**UNIT 10: OUR SUMMER HOLI DAYS**

**Lesson 3 – Activity 1-3**

**I. OBJECTIVES**

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

**1.** **Language knowledge & skills**

- Correctly repeat the sounds of letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?*

- Identify the target words *where* and *were* while listening.

- Say the chant with the correct rhythm and pronunciation

**2.** **Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3.** **Attributes**

- Show pride in the travelling experience in their summer holidays

**II.** **RESOURCES AND MATERIALS**

- Student’s book: Page 72

- Audio tracks 104, 105, 106

- Teacher’s guide: Pages 147, 148

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | Greet the class.  - Spend a few minutes revising the previous lesson by asking pupils to play the game *Board race* using the language learnt.  - Ask pupils to open their books at page 32 and look at *Unit 4, Lesson 3, Activity 1.* | Whole class |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | |
| a. Goal | ﻿﻿To correctly repeat the sounds of letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?* | |
| b. Input | ﻿– The letters *ere*, the word *were* and the sentence *Were you on the beach last summer?*  – The letters *ere*, the word *where* and the sentence *Where were you last weekend?* | |
| c. Outcome | ﻿﻿Pupils can correctly repeat the sounds of the letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?* | |
| d. Procedure | **﻿Step 1:** Draw pupils’ attention to the letters *ere*, the word *were* and the sentence *Were you on the beach last summer?* Play the recording and encourage them to point to the letters, the word and the sentence individually and in chorus while listening.  **Step 2:** Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.  **Step 3:** Repeat Steps 1 and 2 for the letters *ere*, the word *where* and the sentence *Where were you last weekend?*  **Step 4:** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | Whole class/ Individual work    Pair work/ Group work |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | |
| a. Goal | ﻿ To identify the target words *where* and *were* while listening. | |
| b. Input | ﻿ ﻿﻿Two sentences, each with three options  ***Audio script:***  *1. Where were you last summer?*  *2. Were you at the campsite yesterday?* | |
| c. Outcome | ﻿﻿Pupils ﻿can identify the target words *where* and *were* while listening. | |
| d. Procedure | ﻿**Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.  **Step 3:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences. | Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | |
| a. Goal | ﻿ To say the chant with the correct rhythm and pronunciation. | |
| b. Input | ﻿﻿The lyrics and the recording of the chant | |
| c. Outcome | ﻿Pupils can say the chant with the correct rhythm and pronunciation. | |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter *ere* in the words *were* and *where*.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along. | Whole class/ Individual work  Pair work/ Group work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Option 1: Play Game (ppt): Plants and Zoombies**  - Divide the class into 3 teams.  - Pupils from each team choose a letter, then answer the question.  - Pupils answer correctly and get some points corresponding to the letter they choose.  **Option 2:**  Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (- Identify the target words *where* and *were* while listening.  - Say the chant with the correct rhythm and pronunciation.) | Group work  Whole class/ Individual work |