***Date of preparing:04/02/2025***

***Date of teaching: 06/02/2025***

**Period 62 UNIT 8: SPORTS AND GAMES**

**Lesson 1: Getting Started**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to:

* have an overview about the topic *Sports and games*;

- use the vocabulary and talk about sports and games.

\* **Vocabulary**: gym (n), equipment (n), karate (n)

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aim:**   * To set the context for the listening and reading text. * To introduce the topic of the unit. | |
| ***Tell the names of sports and games you know***  1. Where are the two kids?  2. What sports are they going to play?  ***Suggested answers:***  1. They are in the gym/ school gym.  2. They are going to run. | * Teacher writes the words SPORTS AND GAMES on the board and asks students to give any words relating to the topic. * Teacher may allow students to give a Vietnamese word and asks other students in the class if they know the equivalent in English. * Teacher writes on the corner of the board a list of the words which students cannot translate into English and asks them to keep a record for later reference when the unit finishes. * Teacher lets students open their books and starts the lesson.   (T- Ss)   * Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture:   (T- Ss) |
| **Activity 2 - Presentation**  **Aim**: To prepare students with vocabulary. | |
| **Vocabulary**  1. gym (n): [picture]  2. equipment (n): [definition]  3. karate (n): [definition] | * Teacher introduces the vocabulary by:   + providing definitions of the words.  + showing the pictures illustrating the words.  (T- Ss)  Checking vocabulary: |
| **Activity 3 – Practice**  **Aim:**  -To have student know the topic. (Task 1)  -To have students get specific information of the text and understand the conversation better.(Task 2)  -To help students revise/ learn some sports and games through pictures.(Task 3) | |
| **Task 1: Listen and read.**  **Task 2: Put ONE word from the conversation in each gap.**  ***Answer key:***  1. fit  2. gym  3. table tennis  4. Club  5. cycle  **Task 3: Name these sports and games, using the words from the box.**  ***\*Pelmanism / Groupwork***  ***Answer key:***  1. cycling  2. aerobics  3. table tennis  4. swimming  5. chess  6. volleyball   * ***A sport****:* an activity that you do for pleasure and that needs physical exercise. * ***A game****:* an activity or a sport with rules in which people or teams compete against each other.   ***Teamwork***  ***Suggested answers:***  **Sports:** running, cycling, mountain climbing, ... **Games:** chess, football, card games, computer games, ... | * Teacher plays the recording twice. (**T- Ss**) * Students listen and read. (Ss-Ss) * Teacher checks students’ prediction. * Teacher calls 3 students to read the conversation aloud. * 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. * Teacher allows students to share their answers before discussing in pairs or as a class. * Teacher writes the correct answers on the board. * Teacher explains the meanings of some words if necessary. Students practise saying the sentences together. * 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. * Students work in groups and label the pictures with the correct words given. The group matches faster and correctly is the winner. * 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. * Teacher helps students differentiate between a sport and a game: * 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. |
| **Activity 4 – Production**  **Aim:** To help students practice speaking and learn about how sporty they are. (Task 4) | |
| **Task 4: Work in pairs. Ask your partner these questions to find out how sporty they are.** | * 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.) * Teacher may want to find out how sporty the class is by writing the results on the board. |
| **Activity 5 – Homework**  **Aim:** To review the lesson and prepare for the next lesson. | |
| Rewrite some sports and games that you know. | T remind Ss to rewrite some sports and games that they know. |

***Date of preparing:09/02/2025***

***Date of teaching:11/02/2025***

**Period 63 UNIT 8: SPORTS AND GAMES**

**Lesson 2: A closer look 1**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to:

* use the lexical items related to the topic *Sports and games*;

- pronounce correctly the sounds /e/ and /æ/.

\* **Vocabulary**: racket (n), goggles (n), competition (n), champion (n), marathon (n)

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1- Warm up**  **Aim:** To activate students’ prior knowledge and vocabulary related to the topic. | |
| ***\*Brainstorming*** | * 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. * Teamwork. |
| **Activity 2 – Presentation**  **Aims:**   * To enrich students’ vocabulary. * To help students have concept and identify the sounds /e/ and /æ/. | |
| **VOCABULARY**   1. racket (n): [picture] 2. goggles (n): [picture] 3. competition (n): [definition] 4. champion (n): [definition]   5.marathon (n): [definition] | * Teacher introduces the vocabulary by   + providing explanations of the words;  + showing picture illustrating the words.  T – Ss. |
| **PRONUNCIATION**  [*https://www.youtube.com/watch?v=d98t4b3XLjg*](https://www.youtube.com/watch?v=d98t4b3XLjg)  [*https://www.youtube.com/watch?v=NavmTDkd8Z8*](https://www.youtube.com/watch?v=NavmTDkd8Z8)  ***Suggested answers:***   * /e/: get, elephant, pet,…   /æ/: racket, hat, cat,… | * Teacher introduces 2 sounds /e/ and /æ/ to students and lets them watch a video about how to pronounce these two sounds. * Teacher asks students to give some words they know containing these sounds. * Teacher draws students attention to the letters containing the sounds and helps them identify the sounds. |
| **Activity 3 – Practice**  **Aims:**   * To revise/ teach the names of some equipment to be used in some sports/ games. (Task 1) * To revise/ teach the names of some sports/ games and the equipment to be used with them.(Task 2) * To give students practice on how to use words related to sports/ games in context. (Task 3) * To help students identify and practise the /e/ and /æ/ sounds. (Task 4) * To help students practise the sounds /e/ and /æ/ in sentences. (Task 5) | |
| **Task 1: Write the right words under the pictures.**  ***Answer key:***  1. ball  2. sports shoes  3. boat  4. racket  5. goggles | * Teacher asks students to look at the pictures and see if they can write the words under the pictures. * Teacher lets students work individually, tells them to put the words and phrases given under the right pictures. * Teacher calls a student to come and write their answer on the board. The rest of the class may pair compare. * Teacher checks the answer with the whole class and explains the meanings to them if necessary. If there is enough time, let ss give examples. |
| **Task 2: What sports are these things for? Match each thing in column A with a sport in column B.**  For example:  –  table tennis – bats  –  running – sports shoes  –  chess – chessboard + chessmen / chess pieces ...  ***Answer key:***  1. c  2. d  3. a  4. b  5. e | * 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. * Teacher checks with the whole class, asks students to give more names of sports and equipment to be used with them. |
| **Task 3: Fill each blank with the words from the box.**  ***Answer key:***  1. competition  2. champion  3. congratulations  4. sporty  5. marathon | * 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. * Teacher calls one student to write the words on the board, then gives correction. * For more able students, teacher asks them to make sentences with the words. Other students and teacher give comments. |
| **Task 4: Listen and repeat. Pay attention to the sound /e/ and /æ/.** | * Teacher asks students listen and repeat. * Students work in individually. |
| **Task 5: Listen and repeat. Underline the words with the sound /e/ and /æ/.**  ***Answer key:***  1. They cannot take part in this contest.  2. They began the match very late.  3. Please get the racket for me.  4. We play chess every Saturday.  5. My grandpa is old, but he’s active. | * Before listening, teacher lets students discuss in pairs and find the words with the sound /e/ and /æ/. * Teacher plays the recording for students to check and repeat the sentences. |
| **Activity 4 – Production**  **Aim:** To give students chance to apply what they have learnt. | |
| ***\*Game: Who is faster?***  *(E.g. My favourite sport is table* ***tennis.****)* | * 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/. * Teacher asks each group to hand in their paper and checks, the group with more correct sentences is the winner. * Teacher invites the winner to read aloud their sentences. |
| **Activity 5 – Homework**  **Aim:** To revise what they have learnt. | |
| * Rewrite the sentences into notebooks. * Find 3 more sports or games that have the sound /e/ or /æ/. | T reminds Ss to do homework. |

***Date of preparing:10/02/2025***

***Date of teaching: 12/02/2025***

**Period 64 UNIT 8: SPORTS AND GAMES**

**Lesson 3 A closer look 2**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to use the past simple tense and imperatives.

\* **Vocabulary**:

\* **Grammar**: The Simple Past Tense

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1- Warm up**  **Aim:** To activate students’ prior knowledge related to the targeted grammar of past simple tense and to increase students’ interest. | |
| ***\* Game: Pelmanism***   |  |  | | --- | --- | | 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 home | was/were at home | | * 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 form. * 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. * Teacher may use projector and lets students play the game in teams. * Teacher draws students’ attention to the form of the verbs in the game and asks them whether they know the target tense. |
| **Activity 2 – Presentation**  **Aim:**  To help students know and understand the use of past simple tense.  To help students know and understand the use of imperatives. | |
| **1. The past simple tense**   |  |  |  | | --- | --- | --- | |  | **To verb** | **To be** | | **Positive** | S + Ved + … . | S + was/ were + … . | | **Negative** | S + didn’t + Vinf + … . | S + wasn’t/ weren’t + … . | | **Interrogative** | Did + S + Vinf + … ? | Was/ Were + S + … . | | **Answer** | Yes, S + did.  No, S + didn’t. | Yes, S + was/were.  No, S + wasn’t/ weren’t. | | **W/H questions** | W/H + did + S + Vinf + … ? | W/H + was/were + S + ...? | | **Notes**  There are regular and irregular verbs in past simple tense. | | | | * **Elicit past simple tense** * Teacher provides or confirms the answers and leads in the grammar focus of the lesson: * Teacher asks students to give the rules and lets them study the grammar box. |
| **2. Imperatives**   * *Do more exercise.* * *Don’t spend much time on computer games.*  |  |  | | --- | --- | | Positive | V | | Negative | Don’t + V | | * 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. * - 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. |
| **Activity 3 – Practice**  **Aims:**  To help students practise with the correct form of the past simple. (Task 1)  To help students practise using the past simple in context. (Task 2)  To help students use the correct form of the imperative in different situations. (Task 4)  To help students practise using imperatives to tell someone to do something in real context. (Task 5) | |
| **Task 1: Choose the correct answer A, B or C.**  ***Answer key:***   1. C 2. B 3. C 4. A 5. B | * Teacher lets students do the task individually and then compares their answers in pairs. * 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 the most possibly correct answer. * Teacher checks and confirms students’ answers. |
| **Task 2: Write the correct form of the verbs.**  ***Answer key:***   1. went 2. had 3. did you do 4. visited 5. ate 6. scored | * Teacher lets students do the task individually, asks them to read the conversation first, so that they understand the context to use the verbs given in the correct form. * Teacher may call on some students separately to read out their answers and corrects their answers if they’re wrong, gives explanation if necessary. * Teacher then calls some pairs to read the conversation with the correct verb form, corrects their pronunciation and intonation if necessary. |
| **Task 4: Look at each picture and choose the correct answer.**  ***Answer key:***  1. Don’t park  2. Close  3. Tidy up  4. Don’t use  5. Try | * Teacher tells students to work in pairs, gives them about 2 – 3 minutes to do the task. * Teacher goes round, observes the class and gives help if necessary. * Teacher calls on some students to read their answers, then checks their answers as a class. |
| **Task 5: Tell your friends what to do and what not to do at the gym.**  ***Some possible sentences:***   * *Pay your fee first.* * *Put on your trainers / sports shoes.* * *Listen to the instructor carefully.* * *Don’t litter.* * *Don’t eat or drink at the gym.* * *...* | * 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. * Teacher gives help and lets them give as many sentences as possible. * Teacher calls some groups to read aloud their answer and check with the whole class.   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 bottom of the page in their notebooks. Make sure that students write the rules somewhere in the picture. (This may be done as homework.) |
| **Activity 4 – Homework**  **Aim:** To review knowledge that students have gained in this lesson. | |
| * Make 3 sentences about yourself, using the past simple. * Give 3 orders or tell your friends to do an activity/ everyday routine. | T reminds Ss to do homework. |

***Date of preparing:11/02/2025***

***Date of teaching: 13/02/2025***

**Period 65 UNIT 8: SPORTS AND GAMES**

**Lesson 4 – Communication**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss 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.

\* **Vocabulary**: *Congratulations.*

*Thank you.*

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aim:** To activate students’ prior knowledge and to increase students’ interest. | |
| ***\* Lucky numbers***    ***Suggested question:***  1. Lucky number  2. Complete the following imperative:  Kết quả hình ảnh cho watch tv cartoon  *….. watch TV more than 3 hours a day. It’s bad for your eyes.*  ***Answer key: Don’t***  3. Complete the question:  Kết quả hình ảnh cho have dinner with family cartoon  *….. you have dinner with your parents yesterday?*  ***Answer key: Did***  4. Look at the picture and complete the sentence:  Kết quả hình ảnh cho play badminton cartoon  *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:  Kết quả hình ảnh cho won a cup cartoon  *Tôi chiến thắng trong cuộc thi đánh vần Thứ Hai tuần trước.*  Answer key: I won in the spelling contest last Monday. | * Class is divided into 2 teams. * Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers. * 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 get 1 point without answering the question and get another turn.   Teacher leads students into the lesson by repeating the answer in question 7 of the game *(I won in the spelling contest last Monday.)* and asks students how will they respond in such situation. |
| **Activity 2 – Presentation**  **Aim:** To introduce the structure of expressing and responding to congratulations. | |
| **EVERYDAY ENGLISH**  **Expressing and responding to congratulations.**  **Task 1: Listen and read the short conversation below, paying attention to the highlighted parts.**   * *Congratulations.*   *Thank you* | * Teachers lets students listen and read the dialogue, asks them what the characters say when they hear good news from other people. * Teacher calls some students to share their opinions. * Teacher gives more explanations and writes down the structure of expressing and responding to congratulations. |
| **Activity 3 – Practice**  **Aim:**   * To practice the structure of expressing and responding to congratulations. (Task 2) * To have students revise/learn some knowledge of sports/games; (Task 3) | |
| **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.** | * Teacher allows students to work in pairs, practice the situation, using structures above. * Teacher calls some pairs to present their answers.   Teacher gives feedback and corrections (if necessary). |
| **Task 3: Read and tick the questions you think are suitable to ask a new friend at school.**  ***Answer key:***  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). | * Teacher asks students to work in pairs and find the answers to the quizzes. * Teacher checks and gives the correct answers. |
| **Activity 4 – Homework**  **Aim:** To revise what they have learnt in the lesson. | |
| * Copy the answers. | T reminds Ss to do the homework. |

***Date of preparing:16/02/2025***

***Date of teaching: 18/02/2025***

**Period 66 UNIT 8: SPORTS AND GAMES**

**Lesson 5 Skills 1**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to:

* develop reading skill for general and specific information about Pelé;

- talk about famous sportspeople

\* **Vocabulary**: career (n), goal (n), score (v)

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aim:** To introduce the topic of reading and also revise the previous lesson. | |
| **\*Game: Hidden picture (*Who is this?*)**   * (The hidden picture is Pelé.)   Kết quả hình ảnh cho pele footballer  ***Suggested questions:***  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?  Kết quả hình ảnh cho quang hải  5. Which sport happens in a ring?  6. Who is this girl?  Kết quả hình ảnh cho ánh viên  ***Answer key:***  1. 22.  2. 90 minutes.  3. No, it isn’t.  4. Quang Hải – a Vietnamese footballer.  5. Boxing.  6. Ánh Viên – a Vietnamese swimmer. | * Teamwork. * Class is divided into 2 teams. * Teacher prepares 6 cards numbered from 1 to 6. * Each team takes turn and chooses a number and answer the question behind the 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. |
| **Activity 2 – Pre-reading**  **Aim:** To activate students’ knowledge of the topic of the reading text. | |
| **Task 1: Work in pair, discuss the questions.**  1. What do you know about Pele?  2. What is special about him?  **Vocabulary:**  1. career (n): [definition]  2. goal (n): [definition]  3. score (v): [definition] | * 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. * 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.   - Teacher introduces the vocabulary by providing definitions of the words. |
| **Activity 3 – While reading**  **Aim:**   * To develop reading skill for general information (skimming) * To help students develop their reading skill for specific information (scanning); * To help students broaden and deepen their knowledge of the famous football star Pelé. | |
| **Task 2: Read the dialogue quickly to check your ideas in Task 1.**  ***Example:***   * ... best footballer * ... from Brazil * ... won the World Cup * ... the King of Football * ...   **Task 3: Read the text again and answer the questions.**      ***Answer key:***  1. Pelé was born in 1940.  2. His father did. / His father taught him.  3. He scored 1,281 goals in total.  4. (He became *Football Player of the Century*) in 1999.  5. They call him “The King of Football”. | * Teacher tells students to read the text quickly and check their ideas in Task 1. * Teacher sets a strict time limit to ensure that students read quickly for information. * Teacher encourages students to give any 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). * 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. * 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. * Teacher asks students to find the key words in each question, then find the information in the dialogue to answer the questions.   - Teacher confirms the correct answers to the class. |
| **Activity 4 – Pre speaking**  **Aim:** To help students form the ideas for their speaking. | |
| **Task 4: Read the following facts about two famous sportspeople.** | * 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.   - 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 activity. |
| **Activity 5 – While speaking**  **Aim:** To help students practise speaking about a famous sportsperson. | |
| **Ex:**  His name is Hoang Giang, he was born in 1978 in Viet Nam. He plays shooting. He is famous for being No.1 sportsman in shooting. In 1996, he took part in a shooting competition. In 2001, he won a medal for shooting. I like him very much because he’s talented.  Her name is Jenny Green. She was born in 1972 in Greenland. She plays golf. She is famous for being one of the best female golfers in history. In 1987, she became a member of local golf club. In 1994, she took part in a female golf tournament and in 2002, she became the female golf champion. I admire her a lot because she is really skillful and healthy. | * Teacher has students work in groups of four, lets them take turns to talk about the sportsperson they have chosen. * Teacher lets students have freedom to choose what information to mention. (They can skip some points, or add some of their own.) * While students are talking, teacher goes round the class and monitors, remembers not to stop them in order to correct their mistakes. * When the talking time is over, teacher collects common errors and discusses them with the whole class.   *(For weak Ss, Ss ask and answer about Pele- Task 3- Pairwork)* |
| **Homework**  **Aim:** To review the lesson they have learnt and prepare for the next lesson - Skills 2. | |
| * Task 5 * Skills 2 | Teacher asks students to talk then write down their opinion about a famous sportsperson. (Task 5) |

***Date of preparing:17/02/2025***

***Date of teaching: 19/02/2025***

**Period 67 UNIT 8: SPORTS AND GAMES**

**Lesson 6 – Skills 2**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss 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.

\* **Vocabulary**:

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 Warm up**  **Aim:**   * Check students’ vocabulary from previous lessons. * To introduce the topic of listening. | |
| ***\* Spin the wheel***    Kết quả hình ảnh cho david beckham  *1. Football(David Beckham)*  Kết quả hình ảnh cho ROGER FEDERER  *2. Tennis (Roger Federer)*  Kết quả hình ảnh cho phạm hồng nam  *3.Badminton (Phạm Hồng Nam)*  Kết quả hình ảnh cho yuzuru hanyu  *4. Ice skating (Yuzuru Hanyu)*  Kết quả hình ảnh cho george foreman  **5.** *. Boxing (George Foreman)* | * Teacher divides the class into 2 teams. * 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. * The team with more points is the winner. |
| **Activity 2 - Pre listening**  **Aim:**   * To activate students’ knowledge of the topic of the listening text; * To help students develop their skill of listening for general information. | |
| **Task 1: Listen to the passages. Who are they about?**  ***Answer key:***  The listening passages are about Hai and Alice. | * Teacher plays the recording once only, asks students to listen and say who are mentioned in the passages. * Teacher confirms the correct answer as a class. |
| **Activity 3 – While –listening**  **Aim:** To develop students’ skill of listening for specific information (scanning). | |
| **Listen and fill in the missing words:**  ***cycling chess karate computer games volleyball aerobics swimming***  Hello. My name’s Hai. I love sport. I play (1)………… at school and I often go (2)………………… with my dad at the weekend. But my favourite sport is (3)…………………. I practise it three times a week. It makes me strong and confident.  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 (4)………….. My friend and I play chess every Saturday. I sometimes play (5) …………………….., too. I hope to create a new computer game one day. | - T asks Ss to listen to the passages and fill in the missing words.  - Ss work individually.  - Feedback. |
| **Activity 3 – Pre –writing**  **Aim:** To help students brainstorm ideas for their writing. | |
| **Task 4: Work in pairs. Talk about the sport/ game you like. Use the following questions as cues.**  - What is the name of the sport / game? Badminton  - How many players are there? 2 players  - How often do you play it? I play it three times a week  - What equipment does it need? 2 racquets and 1 birdie/ shuttlecock. | * Teacher has students work in pairs and talk about the sport/game they like. They can use the cues given or their own ideas. * Teacher asks them to note down the important and interesting things in their notebooks. * 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. |
| **Activity 4 – While –writing**  **Aim:** To help students practise writing a paragraph about the sport/ game they like. | |
| **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.**  I usually play badminton after school with my friend because to play this sport we need two players. I play badminton three times a week. To play badminton, I need two racquets and one shuttlecock. | * 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. * 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. * If there is enough time, teacher may collect some students’ writings and mark them, then give comments to the class. Remember to tellthem how to improve their writings. |
| **Activity 5 – Post – writing**  **Aim:** To cross check and final check students’ writing. | |
|  | * Teacher has the groups swap and give feedback on each other’s writing. * Teacher then gives feedback on one writing as a model. |
| **Activity 6 – Homework** | |
| To prepare for the next lesson. (Looking back and project) | T reminds Ss to prepare Looking back and project. |

***Date of preparing:18/02/2025***

***Date of teaching: 20/02/2025***

**Period 68 UNIT 8: SPORTS AND GAMES**

**Lesson 7 Looking back and project**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to:

* review the vocabulary and grammar of Unit 8;

- apply what they have learnt (vocabulary and grammar) into practice through a project.

\* **Vocabulary**:

\* **Grammar**:

**2. Competences:** Speaking, listening, reading

**3. Educational aim: -** Positive about sports and games.

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aim:** To revise what students have learnt in Unit 8 and lead in the next part of the lesson. | |
| ***Mind map***    ***Answer key:***  1. Sports and games  2. Vocabulary  3. Grammar  4. The past simple  5. Imparatives | * Teacher divides the class into groups of four, gives each group a mind map, asks them to fill the missing words in the map. * The fastest group giving out the correct answer is the winner. |
| **Activity 2 – Looking back**  **Aim:**  To help students revise the vocabulary items they have learnt in the unit. (Task 1)  To help students revise the combination of the verbs *play, do* and *go* with names of different sports/ games. (Task 2)  To help students revise the use of the past simple tense in context. (Task 3)  To help students revise the use of imperatives (positive and negative) in different situations. (Task 4)  To help students revise what sports and games are.(Task 5) | |
| **Task 1: Find one odd word/ phrase in each question.**  ***Answer key:***  1. C  2. A  3. C  4. B  5. B | * Students do this task individually. * 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. |
| **Task 2: Put the correct form of the verbs *play,  do* or *go* in the blanks.**  ***Answer key:***  1. do  2. is playing  3. goes  4. went  5. played  6. are doing | * Teacher tells students that in English sports and games may go after one of three verbs: *play, do* and *go*. Students have to remember these combinations and use them correctly in different contexts. * Teacher allows students time to do the task individually. * Teacher calls some students to write the answers on the board, then lets the class comment, and gives them the correct answers. * Teacher may call some students to read the sentences. |
| **Task 3: Put the verbs in brackets in the correct form.**  ***Answer key:***  1. took  2. started  3. didn’t like  4. did you do, cycled, watched | * Teacher lets students work in pairs and put the verbs in brackets in the correct form of the past simple. * Teacher tells students to pay attention to the point of time given in the sentences. * Teacher checks answers as a class. |
| **Task 4: What do you say in these situations?**  ***Answer key:***  1. Please stop making noise.  2. Go out to play with your friends.  3. Don’t feed the animals.  4. Stand in line, boys!  5. Don’t touch the dog. | * Teacher gives students some time to work by themselves, asks them to revise how to use imperatives (positive and negative) in these situations. * Teacher calls some students to read their sentences. * Teacher lets other students give comments, then confirms the correct sentences. |
| **Task 5: Fill each blank with ONE word to complete the passage.**  ***Answer key:***  1. play  2. hear  3. favourite  4. sports  5. famous  **Task 6: Read the passage about the game *Blind man’s bluff.***  *- Name of the game: blind man's buff*  *- Number of players: five or more*  *Equipment: a blindfold, and open space*  *How to play:*  *1. Players stand in a circle; one person blindfolded (the seeker) stands in the middle.*  *2. The seeker tries to catch others who are trying not to be caught.*  *3. When the seeker catches a player, he / she tries to guess who it is by touching that player's face and hair.*  *4. When the seeker says that player's name correctly, he / she becomes the new seeker.*  https://img.loigiaihay.com/picture/2021/1104/u8-project-ex1.png  **Task 7:** **Choose one of the following sports/games (or one of your own) and write about it.**  *Hello everyone, today I will tell you about a popular traditional game in Viet Nam. The name of the game is tug of war. To play this game, we need at least 4 people and a strong long rope. When playing the game, we must follow the following rule. As soon as the referee blows the whistle, the game starts. Two teams will compete against each other. Each team can start pulling the rope into their territory. The center of the rope should align with the center marked on the ground. Each team pulls the rope along with the members of opposition team to their side. As soon as the second mark on the rope from the center red mark crosses over to center line, the team to pull the rope to their area wins the game.* | * Teacher gives students some time to work individually. * Teacher calls some students to read their sentences. * Teacher lets other ss give comments, then confirms the correct sentences.   ***Project***  **Task 6: Read the passage about the game *Blind man’s bluff.***  - Teacher has students read the passage carefully.  - Teacher explains new words for students and makes sure they understand everything thoroughly: the equipment and location, the rules and different steps.  **Task 7:** **Choose one of the following sports/games (or one of your own) and write about it.**  - Teacher divides the class into 4 teams, and gives each team a piece of paper to make a poster.  - Each team chooses a traditional game and discusses the game’s rules, then writes down the rules and decorates in the poster.   * Examples: Tug of war, Skipping, Marbles…   - Each team takes turns to present their talk in front of the class.  - 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.  If it is short of time, let students complete the task as homework under teacher’s guidance. |
| **Homework** | |
| Prepare for the next lesson: Unit 9 – Getting started. | T asks Ss to copy the answers, do the project and prepare Unit 9 Getting started. |