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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 5 – SPORTS AND HOBBIES**

**P.E Lesson (page 77)**

1. **Objectives**

By the end of this lesson, students will be able to talk about what can be done in different sports.

**Language knowledge and skills**

**Vocabulary:** hand, arm, foot/feet, leg, head, body, kick the ball.

**Sentence patterns:** I use my legs and feet in soccer./ I can kick the ball in soccer./ I can’t kick the ball in basketball.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** talk about what can be done in different sports.

**Communication and collaboration:** work in pairs or groups to talk about what can be done in different sports.

**Critical thinking and creativity:** learn how to talk about what can be done in different sports.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help the students review the vocabulary items about the hobbies and sports, to motivate students’ learning, and lead in the new lesson.
4. **Content:** Playing the game: “Go get it”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students quickly identify and get the correct flashcards.
* Task completed: Students can identify and get the correct flashcards.
* Task uncompleted: Students are unable to identify and get the correct flashcards.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Go get it* game.**   * Divide the class into two teams. * Place the flashcards around the class. * Say the word twice so that the students can hear. * Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word. * The team with the most flashcards at the end wins. * Lead in the new lesson. | * Work with their teammates to complete the task. * Look at the flashcards around the class. * Carefully listen to the word the teacher said and quickly grab that flashcard. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and name some parts of body.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 66)  * Arrange the flashcards *(hand, arm, foot/feet, leg, head, body)* on the board. * Ask the students to listen and pay their attention. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk round the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play *Board race*.**   * Have the students look at the example. * Divide the class into two teams and have one student from each team stand a distance from a board. * Stick two flashcards on the board and then say one of the new words aloud. * Have the students race to the board, touch that flashcard, and repeat the new word. * The first student to touch the flashcard and say the word correctly gets a point for their team. * Continue with other students. | * Look at the example. * Play with their teammates. * Listen to their teacher. * Race to the board, touch that flashcard, and repeat the new word. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice talking about what can be done in different sports and complete the blanks.
3. **Contents:** Listening, Writing, and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about what can be done in different sports and complete the blanks correctly.
* Task completed: Students can talk about what can be done in different sports and complete the blanks.
* Task uncompleted: Students fail to talk about what can be done in different sports and complete the blanks.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 67)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use this to describe the rules of sports or other games and activities. * Play the audio and have them listen to the useful language. * Ask them to work in pairs and practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| **2. Fill in the blanks. Practice.**   * Demonstrate the activity using the example. * Have the students look and write their answers in their Student’s Books. * Divide the class into pairs and have them check each other’s work. * Use DCR on Eduhome to check the answers as a whole class. * Have some pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write their answers in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

1. **Production** (5 minutes)
2. **Objectives:** To help the students use the vocabulary items in the target language structure.
3. **Contents:** Talking about using the body parts in sports and or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about using the body parts in sports fluently.
* Task completed: Students are able to talk about using the body parts in sports.
* Task uncompleted: Students fail to talk about using the body parts in sports.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Talk about using the body parts in sports.**   * Divide the class into two teams. * Show the flashcards to the class. * Have the class use the structure: “I use my… in… .” e.g.   (Teacher shows the flashcards “head” and “soccer”.)  Class: *“I use my head in soccer.”* | * Work with the whole class. * Follow their teacher’s instructions. * Use the structure: “I use my… in… .” to talk about using the parts of body to play sports. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 5 – P.E Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. |  |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember the vocabulary items about the body parts.
3. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the students play the game “Whispers”. * Divide the class into two teams. * Ask the students to form two lines. * Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud. * The first student to say the correct word wins a point for their team. * The team having more correct answers will win the game. | * Play the game “Whispers” with their teammates. * Follow their teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require the students to do exercises on page 54 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 30. * Ask them to prepare Parts C and D, P.E Lesson on page 78 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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