

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 aids: Course book, CD player, picture.

V. Procedures:

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

<p>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</p> <p>Activity 4 :1b -Ask Ss 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.</p> <p>Activity 5 : 1c c. Ask Ss to practice the short conversation in pairs before creating their short role-plays.</p> <p>Activity 6 - Play the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words. Vietnam.</p> <p>Activity 7 -Ask Ss to write the correct words in spaces.</p>	<p>- Individual work</p> <p>- Pair work</p> <p>- Pair-work</p> <p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p>	<p>* 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</p> <p>1c: Make a dialogue with the expressions. Then practice them.</p> <p>2- Listen and repeat.</p> <p>3- Name these sports and games 1. Cycling 2. Table tennis 3. Running 4. Swimming 5. Chess 6. Skiing</p> <p>4- Put the words in correct groups</p>
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<p>-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</p>		<table border="1"> <tr> <td data-bbox="790 215 900 304">Play</td> <td data-bbox="900 215 1388 304">chess, table tennis, volleyball, tennis</td> </tr> <tr> <td data-bbox="790 304 900 349">Do</td> <td data-bbox="900 304 1388 349">boxing, aerobics, karate</td> </tr> <tr> <td data-bbox="790 349 900 439">Go</td> <td data-bbox="900 349 1388 439">fishing, cycling, swimming, running, skiing</td> </tr> </table> <p>5- Supply the correct verbs forms</p> <p>1. do 2. is watching 3. goes 4. likes 5. played</p>	Play	chess, table tennis, volleyball, tennis	Do	boxing, aerobics, karate	Go	fishing, cycling, swimming, running, skiing	
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<p>- 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.</p>	<p>- Pair-work</p>	<p>* Production:</p> <p>6. Ask your partner these questions to find out how sporty they are. Work in pairs asking and answering the questions.</p>							
		<p>*Homework:</p> <p>- Practice the conversation. - Prepare the next lesson <i>(A closer look 1)</i></p>							

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 aids: Course book, CD player, flash cards.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>																
<p>- Ask Ss to listen and repeat the words.</p>	<p>- T-Whole class</p>	<p>* <u>Presentation:</u> 📖 Vocabulary Appearances 1. <i>Listen and repeat these words.</i></p> <ul style="list-style-type: none"> • a ball • sports shoes • a boat • a skateboard • goggles • a racket • skis • a bicycle 																	
<p>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.</p> <p>Activity 3: - Tell Ss to do the tasks independently first.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>* <u>Practice:</u> 2. <i>Write the words under the pictures</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. a bicycle</td> <td style="width: 50%;">2. a ball</td> </tr> <tr> <td>3. sports shoes</td> <td>4. skis</td> </tr> <tr> <td>5. a boat</td> <td>6. a racquet</td> </tr> <tr> <td>7. a skateboard</td> <td>8. Goggles</td> </tr> </table> <p>3. <i>Match – What sports are these things for?</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">1. c</td> <td style="width: 25%;">2. d</td> <td style="width: 25%;">3. a</td> <td style="width: 25%;">4. e</td> </tr> <tr> <td>5. g</td> <td>6. h</td> <td>7. b</td> <td>8. f</td> </tr> </table>	1. a bicycle	2. a ball	3. sports shoes	4. skis	5. a boat	6. a racquet	7. a skateboard	8. Goggles	1. c	2. d	3. a	4. e	5. g	6. h	7. b	8. f	
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<p>- Call some Ss to write their answer on the board, then check the answer as a class</p> <p>PRONUNCIATION /eə/ and /iə/</p> <p>Activity 4: -Let Ss practise the sounds /eə/ and /iə/ together. -Ask Ss to observe T for the correct pronunciation of these two sounds</p> <p>- Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.</p> <p>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</p>	<p>- T-Whole class</p> <p>- T whole class</p> <p>- Individual work</p>	<p> Pronunciation /eə/ and /iə/ 4. Listen and repeat (page 28)</p> <p>5. Which word has /eə/ and /iə/</p> <table border="1" data-bbox="933 862 1433 952"> <tr> <td>1. A</td> <td>2. C</td> <td>3. B</td> </tr> <tr> <td>4. A</td> <td>5. B</td> <td>6. A</td> </tr> </table>	1. A	2. C	3. B	4. A	5. B	6. A	
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4. A	5. B	6. A							
<p>- Play the recording. Let Ss repeat sentence by sentence. Help them recognize the two sounds, then underline the words in the sentences.</p> <p>- Play the recording again if necessary.</p>	<p>- Individual work</p>	<p>* Production: 6- Listen and choose the right words</p> <table border="1" data-bbox="933 1411 1433 1500"> <tr> <td>1. fair</td> <td>2. hear</td> <td>3. idea</td> </tr> <tr> <td>4. square</td> <td>5. nearly</td> <td>6. cheere</td> </tr> </table>	1. fair	2. hear	3. idea	4. square	5. nearly	6. cheere	
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		<p>*Homework: - Learn vocabulary by heart. - Prepare the next lesson (A closer look 2)</p>							

Experiments:

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