**Grade: 3**

Period: 65  **UNIT 10: BREAK TIME ACTIVITIES**

**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 school break time activities * read and match four target sentence patterns with four pictures * practise the target language by playing a Miming game. |
| **Core competencies** | decision making, teamwork, adaptability, problem-solving, communication, planning and organization and initiative |
| **General Competencies** | Listening: listen and number  Critical Thinking: read and match  Oral Communication: let’s play  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Awareness of sports and health: to spend time to play sport  Secure and Organized: keep sport things in the right ways |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 71 * Audio Tracks 103 * Teacher’s guide Pages 128, 129 * Website *sachmem.vn* * Flashcards/pictures and posters (Unit 10) * Computer, projector… |
| **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** | **Teaching and learning activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | | |
|  | Greet the class.  **Option 1**: **Game: Who’s faster?**   * Teacher calls 2 pupils to come to the board. * Pupils on the board have a quick look at the break time activities on the board. * When the teacher says the sentences, who gets the pictures of those sentences first will get the points.   **Option 2**: Chant and do activities (Unit 9).   * Ask pupils to chant and do the actions in Unit 9, Lesson 3 in groups. * Give points to the groups and encourage them.   **Option 3:** Sing the song in Unit 9   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing. | Individual work    Individual work/ Group work  Whole class/ Individual 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 school break time activities | |  |
| b. Input: | Picture cues: **a**. a girl playing table tennis      **b**. a boy playing football  **c**. a girl doing word puzzles    **d**. a boy chatting with his friends  **Audio script:**  ***1.****A:* What do you do at break time?  *B:* I play football.  ***2****. A*: What do you do at break time?  *B*: I play table tennis.  ***3****. A:* What do you do at break time?  *B:* I chat with my friends.  ***4****. A:* What do you do at break time?  *B:* I do word puzzles. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities.  **Key: 1.** b **2.** a **3.** d **4.** c | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the action of the character in each picture.  **Step 2:** Ask pupils to listen carefully and play the recording.  **Step 3:** Get pupils to listen and number the pictures. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 4:** Check answers as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. If they repeat well, praise them. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Pair work  Whole class/ Individual work |  |
| **PRACTICE: Activity 2. Read and match.** 9 minutes | | | |
| a. Goal: | To read and match four target sentence patterns with four pictures | |  |
| b. Input: | Four target sentences with four pictures to match. | |  |
| c. Outcome: | Pupils can read and correctly match the sentences with the pictures.  **Key: 1.** b **2.** c **3.** d **4.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the characters’ actions. Check comprehension.  **Step 2:** Draw pupils’ attention to the first sentence I play table tennis. Ask pupils to read the sentence and find the correct picture on the right to match. When pupils answer correctly (Picture **b**), tell them to draw a line to match the sentence and the picture.  **Step 3:** Repeat **Step 2** for Questions **2, 3** and **4**.  **Step 4:** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.  **Extension:** Invite some pupils to stand up and read the sentences aloud.  **Game: Lucky numbers**   * Teacher divides the class into 2 teams (Boys and Girls) * 1 pupil in each team comes to the board, has a look at the pictures of break time activities and their corresponding phrases. * When the teacher points to the picture, the first one to write the correct phrases matching with the pictures will choose the lucky numbers to open the boxes and get the hidden points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Pair work    Individual work  Team work |  |
| **PRODUCTION Activity 3. Let’s play.** 8 minutes | | | |
| a. Goal: | To practise the target language by playing a miming game | |  |
| b. Input: | A picture showing pupils how to play the game: Some pupils are standing in a circle.  A girl is standing in the centre of the circle and miming the action of kicking a ball.  The phrase ‘play football’ appears above a boy’s head in a speech bubble. | |  |
| c. Outcome: | Pupils can practise using the target language by playing a miming game. | |  |
| d. Procedure: | **Step 1:** Elicit the language that pupils need to talk about break time activities (play football, play chess, play volleyball, do word puzzles, chat with friends, play table tennis, etc.). When pupils answer correctly, write the language on the board.  **Step 2:** Explain how the game is played: One pupil mimes the action of doing an activity. Other pupils look at him / her, guess the action and what it is, e.g. play football. Check comprehension and give feedback.  **Step 3:** Model the game with two pupils. Do the action of playing chess. Ask the pupils to look at the action, guess what action it is and say *play chess*. Praise them if they answer correctly.  **Step 4:** When pupils feel confident and are familiar with the game, divide the class into four groups. In each group, choose a pupil to do the actions while the rest guesses the words. Pupils get one point for each correct answer.  **Step 5:** Set a time limit for pupils to play the game. The group with the most points wins. | Whole class/ Individual work  Whole class/ Individual work  Whole class    Group work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: review**  T shows pictures of break time activities on the board and asks pupils to make sentence using the model structure.  **Option 2**:  Use *sachmem.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 3:**  **Game: Who’s faster?**   * Teacher calls 4 pupils to come to the board. * Pupils on the board have a quick look at the break time activities on the board. * On the four chairs, there are phrases written on pieces of paper which match with the pictures. * When the teacher points to the pictures, 4 pupils try to run fast and look for the matching pieces of paper and sit on the chairs having those pieces. * There are 3 correct answers, so one pupil has to go back to his or her seat. * Repeat the game until the last picture. | Whole class  Whole class    Individual work |  |

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