Date of planning: …. /….. /……...

Date of teaching: …. /….. /……....

Period 62 UNIT 8: SPORTS AND GAMES

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

**I. Objectives**

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

**1. Knowledge**

- Have an overview about the topic *Sports and games*

- Use the vocabulary and talk about sports and games

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Develop self-study skills

**II. Materials**

- Grade 6 textbook, Unit 8, Getting started

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

Language analysis

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. gym (n) | /dʒɪm/ | a place or club where you can go to exercise using machines, weights or other equipment | phòng tập thể dục |
| 2. equipment (n) | /ɪˈkwɪpmənt/ | a set of necessary tools, clothing… for a particular purpose | thiết bị, dụng cụ |
| 3. karate (n) | /kəˈrɑːti/ | A sport, originally from Japan, in which people fight using their arms, legs, hands, and feet | võ ka-ra-te |

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

Board Plan

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| *Date of teaching*  UNIT 8: SPORTS AND GAMES  Lesson 1: Getting started  \* Warm-up  **I. Vocabulary**  1. gym (n)  2. equipment (n)  3. karate (n)  **II. Practice**  Task 1: Listen and read.  Task 2: Put ONE word from the conversation in each gap.  Task 3: Name these sports and games, using the words from the box.  Task 4: Work in pairs. Ask your partner these questions to find out how sporty they are.  **\* Homework** |

**Procedure**

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | - To set the context for the listening and reading text.  - To introduce the topic of the unit. | - 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 | 5 mins |
| Lead-in | To help students get the main idea of the text. | - Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture:  *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. | T-Ss | 4 mins |
| Presentation  (Vocab  pre-teaching) | To prepare  students with  vocabulary. | **VOCABULARY**  - Teacher introduces the vocabulary by:  + providing definitions of the words.  + showing the pictures  illustrating the words.  1. gym (n): [picture]  2. equipment (n): [definition]  3. karate (n): [definition] | T-Ss | 5 mins |
| Practice | To have students know the topic.  To have students get specific  information of the text and understand the conversation  better.  To help students revise/ learn some sports and games through pictures.  To help students practice speaking and learn about how sporty they are. | **Task 1: Listen and read.**  - Teacher plays the recording twice.  - Students listen and read.  - Teacher checks students’ prediction.  - Teacher calls 3 students to read the conversation aloud.  **Task 2: Put ONE word from the conversation in each gap.**  - 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.  ***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***  - - Teacher divides the class into groups of fours, prepares each group with 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.  ***Answer key:***  1. cycling  2. aerobics  3. table tennis  4. swimming  5. chess  6. volleyball  - Teacher helps students differentiate between a sport and a game: ***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.  - - 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.  ***Suggested answers:***  **Sports:** running, cycling, mountain climbing... **Games:** chess, football, card games, computer games...  **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. | T-Ss  S  Ss-Ss  T-Ss  Group work  T-Ss  Team work  Pair work/ Group work | 5 mins  6 mins  8 mins  7 mins |
| Consolidation | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | To review the  lesson and prepare for the next  lesson. | - Do exercise in the workbook.  - Name some sports and games that you know. | T-Ss | 2 mins |

Date of planning: …. /….. /……...

Date of teaching: …. /….. /……....

Period 63 UNIT 8: SPORTS AND GAMES

# **Lesson 2: A closer look 1**

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**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Sports and games*

- Pronounce correctly the sounds /e/ and /æ/

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be ready to make and share ideas among classmates.

- Develop self-study skills

**II. Materials**

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

Language analysis

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. racket (n) | /ˈræk.ɪt/ | an object used for hitting the balls in some sports | vợt (cầu lông/ tennis…) |
| 2. goggles (n) | /ˈɡɒɡ.əlz/ | special glasses used to protect the eyes from chemicals, wind, water… | kính bảo hộ |
| 3. competition (n) | /ˌkɒm.pəˈtɪʃ.ən/ | a situation in which someone tries to win  something or be more successful than someone else | cuộc thi |
| 4. champion (n) | /ˈtʃæm.pi.ən/ | someone or something has beaten all other  competitors in a competition | nhà vô địch |
| 5. marathon (n) | /ˈmær.ə.θən/ | a running race of slightly over 26 miles (~42 km) | chạy đua ma-ra-tông/ chạy đường dài |

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may have difficulties in distinguishing the two sounds /e/ and /æ/. | Provide students some tips by identifying the letters which may include each sound. |
| 2. Some students will excessively talk in the class. | - Define expectations in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

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| *Date of teaching*  UNIT 8: SPORTS AND GAMES  Lesson 2: A closer look 1  \* Warm-up  Brainstorming  **I. Vocabulary**  1. racket (n)  2. goggles (n)  3. competition (n)  4. champion (n)  5. marathon (n)  Task 1: Write the right words under the pictures.  Task 2: What sports are these things for? Match each thing in column A with a sport in column B.  Task 3: Fill each blank with the words from the box.  **II. Pronunciation**  Task 4: Listen and repeat. Pay attention to the sounds /e/ and /æ/.  Task 5: Listen and repeat. Underline the words with the sounds /e/ and /æ/.  **III. Production**  Game: Who is faster?  **\* Homework** |

**Procedure**

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | 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 | 3 mins |
| Presentation  (Vocab  pre-teaching) | To enrich  students’  vocabulary. | **VOCABULARY**  - Teacher introduces the vocabulary by:  + providing explanations of the words;  + showing pictures illustrating the words.   1. racket (n): [picture] 2. goggles (n): [picture] 3. competition (n): [definition] 4. champion (n): [definition] 5. marathon (n): [definition] | T-Ss | 5 mins |
| Practice | To revise/ teach the names of some equipment to be used in some sports/ games.  To revise/ teach the names of some sports/ games and the equipment to  be used with them.  To give students practice on how to use words  related to sports/ games in context. | **Task 1: Write the right words under the pictures.**  - 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 compare.  - Teacher checks the answer with the whole class and  explains the meanings to them if necessary. If there is enough time, let students give examples.    ***Answer key:***  1. ball  2. sports shoes  3. boat  4. racket  5. goggles  **Task 2: What sports are these things for? Match each thing in column A with a sport in column B.**  - 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.  For example:  - table tennis – bats  - running – sports shoes  - chess – chess board + chess pieces...  ***Answer key:***  1. c  2. d  3. a  4. b  5. e  **Task 3: Fill each blank with the words from the box.**  - 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.  ***Answer key:***  1. competition  2. champion  3. congratulations  4. sporty  5. marathon | T-Ss  S  T-Ss  T-Ss  T-Ss | 16 mins |
| Presentation  (Pre-teach the sounds /e/ and /æ/) | To help students have concept and identify the sounds /e/ and /æ/. | **PRONUNCIATION**  - Teacher introduces 2 sounds /e/ and /æ/ to students and lets them watch a video about how to pronounce these two sounds.  \**Video link:*  [*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)  - Teacher asks students to give some words they know  containing these sounds.  ***Suggested answers:***   * /e/: get, elephant, pet… * /æ/: racket, hat, cat…   - Teacher draws students attention to the letters  containing the sounds and helps them identify the sounds. | T- Ss | 5 mins |
| Practice | To help students identify and practise the sounds /e/ and /æ/.  To help students practise the sounds /e/ and /æ/ in  sentences. | **Task 4: Listen and repeat. Pay attention to the sounds /e/ and /æ/.**   * Teacher asks students listen and repeat. * Students work in individually.   **Task 5: Listen and repeat.  Underline the words with the sounds /e/ and /æ/.**  - Before listening, teacher lets students discuss in pairs and find the words with the sounds /e/ and /æ/.  - Teacher plays the recording for students to check and  repeat the sentences.  ***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. | T-Ss  S  Pair work  T- Ss | 6 mins |
| Production | To give students chance to apply what they have learnt. | ***\*Game: Who is faster?***  - 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/.  *(E.g. My favourite sport is table* ***tennis.****)*  - 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 entences. | Group work  T-Ss | 5 mins |
| Consolidation | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | To revise what they have learnt. | - Rewrite the sentences into notebooks.  - Find 3 more sports or games that have the sound /e/ or /æ/. | T-Ss | 2 mins |