

## UNIT 8: SPORTS AND GAMES

### Lesson 1: Getting Started – At the gym

#### Lesson aim(s)

- By the end of the lesson, students will be able to:
- have an overview about the topic *Sports and games*;
  - use the vocabulary and talk about sports and games.

#### Language analysis

Form	Meaning	Pronunciation
1. gym (n)	a place or club where you can go to exercise using machines, weights or other equipment.	/dʒɪm/
2. equipment (n)	a set of necessary tools, clothing... for a particular purpose.	/ɪ'kwɪpmənt/
3. karate (n)	A sport, originally from Japan, in which people fight using their arms, legs, hands, and feet.	/kə're:ti/

#### Materials (referenced)

- Grade 6 textbook, Unit 8, Getting started
- Projector/pictures and cards
- sachmem.vn

Anticipated difficulties	Solutions
Students may lack experience of group/team work.	<ul style="list-style-type: none"><li>- Play the recording many times if necessary.</li><li>- Encourage students to work in groups so that they can help each other.</li><li>- Give short, clear instructions and help if necessary.</li></ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: Sports and Games</b></p> <p><b>Lesson 1: Getting started</b></p>
<p><b>* Warm-up</b></p> <p><b>I. Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. gym (n)</li> <li>2. equipment (n)</li> <li>3. karate (n)</li> </ol> <p><b>II. Practice</b></p> <p>Task 1: Listen and read.</p> <p>Task 2: Put ONE word from the conversation in each gap.</p> <p>Task 3: Name these sports and games, using the words from the box.</p> <p>Task 4: Work in pairs. Ask your partner these questions to find out how sporty they are.</p> <p><b>* Homework</b></p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To set the context for the listening and reading text.</li> <li>- To introduce the topic of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher writes the words SPORTS AND GAMES on the board and asks students to give any words relating to the topic.</li> <li>- Teacher may allow students to give a Vietnamese word and asks other students in the class if they know the equivalent in English.</li> <li>- Teacher writes on the corner of the board a list of the words which students cannot translate into English</li> </ul>	T-Ss	5 mins

		<p>and asks them to keep a record for later reference when the unit finishes.</p> <ul style="list-style-type: none"> <li>- Teacher lets students open their books and starts the lesson.</li> </ul>		
Lead in	To help students get the main idea of the text.	<ul style="list-style-type: none"> <li>- Teacher draws students' attention to the picture in the textbook and asks them questions about the picture:             <ol style="list-style-type: none"> <li>1. Where are the two kids?</li> <li>2. What sports are they going to play?</li> </ol> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. They are in the gym/ school gym.</li> <li>2. They are going to run.</li> </ol> </li> </ul>	T-Ss	4 mins
Presentation (Vocab – pre-teach)	To prepare students with vocabulary.	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by:             <ul style="list-style-type: none"> <li>+ providing definitions of the words.</li> <li>+ showing the pictures illustrating the words.</li> </ul> </li> <li>1. gym (n): [picture]</li> <li>2. equipment (n): [definition]</li> <li>3. karate (n): [definition]</li> </ul>	T-Ss	5 mins
Practice	To have student know the topic.	<p><b>Task 1: Listen and read.</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the recording twice.</li> <li>- Students listen and read.</li> </ul>	T-Ss	5 mins

	<ul style="list-style-type: none"> <li>- To have students get specific information of the text and understand the conversation better.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks students' prediction.</li> <li>- Teacher calls 3 students to read the conversation aloud.</li> </ul> <p><b>Task 2: Put ONE word from the conversation in each gap.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to do this activity independently, reminds them of the ways to do the activity if needed. Students may refer back to the conversation for the context of the words they need to fill the gaps.</li> <li>- Teacher allows students to share their answers before discussing in pairs or as a class.</li> <li>- Teacher writes the correct answers on the board.</li> <li>- Teacher explains the meanings of some words if necessary. Students practise saying the sentences together.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. fit</li> <li>2. gym</li> <li>3. table tennis</li> </ol>	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>6 mins</p> <p>8 mins</p>
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	<p>- To help students revise/ learn some sports and games through pictures.</p>	<p>4. Club 5. cycle</p> <p><b>Task 3: Name these sports and games, using the words from the box.</b></p> <p><b><i>*Pelmanism</i></b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into groups of fours, prepares each group 2 sets of cards, one includes pictures of sports and games and the other includes their names.</li> <li>- Students work in groups and label the pictures with the correct words given. The group matches faster and correctly is the winner.</li> <li>- Teacher checks with the whole class, asks them for the meanings of the words. Provide them with the meanings of the words they don't know. Teacher may also ask them if they play these sports and games or if people in Viet Nam play them.</li> </ul> <p><b><i>Answer key:</i></b></p> <ol style="list-style-type: none"> <li>1. cycling</li> <li>2. aerobics</li> <li>3. table tennis</li> </ol>	<p>Group work</p> <p>T-Ss</p>	<p>7 mins</p>
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	<p>- To help</p>	<p>4. swimming  5. chess  6. volleyball</p> <p>- Teacher helps students differentiate between a sport and a game:  <b><i>A sport:</i></b> an activity that you do for pleasure and that needs physical exercise.  <b><i>A game:</i></b> an activity or a sport with rules in which people or teams compete against each other.</p> <p>- Teacher may ask students to give the names of some sports and some games they know through a game:  Teacher divides the class into 2 teams, gives each team a chalk, and asks member from each team to come to the board and write names of some sports and some games in about 2 minutes.</p> <p><b><i>Suggested answers:</i></b>  <b>Sports:</b> running, cycling, mountain climbing, ...  <b>Games:</b> chess, football, card games, computer games, ...</p> <p><b>Task 4: Work in pairs.</b></p>	<p>Team work</p>	
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	students practice speaking and learn about how sporty they are.	<p><b>Ask your partner these questions to find out how sporty they are.</b></p> <ul style="list-style-type: none"> <li>- Teacher lets students work in pairs (or in groups) to ask and answer the questions. Some pairs (or groups) may report their results to the class. (In their groups, how many students with answers "A", how many with answers "B" and who is the sportiest in their groups.)</li> <li>- Teacher may want to find out how sporty the class is by writing the results on the board.</li> </ul>	Pair work	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review the lesson and prepare for the next lesson.	<ul style="list-style-type: none"> <li>- Do exercise in the workbook.</li> <li>- Rewrite some sports and games that you know.</li> </ul>	T-Ss	2 mins

# UNIT 8: SPORTS AND GAMES

## Lesson 2: A closer look 1

### Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Sports and games*;
  - pronounce correctly the sounds /e/ and /æ/.

### Language analysis

Form	Meaning	Pronunciation
1. racket (n)	an object used for hitting the balls in some sports	/'ræk.ɪt/
2. goggles (n)	special glasses used to protect the eyes from chemicals, wind, water ...	/'gɒg.əlz/
3. competition (n)	a situation in which someone try to win something or be more successful than someone else	/,kɒm.pə'tɪʃ.ən/
4. champion (n)	someone or something has beaten all other competitors in a competition	/'tʃæm.pi.ən/
5. marathon (n)	a running race of slightly over 26 miles	/'mær.ə.θən/

### Materials (referenced)

- Grade 6 textbook, Unit 8, A closer look 1
- Projector/Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have difficulties in distinguishing two sounds /e/ and /æ/.	Provide students some tips by identifying the letters may include each sound.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

### Board Plan



*Date of teaching*

## Unit 8: Sports and games

### Lesson 2: A closer look 1

#### \* Warm-up

Brainstorming

#### I. Vocabulary

1. racket (n)
2. goggles (n)
3. competition (n)
4. champion (n)
5. marathon (n)

Task 1: Write the right words under the pictures.

Task 2: What sports are these things for? Match each thing in column A with a sport in column B.

Task 3: Fill each blank with the words from the box.

#### II. Pronunciation

Task 4: Listen and repeat. Pay attention to the sound /e/ and /æ/.

Task 5: Listen and repeat. Underline the words with the sound /e/ and /æ/.

#### III. Production

Game: Who is faster?

#### \* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the topic.	<b>*Brainstorming</b> - Teacher divides the class into two teams. One member from each team, in turns, comes to the board and lists all the sports and games they have learnt. - The team with more correct answers in two minutes is the winner.	Team work	3 mins

Presentation (Vocab – pre-teach)	To enrich students' vocabulary.	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by</li> <li>+ providing explanations of the words;</li> <li>+ showing picture illustrating the words.</li> </ul> <ol style="list-style-type: none"> <li>1. racket (n): [picture]</li> <li>2. goggles (n): [picture]</li> <li>3. competition (n): [definition]</li> <li>4. champion (n): [definition]</li> <li>5. marathon (n): [definition]</li> </ol>	T-Ss	5 mins
Practice	To revise/ teach the names of some equipment to be used in some sports/ games.	<p><b>Task 1: Write the right words under the pictures.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to look at the pictures and see if they can write the words under the pictures.</li> <li>- Teacher lets students work individually, tells them to put the words and phrases given under the right pictures.</li> <li>- Teacher calls a student to come and write their answer on the board. The rest of the class may pair compare.</li> <li>- Teacher checks the answer with the whole class and explains the meanings to them if necessary. If there</li> </ul>	T-Ss  S  T-Ss	16 mins

	<p>To revise/ teach the names of some sports/ games and the equipment to be used with them.</p>	<p>is enough time, let ss give examples.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. ball</li> <li>2. sports shoes</li> <li>3. boat</li> <li>4. racket</li> <li>5. goggles</li> </ol> <p><b>Task 2: What sports are these things for? Match each thing in column A with a sport in column B.</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students to do the task independently first, then calls on some students to write their answers on the board, then checks their answers as a class.</li> <li>- Teacher checks with the whole class, asks students to give more names of sports and equipment to be used with them.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>- table tennis – bats</li> <li>- running – sports shoes</li> <li>- chess – chessboard + chessmen / chess pieces ...</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. a</li> <li>4. b</li> <li>5. e</li> </ol> <p><b>Task 3: Fill each blank with</b></p>	<p>T-Ss</p>	
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	To give students practice on how to use words related to sports/ games in context.	<p><b>the words from the box.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students read the sentences and fill the blanks with the words given, then read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.</li> <li>- Teacher calls one student to write the words on the board, then gives correction.</li> <li>- For more able students, teacher asks them to make sentences with the words. Other students and teacher give comments.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. competition</li> <li>2. champion</li> <li>3. congratulations</li> <li>4. sporty</li> <li>5. marathon</li> </ol>	T-Ss	
Presentation (Pre-teach the sounds /e/ and /æ/.	To help students have concept and identify the sounds /e/ and /æ/.	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces 2 sounds /e/ and /æ/ to students and lets them watch a video about how to pronounce these two sounds.</li> </ul> <p><a href="https://www.youtube.com/watch?v=d98t4b3XLjq">https://www.youtube.com/watch?v=d98t4b3XLjq</a></p> <p><a href="https://www.youtube.com/watch?v=NavmTDkd8Z8">https://www.youtube.com/watch?v=NavmTDkd8Z8</a></p>	T- Ss	5 mins

		<ul style="list-style-type: none"> <li>- Teacher asks students to give some words they know containing these sounds.</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- /e/: get, elephant, pet,...</li> <li>- /æ/: racket, hat, cat,...</li> <li>- Teacher draws students attention to the letters containing the sounds and helps them identify the sounds.</li> </ul>		
Practice	<p>To help students identify and practise the /e/ and /æ/ sounds.</p> <p>To help students practise the sounds /e/ and /æ/ in sentences.</p>	<p><b>Task 4: Listen and repeat. Pay attention to the sound /e/ and /æ/.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students listen and repeat.</li> <li>- Students work in individually.</li> </ul> <p><b>Task 5: Listen and repeat. Underline the words with the sound /e/ and /æ/.</b></p> <ul style="list-style-type: none"> <li>- Before listening, teacher lets students discuss in pairs and find the words with the sound /e/ and /æ/.</li> <li>- Teacher plays the recording for students to check and repeat the sentences.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. They <u>cannot</u> take part in this <u>contest</u>.</li> <li>2. They <u>began</u> the <u>match</u> <u>very</u> late.</li> <li>3. Please <u>get</u> the <u>racket</u> for</li> </ol>	<p>T-Ss</p> <p>S</p> <p>Pair work</p> <p>T- Ss</p>	6 mins

		<p>me.</p> <p>4. We play <u>chess every Saturday</u>.</p> <p>5. My <u>grandpa</u> is old, but he's <u>active</u>.</p>		
Production	To give students chance to apply what they have learnt.	<p><b>*Game: Who is faster?</b></p> <ul style="list-style-type: none"> <li>- Teacher divides students into groups of four, gives each group a piece of paper, ask them to write sentences including 2 features: sports and games and one of the sounds /e/ or /æ/.</li> <li>(E.g. My favourite sport is table <b>tennis</b>.)</li> <li>- Teacher asks each group to hand in their paper and checks, the group with more correct sentences is the winner.</li> <li>- Teacher invites the winner to read aloud their sentences.</li> </ul>	<p>Group work</p> <p>T-Ss</p>	5 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To revise what they have learnt.	<ul style="list-style-type: none"> <li>- Rewrite the sentences into notebooks.</li> <li>- Find 3 more sports or games that have the sound /e/ or /æ/.</li> </ul>	T-Ss	2 mins

# UNIT 8: SPORTS AND GAMES

## Lesson 3: A closer look 2

### The past simple & Imperatives

#### Lesson aim(s)

By the end of the lesson, students will be able to use the past simple tense and imperatives.

#### Language analysis

##### - Past simple tense

	Form	Example
to be	S + was/ were + ... .	<i>They were friends.</i>
	S + wasn't/ weren't + ... .	<i>She wasn't at home last night.</i>
	Was/ Were + S + ... ?	<i>Were you good at French?</i>
	W/H + was/ were + S + ... ?	<i>Who was with you at the party?</i>
to verb	S + Ved + ... .	<i>She played tennis yesterday morning.</i>
	S + didn't + Vinf + ... .	<i>He didn't work yesterday.</i>
	Did + S + Vinf + ... ?	<i>Did they go to school last Monday?</i>
	W/H + did + S + Vinf + ... ?	<i>When did you go to the supermarket?</i>

##### - Imperatives

	Form	Example
Positive	V	<i>Open the door.</i>
Negative	Don't + V	<i>Don't play outside.</i>

#### Materials (referenced)

- Grade 6 textbook, Unit 8, A closer look 2
- Projector/Pictures, sets of word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may be confused when to use regular or irregular verbs in past simple tense.	Give students a set of common irregular verbs and ask them to look the words up when they need.

2. Students may be confused when making imperatives sentences with <i>be</i> .	Give more examples.
3. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Give clear instruction, give examples before letting students work in groups.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: Sports and games</b></p> <p><b>Lesson 3: A closer look 2</b></p> <p><b>* Warm-up</b></p> <p>Game: Pelmanism</p> <p><b>I. Grammar focus</b></p> <p>1. The Past simple tense</p> <p>2. Imperatives</p> <p><b>II. Practice</b></p> <p>Task 1: Choose the correct answer A, B or C.</p> <p>Task 2: Write the correct form of verbs to complete the conversation.</p> <p>Task 3: Work in groups. Ask and answer questions about your last weekend.</p> <p>Task 4: Look at each picture and choose the correct answer.</p> <p>Task 5: Tell your friends what to do and what not to do at the gym.</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge related to the targeted grammar of past simple	<p><b>* Game: Pelmanism</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into groups of fours, prepares each group 2 sets of cards, one includes activities in infinitive forms and the other includes those of past simple</li> </ul>	Group work	5 mins



	tense and to increase students' interest.	<p>form.</p> <ul style="list-style-type: none"> <li>- Students work in groups and match the card with infinitive form with its correct past simple form. The group matches faster and correctly is the winner.</li> </ul> <table border="1"> <tr> <td>watch TV</td> <td>watched TV</td> </tr> <tr> <td>play computer games</td> <td>played computer games</td> </tr> <tr> <td>have lunch</td> <td>had lunch</td> </tr> <tr> <td>drink water</td> <td>drank water</td> </tr> <tr> <td>teach English</td> <td>taught English</td> </tr> <tr> <td>learn French</td> <td>learnt French</td> </tr> <tr> <td>go to school</td> <td>went to school</td> </tr> <tr> <td>do homework</td> <td>did homework</td> </tr> <tr> <td>be at hom</td> <td>was/were at hom</td> </tr> </table> <ul style="list-style-type: none"> <li>- Teacher may use projector and lets students play the game in teams.</li> </ul>	watch TV	watched TV	play computer games	played computer games	have lunch	had lunch	drink water	drank water	teach English	taught English	learn French	learnt French	go to school	went to school	do homework	did homework	be at hom	was/were at hom		
watch TV	watched TV																					
play computer games	played computer games																					
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go to school	went to school																					
do homework	did homework																					
be at hom	was/were at hom																					
Lead in	To introduce targeted grammar of past simple tense.	Teacher draws students' attention to the form of the verbs in the game and asks them whether they know the target tense.	T-Ss	1 min																		
Presentation	To help students know and understand the use of past simple tense.	<p><b>1. The past simple tense</b></p> <p><b>Elicit past simple tense</b></p> <ul style="list-style-type: none"> <li>- Teacher provides or confirms the answers and leads in the grammar focus of the lesson:</li> </ul> <table border="1"> <tr> <td></td> <td>To verb</td> <td>To be</td> </tr> </table>		To verb	To be	T-Ss	5 mins															
	To verb	To be																				

		<table border="1"> <tr> <td><b>Positive</b></td> <td>S + Ved + ... .</td> <td>S + was/ were + ... .</td> </tr> <tr> <td><b>Negative</b></td> <td>S + didn't + Vinf + ... .</td> <td>S + wasn't/ weren't + ... .</td> </tr> <tr> <td><b>Interrogative</b></td> <td>Did + S + Vinf + ... ?</td> <td>Was/ Were + S + ... .</td> </tr> <tr> <td><b>Answer</b></td> <td>Yes, S + did. No, S + didn't.</td> <td>Yes, S + was/were. No, S + wasn't/ weren't.</td> </tr> <tr> <td><b>W/H questions</b></td> <td>W/H + did + S + Vinf + ... ?</td> <td>W/H + was/were + S + ...?</td> </tr> <tr> <td colspan="3"><b>Notes</b> There are regular and irregular verbs in past simple tense.</td> </tr> </table> <p>- Teacher asks students to give the rules and lets them study the grammar box.</p>	<b>Positive</b>	S + Ved + ... .	S + was/ were + ... .	<b>Negative</b>	S + didn't + Vinf + ... .	S + wasn't/ weren't + ... .	<b>Interrogative</b>	Did + S + Vinf + ... ?	Was/ Were + S + ... .	<b>Answer</b>	Yes, S + did. No, S + didn't.	Yes, S + was/were. No, S + wasn't/ weren't.	<b>W/H questions</b>	W/H + did + S + Vinf + ... ?	W/H + was/were + S + ...?	<b>Notes</b> There are regular and irregular verbs in past simple tense.				
<b>Positive</b>	S + Ved + ... .	S + was/ were + ... .																				
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<b>Notes</b> There are regular and irregular verbs in past simple tense.																						
Practice	To help students practise with the correct form of the past simple.	<p><b>Task 1: Choose the correct answer A, B or C.</b></p> <ul style="list-style-type: none"> <li>- Teacher lets students do the task individually and then compares their answers in pairs.</li> <li>- Teacher tells students that when they do the multiple choice questions, they should first read the sentences (stems) and the options carefully. After that they should choose the answer that they think is correct by eliminating each clearly wrong answer. Then they get</li> </ul>	S Ss-Ss	15 mins																		



	<p>To help students practise using the past simple in real situation.</p>	<ol style="list-style-type: none"> <li>1. went</li> <li>2. had</li> <li>3. did you do</li> <li>4. visited</li> <li>5. ate</li> <li>6. scored</li> </ol> <p><b>Task 3: Look at each picture and choose the correct answer.</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into groups of 4, then lets students take turns to ask and answer questions about their last weekend.</li> <li>- Teacher encourages them to give as many sentences as possible, tell them to use all the three forms (affirmative, negative, and questions).</li> <li>- Some more able students can report to the class about one of their friends' last weekend.</li> </ul> <p><b>Example:</b></p> <p><b>A:</b> Did you do any sport last weekend?  <b>B:</b> Oh yes, and I was exhausted.  <b>C:</b> Really? What did you do?  ... </p> 	<p>Group work</p>	
<p>Presentation</p>	<p>To help</p>	<p><b>2. Imperatives</b></p>		<p>4</p>

	students know and understand the use of imperatives.	<ul style="list-style-type: none"> <li>- Teacher sets context to lead in the lesson: there is an obese kid, let's tell the kids what to do/ what not to do to stay fit and healthy by using imperatives.</li> <li>• <i>Do more exercise.</i></li> <li>• <i>Don't spend much time on computer games.</i></li> <li>- Teacher asks students to give the rules and when to use imperatives: use imperatives to tell someone to do something or to give direct order.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Positive</td> <td>V</td> </tr> <tr> <td>Negative</td> <td>Don't + V</td> </tr> </table>	Positive	V	Negative	Don't + V	T-Ss	mins
Positive	V							
Negative	Don't + V							
Practice	To help students use the correct form of the imperative in different situations.	<p><b>Task 4: Look at each picture and choose the correct answer.</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students to work in pairs, gives them about 2 – 3 minutes to do the task.</li> <li>- Teacher goes round, observes the class and gives help if necessary.</li> <li>- Teacher calls on some students to read their answers, then checks their answers as a class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Don't park</li> <li>2. Close</li> <li>3. Tidy up</li> <li>4. Don't use</li> </ol>	<p>Pair work</p> <p>T-Ss</p>	10 mins				

	<p>To help students practise using imperatives to tell someone to do something in real context.</p>	<p>5. Try</p> <p><b>Task 5: Tell your friends what to do and what not to do at the gym.</b></p> <ul style="list-style-type: none"> <li>- Teacher lets students work in groups of four, gives each group a piece of paper, asks them to take turns to tell their friends what to do and what not to do at the gym and write down the answer in the paper in 3 minutes.</li> <li>- Teacher gives help and lets them give as many sentences as possible.</li> <li>- Teacher calls some groups to read aloud their answer and check with the whole class.</li> </ul> <p><b><i>Some possible sentences:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Pay your fee first.</i></li> <li>• <i>Put on your trainers / sports shoes.</i></li> <li>• <i>Listen to the instructor carefully.</i></li> <li>• <i>Don't litter.</i></li> <li>• <i>Don't eat or drink at the gym.</i></li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>- If there is still time, teacher may ask students to draw a picture illustrating one of the gym rules in the blank space at the</li> </ul>	<p>Group work</p> <p>T-Ss</p>	
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		bottom of the page in their notebooks. Make sure that students write the rules somewhere in the picture. (This may be done as homework.)		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review knowledge that students have gained in this lesson.	<ul style="list-style-type: none"> <li>- Make 3 sentences about yourself, using the past simple.</li> <li>- Give 3 orders or tell your friends to do an activity/ everyday routine.</li> <li>- Do exercises in the workbook.</li> </ul>	T-Ss	2 mins

# UNIT 8: SPORTS AND GAMES

## Lesson 4: Communication

### Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Sports and games*;
  - express and respond to congratulations;
  - talk about sports and games that they like.

### Materials (referenced)

- Grade 6 textbook, Unit 8, Communication
- Pictures/Projector
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>



## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: Sports and games</b></p> <p><b>Lesson 4: Communication</b></p> <p><b>* Warm-up</b></p> <p>Game: Lucky numbers</p> <p><b>I. Everyday English</b></p> <p><b>Expressing and responding to congratulations.</b></p> <p style="padding-left: 40px;"><i>Congratulations.</i></p> <p style="padding-left: 40px;"><i>Thank you.</i></p> <p>Task 1: Listen and read the conversation.</p> <p>Task 2: Role play.</p> <p><b>II. The sports/games you like</b></p> <p>Task 3: Read and tick the questions you think are suitable to ask a new friend at school.</p> <p>Task 4: Work in groups. Interview your partners using the following questions. You may ask for more information.</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and to increase students' interest.	<p><b>* Lucky numbers</b></p> <ul style="list-style-type: none"> <li>- Class is divided into 2 teams.</li> <li>- Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers.</li> <li>- Each team takes turns, chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they</li> </ul>	Team work	6 mins

get 1 point without answering the question and get another turn.



***Suggested question:***

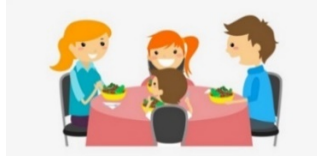
1. Lucky number
2. Complete the following imperative:



*..... watch TV more than 3 hours a day. It's bad for your eyes.*

***Answer key: Don't***

3. Complete the question:



*..... you have dinner with your parents yesterday?*

***Answer key: Did***

4. Look at the picture and complete the sentence:



*Jane ..... with her brother last weekend.*

**Answer key: played badminton**

5. Lucky number

6. Look at the picture and complete the sentence:



*... to the instructor at the gym.*

**Answer key: Listen**

7. Translate the following sentence into English:



*Tôi chiến thắng trong*

		<p><i>cuộc thi đánh vần Thứ Hai tuần trước.</i></p> <p><b>Answer key: I won in the spelling contest last Monday.</b></p>		
Lead in	To lead in the lesson about vocabulary and pronunciation.	- Teacher leads students into the lesson by repeating the answer in question 7 of the game ( <i>I won in the spelling contest last Monday.</i> ) and asks students how will they respond in such situation.	T-Ss	2 mins
<b>* EVERYDAY ENGLISH</b>				
Presentation	To introduce the structure of expressing and responding to congratulations.	<p><b>Expressing and responding to congratulations.</b></p> <p><b>Task 1: Listen and read the short conversation below, paying attention to the highlighted parts.</b></p> <ul style="list-style-type: none"> <li>- Teachers lets students listen and read the dialogue, asks them what the characters say when they hear good news from other people.</li> <li>- Teacher calls some students to share their opinions.</li> <li>- Teacher gives more explanations and writes down the structure of expressing</li> </ul>	T-Ss	7 mins

		<p>and responding to congratulations.</p> <ul style="list-style-type: none"> <li>• <i>Congratulations.</i></li> <li>• <i>Thank you.</i></li> </ul>		
Practice	To practice the structure of expressing and responding to congratulations.	<p><b>Task 2: Work in pairs. Student A has won a prize in the school's singing contest/sports competition. Student B congratulates him/her. Make a similar dialogue. Remember to use the highlighted sentences in Task 1. Then change roles.</b></p> <ul style="list-style-type: none"> <li>- Teacher allows students to work in pairs, practice the situation, using structures above.</li> <li>- Teacher calls some pairs to present their answers.</li> <li>- Teacher gives feedback and corrections (if necessary).</li> </ul>	<p>Pair work</p> <p>T-Ss</p>	8 mins
<b>* THE SPORTS/GAMES YOU LIKE</b>				
Practice	<ul style="list-style-type: none"> <li>- To have students revise/learn some knowledge of sports/games;</li> <li>- To help students communicate</li> </ul>	<p><b>Task 3: Read and tick the questions you think are suitable to ask a new friend at school.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to work in pairs and find the answers to the quizzes.</li> <li>- Teacher checks and</li> </ul>	<p>Pair work</p> <p>T-Ss</p>	8 mins

	through a quiz about sports/ games.	gives the correct answers. <b>Answer key:</b> 1. There are usually 22 players (11 on each side). 2. It normally lasts 90 minutes (divided into two halves). 3. They take place every four years. 4. A marathon is 42.195 kilometres long (26 miles and 385 yards). 5. They took place in Olympia (in Ancient Greece) (in 776 BC).		
Production	To help students ask and answer questions about themselves concerning the field of sports/ games.	<b>Task 4: Work in groups. Interview your partners using the following questions. You may ask for more information.</b> - Teacher divides the class into groups of 5 or 6. - Teacher appoints one student to be the interviewer, others the interviewees, then gives students plenty of time to ask and answer questions. Encourage them to talk and raise as many questions as possible. - Teacher goes round the class and gives support if necessary.	Group work	10 mins

		- After a fixed amount of time, choose the interviewer of some groups to present to the class. Teacher and other students listen and make comments.	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To revise what they have learnt in the lesson.	Write down the results and feedback of the previous interviews.	T-Ss	1 min

# UNIT 8: SPORTS AND GAMES

## Lesson 5: Skills 1

### Lesson aim(s)

- By the end of the lesson, students will be able to:
- develop reading skill for general and specific information about Pelé;
  - talk about famous sportspeople.

### Language analysis

Form	Meaning	Pronunciation
1. career (n)	the job or series of jobs that you do during your working life	/kə'riə(r)/
2. goal (n)	a point score in some sports, such as football, when a player get the ball into this area	/gəʊl/
3. score (v)	to win or get a point	/skɔ:r/

### Materials (referenced)

- Grade 6 textbook, Unit 8, Skills 1
- Pictures, cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"><li>- Let students read the text again (if needed).</li><li>- Create a comfortable and encouraging environment for students to speak.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students</li></ul>



	practise. - Continue to define expectations in small chunks (before every activity).
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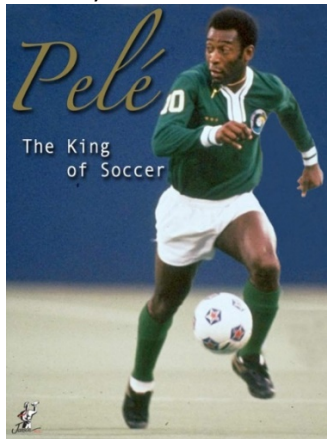
## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: Sports and games</b></p> <p><b>Lesson 5: Skills 1</b></p> <p><b>* Warm-up</b>          Game: Hidden picture</p> <p><b>I. Reading</b>          Task 1: Work in pairs. Discuss the questions.</p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. career (n)</li> <li>2. goal (n)</li> <li>3. score (v)</li> </ol> <p>Task 2: Read the dialogue and quickly check your ideas in Task 1.          Task 3: Read the text again and answer the questions.</p> <p><b>II. Speaking</b>          Task 4: Read the following facts about two famous sportspeople.          Task 5: Choose one sportsperson in Task 4. Talk about him/her. Use the following cues.</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading and also revise the previous lesson.	<p><b>*Game: Hidden picture (Who is this?)</b></p> <ul style="list-style-type: none"> <li>- Class is divided into 2 teams.</li> <li>- Teacher prepares 6 cards numbered from 1 to 6.</li> <li>- Each team takes turn and chooses a number and answer the question behind the</li> </ul>	Team work	5 mins

number. If the team answers the question correctly, they will get 1 point.

- There is a hidden picture under the 6 cards, the team finds the hidden picture first will be the winner.
- (The hidden picture is Pelé.)



***Suggested question:***

1. How many players are there in a football match?
2. How long does a football match last?
3. Is football in America the same sport as football in other countries?
4. Who is this man?

		 <p>5. Which sport happens in a ring? 6. Who is this girl?</p>  <p><b>Answer key:</b> 1. 22. 2. 90 minutes. 3. No, it isn't. 4. Quang Hải – a Vietnamese footballer. 5. Boxing. 6. Ánh Viên – a Vietnamese swimmer.</p>		
Pre-reading	To activate students' knowledge of the topic of the reading text.	<p>- Teacher leads students into the lesson by showing the picture of Pelé, and lets students know they are going to read a conversation about him.</p> <p><b>Task 1: Work in pair,</b></p>	T-Ss	3 mins

		<p><b>discuss the questions.</b></p> <ol style="list-style-type: none"> <li>1. What do you know about Pele?</li> <li>2. What is special about him?</li> </ol> <p>- Teacher has students work in pairs and discuss the questions about Pelé. It is not important whether they know much or little information about Pelé as long as they concentrate and talk with each other.</p>	Pair work	
Presentation (Vocab – pre-teach)	To prepare students with vocabulary.	<p><b>VOCABULARY</b></p> <p>Teacher introduces the vocabulary by providing definitions of the words.</p> <ol style="list-style-type: none"> <li>1. career (n): [definition]</li> <li>2. goal (n): [definition]</li> <li>3. score (v): [definition]</li> </ol>	T-Ss	4 mins
While-Reading	To develop reading skill for general information (skimming).	<p><b>Task 2: Read the dialogue quickly to check your ideas in Task 1.</b></p> <p><b>Task 1.</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students to read the text quickly and check their ideas in Task 1.</li> <li>- Teacher sets a strict time limit to ensure that students read quickly for information.</li> <li>- Teacher encourages students to give any</li> </ul>	<p>T-Ss</p> <p>S</p> <p>T-Ss</p>	12 mins

	<p>- To help students develop their reading skill for specific information (scanning);</p> <p>- To help students broaden and deepen their knowledge of the famous football star Pelé.</p>	<p>piece of information they can remember (and it is not so important if they cannot say any true information as long as they speak English).</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• ... best footballer</li> <li>• ... from Brazil</li> <li>• ... won the World Cup</li> <li>• ... the King of Football</li> <li>• ...</li> </ul> <p><b>Task 3: Read the text again and answer the questions.</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students some time to practise reading the dialogue. students listen to teacher (or students) read aloud while tracking the dialogue with their fingers.</li> <li>- Teacher asks students to read in chorus the new and difficult words/phrases in the dialogue, then checks with students the meanings of the new words. Explain to them if necessary.</li> <li>- Teacher asks students to find the key words in each question, then find the information in</li> </ul>		
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		<p>the dialogue to answer the questions.</p> <ul style="list-style-type: none"> <li>- Teacher confirms the correct answers to the class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Pelé was born in 1940.</li> <li>2. His father did. / His father taught him.</li> <li>3. He scored 1,281 goals in total.</li> <li>4. (He became <i>Football Player of the Century</i>) in 1999.</li> <li>5. They call him “The King of Football”.</li> </ol>		
Pre-Speaking	To help students form the ideas for their speaking.	<p><b>Task 4: Read the following facts about two famous sportspeople.</b></p> <ul style="list-style-type: none"> <li>- Students work by themselves and read the fact files of two famous sportspeople. Teacher may ask them whether they know these sportspeople, and what else they know about them.</li> <li>- Teacher explains any new words to students if necessary, makes sure students understand everything and they can use these facts to prepare for the next speaking</li> </ul>	S	4 mins



	skill.	<p>Students role-play an interview.</p> <ul style="list-style-type: none"> <li>- Teacher and students can brainstorm possible interview questions before the activity.</li> <li>- Teacher calls some pairs and gives feedback.</li> </ul>	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To review the lesson they have learnt and prepare for the next lesson - Skills 2.	Teacher asks students to write down their opinion about a famous sportsperson.	T-Ss	1 min



# UNIT 8: SPORTS AND GAMES

## Lesson 6: Skills 2

### Lesson aim(s)

- By the end of the lesson, students will be able to:
- Use the lexical items related to the topic *Sports and games*;
  - Listen for general and specific information about people's favourite sports;
  - Write a passage about your favourite sport.

### Materials (referenced)

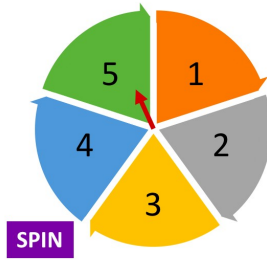
- Grade 6 textbook, Unit 8, Skills 2
- Pictures, CD
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped listening skills.	<ul style="list-style-type: none"><li>- Play the recording many times if any necessary.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: Sports and games</b></p> <p><b>Lesson 6: Skills 2</b></p>
<p><b>* Warm-up</b></p> <p>Spin the wheel</p> <p><b>I. Listening</b></p> <p>Task 1: Listen to the passages. Who are they about?</p> <p>Task 2: Listen to the passages again. Then tick (✓) T (True) or F (False) for each sentence.</p> <p>Task 3: Listen again and fill each blank with a word to complete each sentence.</p> <p><b>* Summarize the information of the listening part.</b></p> <p><b>II. Writing</b></p> <p>Task 4: Work in pairs. Talk about the sport/game you like. Use the following questions as cues.</p> <p>Task 5: Write a paragraph of 40-50 words about the sport/game you talked about in Task 4. You can also refer to the listening passages.</p> <p><b>* Homework</b></p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- Check students' vocabulary from previous lessons.</li> <li>- To introduce the topic of listening.</li> </ul>	<p><b>* Spin the wheel</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 2 teams.</li> <li>- Each team takes turns to spin the wheel. Under each number is picture of a famous sportsperson. If the team gives the correct name of sport which the person play, they'll get one point.</li> <li>- The team with more points is the winner.</li> </ul>	Team work	5 mins





*1. Football (David Beckham)*



*2. Tennis (Roger Federer)*



*3. Badminton (Phạm Hồng Nam)*

		 <p>4. Ice skating (Yuzuru Hanyu)</p>  <p>5. Boxing (George Foreman)</p>		
Pre-Listening	<ul style="list-style-type: none"> <li>- To activate students' knowledge of the topic of the listening text;</li> <li>- To help students develop their skill of listening for general information.</li> </ul>	<p><b>Task 1: Listen to the passages. Who are they about?</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the recording once only, asks students to listen and say who are mentioned in the passages.</li> <li>- Teacher confirms the correct answer as a class.</li> </ul> <p><b>Answer key:</b> The listening passages are about Hai and Alice.</p>	T-Ss	3 mins
While-Listening	To develop students' skill of listening for specific information (scanning).	<p><b>Task 2: Listen to the passages again. Then tick (✓) T (True) or F (False) for each sentence.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the sentences carefully and find the</li> </ul>	T-Ss	8 mins

	<p>To develop students' skill of listening for specific information (scanning), and identify the exact words to fill the blanks.</p>	<p>key words.</p> <ul style="list-style-type: none"> <li>- Teacher plays the recording again, tells students that while they listen, they have to write down T or F for each sentence.</li> <li>- Teacher calls on some ss to read the answers and gives explanations to their choice.</li> <li>- Teacher confirms the correct answers as a class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. T</li> <li>4. T</li> <li>5. F</li> </ol> <p><b>Task 3: Listen again and fill each blank with a word to complete each sentence.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the sentences and find the key words.</li> <li>- Teacher plays the recording the third time (or more if needed). Tell students that they have to identify the exact words in the listening passages to fill the blanks, and that the words must be</li> </ul>	<p>T-Ss</p>	
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		<p>correctly spelled.</p> <p>- Students can share their answers in pairs before listening to the recording a final time to check the answers as a class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. volleyball</li> <li>2. three</li> <li>3. Alice</li> <li>4. chess</li> </ol> <p><b>Audio script:</b></p> <p><i>Hello. My name's Hai. I love sport. I play volleyball at school and I often go cycling with my dad at the weekend. But my favourite sport is karate. I practise it three times a week. It makes me strong and confident.</i></p> <p><i>My name's Alice. I'm twelve years old. I don't like doing sport very much, but I like watching sport on TV. My hobby is playing chess. My friend and I play chess every Saturday. I sometimes play computer games, too. I hope to create a new computer game one day.</i></p>	Pair work	
Post-Listening	To check students' understanding	<b>* Summarize the information of the listening part.</b>		4 mins

	of the listening part.	<ul style="list-style-type: none"> <li>- Students work in groups of four.</li> <li>- Teacher asks students to summarize the information in the listening part and talk about it.</li> <li>- Teacher helps if necessary.</li> </ul>	Group work	
Pre-Writing	To help students brainstorm ideas for their writing.	<p><b>Task 4: Work in pairs. Talk about the sport/ game you like. Use the following questions as cues.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students work in pairs and talk about the sport/game they like. They can use the cues given or their own ideas.</li> <li>- Teacher asks them to note down the important and interesting things in their notebooks.</li> <li>- Teacher goes round and gives help if necessary, then calls on some students to read their notes in front of the class. Teacher and other students listen and make comments.</li> </ul>	<p>Pair work</p> <p>T-Ss</p>	5 mins
While-Writing	To help students practise writing a paragraph	<p><b>Task 5: Write a paragraph of 40-50 words about the sport/ game you talked about</b></p>		12 mins

	<p>about the sport/ game they like.</p>	<p><b>in Task 4. You can also refer to the listening passages.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to write a paragraph about the sport/ game they talk about in Task 4. Allow students to refer to the listening passages and other sections for useful language for writing. Note interesting expressions and language on the board.</li> <li>- Teacher tells students to write a draft first, based on the ideas they have talked about in Task 4. Then students actually write a paragraph of 40 – 50 words (or more if they can), covering as many ideas as possible. Tell them to pay special attention to punctuation, structural elements, linking words, etc.</li> <li>- If there is enough time, teacher may collect some students’ writings and mark them, then give comments to the class. Remember to tell them how to improve their writings.</li> </ul>	<p>T-Ss</p> <p>S</p> <p>T-Ss</p>	
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Post-Writing	To cross check and final check students' writing.	<ul style="list-style-type: none"> <li>- Teacher has the groups swap and give feedback on each other's writing.</li> <li>- Teacher then gives feedback on one writing as a model.</li> </ul>	Group work	5 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare for project.	T-Ss	1 min

## UNIT 8: SPORTS AND GAMES

### Lesson 7: Looking back & Project

#### Lesson aim(s)

By the end of the lesson, students can:

- review the vocabulary and grammar of Unit 8;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

#### Materials (referenced)

- Grade 6 textbook, Unit 8, Looking back & Project
- Pictures, paper
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

*Date of teaching*

**Unit 8: Sports and games**

**Lesson 7: Looking back & Project**

**\* Warm-up**  
Mind map

```

graph TD
    A["(1) ..... and games"] --- B["(2) ....."]
    A --- C["(3) ....."]
    A --- D["Communication"]
    B --- E["Names of sports and games"]
    C --- F["The (4) ..... simple"]
    C --- G["(5) ....."]
    D --- H["Talk about sports and games"]
    
```

**I. Looking back**

Task 1: Find one odd word/phrase in each question.

Task 2: Put the correct form of the verbs *play, do* or *go* in the blanks.

Task 3: Put the verbs in brackets in the correct form.

Task 4: What do you say in these situations?

Task 5: Fill each blank with ONE word to complete the passage.

**II. Project**

Task 6: Read the passage about the game *Blind man's bluff*.

Task 7: Choose one of the following sports/games (or one of your own) and write about it.

**\* Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise what students have learnt in Unit 8 and lead in the next part of the lesson.	<p><b>* Mind map</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into groups of four, gives each group a mind map, asks them to fill the missing words in the map.</li> <li>- The fastest group giving out the correct answer is</li> </ul>	Group work	5 mins

		<p>the winner.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Sports and games</li> <li>2. Vocabulary</li> <li>3. Grammar</li> <li>4. The past simple</li> <li>5. Imperatives</li> </ol>		
Looking back	<p>To help students revise the vocabulary items they have learnt in the unit.</p> <p>To help students revise the combination of the verbs <i>play, do</i> and <i>go</i> with names of different sports/ games.</p>	<p><b>Task 1: Find one odd word/ phrase in each question.</b></p> <ul style="list-style-type: none"> <li>- Students do this task individually.</li> <li>- Teacher calls on some students to read the answers aloud and then confirms the correct answers as a class. Let the whole class read the words/phrases correctly.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> <li>5. B</li> </ol> <p><b>Task 2: Put the correct form of the verbs <i>play, do</i> or <i>go</i> in the blanks.</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students that in English sports and games may go after one of three verbs: <i>play, do</i> and <i>go</i>. Students have to remember these combinations and use them correctly in</li> </ul>	<p>S</p> <p>T-Ss</p> <p>T-Ss</p>	<p>20 mins</p>

	<p>To help students revise the use of the past simple tense in context.</p>	<p>different contexts.</p> <ul style="list-style-type: none"> <li>- Teacher allows students time to do the task individually.</li> <li>- Teacher calls some students to write the answers on the board, then lets the class comment, and gives them the correct answers.</li> <li>- Teacher may call some students to read the sentences.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. do</li> <li>2. is playing</li> <li>3. goes</li> <li>4. went</li> <li>5. played</li> <li>6. are doing</li> </ol> <p><b>Task 3: Put the verbs in brackets in the correct form.</b></p> <ul style="list-style-type: none"> <li>- Teacher lets students work in pairs and put the verbs in brackets in the correct form of the past simple.</li> <li>- Teacher tells students to pay attention to the point of time given in the sentences.</li> <li>- Teacher checks answers as a class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. took</li> </ol>	<p>S</p> <p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	
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	<p>To help students revise the use of imperatives (positive and negative) in different situations.</p>	<p>2. started 3. didn't like 4. did you do, cycled, watched</p> <p><b>Task 4: What do you say in these situations?</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students some time to work by themselves, asks them to revise how to use imperatives (positive and negative) in these situations.</li> <li>- Teacher calls some students to read their sentences.</li> <li>- Teacher lets other students give comments, then confirms the correct sentences.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Please stop making noise.</li> <li>2. Go out to play with your friends.</li> <li>3. Don't feed the animals.</li> <li>4. Stand in line, boys!</li> <li>5. Don't touch the dog.</li> </ol>	<p>S</p> <p>T-Ss</p>	
	<p>To help students revise what sports and games are.</p>	<p><b>Task 5: Fill each blank with ONE word to complete the passage.</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students some time to work individually.</li> <li>- Teacher calls some students to read their</li> </ul>	<p>S</p> <p>T-Ss</p>	

		<p>sentences.</p> <ul style="list-style-type: none"> <li>- Teacher lets other ss give comments, then confirms the correct sentences.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. play</li> <li>2. hear</li> <li>3. favourite</li> <li>4. sports</li> <li>5. famous</li> </ol>		
Project	<p>To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.</p> <p>To help students practise writing about a traditional game (what it needs and its rules).</p>	<p><b>Task 6: Read the passage about the game <i>Blind man's bluff</i>.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students read the passage carefully.</li> <li>- Teacher explains new words for students and makes sure they understand everything thoroughly: the equipment and location, the rules and different steps.</li> </ul> <p><b>Task 7: Choose one of the following sports/games (or one of your own) and write about it.</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 teams, and gives each team a piece of paper to make a poster.</li> <li>- Each team chooses a traditional game and discusses the game's rules, then writes down</li> </ul>	T-Ss	17 mins
			Team work	

		<p>the rules and decorates in the poster.</p> <p>Examples: Tug of war, Skipping, Marbles...</p> <ul style="list-style-type: none"> <li>- Each team takes turns to present their talk in front of the class.</li> <li>- Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most impressive and easiest to understand rules.</li> <li>- If it is short of time, let students complete the task as homework under teacher's guidance.</li> </ul>	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 9 – Getting started.	T-Ss	1 min

\*Pictures' source: From Internet