UNIT 8: SPORTS AND GAMES

Lesson 1: Getting Started – At the gym

I. Objectives:

By the end of this lesson, students can use 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. Method: Communicative approach

IV. Teaching ads: Course book, CD player, picture.

V. Procedures:

Teacher's Activities	Ss' Activities	Content	Note
Activity 1	- T-Whole	* <u>Presentation:</u> Guess what the picture might show or what	
- Ask Ss to answer	class	 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? 	
- Then ask them to look at the picture and answer what it shows or what		* Who do you see in the picture? * Where are they? * What are they talking about?	

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A ativity 2 · 1a	- Individual	* <u>Practice:</u>			
Activity 3 : 1a		<u>1a</u> Answer the questions			
-Let Ss work independently	work	1. Duong can play table tennis and do karate			
to answer the questions.		2. Mai is (going to learn karate)			
-Then, T ask them to					
discuss in groups (they		3. Because the equipment (there) is modern			
may refer to the		and the people are friendly			
conversation).		4. Duong played with Duy and won (for the			
-T checks their answer and		first time)		-	
gives explanations if	- Pair work	5. At the karate clu			
necessary	I dil WOIK	 1. Wow: used to expressions 2. Congratulation: used to congratulate Sd/ to tell Sb that you are pleased about 			
Activity 4 :1b					
-Ask Ss to to find the					
phrases in the conversation					
-Practice saying them		their success			
together (play the		3. Great: used to show admiration			
recording again if		4. See you: used	l when you say goodbye		
necessary). Explain the					
meanings (or give	- Pair-work				
synonyms/ Vietnamese	Tun work				
equivalent) to the Ss, then		1c: Make a dialogue with the expressions. Then practice them.			
give some examples.					
Activity 5 : 1c					
c. Ask Ss to practice the	- Individual				
short conversation in pairs	work				
before creating their short		2- Listen and repea	u t.		
role-plays.					
Activity 6					
- Play the recording. Let Ss	- Individual				
listen and repeat. Check	work				
and correct their					
pronunciation. Give them		3- Name these spor	rts and games		
the meaning of the words.	- Pair-work	-	2. Table tennis		
Vietnam.			4. Swimming		
Activity 7		-	6. Skiing		
-Ask Ss to write the			U		
correct words in spaces.		4- Put the words in	n correct groups		
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-Let Ss check their answer (in groups)		Play	chess, table tennis, volleyball, tennis	
Activity 8		Do	boxing, aerobics, karate	
-Ask Ss to work in pairs		Go	fishing, cycling, swimming,	
and put the words in the			running, skiing	
correct group.		5- Supply the correct verbs forms		
- Get feedback and correct.		1. do	2. is watching	
Activity 9		3. goe	s 4. likes	1
- Ask some Ss to write		5. pla		
their answer on the board.		1.		
Then let the class comment				
and give them the correct				
answer. T may call some				
Ss to read the sentences				
		* Prod	uction:	
- Let Ss Encourage Ss who	- Pair-work	10000	your partner these questions to find	
finish early thinking of		out how sporty they are.		
more questions they could		Work in	n pairs asking and answering the	
be on the quiz (they can		questio	ns.	
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.				
ovaru.		*10.000	nnark.	
		* <u>Home</u> - Practi	ce the conversation.	
			re the next lesson	
		1 iopu	(A closer look 1)	

UNIT 8: SPORTS AND GAMES

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. Method: Communicative approach

IV. Teaching ads: Course book, CD player, flash cards.

V. Procedures:

Teacher's Activities	Ss' Activities	Content	Note
- Ask Ss to listen and repeat the words.	- T-Whole class	 * <u>Presentation:</u> 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.	- Individual work	* <u>Practice:</u> 2Write 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 <u>3. Match – What sports are these</u> things for? <u>1. c 2. d 3. a 4. e</u> <u>5. g 6. h 7. b 8. f</u>	

Group: <u>https://www.facebook.com/groups/tailieutieuhocvathcs/</u>

 Call some Ss to write their T-Whole answer on the board, then check the answer as a class T whole PRONUNCIATION /eə/ and /iə / Activity 4: Let Ss practise the sounds /eə/ and /ia/ together Ask Sa to 	Pronunciation /eə/ and /iə/	
the answer as a class- T wholePRONUNCIATION//eə/ and /iə //Activity 4:Let Ss practise the sounds /eə/	1 1	
/eə/ and /iə / Activity 4: -Let Ss practise the sounds /eə/		
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-		
and /iə/ togetherAsk Ss to observe T for the correct		
pronunciation of these two sounds - Individu	lual work	
- Play the recording and ask Ss to		
listen and repeat. Play the		
recording as many times as	5. Which word has /eə/ and /iə/	
necessary.	1.A 2. C 3. B	
Activity 5:	1.A 2. C 5. B 4. A 5. B 6.A	
- Allow Ss to work individually.	4. A 5. B 0. A	
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		
	* Production:	
- Play the recording. Let Ss repeat - Individu		
sentence by sentence. Help them	words	
recognize the two sounds, then	1. fair 2. hear 3. idea	
underline the words in the	4. square 5. nearly 6. cheere	
sentences.		
- Play the recording again if necessary.		
necessary.		
	* <u>Homework:</u>	
	- Learn vocabulary by heart.	
	- Prepare the next lesson	
	(A closer look 2)	

Experiments:
