**Grade: 3**

Period: 53  **UNIT 8: MY SCHOOL THINGS**

 **Lesson 2 – Period 4**

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| **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 having a school thing.
* read and match four simple exchanges with the correct pictures
* review vocabulary words for school things and use them in the sentence patterns *Do you have \_\_\_\_\_?* and *Yes, I do. / No, I don’t.* by playing the matching game or Pelmanism.
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| **Core competencies** | problem-solving, decision making, teamwork, reliability, motivation, and adaptability |
| **General competences** | Listening: listen and numberCritical thinking: read and matchOral communication: let’s playSociability: talk to each other |
| **Attributes** | Diligence: complete learning tasksSecure and organized: keep school things in the right ways |

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| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 59
* Audio Tracks 83
* Teacher’s guide Pages 105, 106, 107
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 8)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Listen and number – Read and match – Let’s play – Fun corner and wrap-up** |

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| **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 *School things* of Unit 8, page 57.* 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 school things.**Review the previous lesson by having the class pass the school things around while playing the music. When the music stops, those who have school things have to say the sentence: *I have a …***Option 3**: **What school things do you see?**There’s a classroom with school things everywhere. Ask pupils to look at the pictures carefully and find the school things. Let pupils count the number of items they find to make it more interesting. | Individual work / Whole classIndividual work/ Group workIndividual work/ Group work |  |
| **PRACTICE:Activity 1. Listen and number.** 8 minutes |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing |  |
| b. Input: | Picture cues: **a.** a notebook **b.** an eraser **c.** a pencil case **d.** a pencil**Audio script:****1.** *A*: Do you have a pencil case?    *B*: Yes, I do.**2.** *A*: Do you have a pen?    *B*: No, I don’t. I have a pencil.**3.** *A*: Do you have a book?    *B*: No, I don’t. I have a notebook.**4.** *A*: Do you have an eraser?    *B*: Yes, I do. |  |
| c. Outcome: | Pupils can listen and number four communicative contexts in which two pupils ask and answer questions about having a school thing.**Key: 1.** c **2.** d **3.** a **4.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the words for the school thing in each picture. Play the recording twice so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity and check their answers.**Step 2**: Tell pupils to swap books with a partner, and check answers together as a class. Write the answers on the board for pupils to correct their answers.**Step 3**: Play the recording all the way through for pupils to double-check all the 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. | Whole classPair workWhole classWhole class/ Individual work |  |
| **PRACTICE: Activity 2. Read and match.** 9 minutes |
| a. Goal: | To read and match four simple exchanges with the correct pictures |  |
| b. Input: | Four simple exchanges and four picture cues |  |
| c. Outcome: | Pupils can read and match four simple exchanges with the correct pictures.**Key:** **1.** d **2.** c **3.** a **4.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to **Exchange 1**. Tell them about this activity. Show them how to do the task. Get pupils to read **Exchange 1** in chorus. Ask them what ***A*** and ***B*** are talking about. Write the word notebook on the board. Tell pupils to identify the picture of a notebook (Picture **d**). Then match **Exchange 1** with Picture **d**.**Step 2**: Give pupils time to do the task with **Exchanges 2, 3** and **4**. Go around the classroom to offer support where necessary.**Step 3**: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.**Extension**: Invite some pairs of pupils to stand up and read aloud the matched exchanges.**Let’s choose and say!**Pupils choose a number, then answer the question. Who can say the correct answer will get points for the team. (ppt game)Ex: Do you have a pencil? Yes, I do./ No, I don’t.Pupils have to choose the correct one. | Whole class/ Individual workWhole class/ Individual workPair work/ Whole classPair workGroup work |  |
| **PRODUCTION: Activity 3. Let’s play.** 8 minutes |
| a. Goal: | To review vocabulary words for school things and use them in the sentence patterns *Do you have \_\_\_\_\_?* and *Yes, I do. / No, I don’t.* by playing the matching game or Pelmanism |  |
| b. Input: | A picture showing four face down cards plus a face up card (pen) matching with another face up card (picture of a pen) |  |
| c. Outcome: | Pupils can review the vocabulary words for school things and use them in the sentence patterns: *Do you have \_\_\_\_\_?* and *Yes, I do. / No, I don’t*. by playing a matching game. |  |
| d. Procedure: | **Step 1:** Explain how to play the game: Players take turns flipping over two matching cards. A picture matches with the name of the object in the picture. For example, a picture of a pen matches with the word pen. If two cards match, they are left turned face up and the player scores one point. If they do not match, they are returned to their face down layout and the turn passes to the next player. Players that successfully match cards get to take another turn and try to match two more cards. This continues until that player fails to match a pair. The player with the most points is the winner. **Step 2:** Set a time limit for pupils to play the game in pairs. Go around the classroom to offer support where necessary. **Step 3:** When time runs out, show the cards one by one and invite a few pairs to ask and answer questions using the sentence patterns Do you have \_\_\_\_\_? and Yes, I do. / No, I don’t.**Outcome:** Pupils can review the vocabulary words for school things and use them in the sentence patterns *Do you have \_\_\_\_\_? and Yes, I do. / No, I don’t.* by playing a matching game. | Whole class/ Individual workPair work/Group workPair workWhole class |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:****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.

**Option 2:*** Teacher asks pupils to put out their school things on the desk.
* Ask them to show the school things in the correct order. (example: Show me: pencil, eraser, pen).
 | Group workWhole class |  |

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