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

**UNIT 5 – SPORTS AND HOBBIES**

**Review and Practice (page 81)**

1. **Objectives**

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

* 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 volleyball?/ May I go out?*

**Skills:** Speaking.

* 1. **Competences**

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

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

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

* 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: “Roll the dice” or “Bingo”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can remember the words in each category or identify the vocabulary items on the flashcards quickly and correctly.
* Task completed: Students can remember the words in each category or identify the vocabulary items on the flashcards.
* Task uncompleted: Students are unable to remember the words in each category or identify the vocabulary items on the flashcards.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Roll the dice* game.**   * Divide the class into two groups to play the game. * Choose six categories *(sports, free time activities, names, body parts, action verbs, and family members)* and assign each category to a number on the dice. * Ask each team to roll the dice and say a word related to that category. * The team with the most correct answers wins the game. | * Work with their teammates to play the game. * Follow their teacher’s instructions. * Roll the dice and say a word related to that category. |
| **Option 2:** **Play the *Bingo* game.**   * Write a list of 15 words on the board. * Ask the students to choose 5 words and write them on their paper. * Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts *“Bingo”* and wins the game. * Lead in the new lesson. | * Look at the words on the board. * Choose 5 words and write them on their paper. * Look at the flashcard and tick the word if they have. |

1. **Presentation** (5 minutes)
2. **Objective:** To help the students identify the pictures and get some general ideas before playing the game.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the pictures and answer their teacher’s questions correctly.
* Task completed: Students can identify the pictures and answer their teacher’s questions.
* Task uncompleted: Students are unable to identify the pictures and answer their teacher’s questions.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use DCR on Eduhome to show the class the pictures on page 81. * Point to each picture and ask them to ask these questions. * *What sport is it?* * *Can you play volleyball?* * *What is he/she doing?* * Walk round the class and support them if needed. | * Look at the pictures on page 81. * Look at the pictures and answer their teacher’s questions. |

1. **Practice** (10 minutes)
2. **Objective:** To practice their Speaking skill by talking about what sports they can do, talking about what they are good at, and asking for permission.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about what sports they can do, talk about what they are good at, and ask for permission fluently.
* Task completed: Students can talk about what sports they can do, talk about what they are good at, and ask for permission.
* Task uncompleted: Students fail to talk about what sports they can do, talk about what they are good at, and ask for permission.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Play *Block buster*.**   * Divide the class into groups of four with two pairs in each group. * Guide the students how to play the game. * Have the pairs play rock, paper, scissors to see which pair goes first. * Let the winning pair choose a block, match the symbol to the useful language, and then ask and answer using the picture. * Have the pair mark that block as theirs if they use the useful language correctly. * Ask them to swap their roles. * The pair that creates a line of blocks from one side to the other first wins the game.   Pair 1: From orange to orange  Pair 2: From blue to blue | * Work in groups to complete the task. * Follow their teacher’s instructions before playing the game. * Play rock, paper, scissors to start the game. * Choose a block, match the symbol to the useful language, and then ask and answer using the picture. * Mark that block as theirs if they use the useful language correctly. * Swap their roles to continue the activity. |
| **Correct homework.**   * Ask some students to present their homework (Workbook, pages 56-57) on the board. * Walk around the class and check the students’ homework. * Afterwards, check the answers on the board with the whole class. | * Write the answers on the board. * Check the answers with their teacher and friends. |

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, talk about what they are good at, and ask for permission fluently.
* Task completed: Students are able to talk about what sports they can do, talk about what they are good at, and ask for permission.
* Task uncompleted: Students cannot talk about what sports they can do, talk about what they are good at, and ask for permission.

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 sports they can do *(Can you play volleyball?)*, what they are good at *(What are you good at?)*, and ask for permission *(May I go out?)*. * 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. |

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.
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. * Have the class evaluate their learning achievement by circling the happy/unhappy faces. * Correct the students if needed. | * Memorize the target language structures they learned. * Present the language structures in front of the class. |
| **Homework Assignment**   * Ask them to prepare the new lesson on page 82 in the Student’s Book. | * 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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