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

**UNIT 5 – SPORTS AND HOBBIES**

**Lesson 1 (page 70)**

1. **Objectives**

By the end of this lesson, students will be able to talk about what sports they can do confidently.

* 1. **Language knowledge and skills**

**Vocabulary:** badminton, tennis, volleyball, basketball, soccer.

**Sentence pattern:** Can you play volleyball?/ Yes, I can.

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and talk about what sports they can do.

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

**Critical thinking and creativity:** learn how to ask and answer about what sports they can do correctly and fluently.

* 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 review the vocabulary items about the sports, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Vocabulary Race” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or write the words quickly and correctly.
* Task completed: Students can slap flashcards or write the words.
* Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Vocabulary Race* game.**   * Divide the class into four groups and ask them to stand in two lines facing the board. * Draw four columns on the board for Teams A, B, C, and D. * Give a marker to the first student of each team. * Say “1 2 3” and then the students run to the board quickly to write a sport on it. Next, the students pass the markers to the next friends and join back of the line. * Have them one minute write the words on the board and say “Stop”. The team with the most words wins. | * Make four lines to play this game. * Follow their teacher’s instructions before playing the game. * Run to the board quickly to write a sport on it. * Pass the markers to the next friends and join back of the line. |

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| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the sports on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize the sentence pattern and name the sports correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show to the class the sentence structure in Part E, page 70 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask them how to answer the given question with “No”. * Continue asking them what sport in each picture is. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Answer the question with “No”. * Name the sport in each picture. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can practice talking about the sports fluently.
* Task completed: Students can practice talking about the sports.
* Task uncompleted: Students fail to can practice talking about the sports.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have the student A point and ask, have the student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Ask and answer the other student’s question. * Present their work in front of the class. |
| **Extra practice.**   * Divide the class into two teams. * Show a flashcard to the class and say “yes” or “no”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “volleyball”.)  Teacher: *“Yes”*  Team A: *“Can you play volleyball?”*  Team B: *“Yes, I can.”*  (Teacher shows the flashcard “tennis”.)  Teacher: *“Yes”*  Team A: *“Can you play tennis?”*  Team B: *“No, I can’t.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence pattern.
3. **Content:** Playing the game: “Pretend” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.
* Task completed: Students are able to perform the task with some teacher’s and friends’ support.
* Task uncompleted: Students cannot identify the simple instructions in class.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F. Option 1: Play the *Pretend* game.**   * Have the students look at the example. * Have one student come to the front of the class. * Have that student do an action silently. * Have the other students try to guess the action. * Have the students swap roles and repeat. | * Look at the example. * Come to the front of the class. * Do an action silently. * Try to guess the action. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 5 – Lesson 1) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the target sentence structures.
2. **Contents:** Asking and answering the questions and assigning homework in the Workbook.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about what sports they can do correctly and smoothly.
* Task completed: Students are able to ask and answer about what sports they can do.
* Task uncompleted: Students fail to ask and answer about what sports they can do.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Divide the class into two teams. * Show a flashcard to the class and say “yes” or “no”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “volleyball”.)  Teacher: *“Yes”*  Team A: *“Can you play volleyball?”*  Team B: *“Yes, I can.”*  (Teacher shows the flashcard “tennis”.)  Teacher: *“Yes”*  Team A: *“Can you play tennis?”*  Team B: *“No, I can’t.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 5 on page 71 in the Student’s Book. | * Practice the structures at home. * 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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