

## 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>- Individual work</p>	<p><b>* <u>Presentation:</u></b> <b>📖 Grammar</b> <b>Simple past tense</b> * We use the simple past tense to talk about the past actions * Formation: REGULAR VERBS</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">(+)</td> <td>S + V- ED</td> </tr> <tr> <td>(-)</td> <td>S+ didn't + V (BI)</td> </tr> <tr> <td>(?)</td> <td>Did + S+ V (BI) ?</td> </tr> </table> <p>IRREGULAR VERBS</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">(+)</td> <td>S + V( column 2)</td> </tr> <tr> <td>(-)</td> <td>S+ didn't + V (BI)</td> </tr> <tr> <td>(?)</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>	(+)	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) ?	
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(-)	S+ didn't + V (BI)														
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(+)	S + V( column 2)														
(-)	S+ didn't + V (BI)														
(?)	Did + S+ V (BI) ?														
<p>Activity 2 : -Ask Ss to work in pairs to give the answers.</p>	<p>- Pair-work</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">1. were</td> <td style="width: 50%;">3. was – did – was</td> </tr> </table>	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="790 217 1390 262"> <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="790 351 1382 535"> <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><b>* Practice:</b></p> <p>3. <i>Ask and answer questions about last week.</i></p> <p><b>Imperatives</b></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;"><i>Don't swallow it.</i></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"> <li>- Then ask them to check and the sentences aloud ( group works)</li> <li>- Teacher goes around and correct the mistakes</li> </ul>		<p>...don't <i>train</i> too hard.  <i>Put on</i> you coat</p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs . Take turn telling friends what to do or not to do at the gym</li> <li>- T gives examples. Then ask SS to give some more.</li> </ul>	<p>- Pair-work</p>	<p><b>* <u>Production:</u></b>  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><b>* <u>Homework:</u></b>  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"> <li>-Ask Ss to work in pairs and find the answers to the quizzes.</li> <li>- Then get feedback and give the correct answers</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>	<p><b>* <u>Presentation:</u></b></p> <ul style="list-style-type: none"> <li>1- Answer the questions</li> <li>1- There are 22 players.</li> <li>2- It lasts 90 minutes.</li> <li>3- They are held every 4 years.</li> <li>4- No, there weren't.( 2004, 2008, 2012)</li> <li>5- A marathon is 42.195 kilometers long</li> <li>6- they were held in Olympia in Ancient Greece)</li> </ul>	
<ul style="list-style-type: none"> <li>- T Explains the difficult questions</li> <li>-Ask Ss to ask answer the questions in pairs</li> <li>- Get feed back</li> <li>– Let them talk freely</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p>2. <i>Interview your partner.</i></p> <ul style="list-style-type: none"> <li>1) What sports /games do you play in your free time?</li> <li>2) What sports /games do you do at school?</li> <li>3) Which sports / games do you like to watching on TV?</li> <li>4) Do you think you are fit? Would you like to get fitter?</li> <li>5) Is there any sport / game you'd like to learn to play well?</li> <li>6) Can you name three famous sportspersons?</li> </ul>	

<p>- 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</p> <p>-Ask SS to work in group of four. They try to talk about their character to your friends</p> <p>- Ask SS to present in front of the class</p>	<p>- Group work</p>	<p><b>* Production:</b></p> <p>3- Think about one of their favorite sportspeople then draw and talk him or her to their groups</p>	
		<p><b>*Homework:</b></p> <p>- Write a paragraph to describe a sportsman in your notebook.</p> <p>- Prepare the next lesson :</p> <p style="text-align: right;"><b>(Skill 1)</b></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"> <li>- Have SS see some picture of some famous football players in Vietnam</li> <li>- Tell Ss to work in pairs to discuss the questions</li> <li>- Get feed back</li> <li>- Have Ss read the text quickly . Then ask them to work in pair to check their idea in 1</li> <li>- Give the meaning of the words, explanations and examples (Vietnamese equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>	<p><b>* <u>Presentation:</u></b> Discuss the questions:</p> <ul style="list-style-type: none"> <li>- Do you know Pele, The King of Football? What is special about him?</li> <li>- Where does he come from?</li> <li>- What other things do you know about him?</li> </ul>	
<ul style="list-style-type: none"> <li>- Have Ss read the text quickly again . Then ask them to work in pair to ask and answer the questions.</li> <li>- Ask ss to play the game LUCKY NUMBER to check their understanding.</li> <li>1,2,3 - LN,4,5- LN, 6- Do you like him? Why or Why not?</li> </ul>	<ul style="list-style-type: none"> <li>- Group work</li> </ul>	<p><b>* <u>Practice:</u></b>  <b>Reading</b></p> <p>2. <i>Answer the questions</i></p> <ol style="list-style-type: none"> <li>1- He was born on 21<sup>st</sup> October 1940</li> <li>2- People called him “ The king of football” because he is such a good football player.</li> <li>3- He became Football Player of the century in 1999</li> </ol>	