**LESSON PLAN – ENGLISH 6 (GLOBAL SUCCESS)**

***Date of planning : 2/2/2025***

***Date of teaching : 5/01/ 2025***

***Week 21***

***Period: 62***

UNIT 8: SPORTS AND GAMES

# Lesson 1: Getting started – A look inside

**I. OBJECTIVES:**

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.

**1. Knowledge:**

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

**\* Grammar:** “The past simple tense” and “Imperatives”.

**2. Competence:**  Capacity to solve problems creatively, physical ability and aesthetic ability;

use English to talking about sports and games in the world. Specialized capacity; capacity to use language.

**3. Quality/ behavior :** To teach SS to love sports and encourage them to take part in sports. Ss participate actively in the lesson.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 8, Getting started)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  \* **Aim:** To set the context for the listening and reading text.  To introduce the topic of the unit.  \* **Content:** Write the names of sports and games.  **\* Products:** Ss write words on the posters. ( team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up**:  **T-Ss, Ss- Ss**  ***-*** Teacher has students watch a video and asks students to say the name of games and sports again.  - And then Teacher leads in the new lesson.  - Teacher lets students open their books and starts the lesson.  - T Introduces the topic of the lesson. | | | **\* Game: Listen a song and write the names of sports and games**  **\* Answer key**:  *Boxing fishing Aerobics Chess table tennis karate Cycling swimming Volleyball*  *Tennis Skiing running …* |
| **Activity 2: Presentation (7’)** | | | |
| **\* Pre- teaching vocab**  **\* Aim:** To prepare students with vocabulary.  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
|  | |  | |
| **- T-Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < Rub out and remmember> | | **\* Vocabulary**  - gym (n): phòng tập thể dục  - equipment (n): dụng cụ, thiết bị  - karate (n): Môn võ karate  - breaktime (n): giờ giải lao  **\*Checking vocab: < Rub out and remmember>** | |
| **Activity 3: Practice: 20’** | | | |
| **Task 1**: | | | |
| **\* Aims:** To have student know the topic.  \* **Content:** Listen and read the dialogue.  **\* Products:** Students read and understand the content of the dialogue.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* Set the sences: T-Ss***   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   \* Now we are going to listen a conversation between Duong and Mai  ***Task 1: T-Ss***   * Teacher plays the recording twice. * Students listen and read. * Teacher checks students’ prediction. * Teacher calls some students to role play the conversation . | **\* Chatting**   1. Who are they in the dialogue? 2. What might they talk about?   ***Suggested answers:***   1. They are Duong and Mai 2. They are talking about some sports *(Students’answers)*   **Task 1: Listen and read.** | | |
| **Task 2**  **\* Aims:**To have students get specific information of the text and understand the conversation better.  \* **Content:** Put ONE word from the conversation in each gap.  **\* Products:** Students say the correct words aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 2: T-Ss, Ss-Ss***   * 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. | **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**  **\* Aims:** To help students revise/ learn some sports and games through pictures.  \* **Content:** Name these sports and games, using the words from the box.  **\* Products:** Ss write the correct words under the pictures  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  - 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. | **Task 3:** **Name these sports and games, using the words from the box.**  ***\*Play a game: Pelmanism***  ***\* Answer key:***  1. cycling  2. aerobics  3. table tennis  4. swimming  5. chess  6. volleyball  ***\* Notes:***  ***- 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.  ***\* Suggested answers:***  **Sports:** running, cycling, mountain climbing, ... **Games:** chess, football, card games, computer games, ... | | |
| **Activity 4: Production:(5’)** | | | |
| **Task 4:**  **\* Aims:** To help students practice speaking and learn about how sporty they are.  \* **Content:** Ask your partner some questions to find out how sporty they are.  **\* Products:** Ask and answer in the groups and then report their results to the class. .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***  - 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.) | **Task 4: Work in pairs. Ask your partner these questions to find out how sporty they are.**  1. Can you swim?  A. Yes.                 B. No.  2. Do you play outdoors every day?  A Yes.                  B. No  3. Do you usually do morning exercise?  A. Yes.                B. No.  4. What do you usually do at break ume at school?  A, Play in the schootyard.  B. Sit in the classroom.  5. What do you think of sports and garnes?  A. Very good            B. Not useful  *If your answers to the questions are mostly* ***"A",*** *you are sporty. If they are mostly* ***"B",*** *do more sport and try to be more active* | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**Read and understand content of the conversation.  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Vocab about sports and games  - Read and understand content of the conversation | | |
| **IV. Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning :2/2/ 2025***

***Date of teaching : 8/2/ 2025***

Week: 21 UNIT 8: SPORTS AND GAMES

Period : 63 Lesson 2: A closer look 1

**I. OBJECTIVES:**

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/.

**1. Knowledge:**

\* Vocab: racket (n); goggles (n); competition (n); champion (n); marathon (n);

**\* Grammar:** “The past simple tense” and “Imperatives”; practising the sound /e/ and /æ/.

**2. Competences:** Talking about sports and games in the world; pronounce the sounds /e/ and /æ/.correctly;

**3. Quality:** To teach SS to love sports and encourage them to take part in sports; Ss participate actively in the lesson.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8, A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic.  \* **Content:** Write all the sports and games they have learnt. (know)  **\* Products:** Students answer the questions exactly .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***T - Ss***   * 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. | | | ***\*Brainstorming***  football  **Sports**  **games**  **chess**    **\* Answer key**:  *Boxing fishing Aerobics Chess table tennis karate Cycling swimming Volleyball*  *Tennis Skiing running …* |
| **Activity 2.1: Presentation (7’)**  **\* Aim:** To enrich students’ vocabulary.  \* **Content:** Some vocab in the lesson.  **\* Products:** Read and understand the meaning of the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| ***T - Ss***  **\* Pre teach vocabulary**   * Teacher use different techniques to teach vocab ( providing explanations of the words; showing picture illustrating the words.)   - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < what and where>** | | **\* Vocabulary**  **-** racket (n): vợt cầu lông  - goggles (n): kính bơi, kính bảo hộ  - competition (n): cuộc thi, cuộc tranh tài  - champion (n) ['t∫æmpjən]: người vô địch, nhà quán quân  - marathon (n): cuộc chạy đua maratông ( *đường dài)*  - congratulations (n): lời chúc mừng, lời khen ngợi  **\* Checking vocab: < what and where>** | | |
| **Activity 3.1: Practice (15’)** | | | | |
| **Task 1**:  **\* Aims:**  To revise/ teach the names of some equipment to be used in some sports/ games.  \* **Content:** Write the right words under the pictures.  **\* Products: SS** write their answer on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: *T - Ss***   * 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 1:Write the right words under the pictures.**  ***\* Answer key:***  1. ball  2. sports shoes  3. boat  4. racket  5. goggles | | | |
| **Task 2**  **\* Aims:** To revise/ teach the names of some sports/ games and the equipment to be used with them  \* **Content:** Match each thing in column A with a sport in column B.  **\* Products:** Ss say the answers exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: *T - Ss***  **-**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 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 | | | |
| **Task3**  **\* Aims:** To give students practice on how to use words related to sports/ games in context.  \* **Content:** Fill each blank with the words from the box.  **\* Products:** Ss say the answers exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: *T - Ss***  - 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 stronger students, teacher asks them to make sentences with the words.  - Other students and teacher give comments. | **Task 3: Fill each blank with the words from the box.**  ***\* Answer key:***  1. competition  2. champion  3. congratulations  4. sporty  5. marathon | | | |
| **\* PRONUNCIATION** **(5’)**  **Activity 2.2: Presentation (Pre-teach the sounds** /**e/ and /æ/)**  **\* Aims:** To help students have concept and identify the sounds /e/ and /æ/.  \* **Content:** pronounce these two sounds /e/ and /æ/.  **\* Products:** know how to pronounce two sounds /e/ and /æ/.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***T - Ss***  - 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. | ***\** PRONUNCIATION**  /**e/ and /æ/**  ***\* Suggested answers:***   * /e/: get, elephant, pet,… * /æ/: racket, hat, cat,… | | | |
| **Activity 3.2: Practice (10’)** | | | | |
| **Task 4**  **\* Aims:** To help students identify and practise the /e/ and /æ/ sounds.  \* **Content:** Listen and repeat  **\* Products:** Students pronounce words exactly .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***T - Ss***  - Teacher asks students listen and repeat.   * Students work in individually. | **Task 4: Listen and repeat. Pay attention to the sound** /**e/ and /æ/.** | | | |
| **Task 5:**  **\* Aims:** To help students practise the sounds /e/ and /æ/ in sentences.  \* **Content:** Listen and repeat. Underline the words with the sound /e/ and /æ/.  **\* Products:** Ss underline the words with the sound /e/ and /æ/ exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 5:T-Ss, Ss-Ss***   * 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 | **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. | | | |
| **Activity 4: Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content: *\* Game: Who is faster?****.* write sentences including 2 features: sports and games and one of the sounds /e/ or /æ/.  **\* Products:** Writing and reading the sentences in groups.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| * 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 | ***\* Game: Who is faster?***  *E.g. My favourite sport is table* ***tennis.*** | | | |
| **Activity 5: Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content.  **\* Products:** Some students volunteer ( summarize the lesson briefly).  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Some vocab in the lesson  - how to pronounce these two sounds /e/ or /æ/. | | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words. - Rewrite the sentences into notebooks.  - Find 3 more sports or games that have the sound /e/ or /æ/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

**\* Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning :8/2/2025***

***Date of teaching : 11/ 2/2025***

Week :22 UNIT 8 : SPORTS AND GAMES

Period :64 Lesson 3: A closer look 2

**I. OBJECTIVES:**

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

**1.Knowledge:**

**\* Vocab:** vocab related the topic “sports and games”

**\* Grammar:** the Past simple tense and imperatives.

**2. Competence:** Know the uses the simple past tense and use imperatives to tell Sb to do Sth or to give a direct order.

**3. Quality/ behavior** : To teach SS to love sports and encourage them to take part in sports; To teach SS to obey the law strictly. Ss participate actively in the lesson.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar of past simple tense and to increase students’ interest.  \* **Content:**  **\* Products:** look at pictures, remember and answer the questions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**   * 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.   **🡪Lead in**  - Teacher draws students’ attention to the form of the verbs in the game and asks them whether they know the target tense | | | ***\**  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 hom | was/were at hom | |
| **Activity 2.1: Presentation (7’)**  **\* Aim:** To help students know and understand the use of past simple tense.  \* **Content:** the usage and the form of The past simple tense  **\* Products:** understand and know how to use the form of The past simple tense  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * **T –Ss** * **\* 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.   - T can give more examples if necessary | | **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. | | |   \* Adverbs of time are used with the past simple are: *yesterday, 2 weeks/ 3 months… ago, last week/ month/ year/* | |
| **Activity 3.1: Practice (15’)** | | | |
| **Task 1**:  **\* Aims:** To help students practise with the correct form of the past simple.  \* **Content:** Choose the correct answer A, B or C.  **\* Products:** Students choose correct answer.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss , Ss - Ss**   * 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 1: Choose the correct answer A, B or C.**  ***\* Answer key:***   1. C 2. B 3. C 4. A 5. B | | |
| **Task 2**  **\* Aims:** To help students practise using the past simple in context.  \* **Content:** Write the correct form of the verbs.  **\* Products:** Students write the correct form of the verbs on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * 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 2: Write the correct form of the verbs.**  \* ***Answer key:***   1. went 2. had 3. did you do 4. visited 5. ate 6. scored | | |
| **Task 3**  **\* Aims:** To help students practise using the past simple in real situation.  \* **Content:** Learn about prepositions of place.  **\* Products:** understand prepositions of place.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***   * Teacher divides the class into groups of 4, then lets students take turns to ask and answer questions about their last weekend. * Teacher encourages them to give as many sentences as possible, tell them to use all the three forms (affirmative, negative, and questions). * Some more able students can report to the class about one of their friends’ last weekend. | **Task 3: Look at each picture and choose the correct answer.** | | |
| **Activity 2.2: Presentation (5’)**  **Imperatives**  **\* Aims:** To help students know and understand the use of imperatives.  \* **Content**: Listen and copy down how to use imperatives:  **\* Products:** Ss use imperatives to tell someone to do something or to give direct order exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss**   * 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. | **\* Imperatives**   * *Do more exercise.* * *Don’t spend much time on computer games.*  |  |  | | --- | --- | | Positive | V | | Negative | Don’t + V | | | |
| **Activity 3.2: Practice ( 8’)** | | | |
| **Task 4:**  **\* Aims:** To help students know and understand the use of imperatives.  \* **Content:** Look at each picture and choose the correct answer.  **\* Products:** Ss say the correct answer aloud.  **\* Organization of implementation:** | | | |
| * 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 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 | | |
| **Task 5**  **\* Aims:** To help students practise using imperatives to tell someone to do something in real context.  \* **Content:**  Tell your friends what to do and what not to do at the gym.  **\* Products:** Ss read aloud their answer and check with the whole class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**   * 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. | **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.* * *...* | | |
| **Activity 4: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - The Past simple tense and imperatives. | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | * Make 3 sentences about yourself, using the past simple. * Give 3 orders or tell your friends to do an activity/ everyday routine.   - Prepare lesson 4- Communication. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning :10/2/2025***

***Date of teaching : 15/2/2025***

Week : 22 UNIT 8 : SPORTS AND GAMES

Period : 65 Lesson 4 : Communication

**I. OBJECTIVES:**

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.

**1. Knowledge:**

**\* Vocab:** The lexical items related to the topic “ Sports and games”

**\* Grammar:** The Past simple tense and imperatives.

**2. Competence:**  Know the uses some words to express and respond to congratulations; Help Ss learn some knowledge of sports/ games and communicate through a quiz about sports/ games.

**3. Quality/ behavior** : To teach SS to love sports and encourage them to take part in sports;

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and to increase students’ interest.  To lead in the lesson about vocabulary and pronunciation.  \* **Content: play game:  *Lucky numbers***  **\* Products:** Students complete sentences exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1:T –Ss : Ss- Ss**  \* **Warm up**   * 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.   🡪 Lead in  Teacher leads students into the lesson by repeating the answer in question 7 of the game and asks students how will they respond in such situation. | | ***\* Game: Lucky numbers***    ***\* Suggested question:***  2. Complete the following imperative:  *….. watch TV more than3 hours a day. It’s bad for your eyes.*  3. Complete the question:  .*..you have dinner with your parents yesterday?*  4,6: Look at the picture and complete the sentence:    *4. Jane ….. with her brother last weekend.*  *6. …….to the instructor at the gym.*  7. Translate the following sentence into English:  *Tôi chiến thắng trong cuộc thi nói tiếng AnhThứ Hai tuần trước.*  *Eg: I won in the EL speaking contest last Monday.* |
| **Activity 2: Presentation (10’)**  **\* EVERYDAY ENGLISH**  **Expressing and responding to congratulations.**  **\* Aim:** To introduce the structure of expressing and responding to congratulations.  **\* Content:** Listen and read the short conversation below, paying attention to the highlighted parts.  **\* Products:** Ss understand and know the way to express and respond to congratulations.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1:T –Ss : Ss- Ss**   * 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. | | **Task 1: Listen and read the short conversation below, paying attention to the highlighted parts.**  *Duong:* Last week I played table tennis with Duy, and I won for the first time.  *Mai:* ***Congratulations!***  *Duong:* ***Thank you***, Mai.  *Mai:* So you’re our class champion now. |
| **Activity 3: Practice (25’)** | | |
| **Task 2**  **\* Aims:** To practice the structure of expressing and responding to congratulations.  \* **Content:** Work in pairs. Make a similar dialogue  **\* Products:** Some pairs role play in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * 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 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.** | |
| **\* THE SPORTS/GAMES YOU LIKE**  **Task3**  **\* Aims:** To have students revise/learn some knowledge of sports/games;  To help students communicate through a quiz about sports/ games.  \* **Content:** Work in pairs. Do the quiz.  **\* Products:** Students ask and answer the Qs exactly.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher asks students to work in pairs and find the answers to the quizzes.   - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Teacher checks and gives the correct answers | **Task 3: QUIZ. Work in pairs. Do the quiz.**  **\* *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). | |
| **Activity 4: Production (5’)**  **\* Aims:** To help students ask and answer questions about themselves concerning the field of sports/ games.  **\* Content:** Interview your partners questions about themselves concerning the field of sports/ games.  **\* Products: Somes report their interviews to the class confidently and fluently.**  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5: T - Ss, Ss - Ss**   * 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.   - Choose the interviewer of some groups to present to the class.  - Teacher and other students listen and make comments. | **Task 4: Work in groups. Interview your partners using the following questions. You may ask for more information.**  ***1.*** *What sports / games do you play in your free time? Do you play them well? When and how often do you play them? 2. Which sport/ game do you like watching on TV?*  *3. Did you join any clubs?*  *4. If you don't play sport, what do you often do in your spare time?* | |
| **Activity 5: Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the main content in the lesson.  **\* Products:** Students say what they have learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| Teacher asks students to talk about what they have learnt in the lesson. | - express and respond to congratulations;  - talk about sports and games that they like. | |
| **IV. Homework (2’)**  \* **Aim:** To revise what they have learnt and prepare for the next lesson Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do EX in the workbook.  - Prepare lesson 5 ( skills 1) | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 15/2/2025***

***Date of teaching : 18 /2/2025***

Week :22 UNIT 8 : SPORTS AND GAMES

Period : 66 Lesson 5 : Skills 1

**I. OBJECTIVES:**

By the end of the lesson, students will be able to:

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

- talk about famous sports people.

**1. Knowledge:**

**\* Vocab:** career (n); goal (n) ; score (v);

**\* Grammar:** the Past simple tense and imperatives.

**2. Competences:** Ss can ask and answer questions about famous sports stars; Students may have developed reading, speaking and co-operating skills.

**3. Quality/ behavior :** To teach SS to be hard- working ; To teach SS to love sports and encourage them to take part in sports.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8, Skill 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer; group works; individual ……

III. PROCEDURES: (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and also revise the previous lesson.  **\* Content:** play a game: Lucky number ( complete the sentences or answer the questions)  **\* Products:** Ss work in groups and join the game actively.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**   * 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. | | ***\**** Play a game : ***Lucky numbers***    ***\* 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 answer the questions  Who is this man?  ***Answer key: Quang Hai***  …………… |
| Activity 2: Pre-reading (12’) | | |
| **Task 1:**  **\* Aim:** To activate students’ knowledge of the topic of the reading text.  \* **Content:** Look at the picture and answer the questions.  **\* Products:** Students answers the questions in front of the class.  \* Organization of implementation: | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * **T - Ss** * 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. | | **I/ Reading skill:**  **Task 1: Work in pair, discuss the questions.**  1. Who is this man  2. What do you know about Pele?  3. What is special about him? |
| **(Vocab – pre-teach)**  **\* Aim:** To provide students with some lexical items before reading the text again.  \* **Content:** Learn some vocabrelated in the lesson.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher introduces the vocabulary by providing definitions of the words  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember**> | | \* vocabulary:  - career (n): nghề nghiệp, sự nghiệp  - goal (n): khung thành, bàn thắng  - score (v, n)): điểm, ghi bàn  - take part in: Tham gia  **\* Checking vocab: < Rub out and remmember**> |
| **Activity 3: While reading (10’)** | | |
| **Task 2**  **\* Aims:** To develop reading skill for general information (skimming).  \* **Content:** Read the dialogue quickly to check your ideas in Task 1.  **\* Products:** Ss check their ideas in Task 1 and give any piece of information they can remember .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * 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). | **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**  **\* Aims:** 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.  \* **Content:** Read the text again and answer the questions.  **\* Products:** Ss answer the questions correctly .  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - 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. | **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”. | |
| **Activity 4: Pre-Speaking** | | |
| **Task 4:**  **\* Aims:** To help students form the ideas for their speaking.  \* **Content:** Read the following facts about two famous sportspeople.  \* Products: Read and know facts **about two famous sportspeople.**  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  - 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. | **II. SPEAKING SKILLS**  **Task 4: Read the following facts about two famous sportspeople.**  + **Hoang Giang - No. 1sportsman in shooting**  Born: 1978 in Viet Nam  1995: finished sports school  1996: took part in a shooting competition  2001: won a gold medal for shooting  + **Jenny Green - one of the best female golfers in history**  Born: 1972 in Greenland  1987: became a member of local golf club  1994: took part in a female golf tournament  2002: became the female golf champion | |
| **Activity 5: While- speaking (5’)**  **\* Aims:** To help students practise speaking about a famous sportsperson.  \* **Content:** Choose one sportsperson in Task 4. Talk about him/her.  **\* Products: Ss** talk about the sportsperson they have chosen in front of the class .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5: T - Ss, Ss – Ss**  - 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. | **Task 5: Choose one sportsperson in Task 4. Talk about him/her. Use the following cues.**  - His/ Her name  - The sport he / she plays  - Why he / she is famous  -You like him/ her or not  - Explain why  **=> Answer:**  *- 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*  *- 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*. | |
| **Activity 6: Post-Reading and Speaking (5’)**  **\* Aims:** To check students’ understanding and develop their speaking skill.  \* **Content:**  Role-play an interview.  **\* Products:** Ask and answer some questions in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**   * Students work in pairs. One student is an interviewer and the other is a famous sportsperson. Students role-play an interview. * Teacher and students can brainstorm possible interview questions before the activity.   Teacher calls some pairs and gives feedback. | **\* Example:**  Ti: Hello, Teo  Teo : Hi, Ti  Ti: ………………… | |
| **Activity 7: Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content briefly.  **\* Products:** Some students say aloud what they have learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| **T - Ss,**  - Teacher asks students to talk about what they have learnt in the lesson. | - **Read the text about Pele’**  **-** Talk about the famous sportsperson . | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to write down their opinion about a famous sportsperson. | - Learn by heart vocab.  - Read the text again  - write about a famous sportsperson. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 17/2/2025***

***Date of teaching: 19/2/2025***

Week :23 UNIT 8 : SPORTS AND GAMES

Period : 67 Lesson 6: Skills 2

**I. OBJECTIVES:**

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.

**1. Knowledge:**

**\* Vocab:** Review some words related the lesson.

**\* Grammar:** go, play, do + N/V-ing

**2. Competence:** Students will developed listening and writing skills; Listen and understand specific information about people’s favourite sports; Write a passage about your favourite sport.

**3. Quality/behavior:** The loveof learning English. To teach Ss to love sports and encourage them to take part in sports. Having the good attitude to working in groups, individual work, pair-work, cooperative learning and working.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8 – skills 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Check –up (5’)**  **\* Aim**: Check students’ vocabulary from previous lessons; To introduce the topic of listening.  \* **Content: Game “*Choose the number”-*** *say the name of sport which each person play.*  **\* Products:** Ss join the game actively and answer the question exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up : T - Ss, Ss - Ss**   * 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. | | | **\* Game: *Choose a number and answer the Qs***  - Who is she/he?  - What sport does he (she) play?  *Example:* Kết quả hình ảnh cho david beckham  *(1. Football (David Beckham)* |
| **Activity 2: Pre-Listening (5’)** | | | |
| **Task 1:**  **\* Aim:** - To activate students’ knowledge of the topic of the listening text;  - To help students develop their skill of listening for general information.  \* **Content:** Listen to the passages. Who are they about?  **\* Products:** Listen and answer the question correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  **-** 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. | | **Task 1: Listen to the passages. Who are they about?**  *\* Answer key:*  The listening passages are about ***Hai*** and ***Alice.*** | |
| **Activity 3: While -listening (10’)** | | | |
| **Task 2**  **\* Aims:** To develop students’ skill of listening for specific information (scanning).  \* **Content:** Listen and tick (✓) T (True) or F (False) for each sentence.  **\* Products:** Students say T or F exactly and gives explanations to their choice.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to read the sentences carefully and find the key words. * Teacher plays the recording again, tells students that while they listen, they have to write down T or F for each sentence. * Teacher calls on some ss to read the answers and gives explanations to their choice. * Teacher confirms the correct answers as a class. | **Task 2:**  **Listen to the passages again. Then tick (**✓**) T (True) or F (False) for each sentence.**  ***\* Answer key:***  1. F  2. T  3. T  4. T  5. F | | |
| **Task 3**  **\* Aims:** To develop students’ skill of listening for specific information (scanning), and identify the exact words to fill the blanks  \* **Content:** Listen again and fill each blank  **\* Products:** Ss write correct words on the posters.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**  - Teacher asks students to read the sentences and find the key words.   * 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 correctly spelled. * Students can share their answers in pairs before listening to the recording a final time to check the answers as a class.   **-** T can have SS play a game:The big wheel game: | **Task 3: Listen again and fill each blank with a word to complete each sentence.**  *\* Play a game: The big wheel game.*  ***\* Answer key:***  1. volleyball  2. three  3. Alice  4. chess  ***\*Audio script:***  *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.*  *- 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.* | | |
| **Activity 4: Post- listening (3’)**    **\* Aims:** To check students’ understanding of the listening part.  \* **Content:** Summarize the information in the listening part.  **\* Products:** Ss summarizethe main information of the listening part briefly.  **\* Organization of implementation:** | | | |
|  |  | | |
| ***- T-Ss, Ss-Ss( work group)***   * Students work in groups of four. * Teacher asks students to summarize the information in the listening part and talk about it.   - Teacher helps if necessary. | **\* Summarize the information of the listening part.** Love sport  *doesn’t*  Alice  Hai  *like sport*  …… ***….*** | | |
| **Activity 5: Pre-Writing (5’)**  **\* Aims:** To help students brainstorm ideas for their writing.  \* **Content:** Talk about the sport/ game you like.  **\* Products:** Ss write down the important and interesting things in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **Task 4: *- T-Ss, Ss-Ss***  - 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. | **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?  - How many players are there?  - How often do you play it?  - What equipment does it need?  - Why do you like it?  **\* Suggested answer.**  *- Badminton*  *- 2 players*  *- I play it  three times a week*  *- 2 racquets and 1 shuttlecock* | | |
| **Activity 6: While-Writing (7’)**  \* **Aim:** To help students practise writing a paragraph about the sport/ game they like.  \* **Content:** Write a paragraph of 40-50 words about the sport/ game you talked about in Task 4  **\* Products:** Students’ writings in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: *- T-Ss, Ss-Ss***   * 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. * Teacher tells students to write a draft first, based on the ideas they have talked about in Task 4. * 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 tell them how to improve their writings. | **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.**  ***\* Example writing***  Badminton is my favorite sport. I play badminton after school. There are two players: my friend and me. I play badminton three times a week. To play badminton, I need two racquets and one shuttlecock. …. | | |
| **Activity 7: Post-Writing (5’)**  \* **Aim:** To cross check and final check students’ writing.  \* **Content:** Swap and give feedback on each other’s writing.  **\* Products:** Ss give feedback on each other’s writing clearly  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| ***-T-Ss, Ss-Ss***   * Teacher has the groups swap and give feedback on each other’s writing. * Teacher then gives feedback on one writing as a model. | \* Students’ writing. | | |
| **Activity 8: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss talk about what they have learnt in the lesson.  **\* Products:** Ss summarize what they have learnt in the lesson briefly  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | **-** Listen a passage about 2 students ( Hai and Alice)  -Write about the sport/ game you like. | | |
| **IV. Homework (2’)**  **\* Aim:** To review the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* Products:** Students’ textbooks and workbooks.  **\* Organization of implementation:** | | | |
| * Teacher asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the passage.   - Prepare “ Looking back and project” | | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : 15/2/2025***

***Date of teaching : 22/2/2025***

Week : 23 UNIT 8 : SPORTS AND GAMES

Period : 68 Lesson 7: Looking back and project

**I. OBJECTIVES:**

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.

**1. Knowledge:**

**\* Vocab:** revise some words of unit 8.

**\* Grammar: :** The Past simple tense and imperatives.

**2. Competences:**  **Revise** words related the lesson and The Past simple tense and imperatives to do exercise perfectly, develope speaking, writing and co-operating skills when doing projects.

**3. Quality/ behavior :**  To teach SS to work hard, To teach Ss to love sports and encourage them to take part in sports. Having the good attitude to working in groups, individual work, pair-work, cooperative learning and working.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 8 – Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **Activity 1:.Warm-up (7’)**  **\* Aim**: To revise what students have learnt in Unit 8 and lead in the next part of the lesson.  \* Content: Complete the mind map.  **\* Products:** Ss fill the missing words correctly and fastly in the map.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T –Ss, Ss - Ss**  - Teacher divides the class into groups of four, gives each group a mind map, asks them to fill the missing words in the map.  - Ss complete the mind map on the posters.   * The fastest group giving out the correct answer is the winner. | | | ***\* Mind map***    ***\* Answer key:***  1. Sports and games  2. Vocabulary  3. Grammar  4. The past simple  5. Imperatives |
| **VOCABULARY (10’)**  **Task 1**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content:** Find one odd word/ phrase in each question.  **\* Products:** Students read the correct answers aloud .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**   * 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 1: Find one odd word/ phrase in each question.**  ***\* Answer key:***  1. C  2. A  3. C  4. B  5. B | |
| **Task 2**  **\* Aims:** To help students revise the combination of the verbs *play, do* and *go* with names of different sports/ games.  \* **Content:** Put the correct form of the verbs *play, do* or *go* in the blanks.  **\* Products:** Some students write correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss ; Ss - Ss**   * 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 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 | | |
| **\* Grammar (20’)** | | | |
| **Task 3**  **\* Aims:** To help students revise the use of the past simple tense in context.  \* **Content:** Put the verbs in brackets in the correct form.  **\* Products:** Ss write correct answer on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * 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 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 | | |
| **Task 4**  **\* Aims:** To help students revise the use of imperatives (positive and negative) in different situations.  \* **Content:** Use imperatives (positive and negative) in the situations.  **\* Products:** Students use of imperatives (positive and negative) in different situations exactly and read the sentences aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * 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 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. | | |
| **Task 5**  **\* Aims:** To help students revise what sports and games are.  \* **Content:** Fill each blank with ONE word to complete the passage  **\* Products:**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***  - 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. | **Task 5: Fill each blank with ONE word to complete the passage.**  ***\* Answer key:***  1. play  2. hear  3. favourite  4. sports  5. famous | | |
| **\* Project (2’)**  **\* Aims:** - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  - To help students practise writing about a traditional game (what it needs and its rules).  \* **Content:** *Making the project “Choose one of the following sports/games and write about it”*  \* **Products:** Students’ project.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Project: T - Ss, Ss – Ss** (group work)  - Teacher has students practice the project themselves at home | **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.**  *( Students practice the project themselves at home)* | | |
| **Activity 4: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * **T - Ss** * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary and grammar in unit 8  - talk or write a sport ( a game) you like | | |
| **IV. Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit 8 and To prepare for the next lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook  **\* Products:** Students’ textbooks and workbooks  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project  - Prepare for the next lesson: Unit 9 –Lesson 1.  Getting started | | |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….