

UNIT 5: SPORTS & HOBBIES**Lesson 1.1 (SB page 68 + WB page 48)****1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to
 - + Talk about sports they can play
 - + Use Vocabulary: badminton, tennis, volleyball, basketball, soccer.
 - + Model sentences: A : *Can you play soccer?* B : *Yes, I can./No, I can't.*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PPoint slides.
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching's activities	Teacher's Act	Students' Act	Materials
5 mins	<u>I. Warm up:</u> "Vocabulary Race" * To help the students review the vocabulary of previous unit, generate students' interests and, lead in the new lesson.	<ul style="list-style-type: none"> - Divide the class into four teams and ask them to stand in lines facing the board. - Draw four columns on the board for Teams A, B, C, D. - Give a marker to the first student of each team. - Ask the students to write a home thing on the board respectively. 	- 4 groups	markers
10 mins	<u>II. Presentation:</u> A. 1. Look and point. Repeat. (CD2 Track 48) * To help the students recognize and name some other sports. - New words: <i>badminton, tennis, volleyball, basketball, soccer</i> A2. Play Heads up. What's missing?	<ul style="list-style-type: none"> - Arrange the flashcards on the board. - Ask Ss to listen and pay their attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Play again, have Ss point to the pictures in their SB. - Play the 3rd times, require Ss to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. One student randomly points to the picture in their SB, one says the word. - Walk round and support if needed. 	- The whole class - Individual - Pair work - 2 groups	flashcards Eduhome CD Student's book

10 mins	III. Practice: B1. Listen and practice. (CD2 Track 49) * To practice asking and answering about if sports they can play. Model sentence: <i>A : Can you play soccer?</i> <i>B : Yes, I can.</i> <i>No, I can't.</i>	Divide the class into two teams and guide them to play the game. -Use DCR to show the useful language and have Ss look and read the useful language silently. - Explain that we use this to ask someone if sports they can play. -Play the audio and have them look at the useful language. Then ask Ss to work in pairs and practice using the vocab from Part A	- The whole class - Pairs	Student's book flashcards Eduhome CD
	B2. Look and write. Practice.	- Demonstrate the activity using the example. - Have the students look and write their answers in their Student's Books. - Show the answer on the screen. Let Ss check each other's work in pairs. - Have some pairs practice saying the sentences.	- The whole class	Student's book
5 mins	IV. Production: Use DHA on Eduhome * To help them remember the vocabulary items about the sports	- Ask Ss to focus on the language structure. - Invite some pairs to ask about what clothes they are wearing.	- Individual - Pairs	Student's book Eduhome
5 mins	V. Consolidation – home assignment: * To help the students remember structure and pronounce the vocabulary items.	Ask Ss to do exercises on page 48 in the Workbook. - Have them copy each new word six times in their Notebook, and prepare Parts C and D.	- The whole class - Individual	Work book Notebook

* **Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

UNIT 5: SPORTS & HOBBIES**Lesson 1.2 (SB page 69 + WB page 49)****1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to
 - + Identify the /ɑ:/ sound and practice the conversations.
 - + Use Vocabulary: badminton, tennis, volleyball, basketball, soccer.
 - + Model sentences: A : *Can you play soccer?* B : *Yes, I can./No, I can't.*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PPoint slides.
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching's activities	Teacher's Act	Students' Act	Materials
5 mins	<u>I. Warm up:</u> - <i>Slap the board game.</i> * To help the students review vocabulary about the sports, generate students' interests and, lead in the new lesson.	- Divide the class into two teams and have them form two lines. - Place the flashcards about the clothes on the board, and guide Ss to play the game.	- 2 groups	flashcards
10 mins	<u>II. Presentation:</u> C1. Listen and repeat. (CD2 Track 50) * To help the students identify the /ɑ:/ sound and practice saying the sound in the chant. 2. Chant. (CD2 Track 51)	- Draw attention to the /ɑ:/ sound. - Briefly explain and demonstrate the sound. - Play the audio (using DCR) and have Ss notice the sound. - Play again, Ss listen and repeat. Correct the students' pronunciation if needed. - Write the words or put up the flashcards on the board. - Play the audio (using DCR). Have Ss listen to the chant. - Point to a word or picture on the board, say the sound and word and have students listen and repeat. - Play the audio again. Ss listen, clap along with the sounds and words as they hear them in the chant. - Introduce the situation and	- The whole class - Individual - The whole class - Individual	Eduhome CD flashcards Eduhome CD

		<p>have Ss look at the story. Ask them these questions: <i>Who can you see?</i> <i>What sports you can see in the pictures?</i></p> <p>- Play the audio (using DCR). Ss look and listen.</p>	- The whole class	<p>Student's book</p> <p>Eduhome CD</p>
10 mins	<p>III. Practice:</p> <p>D1. Look and listen. (CD2 Track 52) * To help Ss identify the people and the sports they can play in the story and practice listening and writing the missing words in the blanks.</p> <p>2. Listen and write. (CD2 Track 53)</p> <p>3. Practice with your friends.</p>	<p>Play the audio (using DCR) and demonstrate the activity using the example.</p> <p>- Play the audio and have Ss listen and write.</p> <p>- Play again and check answers.</p> <p>- Divide the class into two pairs.</p> <p>- Ask the students practice saying the sentences. Have some pairs demonstrate the activity in front of the class.</p> <p>- Have Ss work in pairs.</p> <p>- Ask them to choose one from <i>Part 2- Listen & write</i> as an Eg.</p> <p>- Give Ss enough time to make their stories using their own ideas. Invite some pairs to present. Help Ss with feedback and correct if any.</p>	<p>- The whole class</p> <p>- Individual</p> <p>- Pairs</p> <p>- The whole class</p>	<p>Student's book</p> <p>Student's book</p> <p>Sentence sheet</p>
5 mins	<p>IV. Production:</p> <p>Make their own stories. * To help them practice the stories and use their own ideas.</p>	<p>- Let Ss to work in groups of 4 or 5. Give each group a set of sentences and ask them to make a meaningful conversation.</p> <p>- Check and correct with the whole class.</p>	- Groups of 4	
5 mins	<p>V. Consolidation – home assignment: * To help the students review the lesson by making a meaningful conversation.</p>	- Ask Ss to do exercises on page 49 in the Workbook. Have Ss copy the structures in their Notebook, page prepare Parts E and F.	Individual	Workbook Notebook

* **Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

UNIT 5: SPORTS & HOBBIES

Lesson 1.3 (SB page 70 + WB page 49)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Talk about sports they can play confidently.
 - + Use Vocabulary: badminton, tennis, volleyball, basketball, soccer.
 - + Model sentences: A : *Can you play soccer?* B : *Yes, I can./No, I can't.*
- Skills: Develop Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PPoint slides.
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching's activities	Teacher's Act	Students' Act	Materials
5 mins	<u>I. Warm up:</u> - Repeating game. * To help Ss review vocabulary about the sports, generate ss' interests and lead in the new lesson.	<ul style="list-style-type: none"> - Put a selection of the flashcards about the sports on the board. - Point to a flashcard and say a word. - If the word is correct, the students repeat it. If not, they stay silent. 	- The whole class	flashcards
10 mins	<u>II. Presentation:</u> * To help the students recognize the sentence pattern and name the sports correctly. Present the sentence pattern	<ul style="list-style-type: none"> - 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. - Asking them what sports in the pictures are. - Control the class and give them help if needed. 	<ul style="list-style-type: none"> - The whole class - Individual 	Eduhome CD Student's book
10 mins	<u>III. Practice:</u> E. Point, ask, and answer. * To practice asking and answering the question by using the vocabulary items in the target sentence pattern.	<ul style="list-style-type: none"> - 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. 	Pair work	Student's book

5 mins	<p><u>IV. Production:</u> F. Play Pretend game. * To help them talk about sports they can play confidently.</p>	<p>Afterwards, have some pairs demonstrate the activity in front of the class.</p> <ul style="list-style-type: none">- Have the students look at example.- Have one student come to the front of the class and do action silently.- Other students try to guess the action. Using structure to ask and answer.- Swap roles and repeat.	<ul style="list-style-type: none">- The whole class	Flashcards															
5 mins	<p><u>V. Consolidation – home assignment:</u> * To help the students talk about sports they can play confidently.</p>	<ul style="list-style-type: none">- Ask Ss to focus on the language structure.- Guide students to do a survey, ask and answer partners if sports they can play. Then tick on the survey table. Tick (✓) Yes, (✕) No <p>Name:.....</p> <table><tr><td></td><td><i>Yes, I can</i></td><td><i>No, I can't</i></td></tr><tr><td><i>tennis</i></td><td>✓</td><td></td></tr><tr><td><i>soccer</i></td><td></td><td>✕</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">- Call some students to share their results.- Require students to practice the structures at home and prepare Parts A and B page 71.		<i>Yes, I can</i>	<i>No, I can't</i>	<i>tennis</i>	✓		<i>soccer</i>		✕							<ul style="list-style-type: none">- Pair work- The whole class- Individual	Notebook
	<i>Yes, I can</i>	<i>No, I can't</i>																	
<i>tennis</i>	✓																		
<i>soccer</i>		✕																	

* **Reflection**

▪ What I liked most about this lesson today: _____

▪ What I learned from this lesson today: _____

What I should improve for this lesson next time: _____

UNIT 5: SPORTS & HOBBIES**Lesson 2.1 (SB page 71 + WB page 50)****1. Objectives:**

- **Knowledge:** By the end of this lesson, students will be able to
 - + Ask about what they are good at.
 - + Use Vocabulary: hitting, kicking, catching, throwing.
 - + Model sentences: What are you good at?/ I'm good at kicking.
- **Skills:** Listening, Reading, Writing, and Speaking.
- **Attitude:** Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching aids and materials:

- **Teacher's aids:** Lesson plan, Student's Book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's Book, Workbook, Notebook.

3. Procedures

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up "Slap the board" game *To help the students review the vocabulary items about the sports, generate students' interests and, lead in the new lesson.	<ul style="list-style-type: none"> - Divide the class into two teams and have them form two lines. - Place the flashcards about the sports on the board. - 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. 	<ul style="list-style-type: none"> - 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. 	Flashcards
10 mins	II. Presentation A1. Listen and point. Repeat. (CD2 Track 54) * To help the students recognize and know some action verbs. 2. Play the	<ul style="list-style-type: none"> - Arrange the flashcards (hitting, kicking, catching, throwing) on the board. - Use DCR on Eduhome to play the audio and point to each flashcard. - Play the audio again. - Play the audio and require them to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. 	<ul style="list-style-type: none"> - 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. - Look at the example. - Come to the front of the class. - Do an action silently. 	Flashcards Student's book Eduhome CD

	Pretend game.	<ul style="list-style-type: none"> - Have the students look at the example. - Have one student come to the front of the class and do an action silently. - Ask the students to swap roles and repeat. 	<ul style="list-style-type: none"> - Try to guess the action. 	
10 mins	III. Practice B1. Listen and practice. (CD2 Track 55) * To practice asking and answering about what they are good at. 2. Look and write. Practice.	<ul style="list-style-type: none"> - Use DCR on Eduhome to show the useful language. - Explain the sentence pattern. - Play the audio and 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. - Demonstrate the activity using the example. - Have the students look and write their answers in their Student's Books. - Use DCR on Eduhome to check the answers. - Have some pairs practice saying the sentences. 	<ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Use the new words from Part A when practicing the useful language. - Listen and study the example. - Look and write. - Check the answers. - Practice saying the sentences with a friend. 	Eduhome CD Eduhome Student's book
5 mins	IV. Production Use DHA on Eduhome * To help them remember the vocabulary about the action verbs.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Play the game with the whole class. 	Eduhome
5 mins	V. Consolidation and homework * To help the students remember and pronounce the vocabulary items.	<ul style="list-style-type: none"> - Invite some pairs to practice the structure. - Have Ss do exercises on page 50 in the Workbook. - Ask them to prepare Parts C and D, Lesson 2 on page 72 in the Student's Book. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Do homework and prepare the new lesson. 	Workbook Student's book

* **Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____