Week: 31 Date of planning: / /2023

Period: 124 Date of teaching: / /2023

**UNIT 19:OUTDOOR ACTIVITIES**

Lesson 1 (1-2-3)

1. **Objectives:**

By the end of the lesson, students 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;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Outdoor activities”;

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing.

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

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**   * Ask Ps to look at the teacher and answer the question: What are you doing?   (T does activities)  - Lead to new lesson. | Whole class  Individual work/ |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *-* To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing  **\*Set the context:**  - Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - 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.  - Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  - Invite a few pairs to the front of the classroom to listen and repeat the sentences in therecording.  - Draw their attention to the sentences *Nam is running and Linh is painting*. Tell pupils that.   1. **Vocabulary:**   - run ( act)  - paint ( picturer)  - play badminton (picture)  - walk  (picture and act)  **Check vocabulary:** *Rub out and Remember*   1. **Model sentence:**   ***He’s / She’s*** running.  -Teacher models the structure    T-Ps     Ps-T          P1- P2  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** -To correctly use *He’s / She’s*             .to talk about what someone is doing  **--** Have pupils look at the pictures and identify the characters (a boy or a girl). Have the class repeat the words / phrases a few times.  **-** Have pupils point at Picture a, listen to the recording and repeat the phrase (playing badminton). Follow the same procedure with the other three pictures.  **-** Point at Picture a and have pupils listen and repeat after the recording (She’s playing badminton.).  **-** Have pairs practise saying *He’s/ She’s \_\_\_\_\_\_.* with Pictures b, c and d.  **-** Invite a few pupils to point at the pictures and talk about what someone is doing in front of the class**.**  - Give feedback  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** *-* Goal: To enhance the correct use of He’s / She’s \_\_\_\_. to ask and answer questions about what someone is doing in a freer context.  **- -** Draw pupils’ attention to the picture. Ask questions to help them identify the context  **-** Tell individual pupils to talk about what someone is doing in the park. Go around the classroom to offer support.  **-** Invite some pupils to the front of the class to talk about what someone is doing.  - Give feedback | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Group work |
| **Fun corner andGame:** Game: “Who is faster?”  - Divide into group of 6 or 8 to play the game. A member does actions and the others say She/ He is .... **wrap-up: (**5 minutes)  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**IV. Comments:**

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Week: 31 Date of planning: / /2023

Period:125 Date of teaching: / /2023

**UNIT 9: OUTDOOR ACTIVITIES**

Lesson 1 (4-5-6)

**I. Objectives:**By the end of the lesson, pupils 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;

- 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.

**2. Competences:**

- **Communication, ability to use language** (work in groups/ pairs)

- **Ability to solve problems** (play the games)

**- Cooperation**: (work in groups/ pairs)

- Using knowledge to do exercises

**3. Attributes/ Qualities**:

-- Sts should ask someone doing.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Play game: memory game | Whole class  Individual work/ Group work |
| **\*New lesson:**  **Activity 4. Listen and tick (8’)**  **Goal:** Goal: To listen to and understand two communicative contexts about what someone is doing and tick the correct pictures.  **-**  Draw pupil’s attention to pictures. Elicit the names of the characters.  **-** Play the recording for Questions. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **-** 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.  **Activity 5. Look, complete and read. (9 minutes)**  **Goal**: To read and complete four target sentence patterns with the help of the picture cues.  **-** Have pupils look at the pictures. Have them identify the characters (a boy or a girl) in the pictures.  **-** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the sentences.  **-** 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*.)  **-** Follow the same procedure with Pictures 2, 3 and 4. Draw the pupils' attention to thegaps in the sentences in Pictures **2, 3** and **4**  -  Have pupils complete the gaps in the sentences individually and ask a few pupils to read them aloud.  **Game:** Slap the board**.**  **Activity 6. Let’s sing. (**8 minutes)  Goal: To sing the song *Painting and singing* with the correct pronunciation  **-** 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.  **-** 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.  **-** Play the recording line by line for pupils to listen to and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through for pupils to sing along.  **-** 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** | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  **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  **Homelink:** prepare lesson 2 | Pair work  Whole class |

**IV. Comments:**

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