

## UNIT 5: SPORTS & HOBBIES

### Review and Practice 1 (SB-80/ WB-56)

#### 1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to:
  - + Review talking about what sports they can do and talking about what they are good at.
  - + Use Vocabulary: *kicking, painting, hitting, throwing, catching, soccer, volleyball, badminton, basketball.*

+ Use Model sentences:

*What are you good at?/ Can you play soccer?*

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

#### 3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I. Warm up</b> <b>Go get it game</b> <i>To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson.</i>	<b>Play the Go get it game.</b> <ul style="list-style-type: none"> <li>- Divide the class into two teams.</li> <li>- Place the flashcards around the class.</li> <li>- Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their teammates.</li> <li>- Look at the flashcards around the class.</li> <li>- Carefully listen to the word the teacher said</li> </ul>	Flashcards
10 mins	<b>II. Presentation</b> <i>To help the students identify the activities and spell the names.</i>	<b>Answer the questions.</b> <ul style="list-style-type: none"> <li>- Use DCR on Eduhome to show the class Task A. <i>Listen and draw lines.</i> on page 80.</li> <li>- Ask them to ask these questions.</li> <li>*<i>How do you spell “Jill/ Mai/ Tom/ Bill/ Nick”?</i></li> <li>*<i>How does he/she feel?</i></li> <li>- Ask them to look at the pictures and guess the answers 2-5.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at <i>Task A. Listen and (✓) the box</i> on page 80.</li> <li>- Answer their teacher's questions.</li> <li>- Look at the pictures and guess the answers before listening to the question 2-5.</li> </ul>	DCR on Eduhome SB
10 mins	<b>III. Practice</b> <b>A. Listen and draw lines.</b> (CD2 Track 70)	<ul style="list-style-type: none"> <li>- Have the students focus on the Listening task.</li> <li>- Play the audio and ask them to listen and draw lines.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on the listening task.</li> <li>- Listen and draw lines.</li> <li>- Present their answers</li> </ul>	DCR on Eduhome

	<i>To practice listening and drawing lines</i>	<ul style="list-style-type: none"> <li>- Invite some students to give their answers.</li> <li>-Check the answers.</li> </ul>	<ul style="list-style-type: none"> <li>in front of the class</li> <li>- Check the answers</li> </ul>	
<b>5 mins</b>	<b>B. Look at the pictures. Look at the letters. Write the words To practice reading and reordering the letters to make the correct words.</b>	<ul style="list-style-type: none"> <li>- Demonstrate the activity using the example.</li> <li>- Write the unscramble letters on the board, then write the word “soccer” next to the letters,</li> <li>- Ask the students to write the words in the spaces provided.</li> <li>- Check the answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Look and follow their teacher’s instructions.</li> <li>- Look at the unscramble letters.</li> <li>- Do the task.</li> <li>- Check the answers</li> </ul>	DCR on Eduhome SB
<b>5 mins</b>	<b>IV. Production</b> <i>To help them remember the vocabulary items and sentence pattern</i>	<p><b>Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Let the class work in pairs.</li> <li>- Have the students practice using the structures they learned.</li> </ul> <p>*<i>What are you good at?</i> *<i>Can you play soccer?</i></p> <ul style="list-style-type: none"> <li>- Show the flashcards to the class and ask them to use the appropriate structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher’s instructions and complete the task.</li> <li>- Look at the flashcards and use the appropriate structures to ask their friends.</li> </ul>	DHA on Eduhome
<b>5 mins</b>	<b>V. Consolidation</b> <i>To help the students memorize the key language structures they learned.</i>	<ul style="list-style-type: none"> <li>- Have a short review about the target language structures Sts learned.</li> <li>- Require the students to do the exercises on pages 56, 57 in the WB.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow their teacher’s instructions.</li> </ul>	SB and 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**  
**Review and Practice 2 (SB-81/ No WB)**

**1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to review
- +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: Listening 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: Student's Book, Class CDs, Flashcards, DCR & DHA, PowerPoint slides, Projector
- Student's aids: Student's Book, Workbook, Notebook.

**3. Procedures:**

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I. Warm up</b> <b>BINGO game</b> <i>* To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson.</i>	<b>Play BINGO game</b> <ul style="list-style-type: none"> <li>- Write a list of 15 words on the board.</li> <li>- Ask the students to choose 5 words and write them on their paper.</li> <li>- Show a flashcard to the class. If they have the word, they tick it.</li> <li>- Lead in the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the words on the board.</li> <li>- Choose 5 words and write them on their paper.</li> <li>- Look at the flashcard and tick the word if they have.</li> <li>- The student who ticks all 5 words they have chosen shouts "<b>Bingo</b>" and wins the game. (Individual)</li> </ul>	Flash cards
10 mins	<b>II. Presentation</b> <i>* To help the students identify the pictures and get some general ideas before playing the game.</i>	<b>Ask the questions.</b> <ul style="list-style-type: none"> <li>- Use DCR on Eduhome to show the class the pictures on page 81.</li> <li>- Point to each picture and ask them to ask these questions. <i>What sport is it?</i> <i>Can you play volleyball?</i> <i>What is he/she doing?</i></li> <li>- Walk round the class and support them if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures on page 51.</li> <li>- Look at the pictures and answer their teacher's questions. (Individual)</li> </ul>	DCR on Eduhome
10 mins	<b>III. Practice</b> <i>*To practice their speaking skill talking about what</i>	<b>Play Block buster.</b> <ul style="list-style-type: none"> <li>- Divide the class into groups of four with two pairs in each group.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups to complete the task.</li> <li>- Follow their teacher's instructions</li> </ul>	Board game

	<p><i>sports they can do, talking about what they are good at, and asking for permission.</i></p>	<ul style="list-style-type: none"> <li>- Have the pairs play rock, paper, scissors to see which pair goes first.</li> <li>- Have the winning pair choose a block, match the symbol to the useful language, then ask and answer.</li> <li>- Ask them to swap their roles.</li> <li>- The pair that creates a line of blocks from one side to the other first wins the game.</li> </ul> <p>Pair 1: From orange to orange Pair 2: From blue to blue</p>	<ul style="list-style-type: none"> <li>- Play rock, paper, scissors to start the game.</li> <li>- Choose a block, match the symbol to the useful language, then ask and answer.</li> <li>- Mark the block as theirs if they use the useful language correctly.</li> <li>- Swap their roles and play the game.</li> </ul>	
<p><b>10 mins</b></p>	<p><b>IV. Production</b>  <i>* To help them remember the vocabulary and sentence pattern.</i>            (Correct homework- WB-P.56-57)</p>	<p><b>Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Let the class work in pairs to complete the task.</li> <li>- Have the students practice using the structures to ask and answer</li> </ul> <p><i>*Can you play volleyball?</i>  <i>*What are you good at?</i>  <i>*May I go out?</i></p> <ul style="list-style-type: none"> <li>- Show the flashcards to the class. Ss use structures to ask their friends.</li> <li>- Support the class if necessary.</li> </ul>	<p>(<i>Pair work</i>)</p> <ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>- Follow their teacher's instructions.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the flashcards and use the appropriate structures to ask their friends.</li> </ul>	<p>Flash cards</p> <p>WB</p>
<p><b>5 mins</b></p>	<p><b>V. Consolidation-Homelink</b>  <i>To help the students memorize the key language structures they learned.</i></p>	<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>- Give the students enough time to memorize the target language structures they learned.</li> <li>- Have the class evaluate their learning achievement by circling the happy/unhappy faces.</li> <li>- Correct the students if needed.</li> </ul> <p><b>Homelink</b>          Ask them to prepare Unit 6 - Lesson 1 on page 82 in SB</p>	<ul style="list-style-type: none"> <li>- Memorize the target language structures they learned. (<i>Whole class</i>)</li> <li>- Present the language structures in front of the class. (<i>Individual</i>)</li> <li>- Prepare the new lesson.</li> </ul>	<p>SB &amp; notebooks</p>

**\* 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: \_\_\_\_\_

Week: 22 Period: 01 /14

Teacher: Nguyễn Thị Thu Hiền

Class: 3A1

**UNIT 6: CLOTHES****Lesson 1.1 (SB page 82 + WB page 58)****1. Objectives:**

- Knowledge: By the end of this lesson, students will be able to
  - + Talk about what clothes they want.
  - + Use Vocabulary: *dress, shirt, shorts, socks, pants.*
  - + Model sentences: *A: What do you want?*

***B : I want a dress.***

- 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:**

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I.Warm up:</b> <b>“Slap the board”</b> * <i>To review the vocabulary items about sports and action verbs, generate students' interests and, lead in the new lesson.</i>	<ul style="list-style-type: none"> <li>-Divide the class into two teams and have them form two lines.</li> <li>-Place the flashcards about the colors on the board.</li> <li>-Call out a word and have the student race to slap the correct image and say it correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Make two lines to play this game.</li> <li>-Look at the flashcards on the board.</li> <li>-Carefully listen and run to the board to slap the correct card and read aloud the word on it.</li> </ul>	Flashcards
10 mins	<b>II. Presentation:</b> <b>A. 1. Listen and point. Repeat.</b> (CD3 Track 01) * <i>To help the students identify and name some clothes.</i> - New words: <i>dress, shirt, shorts, socks, pants</i>	<ul style="list-style-type: none"> <li>- Arrange the flashcards on the board.</li> <li>- Play the audio and point to each flashcard.</li> <li>- Play again, have Ss point to the pictures in their SB.</li> <li>- Play the 3<sup>rd</sup> times, require Ss to listen and repeat.</li> <li>- Have the class work in pairs. Walk round and support if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's instructions.</li> <li>- Point to the pictures in their SB</li> <li>- Listen and repeat.</li> <li>- Work with their partner to complete the task.</li> <li>- Play with the whole class.</li> </ul>	Flashcards Student's book DCR on Eduhome CD

	<b>2. Play Guess</b>	<ul style="list-style-type: none"> <li>-Arrange the flashcards on the board and write a number under each card.</li> <li>-Have the students look at the flashcards.</li> <li>-Turn the flashcards over to face the board when the students are not looking.</li> <li>-Call out a number and have the students take turns guessing the face-down card.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards for the count of ten.</li> <li>- Take turns guessing the face-down card.</li> </ul>	Flashcards
10 mins	<b>III. Practice:</b> <b>B1. Listen and practice.</b> (CD3 Track 02) <i>* To practice talking about the clothes they want.</i>	<ul style="list-style-type: none"> <li>-Show the language and have Ss look and read silently. Model sentence: A: What do you want? B: I want a dress.</li> <li>-Play the audio and have them look at the sentences.</li> <li>-Ss work in pairs and practice using the vocab from Part A.</li> </ul>	<ul style="list-style-type: none"> <li>-Look and read the useful language silently. Listen to their teacher's explanation.</li> <li>- Listen and look</li> <li>- Work in pairs use the new words from Part A.</li> </ul>	DCR on Eduhome  Student's book
	<b>B2. Look and write. Practice.</b>	<ul style="list-style-type: none"> <li>- Demonstrate the activity using the example.</li> <li>- Have the students look and write in their SB</li> <li>- Divide the class into pairs and check each other's work.</li> <li>- Check the answers as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Look and write their answers in their SB.</li> <li>- Work in pairs</li> <li>-Check the answers</li> </ul>	DCR on Eduhome
5 mins	<b>IV. Production:</b> <i>* To help them remember the vocabulary items about the clothes.</i>	<ul style="list-style-type: none"> <li>- <b>Use DHA on Eduhome</b> Open DHA (Unit 6 – Lesson 1) on Eduhome to help the students review the vocabulary through games.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow their teacher's instructions.</li> <li>-Play the game with the whole class.</li> </ul>	DHA on Eduhome
5 mins	<b>V.Consolidation – homelink:</b> <i>* To help the students remember and pronounce the vocabulary items about the clothes.</i>	<ul style="list-style-type: none"> <li>-Have the class play the game “Jump”.</li> <li>-Hold up a flashcard and say a word.</li> <li>-If the word is the same as the flashcard, they jump. If it isn't, they keep still.</li> <li>-Require students to do exercises on page 58 in the Workbook.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow their teacher's instructions.</li> <li>-Look at the flashcard and listen to the teacher.</li> <li>- Do homework</li> </ul>	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: \_\_\_\_\_

Week: 22 Period: 02/14

Teacher: Nguyễn Thị Thu Hiền

Class: 3A1

## UNIT 6: CLOTHES

Lesson 1.2 (SB page 83 + WB page 59)

### 1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
  - + Identify the /ʃ/ sound and practice the conversations.
  - + Use Vocabulary: **dress, shirt, shorts, socks, pants**
  - + Model sentences: **A: What do you want? B : I want a dress.**
- 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:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<b>I.Warm up:</b> - Play the <i>Circle jump game</i> . * To help the students review vocabulary about the clothes, generate students' interests and, lead in the new lesson.	- Divide the class into two groups and make two lines to play the game. -Draw two large circles on the ground with chalk. Place a flashcard in each circle. - Guide Ss to play the game.	-Follow their teacher's instructions. -Quickly run and stand inside the corresponding circle -Say aloud the word when standing inside the circle.	Flashcards
10 mins	<b>II.Presentation:</b> <b>C1. Listen and repeat.</b> (CD3 Track 03) * To help the students identify the /ʃ/ sound and practice saying the sound in the chant. <b>2. Chant.</b> (CD3 Track 04)	-Draw attention to the /ʃ/ sound. - Briefly explain and demonstrate the sound: <u>shirt</u> , <u>shorts</u> , <u>shoes</u> , ... - 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).	- Listen and follow their teacher's instructions. - Listen to the audio. - Listen and notice the sound first. Listen to the audio again and repeat the sound. - Follow their teacher's instructions. - Listen to the chant. - Listen and repeat the sound.	Flashcards Student's book DCR on Eduhome CD

		<ul style="list-style-type: none"> <li>-Have Ss listen to the chant.</li> <li>- Point to a word or picture on the board, say the sound and word and have students listen and repeat.</li> <li>- Follow the same with the other sound and word.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant again.</li> </ul>	
10 mins	<b>III. Practice:</b> <b>D1. Look and listen.</b> (CD3 Track 05) <i>* To help the students identify the people and things in the story</i>	<ul style="list-style-type: none"> <li>-Introduce the situation and have Ss look at the story. Ask them what they can see.</li> <li>- Play the audio (using DCR). Ss look and listen.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to their teacher's introduction about the situation.</li> <li>- Look at the story, listen and answer their teacher's questions.</li> </ul>	DCR on Eduhome  Student's book
	<b>D2. Listen and number.</b> (CD3 Track 06) <i>* To help the students practice listening and numbering the correct answers</i>	<ul style="list-style-type: none"> <li>- Play the audio (using DCR) and demonstrate the activity using the example.</li> <li>-Play the audio and have the students listen and write. Play the audio again and check answers as a whole class.</li> </ul> <p>Key: 1.some pants, 2.a shirt, 3.a dress, 4.some socks.</p>	<ul style="list-style-type: none"> <li>- Listen and follow their teacher's demonstration. Then listen and number.</li> <li>- Listen to the story again and check the answers.</li> </ul>	DCR on Eduhome  Student's book
	<b>D3. Practice with your friends.</b>	<ul style="list-style-type: none"> <li>-Divide the class into two pairs. Have the students practice saying the sentences.</li> <li>- Have some pairs demonstrate the activity in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Work in pair Practice saying the sentences.</li> <li>-Demonstrate the activity in front of the class.</li> </ul>	
5 mins	<b>IV. Production:</b> <b>Make their own stories.</b> <i>* To help them practice the stories and use their own ideas.</i>	<ul style="list-style-type: none"> <li>-Have Ss work in pairs. Ask them to choose one of the stories from <i>Part 2 – Listen and number</i> as a sample.</li> <li>- Give Ss enough time to make their stories Support if needed.</li> <li>- Invite some pairs to present in front of the class. Give feedback and correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with their partner to complete the task.</li> <li>-Make their stories using their own ideas.</li> <li>-Present their stories in front of the class.</li> </ul>	Student's book  Notebook
5 mins	<b>V. Consolidation – homelink:</b> <i>* To help the Ss review the lesson by rearranging the sentences to make a</i>	<ul style="list-style-type: none"> <li>- Let Ss to work in groups of 4 or 5.</li> <li>- Give each group a set of sentences and ask them to make a meaningful conversation. Check and correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Work with their partner to complete the task.</li> <li>-Follow their teacher's instructions.</li> <li>- Do homework.</li> </ul>	Workbook  Notebook

	<i>meaningful conversation.</i>	-Ask Ss to do exercises on page 59 in the WB.		
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\* **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: \_\_\_\_\_