**WEED:**

*Period 124 Teaching date: ………*

**Unit 19: Outdoor activities**

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

**I. Objectives:**

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

**1. Knowledge:**

- use the words *play badminton, run, paint, walk* in relation to the topic “Outdoor activities”

- use *He’s / She’s……..* to talk about what someone is doing;

- enhance the correct use of *He’s / She’s ……* to ask and answer questions about what someone is doing

- ***Vocabulary:*** playing badminton, running, painting, walking

- ***Model sentences***:

*He’s/ She’s painting.*

**2. Skills**: speaking and listening

**3. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 231, 232, audio Tracks 84, 85, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 58, notebooks, workbooks, school things.

**IV. Procedures**

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| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Sing:* ***Head, shoulders, knees and toes***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Show the song on the screen.  <https://www.youtube.com/watch?v=WX8HmogNyCY>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 58” and look at “*Unit 19, Lesson 1 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to**understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing.*  - Have Ss look at *Pictures a and b* and identify names of the speakers in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - T helps Ss review some words which they have learnt.  - Ss listen and repeat words  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly use He’s / She’s …….to talk about what someone is doing.*  - T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Elicit and identify the character (a *boy or a girl*) in each picture.  - Run through all the pictures.  - Run through model sentences.  + T point the first picture – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to talk about the picture b,c,d *She’s/ He’s \_\_\_\_\_\_\_\_*  - T controls and corrects.  - Have Ss to practise:  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of He’s / She’s ….to ask and answer questions about what someone is doing.*  - Have Ss look at the picture and tell them about the activity.  - Put Ss into groups of four.  - Ask Ss to say using *He’s / She’s…..*  - Invite some Ss to the front of the class to say about the activity.  - Give feedbacks  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 19, Lesson 1 (4,5,6).* | *Sing:* ***Head, shoulders, knees and toes***    1. **Look, listen and repeat**  *+ playing badminton : chơi cầu lông*  *+ running : chạy (mime)*  *+ painting :tô màu (mime)*  *+ walking : đi bộ (mime)*  2. **Listen, point and say.**    *He’s/ She’s painting.*  *+ Picture a: a girl is playing badminton.*  *+ Picture b. a boy is running.*  *+ Picture c. a boy is painting.*  *+ Picture d. a girl is walking*  3. **Let’s talk.**  *He’s / She’s…..* |

**V. Adjustments (if necessary):**

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*Period 125 Teaching date:*

**Unit 19: Outdoor 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 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.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Critical Thinking: talk about names of the pets.

- Co-operation: ready to help friends in pair work/ group work.

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

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 233, 234; audio Tracks 86, 87; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 59, notebooks, workbooks, school things.

**C. Procedures:**

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| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game:* ***Sing the song in Unit 18, Lesson 1.***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Ask Ss to sing the song  - Invite some of them come to the board to role play, the rest of the Ss will sing.  - Say “Open your book page 59” and look at *“Unit 19, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts about what someone is doing.*  - Elicit the names of chracter and the word for the action in each picture  - 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.**  **Look, complete and read**  ***\*Aims:*** *Ss will be able**to* *read and complete four target sentence patterns with the help of the picture cues.*  - Get Ss to look at the pictures and identify the characters (*a boy or a girl*) and the activities  ( *playing football , painting*  *,playing badminton , running )*  in the pictures.  - Have Ss look at the four incomplete sentences and the pictures.Draw their attention to the missing wordsin the sentences.  - Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask them what is missing in the question (*playing football).* Then have them complete the gap (*he’s playing football.*).  -Have Ss work in pairs and complete the dialogue 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 4. Let’s sing**  ***\*Aims:*** *Ss will be able to* *sing the song Painting and singing with the correct pronunciation.*  - Introduce the title and lyrics of the song: “*Painting and singing?*”  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  -Ss listen and repeat line by line without the action.  + 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.  - Ss sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  + Ss work in groups (two groups) to sing.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 5: Consolidation**  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Home link**  - Prepare the new lesson: *Unit 19, Lesson 2 (1,2,3).* | 4.**. Listen and tick:**  *+ Picture 1a: Mary is playing badminton.*  *+ Picture 1b: Mary is painting.*  *+ Picture 2a: Nam is running.*  *+ Picture 2b: Nam is playing football.*  *Key: 1. a 2. a*  **5. Look, complete and read**  *Key:*  *1. playing football 2. painting*  *3. playing badminton 4. running*    6. **Let’s sing**  *song Painting and singing* |

**V. Adjustments (if necessary):**

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*Period 126 Teaching date:*

**Unit 19: Outdoor activities**

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

**I. Objectives:**

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

**1. Knowledge:**

- use *What’s he / she doing? − He’s / She’s …..* to ask and answer questions about what someone is doing outdoors.

- enhance the correct use of *What’s he / she doing? − He’s / She’ s …...* to ask and answer questions about what someone is doing outdoors.

- ***Vocabulary:*** skating, cycling, flying a kite, skipping.

- ***Model sentences***:

*A: What’s he/ she doing?*

*B: He’s/ She’s skating*

**2. Skills**: speaking and listening

**3. Competences:**

- Critical Thinking: talk about someone’s pets

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 235, 236; audio Tracks 88, 89, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 60, notebooks, workbooks, school things.

**IV. Procedures:**

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| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Stand up and pass the ball with music.  - When music stops, those who keep the ball must look at a picture on the board and say a sentence. *He’s/ She’s……………*  - Say “Open your book page 60” and look at “*Unit 19, Lesson 2 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing outdoors*  - Have Ss look at *Pictures a and b* and elicit the names of the speakers in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T elicits the new words and writes the words on the board.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly use What’s he / she doing? − He’s / She’ s …... to ask and answer questions about what someone is doing outdoors.*  - T asks Ss look at *picture a*, *b* and helps Ss know the structure from the dialogue.  - T introduces some new words and new structure for Ss.  - *Checking: Rub out and remember*b  -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 characters (*a boy or a girl*) and their actions  - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, 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 pairs to come to the front of the classroom, point at the pictures and say in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of What’s he / she doing? − …... to ask and answer questions about what someone is doing outdoors.*  - Have Ss look at the picture and elicit the question and answer: *What’s he/ she doing? He’s/ She’s…..*  - T models: Go around the classroom, pointing to Ss and asking *What’s he / she doing?*  - Ask Ss work in pairs to ask and answer questions about *what someone is doing outdoors*.  - Invite some pairs to role play in front of the class to point at the activity in the picture cue in their books.  - Give feedbacks  **Activity 5: Consolidation**  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Home link**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 19, Lesson 2 (4,5,6).* | **1. Look, listen and repeat:**  *+ skating : trượt pa tin (picture)*    **2. Listen, point and say.**  *+ cycling: đạp xe đạp (picture)*  *+ flying a kite : thả diều (picture)*  *+ skipping : nhảy dây (mime)*  **\*Model sentences**  *A: What’s he/ she doing?*  *B: He’s/ She’s skating*    **3. Let’s talk.**  *What’s he / she doing?*  *−He’s/She’s…………………* |

**V. Adjustments (if necessary):**

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*Period 127 Teaching date:*

**Unit 19: Outdoor 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 communicative contexts in which pupils ask and answer questions about what someone is doing outdoors.

- read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues.

- listen to and repeat target words about outdoor activities.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Critical Thinking: talk about someone’s pets

- Co-operation: ready to help friends in pair work/ group work.

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

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 237, 238; audio Tracks 90; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 61, notebooks, workbooks, school things.

**IV. Procedures**

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| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Play game:* ***“Matching pairs”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide the class into two teams Tiger and Lion. Ask Ss to choose the matching pairs (*words with pictures*)  - Ss 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 Ss.  - Encourage the Ss join the activity.  - Say “Open your book page 61” and look at *“Unit 19, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about what someone is doing outdoors*  - Elicit the characters and their outdoor activities  - 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.  - Ss listen again, write number and 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues*  - Have Ss look at the pictures and identify the actions in the picture.  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*cycling*).  + Have Ss complete the gap.  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and complete the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  - T gives feedbacks.  **Activity 4. Let’s play.**  ***\*Aims:*** *Ss will be able to* *listen to and repeat target words about outdoor activities.*  - Tell Ss that they are going to play *Whispering game.* Write Whispering game on the board.  - Divide the class into two teams and have both teams line up in front of the board.  - Whisper a word or sentence about outdoor activities (*ex: skating*) to the first member of each team.  + Then each member whispers the words to the next member in the team until the words reach the last member of each team.  +The last member must say the word aloud.  + The team which correctly repeats the words first receives a point.  - Have the first Ss go to the end of their teams’ lines and replay the game until every pupil has had a chance to go first  - At the end of the game, the team with the most points wins.  ***\** Activity 5. Consolidation**  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Home link**  - Prepare the new lesson: *Unit 19, Lesson 3 (1,2,3).* | *Play game:* ***“Matching pairs”***  **4. Listen and number**  *+ Picture a:*  *a boy is flying a kite.*  *+ Picture b:*  *a girl is cycling.*  *+ Picture c:*  *a girl is skipping.*  *+ Picture d:*  *a boy is skating.*  *Key: 1.d 2. a 3.b 4.c*  **5. Look, complete and read.**  *Key: 1. cycling 2. Flying*  *3. skating 4. she; skipping*  **6. Let’s play.**  *Whispering game* |

**V. Adjustments (if necessary):**

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*Period 128 Teaching date:*

**Unit 19: Outdoor 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 letters **pl** and **fl** in isolation, the words *play* and *fly* and the sentences *She’s playing volleyball.* and *He’s flying a kite.* with the correct pronunciation and intonation.

- identify the target words *play* and *fly* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 238, 239; audio Tracks 91, 92, 93; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 62, notebooks, workbooks, school things.

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  *Game:*  Play **Whispering game!**  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide the class into two teams and have both teams line up in front of the board.  - Whisper a word or sentence about outdoor activities (e.g. skating) to the first member of each team. Then each member whispers the words to the next member in the team until the words reach the last member of each team. The last member must say the word aloud. The team which correctly repeats the words first receives a point.  - Have the first pupils go to the end of their teams’ lines and replay the game until every pupil has had a chance to go first.  - At the end of the game, the team with the most points wins.  - Give Ss time to play the game.  - Say “Open your book page 62” and look at “*Unit 19, Lesson 3 (1,2,3)”.*  **Activity 2. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters* **pl** and **fl** in isolation, the words ***pl****ay* and ***fl****y* and the sentences *She’s* ***pl****aying volleyball.* and *He’s* ***fl****ying a kite. with correct pronunciation and intonation.*  - T gives instruction to theletters**pl** and **fl** in isolation, the words ***pl****ay* and ***fl****y* and the sentences *She’s* ***pl****aying volleyball.* and *He’s* ***fl****ying a kite.*  - Play the recording for the letter ***pl*** and ***fl***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 3.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words play and fly while listening.*  - Elicit the sentences and explain that they have to listen.  - 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.  - 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.  **Activity 4. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *pl and fl* and the words *play* and *fly.*  - 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.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **Activity 5. Consolidation**  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Home link**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 19, Lesson 3 (4,5,6).* | *Game:*  **Whispering game!**   1. **Listen and repeat**   **pl- *pl****ay- She’s* ***pl****aying volleyball.*  **fl-**  ***fl****y- He’s* ***fl****ying a kite*   1. **Listen and circle**   *+ Number 1: Mai is…….*  *+ Number 2: Minh is……*  *Key: 1.b 2.b*  .   1. **Let’s chant** |

**V. Adjustments (if necessary):**

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*Period 129 Teaching date:*

**Unit 19: Outdoor activities**

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

**I. Objectives:**

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

**1. Knowledge:**

- read a passage and answer the questions about what someone is doing outdoors.

- complete a paragraph about what a pupil and his/her friend are doing outdoors.

- trace and colour the friends, then tell the class where they are and what they are doing.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

- *Teacher:* Teacher’s guide Pages 240, 241, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 63, notebooks, workbooks, school things.

**IV. Procedures:**

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| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game:*  ***Who’s faster?***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  - Tell Ss that they are going to look at the cards in 60 seconds, memorise the words (*playing volleyball, flying a kite, skating, running, cycling, skipping*) then remember as many of the words as possible.  **-** Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth.  **-** 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, Ss try to say as many of the words as they can remember.  **-** 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.  - Say “Open your book page 63” and look at “*Unit 19, Lesson 3 (4,5,6)”.*  **Activity 2. Read and answer:**  ***\*Aims:*** *Ss will be able to* *read a passage and answer the questions about what someone is doing outdoors.*  - Ask Ss to attend to four questions and his / her outdoor activity in the passage.  - Have Ss work individually. Ss read the text silently  - Set a time limit for Ss to read and answer the questions.  - Tell Ss to swap the answers with a partner, then check answers as a class.  - Write the answers on the board.  - Invite Ss to read the texts aloud  -T gives feedbacks.  **Activity 3.** **Let’s write**  ***\*Aims:*** *Ss will be complete a paragraph about what a pupil and his / her friend are doing outdoors.*  - Tell the class the goal of this activity  - Have Ss fill in the first gap together as an example.  - Ask Ss to look at the first gap, ask *What do they like?* and elicit the words (*sports and games*)  - Let Ss write down the word in the gap.  - Repeat the same procedure with the other incomplete sentences.  - Give Ss time to write the answers in their notebooks.  - Invite a few Ss to read aloud the paragraph they have completed in front of the class.  - Give feedback  **Activity 4. Project.**  ***\*Aims:*** *Ss will be able to trace and colour the friends, then tell the class where they are and what they are doing.*  - Have pupils work in groups.  - Model by saying: *Look at this boy. He is Bill. I’ll trace and colour him*. Then trace and colour the character (Bill) in different colours.  - Finally, describe the character.  + For example: *Look! This is my friend Bill. He’s in the Central Park now. He’s skating…*  - Hand out copies of the picture to pupils and coloured pencils.  - Give time for all groups to do their task.  - Invite some Ss to present in front of the class tell the class about the characters they have traced and coloured, then describe *where and what they are doing.*  *-*Give feedback  **Activity 5. Consolidation**  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Home link**  - Prepare the new lesson: *Unit 20- Lesson 1 (1,2,3).* | *Game:*  ***Who’s faster?***  4. **Read and answer:**  *Key: 1. They’re in the park.*  *2. She’s cycling.*  *3. He’s flying a kite.*  *4. He’s playing football.*  5. **Let’s write**  *Key:*  *Pupils’ own answers*  \*For example :  *Lucy and Nam are my friends. They like ……………… Lucy is …………………………………*  *Nam is ………………….. I like …………… I’m ……………… What are you doing?*  **6. Project.** |

**V. Adjustments (if necessary):**

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