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

**UNIT 5 – SPORTS AND HOBBIES**

**Lesson 2 (page 71)**

1. **Objectives**

By the end of this lesson, students will be able to ask about what they are good at.

* 1. **Language knowledge and skills**

**Vocabulary:** hitting, kicking, catching, throwing.

**Sentence pattern:** What are you good at?/ I’m good at kicking.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask about what they are good at.

**Communication and collaboration:** work in pairs/ groups to ask and answer about what they are good at.

**Critical thinking and creativity:** learn how to ask and answer about what they are good at.

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

* Task completed with excellence:Students can slap flashcards and/or say the words quickly and correctly.
* Task completed: Students can slap flashcards and/or say the words.
* Task uncompleted: Students slap the wrong flashcards and/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 the 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 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 and know some action verbs.
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 54)  * Arrange the flashcards *(hitting, kicking, catching, throwing)* 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 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. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice asking and answering about what they are good at.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about what they are good at fluently.
* Task completed: Students can ask and answer about what they are good at.

1. Task uncompleted: Students fail to ask and answer about what they are good at.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 55)  * 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 ask someone if they like something or not. * Play the audio and have them look at 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. Look and write. 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 them remember the vocabulary about the action verbs.
3. **Content:** Playing the game: “Disappearing cards” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Disappearing cards* game.**   * Put a selection of flashcards in a line on the board. * Get the students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 5 – Lesson 2) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items.
3. **Contents:** Practicing the sentence structure and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the vocabulary items and sentence structure to ask and answer the questions about what they are good at confidently.
* Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer the questions about what they are good at.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer questions about what they are good at incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to focus on the language structure: *What are you good at?* * Randomly invite some pairs to practice the structure. * Show the flashcards about the action verbs to the students so that they take turns asking and answering the questions. * Correct the students’ mistakes if needed. | * Follow their teacher’s instructions. * Work with their partner to complete the task. * Ask and answer the questions using the target pattern sentence structure. |
| **Homework Assignment**   * Require the students to do exercises on page 50 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 28. * Ask them to prepare Parts C and D, Lesson 2 on page 72 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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