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

**UNIT 5 – SPORTS AND HOBBIES**

**P.E. Lesson (page 78)**

1. **Objectives**

By the end of this lesson, students will be able to talk about which sports they are good at and what can be done in different sports.

**Language knowledge and skills**

**Vocabulary:** hand, arm, foot/feet, leg, head, body, goalie.

**Sentence patterns:** You use your legs and feet./ You can run and kick the ball in soccer.

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

* 1. **Competences**

**Self-control and independent learning:** talk about which sports they are good at and what can be done in different sports.

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

**Critical thinking and creativity:** learn how to talk about which sports they are good at and 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 parts of body.
4. **Content:** Playing the game: “Aha” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or/and say the words quickly and correctly.
* Task completed: Students can slap flashcards or/and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Aha* game.*** Cover the flashcard with a piece of paper or card.
* Very slowly move the paper to reveal the picture.
* Ask students to guess the picture on the flashcard.
* Have them say “Aha” and the vocabulary.
 | * Follow their teacher’s instructions before playing the game.
* Look at the teacher showing the flashcard and try to guess the picture on it.
* Say “Aha” and the vocabulary.
 |
| **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 parts of body 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.
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1. **Presentation** (10 minutes)
2. **Objective:** To help the students get some general ideas about the reading.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify and name what they can see in the pictures correctly.
* Task completed: Students can identify and name what they can see in the pictures.
* Task uncompleted: Students are unable to identify and name what they can see in the pictures.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.*** Use DCR on Eduhome to show the class the pictures in *Task C. Read and fill in the blanks.*
* Ask them to look at the pictures and answer these questions.
* *What can you see in each picture?*
* *Where are the people?*
* Correct the students’ answers and help them with pronunciation if necessary.
* Lead in the new lesson.
 | * Look at the pictures on DCR.
* Answer their teacher’s questions.
* Be ready for the new lesson.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice reading the text about using the parts of body in different sports, listening, and circling the correct answers.
3. **Contents:** Reading and Listening.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can read the text and fill in the blanks, listen, and circle the correct words correctly.
* Task completed: Students can read the text and fill in the blanks, listen, and circle the correct words.
* Task uncompleted: Students fail to read the text and fill in the blanks, listen, and circle the correct words.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **C. Read and fill in the blanks.*** Use DCR on Eduhome to show the students the text.
* Have them read the text individually.
* Read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them read and fill in the blanks.
* Check answers as a whole class.
 | * Listen and follow their teacher’s instructions.
* Read the text individually.
* Read the text as a whole class.
* Read and fill in the blanks.
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| 1. **1. Look and listen.** (CD2 Track 68)
* Have the students look at the script and pictures and ask these questions.

*Who are talking? (Tyler and Hannah)**What are they talking about? (sports)** Play the audio and have them look and listen.
 | * Look at the script and pictures and ask their teacher’s questions.
* Look and listen.
 |
| **2. Look and circle.** (CD2 Track 69)* Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and circle.
* Play the audio again and check answers as a whole class.
 | * Look at the sentences.
* Follow their teacher’s instructions.
* Listen and circle.
* Listen and check answers as a whole class.
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| **3. Practice with your friends.** * Divide the class into two pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.
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1. **Production** (5 minutes)
2. **Objective:** To help them make their own conversations about the sports.
3. **Content:** Making their own conversations or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about what sports they are good at and using the parts of body in different sports fluently.
* Task completed: Students can talk about what sports they are good at and using the parts of body in different sports.
* Task uncompleted: Students cannot talk about what sports they are good at and using the parts of body in different sports.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make their own stories.*** Have the students work in pairs.
* Ask them to look at the story from *Task D - Part 2 – Listen and circle.* as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their friends to complete the task.
* Look at the story from *Task D - Part 2 – Listen and circle.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
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| **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.
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**E. Consolidation and homework assignment** (5 minutes)

1. **Objective:** To help the students remember key vocabulary items from the Listening and Reading Tasks.
2. **Contents: Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
3. **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.
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| **Homework Assignment** * Require the students to do exercises on page 55 in the Workbook.
* Ask them to prepare Parts E-G, P.E. Lesson on page 79 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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