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# UNIT 8: SPORTS AND GAMES

## Lesson 1: Getting Started – At the gym

**I. Objectives:**

By the end of this lesson, students canuse some vocabularies and structures to talk about some activities, sport(s), game(s) they do in their spare time.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* Go, play, do + N/V-ing

**III. Teaching ads:** Course book, CD player, picture.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| **Activity 1**  - Ask Ss to answer  - Then ask them to look at the picture and answer what it shows or what might Duong and Mai talk about. | - T-Whole class | **\* *Presentation*:**  Guess what the picture might show or what the conversation might be about.  Ex:  \* What sports and games do you like to play / to watch on their spare time?  \* What do you do on their spare time?  *\* Who do you see in the picture?*  *\* Where are they?*  *\* What are they talking about?* |
| Activity 3 : 1a  -Let Ss work independently to answer the questions.  -Then, T ask them to discuss in groups (they may refer to the conversation).  -T checks their answer and gives explanations if necessary  Activity 4 :1b  -Ask Ss to to find the phrases in the conversation  -Practice saying them together (play the recording again if necessary). Explain the meanings (or give synonyms/ Vietnamese equivalent) to the Ss, then give some examples.  Activity 5 : 1c  c. Ask Ssto practice the short conversation in pairs before creating their short role-plays.  Activity 6  - Play the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words. Vietnam.  Activity 7  -Ask Ss to write the correct words in spaces.  -Let Ss check their answer ( in groups)  Activity 8  -Ask Ss to work in pairs and put the words in the correct group.  - Get feedback and correct.  Activity 9  - Ask some Ss to write their answer on the board. Then let the class comment and give them the correct answer. T may call some Ss to read the sentences | - Individual work  - Pair work  - Pair-work  - Individual work  - Individual work  - Pair-work | **\* *Practice*:**  **1a** Answer the questions  1. Duong can play table tennis and do karate  2. Mai is (going to learn karate)  3. Because the equipment (there) is modern and the people are friendly  4. Duong played with Duy and won (for the first time)  5. At the karate club  **1b-** Some Colloquial expressions  1. Wow: used to express surprise  2. Congratulation: used to congratulate Sd/ to tell Sb that you are pleased about their success  3. Great: used to show admiration  4. See you: used when you say goodbye  **1c:** Make a dialogue with the expressions. Then practice them.  *2****-Listen and repea****t.*  *3-* ***Name these sports and games***  1. Cycling 2. Table tennis  3. Running 4. Swimming  5. Chess 6. Skiing  ***4- Put the words in correct groups***   |  |  | | --- | --- | | Play | chess, table tennis, volleyball, tennis | | Do | boxing, aerobics, karate | | Go | fishing, cycling, swimming, running, skiing |   ***5- Supply the correct verbs forms***  1. do 2. is watching  3. goes 4. likes  5. played |
| - Let Ss Encourage Ss who finish early thinking of more questions they could be on the quiz (they can share with the class later). Some groups may report their results to the class. T may want to find out how sporty the class is by writing the results on the board. | - Pair-work | **\* *Production*:**  ***6. Ask your partner these questions to find out how sporty they are.***  Work in pairs asking and answering the questions. |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 1

**V. Feedback**

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## Lesson 2: A Closer Look 1

**I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /eə/ and /iə/in isolation and in context; use vocabulary and structures about the topic “Sports and Games”.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* Go, play, do + N/V-ing

**III. Teaching ads:** Course book, CD player, flash cards.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| - Ask Ss to listen and repeat the words. | - T-Whole class | **\* *Presentation*:**  **🕮 Vocabulary**  **Appearances**  *1. Listen and repeat these words.*   * a ball * sports shoes * a boat * a skateboard * goggles * a racket * skis * a bicycle |
| Activity 2:  - Ask Ss individually to put the words in 1 under the right pictures. Then check their answers.  -Explain the meanings to them if necessary.  Activity 3:  -Tell Ss to do the tasks independently first.  - Call some Ss to write their answer on the board, then check the answer as a class  PRONUNCIATION  /eə/ and /iə /  Activity 4:  -Let Sspractise the sounds /eə/ and /iə/ together. -Ask Ss to observe T for the correct pronunciation of these two sounds  - Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.  Activity 5:  - Allow Ss to work individually. Then let them check their answers in groups. T may call some Ss to write their answer on the board. Correct their mistakes. Let them read together as a class once or twice | - Individual work  - Individual work  - T-Whole class  - T whole class  - Individual work | **\* *Practice*:**  *2.Write the words under the pictures*  1. a bicycle 2. a ball  3. sports shoes 4. skis  5. a boat 6. a racquet  7. a skateboard 8. Goggles  *3. Match – What sports are these things for?*   |  |  |  |  | | --- | --- | --- | --- | | 1. c | 2. d | 3. a | 4. e | | 5. g | 6. h | 7. b | 8. f |   **🕮 Pronunciation** /eə/ and /iə/  *4. Listen and repeat (page 28)*  *5. Which word has /eə/ and /iə/*   |  |  |  | | --- | --- | --- | | 1.A | 2. C | 3. B | | 4. A | 5. B | 6.A | |
| - Play the recording. Let Ss repeat sentence by sentence. Help them recognize the two sounds, then underline the words in the sentences.  - Play the recording again if necessary. | - Individual work | **\* *Production*:**  *6- Listen and choose the right words*   |  |  |  | | --- | --- | --- | | 1. fair | 2. hear | 3. idea | | 4. square | 5. nearly | 6. cheered | |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**V. Feedback**

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## Lesson 3: A Closer Look 2

**I. Objectives:**

By the end of this lesson, students can use the Past simple, use the Imperatives to tell Sb to do Sth or to give a direct order.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* The Past simple tense.

Imperatives.

**III. Teaching ads:** Course book, CD player, pictures.

**IV. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | | ***Content*** |
| Activity 1  -Have Ss review the simple past tenses : the usages, the formation of regular or Irregular verbs  Activity 2 :  -Ask Ss to work in pairs to give the answers.  - T observes/helps when necessary and corrects Ss’ mistakes.  Activity 3 :  - Ask Ss to do the task individually. T corrects their answer and may call on some Ss separately to say their answer for the class. T gives explanation if necessary.  - Then call some pairs to read the conversation with the correct verbs forms. Correct their pronunciation and intonation | | - Individual work  - Pair-work | **\* *Presentation*:**  **🕮 Grammar**  **Simple past tense**  \* We use the simple past tense to talk about the past actions  \* Formation:  REGULAR VERBS   |  |  | | --- | --- | | (+) | S + V- ED | | (-) | S+ didn’t + V (BI) | | (?) | Did + S+ V (BI) ? |   IRREGULAR VERBS   |  |  | | --- | --- | | (+) | S + V( column 2) | | (-) | S+ didn’t + V (BI) | | (?) | Did + S+ V (BI) ? |   Be - was/ were do - did  Have - has go - went  Win - won sit - sat  Eat - ate take -took  *Exercise 1 : complete the sentences with did, was or were*   |  |  | | --- | --- | | 1. were | 3. was – did – was | | 2. was | 4. did – were – did –was |   *Exercise 2 : Write the correct form of the verbs to complete the conversations*   |  |  |  | | --- | --- | --- | | 1. was | 2. didn’t do | 3. sat | | 4. watched | 5. went | 6. had | | 7. did | 8. visited | 9. ate | | 10. scored |  |  | | |
| Activity 4 :  -Ss take turns asking and answering about their last weekend. Some more able Ss can report to the class about one of their friends  Activity 5:  -T can ask Ss to give the rule for using each of the tenses they have learnt (the present simple, present continuous, and past simple).  - T writes Ss’ rules down on the board. Then T tell Ss that they are going to learn one more tense, the imperatives.  Activity 6:  -Ask Ss to work independently, writing down the answers  - Then ask them to check and the sentences aloud ( group works)  - Teacher goes around and correct the mistakes | | - Pair-work  - Individual work  - Individual work | **\* *Practice*:**  *3. Ask and answer questions about last week.*  **Imperatives**  *We use Imperatives to tell someone to do something or to give a direct order*  *Positive : V (BI) + ….. Chew it.*  *Negative: Don’t+ V (BI)+ …*  Don’t swallow it.  *4*. *Write sentences to tell your friends what to do or not to do*  Take your umbrella  Please don’t *litter*  Please hurry up.  …don’t *train* too hard.  *Put on*you coat | |
| **-** Ask Ss to work in pairs . Take turn telling  friends what to do or not to do at the gym  - T gives examples. Then ask SS to give some more. | | - Pair-work | **\* *Production*:**  *5. Tell friends what to do or not to do at the gym*  Put on your trainers= training shoes  Don’t litter.  Don’t eat or drink at the gym | |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Communication.

**V. Feedback**

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## Lesson 4: Communication

**I. Objectives:**

By the end of this lesson, students can talk about famous sport events or famous sportspeople.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* The Present simple tense.

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| -Ask Ss to work in pairs and find the answers to the quizzes.  - Then get feedback and give the correct answers | - Pair-work | **\* *Presentation*:**  1- Answer the questions  1- There are 22 players.  2- It lasts 90 minutes.  3- They are held every 4 years.  4- No, there weren’t.( 2004, 2008, 2012)  5- A marathon is 42.195 kilometers long  6- they were held in Olympia in Ancient Greece)  7- Boxing does |  |
| **-** T Explains the difficult questions  -Ask Ss to ask answer the questions in pairs  - Get feed back  – Let them talk freely | - Pair-work | **\* *Practice*:**  *2. Interview your partner.*   1. What sports /games do you play in your freetime? 2. What sports /games do you do at school? 3. Which sports / games do you like to watching on TV? 4. Do you think you are fit? Would you like to get fitter? 5. Is there any sport / game you’d like to learn to play well? 6. Can you name three famous sportspersons? |  |
| - Let Ss think about one of their favorite sportspeople. Try to draw a picture of him or her. Then talk about his/ her name; the sport he/ she play; his/her achievements/ why you like him/ her  -Ask SS to work in group of four. They try to talk about their character to your friends  - Ask SS to present in front of the class | - Group work | **\* *Production*:**  *3- Think about one of their favorite sportspeople then draw and talk him or her to their groups* |  |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Skills 1.

**V. Feedback**

Week: Date of preparation:

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## Lesson 5: Skills 1

**I. Objectives:**

By the end of this lesson, students can read for specific information about famous sportspeople; talk about the activities/ sport(s)/ game(s) they do in their free time***.***

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* Go, play, do + N/V-ing.

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| - Have SS see some picture of some famous football players in Vietnam  -Tell Ss to work in pairs to discuss the questions  - Get feed back  - Have Ss read the text quickly . Then ask them to work in pair to check their idea in 1  - Give the meaning of the words, explanations and examples (Vietnamese equivalent) | - Pair-work | **\* *Presentation*:**  Discuss the questions:   * Do you know Pele, The King of Football? What is special about him? * Where does he come from? * What other things do you know about him? |
| - Have Ss read the text quickly again . Then ask them to work in pair to ask and answer the questions.  - Ask ss to play the game LUCKY NUMBER to check their understanding.  1,2,3 - LN,4,5- LN, 6- Do you like him? Why or Why not?  -T explains the task. -Then allows SS 3 minutes to read the table and tick the right column  - Let them work in groups of four , ask and answer questions - *What kind of sports/ games do you do most often? Why?*  - Get feedback and the group leaders can tell about their most favorite *sports/ games*  – T write the name of *sports/ games* on the board as well as the number of SS who like them  - Ask SS to work in their groups again. They will discuss their answers to the questions. | - Group work  - Group - work  - Pair-work | **\* *Practice*:**  **🕮 Reading**  *2. Answer the questions*  1- He was born on 21st October 1940  2- People called him “ The king of football” because he is such a good football player.  3- He became Football Player of the century in 1999  4- He scored 1,281 goals in total.  5- Yes, he is.  6- Do you like him?  Why or Why not?  **🕮 Speaking**  ***Tell the group about your favourite sports/ games***  *- How often do you go / do / play………………………?*  *- What kind of sports/ games do you do most often? Why?*  *- Ask and answer the questions (p.22)* |
| - Let each student answer the question | - Individual work | **\* *Production*:**  What is the most interesting thing you learnt from your discussion? |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Skills 2.

**V. Feedback**

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## Lesson 6: Skill 2

**I. Objectives:**

By the end of this lesson, students can listen to get information about the sport(s)/ game(s) people play; write a paragraph about the sport(s)/ game(s) they like**.**

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* Go, play, do + N/V-ing

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| -Ask SS to listen to the passages carefully and answer the questions.   * How many people? * What are their names? * Are they talking about their hobbies?   - Get feedback | - Individual work | **\* *Presentation*:**  **🕮 Listening**  *1. Listen and answer*  - 4 people  - Hai, Alice, Bill and Trung  - Yes, they are |
| - Ask SS to read the sentences – try to answer by remembering what they have heard before.  -Ask Ss to listen again and take notes about the time . Then try to tick True or false statements  - Get feedback  -Ask SS to listen to the passages carefully again. Then fill in the blank to complete the sentences.  - Share their answers with their partners  - Listen again and check | - Individual work  - Individual work | **\* *Practice*:**  *2. Listen and tick statements 1-5 with true or false*  1- F 2- T  3- T 4- F  5- T  *3. Listen and fill in the blank to complete the sentences*  1- club 2- play 3- watching  4- Bill 5- goes |
| **-**Ask Ss to read the questionnaire and choose the most appropriate answers for him /her.  - Ask Ss to refer to the old lessons and find out necessary language as must as possible. Take note interesting expressions and language.  - Check and confirm the correct answer.  - T helps Ss organize their ideas for writing.  - Then ask them to write their drafts.  - Ask SS in groups 2, 5, 7 to write on sub board and the rest SS to write in their notebooks a paragraph of about 80- 120 words about the sport/ game they like. Tell them to pay attention to punctuation, structural elements, linking words..  - Correct the writing of the groups, then give comments to the class | - Group - work | **\* *Production*:**  **🕮 Writing**  **Write a paragraph of about 80- 120 words about the sport/ game they like.**  *Nowadays, football becomes the most popular sport game in the world.*  *Many people like playing football or watching a football match on TV and especially on the stadium. IT is a team games. A football match lasts about ninety minutes. It is divided into two halves. Each half lasts forty- five minutes, there is a fifteen- minute break between two halves. There are two teams and each team has a goal keeper and ten player’s .Players from each team try to keep the ball with their feet or heads and kick the ball to the goal of the other team. It doesn’t need special equipment. If we want to play soccer, we only need a ball and our trainers.* |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson. Looking back.

**V. Feedback**

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## Lesson 7: Looking Back

**I. Objectives:**

By the end of this lesson, students can remember and use what they have learnt during the unit to help them to do each exercise so that Ss can use that information to complete the self- assessment box at the end of the unit.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to the topic “Sports and Games”.

*2. Structures:* Go, play, do + N/V-ing

**III. Teaching ads:** Course book, CD player.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** |
| Activity 1:  -Ss do this activity individually.  -Then compare their answers with a partner before public correcting  -Ask one St to read all the words correctly  Activity 2:  -Ask Ss to repeat the words. Then check their pronunciation.  - Ask Ss to works in pairs and discuss the name of the game or sport the four words belong to  -T checks their answers | - Individual work  - Pair-work | **\* *Presentation*:**  **🕮 Vocabulary**  *EX 1- find one odd word or phrase*   |  |  |  | | --- | --- | --- | | 1- C | 2-A | 3- D | | 4- C | 5- B |  |   *EX 2- write the name of the game or sport the four words belong to*  -breaststroke  -serve  -court   |  |  |  | | --- | --- | --- | | 1-cycling | 2-football | 3- boxing | | 4-table tennis | 5- basketball |  | |
| Activity *3*  *-*Ask Ssto work independently. They write their answers in the notebooks  - Ask them to check their answers with a partner before discussing their answers  Activity *4*  - Ask Ss to work in pairs to finish the sentences in these situations  - Check Ss’ answers. Ask some Ss read their answers before the class.  Activity 5  -*-*Ask Ssto work independently first .Ask SS to fill in the blank with the words to complete the passage.  - Let them to check their answers with their partners  - Have SS to read the passage the ask the read sentence by sentence. | - Individual work  - Pair – work  - Individual work | **\* *Practice*:**  **🕮 Grammar**  *EX 3- Supply the correct verb tenses*  1.are 2- took  3- started 4- are playing  5- Did you do – cycled- watched  *EX 4: What do you say in these situations*  …… making noise  Go out …..  Don’t feed…..  Stand in line, boys!  Don’t tease the dog.  EX 5 - fill in the blank with the words to complete the passage.  1- play 2- hear 3- games  4- sports 5- famous |
| - Divide Ss into pairs of As and Bs. Allow Ss to complete the communication activity. Ask Pairs to join other pairs forming groups of 4.  - As and Bs can share what they leant about their partners’ schedules before discussing with the class. | - Pair-work | **\* *Production*:**  **🕮 Communication**  *EX 6 – Match the questions to the answers*   |  |  |  | | --- | --- | --- | | 1- a | 2-e | 3- b | | 4- c | 5- d |  | |

**3. Homework**

- Learn vocabulary by heart.

- Prepare the next lesson.

**V. Feedback**