: *What do you do at break time?* And the Ss answer: *I play football.* Put a tick in the column *football* in the table.  - Ask Ss to work in groups of six.  - Invite some Ss to report on their work using the language leanrt.  - Have Ss tick their notes on the walls of the classroom as a display.  **3.Consolidation**  **\*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. Home link (2’)**  - Prepare the new lesson: *Review 2 (1, 2, 3).*  -Ss listen and take note | **4.Read and tick:**  *Key:*      **5.Let’s write**  *It’s break time. I am in the school……..…I play……….…..*  *I like playing………….*    **6.Project.** |

**ADJUSTMENTS (if necessary):**

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