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

**UNIT 5 – SPORTS AND HOBBIES**

**Review and Practice (page 80)**

1. **Objectives**

By the end of this lesson, students will be able to review talking about what sports they can do and talking about what they are good at.

* 1. **Language knowledge and skills**

**Vocabulary:** *kicking, painting, hitting, throwing, catching, soccer, volleyball, badminton, basketball*.

**Sentence patterns:** *What are you good at?/ Can you play soccer?*

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

* 1. **Competences**

**Self-control and independent learning:** review talking about what sports they can do and talking about what they are good at.

**Communication and collaboration:** work in pairs or groups to talk about what sports they can do and talk about what they are good at.

**Critical thinking and creativity:** learn how to talk about what sports they can do and talk about what they are good at.

* 1. **Attributes**

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

**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, Digital Book (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 previous lessons, generate the students’ interests, and lead in the Review and Practice 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.
 | * 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.
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1. **Presentation** (5 minutes)
2. **Objectives:** To help the students identify the activities and spell the names.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the activities and spell the names correctly.
* Task completed: Students can identify the activities and spell the names.
* Task uncompleted: Students are unable to identify the activities and spell the names.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.** * Use DCR on Eduhome to show the class *Task A. Listen and draw lines.* on page 80.
* Ask them to ask these questions.
* *How do you spell “Jill/ Mai/ Tom/ Bill/ Nick”?*
* *How does he/she feel?*
* Ask them to look at the pictures and guess the answers to the questions 2-5 before listening to the audio.
* Walk round the class and support them if needed.
 | * Look at *Task A. Listen and draw lines.* on page 80.
* Answer their teacher’s questions.
* Look at the pictures and guess the answers to the questions 2-5.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice listening and drawing lines and reordering the letters to make the correct words.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can listen and draw lines and reorder the letters to make the correct words quickly.
* Task completed: Students can listen and draw lines and reorder the letters to make the correct words.
* Task uncompleted: Students fail to listen and draw lines and reorder the letters to make the correct words.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and draw lines.** (CD2 Track 70)
* Have the students focus on the Listening task.
* Play the audio and ask them to listen and draw lines.
* Invite some students to give their answers.
* Check the answers with the whole class using DCR.
 | * Focus on the listening task.
* Listen and draw lines.
* Present their answers in front of the class and check the answers with their teacher and friends.
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| 1. **Look at the pictures. Look at the letters. Write the words.**
* Demonstrate the activity using the example.
* Write the unscramble letters on the board, then write the word *“soccer”* next to the letters, cross each letter once when they have been put in the correct order.
* Have the students individually look at the unscramble letters.
* Ask the students to write the words in the spaces provided.
* Check the answers as a whole class using DCR.
* Afterwards, have some students demonstrate spelling the words aloud in front of the class.
* Monitor the class and support if needed.
 | * Look and follow their teacher’s instructions.
* Look at the unscramble letters.
* Write the words in the spaces provided.
* Check the answers as a whole class.
* Demonstrate spelling the words aloud in front of the class.
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1. **Production** (10 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Asking and answering the questions.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about what sports they can do and talk about what they are good at fluently.
* Task completed: Students are able to talk about what sports they can do and talk about what they are good at.
* Task uncompleted: Students cannot talk about what sports they can do and talk about what they are good at.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.*** Let the class work in pairs to complete the task.
* Have the students practice using the structures to ask and answer about what they are good at *(What are you good at?)* and what sports they can do *(Can you play soccer?).*
* Show the flashcards to the class.
* Require them to look at the flashcards and use the appropriate structures to ask their friends.
* Monitor the class and support them if necessary.
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Look at the flashcards and use the appropriate structures to ask their friends.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students memorize the key language structures they learned.
3. **Contents:** Asking the questions and assigning homework in the workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can memorize the target sentence patterns correctly.
* Task completed: Students are able to memorize the target sentence patterns.
* Task uncompleted: Students fail to memorize the target sentence patterns.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Give the students enough time to memorize the target language structures they learned.
* Ask some students to say the language structures in front of the class.
* Correct the students if needed.
 | * Memorize the target language structures they learned.
* Present the language structures in front of the class.
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| **Homework Assignment** * Require the students to do the exercises on pages 56, 57 in the Workbook.
* Have Ss do the exercises in TA3 i-Learn Smart Start Notebook, page 31.
* Ask them to prepare the next lesson on page 81 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
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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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