

UNIT 8: SPORTS AND GAMES

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. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>														
<p>Activity 1 -Have Ss review the simple past tenses : the usages, the formation of regular or Irregular verbs</p> <p>Activity 2 : -Ask Ss to work in pairs to give the answers.</p>	<p>- Individual work</p> <p>- Pair-work</p>	<p>* <u>Presentation:</u> 📖 Grammar Simple past tense * We use the simple past tense to talk about the past actions * Formation: REGULAR VERBS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">(+)</td> <td>S + V- ED</td> </tr> <tr> <td style="text-align: center;">(-)</td> <td>S+ didn't + V (BI)</td> </tr> <tr> <td style="text-align: center;">(?)</td> <td>Did + S+ V (BI) ?</td> </tr> </table> <p>IRREGULAR VERBS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">(+)</td> <td>S + V(column 2)</td> </tr> <tr> <td style="text-align: center;">(-)</td> <td>S+ didn't + V (BI)</td> </tr> <tr> <td style="text-align: center;">(?)</td> <td>Did + S+ V (BI) ?</td> </tr> </table> <p>Be - was/ were do - did Have - has go - went Win - won sit - sat Eat - ate take -took</p> <p><i>Exercise 1 : complete the sentences with did, was or were</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. were</td> <td style="width: 50%;">3. was – did – was</td> </tr> </table>	(+)	S + V- ED	(-)	S+ didn't + V (BI)	(?)	Did + S+ V (BI) ?	(+)	S + V(column 2)	(-)	S+ didn't + V (BI)	(?)	Did + S+ V (BI) ?	1. were	3. was – did – was	
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<p>- T observes/helps when necessary and corrects Ss' mistakes.</p> <p>Activity 3 :</p> <p>- 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.</p> <p>- Then call some pairs to read the conversation with the correct verbs forms. Correct their pronunciation and intonation</p>		<table border="1" data-bbox="805 212 1414 260"> <tr> <td>2. was</td> <td>4. did – were – did –was</td> </tr> </table> <p><i>Exercise 2 : Write the correct form of the verbs to complete the conversations</i></p> <table border="1" data-bbox="805 352 1406 541"> <tr> <td>1. was</td> <td>2. didn't do</td> <td>3. sat</td> </tr> <tr> <td>4. watched</td> <td>5. went</td> <td>6. had</td> </tr> <tr> <td>7. did</td> <td>8. visited</td> <td>9. ate</td> </tr> <tr> <td>10. scored</td> <td></td> <td></td> </tr> </table>	2. was	4. did – were – did –was	1. was	2. didn't do	3. sat	4. watched	5. went	6. had	7. did	8. visited	9. ate	10. scored			
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<p>Activity 4 :</p> <p>-Ss take turns asking and answering about their last weekend. Some more able Ss can report to the class about one of their friends</p> <p>Activity 5:</p> <p>-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).</p> <p>- T writes Ss' rules down on the board. Then T tell Ss that they are going to learn one more tense, the imperatives.</p> <p>Activity 6:</p> <p>-Ask Ss to work independently, writing down the answers</p>	<p>- Pair-work</p> <p>- Individual work</p> <p>- Individual work</p>	<p><i>* Practice:</i></p> <p>3. <i>Ask and answer questions about last week.</i></p> <p>Imperatives</p> <p><i>We use Imperatives to tell someone to do something or to give a direct order</i></p> <p><i>Positive : V (BI) + Chew it.</i></p> <p><i>Negative: Don't+ V (BI)+ ...</i></p> <p style="padding-left: 40px;">Don't swallow it.</p> <p>4. <i>Write sentences to tell your friends what to do or not to do</i></p> <p style="padding-left: 40px;">Take your umbrella</p> <p style="padding-left: 40px;">Please don't litter</p> <p style="padding-left: 40px;">Please hurry up.</p>															

<ul style="list-style-type: none">- Then ask them to check and the sentences aloud (group works)- Teacher goes around and correct the mistakes		<p>...don't <i>train</i> too hard. <i>Put on</i> you coat</p>	
<ul style="list-style-type: none">- 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.	<p>- Pair-work</p>	<p>* <u>Production:</u> 5. <i>Tell friends what to do or not to do at the gym</i> Put on your trainers= training shoes Don't litter. Don't eat or drink at the gym</p>	
		<p>*<u>Homework:</u> Prepare next lesson (<i>Communication</i>)</p>	

UNIT 8: SPORTS AND GAMES

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. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none">-Ask Ss to work in pairs and find the answers to the quizzes.- Then get feedback and give the correct answers	<ul style="list-style-type: none">- Pair-work	<p>* <u>Presentation:</u></p> <ol style="list-style-type: none">1- Answer the questions1- 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 long6- they were held in Olympia in Ancient Greece)	
<ul style="list-style-type: none">- T Explains the difficult questions-Ask Ss to ask answer the questions in pairs- Get feed back– Let them talk freely	<ul style="list-style-type: none">- Pair-work	<p>* <u>Practice:</u></p> <ol style="list-style-type: none">2. <i>Interview your partner.</i>1) What sports /games do you play in your free time?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?	
<ul style="list-style-type: none">- 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	<p><i>* <u>Production:</u></i></p> <p>3- <i>Think about one of their favorite sportspeople then draw and talk him or her to their groups</i></p>	
		<p><i>* <u>Homework:</u></i></p> <ul style="list-style-type: none">- Write a paragraph to describe a sportsman in your notebook.- Prepare the next lesson : <p><i>(Skill 1)</i></p>	

Experiments:

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UNIT 8: SPORTS AND GAMES

Lesson 5: Skill 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. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none">- 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)	<ul style="list-style-type: none">- Pair-work	<p>* <u>Presentation:</u></p> <p>Discuss the questions:</p> <ul style="list-style-type: none">- 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?	
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Group work	<p>* <u>Practice:</u></p> <p> Reading</p> <p>2. <i>Answer the questions</i></p> <ol style="list-style-type: none">1- He was born on 21st October 19402- 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	

<p>1,2,3 - LN,4,5- LN, 6- Do you like him? Why or Why not?</p> <p>-T explains the task. -Then allows SS 3 minutes to read the table and tick the right column</p> <p>- Let them work in groups of four , ask and answer questions - <i>What kind of sports/ games do you do most often? Why?</i></p> <p>- Get feedback and the group leaders can tell about their most favorite <i>sports/ games</i></p> <p>– T write the name of <i>sports/ games</i> on the board as well as the number of SS who like them</p> <p>- Ask SS to work in their groups again. They will discuss their answers to the questions.</p>	<p>- Group - work</p> <p>- Pair-work</p>	<p>4- He scored 1,281 goals in total.</p> <p>5- Yes, he is.</p> <p>6- Do you like him? Why or Why not?</p> <p>📖 Speaking <i>Tell the group about your favourite sports/ games</i></p> <p>- <i>How often do you go / do / play.....?</i></p> <p>- <i>What kind of sports/ games do you do most often? Why?</i></p> <p>- <i>Ask and answer the questions (p.22)</i></p>	
<p>- Let each student answer the question</p>	<p>- Individual work</p>	<p>* <u>Production:</u> What is the most interesting thing you learnt from your discussion?</p>	
		<p>*<u>Homework:</u> - Prepare the next lesson: (Skill 2)</p>	

Experiments:

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