Date of planning: / /

Date of teaching: / /

**UNIT 19: OUTDOOR ACTIVITIES**

**( 6 periods)**

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.

- 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.

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

- 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.

- Use the words ***skate, cycle,*** ***fly a******kite*** *and* ***skip***in relation to the topic “Outdoor activities”;

- Use ***He’s / She’s \_\_\_\_*** to talk about where someone is;

- Understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing outdoors;

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

**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** |
| **Week 31- Period 123: Lesson 1**  **\* 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 |

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| **Week 31- Period 124: Lesson 1**  **\* 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 |

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| **Week 32- Period 125: Lesson 2**  **\* Warm-up and review: 5’**  Sing the song in Unit 19, Lesson 1  - 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 outdoors  **\*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 the recording  **-** Draw their attention to the question *What’s he doing*? and the answer *He’s skating*. Tell pupils that they are the question and the answer about what Nam’s doing in the park.  **1. Vocabulary:**  - skate (picture)  - cycle ( picture)  - fly a kite (picture)  - skip  (picture and act)  **\*Check vocabulary:** *Rub out and Remember*   1. **Model sentences:**   *What’s he / she doing?    − He’s / She’ s*        .  -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 *What’s he / she doing? − He’s / She’ s*        . to ask and answer questions about what someone is doing outdoors  **-** Have pupils look at the pictures and identify the characters (a boy or a girl) and their actions. Have the class repeat the words / phrases a few times.  **-** Have pupils point at Picture **a**, listen to the recording and repeat the word (skating). Follow the same procedure with the other three pictures  **-** Point at Picture a and have pupils listen and repeat after the recording (*What’s he doing? - He’s skating.)* **-** Have pairs practise asking and answering questions *What’s he / she doing? He’s / She’s \_\_\_\_.* with Pictures **b, c and d.**  **-** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - Give feedback  -**C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  Goal: To enhance the correct use of What’s he / she doing? −     . to ask and answer questions about what someone is doing outdoors.  **-** Draw pupils’ attention to the pictures. Ask questions to help them identify the contexts  **-** Put pupils into pairs and encourage them to ask and answer questions about what someone is doing outdoors. Go around the classroom to offer support.  **-** Invite some pairs of pupils to come to the front of the class to perform theirconversations.  **Game:** Matching game  - 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  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Pass the ball**  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to practice with partner using:  *What is she / he doing?*  - T gives feedback. | Group work  Whole class |

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| **Week 32- Period 126: Lesson 2**  **\* Warm-up and review: 5’**  . **Miming game**  - Divide the class into two groups.  - Have pupils in each group choose a picture and do the action.  - The other group that guesses correctly wins a star. | Whole class  Individual work/ Group work |
| **\*New lesson:**  **Activity 4. Listen and number.** 8 minutes  Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about what someone is doing outdoors.  - Have pupils look at the pictures on page 59.  - Ask pupils to identify the characters and what s.o is doing outdoors in the pictures.  - Play the recording for pupils to listen. Play the recording again so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity.  - Check answers together as a class. Play the recording again for the pupils to double-check their answers and correct their answers in pairs.  - Give feedback  **Activity 5. Look, complete and read** (6’)  Goal: To read and complete four target sentence patterns in four sentences and dialogues with the help of picture cues.  - Have pupils look at the pictures. Have them identify the characters and their actions in the pictures.  - Have pupils look at the two incomplete sentences and two incomplete dialogues. Draw their attention to the missing words in the sentences.  -  Model with Picture 1. Have pupils look at the first sentence. Ask them what word is missing in the gap (cycling). Then have them complete the sentence (She’s cycling.).  -  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.  - Have pupils complete the sentences individually and ask a few pairs to read them aloud.  Game: **Slap the board**  **Activity 6. Let’s play. (**8 minutes)  Goal: To listen to and repeat target words about outdoor activities.  - Tell pupils 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 *(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.  Game: Matching game  - 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  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 3 | Pair work  Whole class |