

<p>-T explains the task. -Then allows SS 3 minutes to read the table and tick the right column</p> <ul style="list-style-type: none"> - Let them work in groups of four , ask and answer questions - <i>What kind of sports/ games do you do most often? Why?</i> - Get feedback and the group leaders can tell about their most favorite <i>sports/ games</i> <ul style="list-style-type: none"> - T write the name of <i>sports/ games</i> 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. 	<p>- Group - work</p> <p>- Pair-work</p>	<p>4- He scored 1,281 goals in total. 5- Yes, he is. 6- Do you like him? Why or Why not?</p> <p>📖 Speaking <i>Tell the group about your favourite sports/ games</i></p> <ul style="list-style-type: none"> - <i>How often do you go / do / play.....?</i> - <i>What kind of sports/ games do you do most often? Why?</i> <p>- <i>Ask and answer the questions (p.22)</i></p>	
<ul style="list-style-type: none"> - Let each student answer the question 	<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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UNIT 8: SPORTS AND GAMES

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. 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>
<p>-Ask SS to listen to the passages carefully and answer the questions.</p> <ul style="list-style-type: none"> - How many people? - What are their names? - Are they talking about their hobbies? <p>- Get feedback</p>	<p>- Individual work</p>	<p>* <u>Presentation:</u>  Listening 1. <i>Listen and answer</i> - 4 people - Hai, Alice, Bill and Trung - Yes, they are</p>	
<p>- Ask SS to read the sentences – try to answer by remembering what they have heard before.</p> <p>-Ask Ss to listen again and take notes about the time . Then try to tick True or false statements</p> <p>- Get feedback</p> <p>-Ask SS to listen to the passages carefully again. Then fill in the blank to complete the sentences.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>* <u>Practice:</u> 2. <i>Listen and tick statements 1-5 with true or false</i> 1- F 2- T 3- T 4- F 5- T</p> <p>3. <i>Listen and fill in the blank to complete the sentences</i> 1- club 2- play 3- watching 4- Bill 5- goes</p>	

<ul style="list-style-type: none"> - Share their answers with their partners - Listen again and check 			
<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - Group - work 	<p>* <u>Production:</u> 📖 Writing Write a paragraph of about 80-120 words about the sport/ game they like. <i>Nowadays, football becomes the most popular sport game in the world.</i> <i>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 teams has a goal keeper and ten players .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.</i></p>	
		<p>*<u>Homework:</u> - Write your writing in your notebook. - Prepare the next lesson :</p>	

		<i>back)</i>	<i>(Looking</i>	
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UNIT 8: SPORTS AND GAMES

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. 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>									
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 work in pairs and discuss the name of the game or sport the four words belong to -T checks their answers	- Individual work - Pair-work	<u>* Presentation:</u>  Vocabulary <i>EX 1- find one odd word or phrase</i> <table border="1" style="width: 100%; text-align: center;"><tr><td>1- C</td><td>2-A</td><td>3- D</td></tr><tr><td>4- C</td><td>5- B</td><td></td></tr></table> <i>EX 2- write the name of the game or sport the four words belong to</i> -breaststroke -serve -court <table border="1" style="width: 100%; text-align: center;"><tr><td>1-cycling</td><td>2-football</td><td>3- boxing</td></tr></table>	1- C	2-A	3- D	4- C	5- B		1-cycling	2-football	3- boxing	
1- C	2-A	3- D										
4- C	5- B											
1-cycling	2-football	3- boxing										
Activity 3 -Ask Ss to work independently. They write their answers in the notebooks - Ask them to check their answers with a partner before discussing their answers	- Individual work	<u>* Practice:</u>  Grammar <i>EX 3- Supply the correct verb tenses</i> 1. are 2- took 3- started 4- are playing 5- Did you do – cycled- watched										

<p>Activity 4</p> <ul style="list-style-type: none"> - 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. <p>Activity 5</p> <ul style="list-style-type: none"> --Ask Ss to 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. 	<ul style="list-style-type: none"> - Pair – work - Individual work 	<p><i>EX 4: What do you say in these situations</i></p> <p>..... making noise Go out Don't feed..... Stand in line, boys! Don't tease the dog.</p> <p>EX 5 - fill in the blank with the words to complete the passage.</p> <p>1- play 2- hear 3- games 4- sports 5- famous</p>							
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Pair-work 	<p>* <u>Production:</u></p> <p> Communication</p> <p><i>EX 6 – Match the questions to the answers</i></p> <table border="1" data-bbox="935 1373 1383 1464"> <tr> <td>1- a</td> <td>2-e</td> <td>3- b</td> </tr> <tr> <td>4- c</td> <td>5- d</td> <td></td> </tr> </table>	1- a	2-e	3- b	4- c	5- d		
1- a	2-e	3- b							
4- c	5- d								
		<p>*<u>Homework:</u></p> <ul style="list-style-type: none"> - Do “Project”. - Prepare next lesson : <p><i>(Unit 9: Cities of the world Lesson 1: Getting Started)</i></p>							