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| **Week : 23****Period : 67** | **UNIT 8: SPORTS AND GAMES** ***Lesson 6: Skills 2*** | **Date of preparing:25/02/2024****Date of teaching: 27/02/2024** |

**I. Objectives:** By the end of the lesson, students will be able to:

**1. Knowledge:**

 - Listen to get information about favorite sports / games

 - Learn how to write a paragraph about the sports/games they like.

**2. Competences:**  -Cover the content of the topic by listening for general and specific information .

**3. Qualities:** - Be more aware of spending time playing sports and games

 **II. Teaching aids**: Textbooks, plan,Cards , extra-boards , Projector,

**III.Procedure**

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| **1. Warm-up****Aim:** *To attract Ss’ attention to the lesson and lead in the lesson.*T gives some information and asks students to guess what sports it is.Ss guess (pairs)Eg: We need pairs of shoes, a ball and two teams with eleven people in each team. What sports is it? (football)**A.Listening** **2.Pre-stage:****Aim:***To help students develop their skill of listening for general information.*- Ss pay attention to who the passages are about.-T introduces the situation, and asks Ss to listen and say who the passages are about-T plays the recording once only.-Ss listen and say who the passages are about (work in pairs)**3. During stage****Aim: -** *To develop students’ skill of listening for specific information (scanning)**- Ss listen and get information to write True (T) or False (F) for each sentence, and to fill each blank with a word to complete each sentence.***Task 1: Listen to the passages again. Then tick (**✓**) T (True) or F (False) for each sentence.*** Teacher asks students to read the sentences carefully and find the key words.

Teacher plays the recording again, tells students that while they listen. Ss listen and write True or False .(work in pairs)* Teacher asks Ss to give the answers.
* Teacher confirms the correct answers. (play the recording once more)

*\* Answer key:* 1 F 2.T 3.T 4. T5. F**Task 2: Listen again and fill each blank with a word to complete each sentence.*** Teacher asks students to read the sentences and guess the word they fill in each blank..
* Teacher confirms the correct answers. (play the recording once more)

***\* Answer key:*** 1. volleyball 2. Three 3. Alice 4. chess**4. Post-stage****Aim:** *To check students’ understanding of the listening part.** Students work in groups of four.

Teacher asks students to summarize the information in the listening -Ss talk about Hai and Alice. (work in groups)**b.Writing****1. Warm up :** Speaking **2.Pre- stage:****Aim:** *To help students brainstorm the words and ideas for their writing.***Task 1: Game*** Teacher divides students into 2 groups to play the game “network”

**Task 2: *Work in pairs. Talk about the sport/ game you like. Use the following questions as cues.*** * Teacher has students work in pairs and talk about the sport/game they like
* Teacher asks them to note down the important and interesting thing

**3. During stage****Aim:** *To help students practice writing a paragraph about the sport/ game they like.***Task:Write a paragraph of 40-50 words about the sport/game you talked about in 4.**-Ask Ss to write the draft first , Ss should use the cues and their own ideas .-Ss writeT hangs the writing on the board and corrects one of them. Then give marks**4. Post-stage****Aim:** *To cross check and final check students’ writing.*Teacher has the pairs swap and give feedback on each other’s writing.-Ss give feedback (pairs) |

**5. Homework/wrap:**.

- Talk about the sport/game you like.

- The next lesson: Unit 8: Looking back and project.

\*. **Feedback:**

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| **Week : 23****Period : 68** | **UNIT 8 : SPORTS AND GAMES** **Lesson 7 : Looking back + Project**  | **Date of preparing:25/02/2024****Date of teaching: 26/02/2024** |

**I. Objectives: -** By the end of this lesson students will be able to:

 **1. Knowledge** + Practice using vocabularies and grammar *simple past tense*; im*peratives.*

+ Make a product in group of 3 or 4: Give a presentation about a traditional game they often play at break time.

 **2. Competences:**

-Make a product in group of 3 or 4: Give a presentation about a traditional game they often play at break time

**3.Qualities:**

-Be more aware of sports and games and choose the best one for themselves.

**II.Teaching aids**:

-Grade 6 textbook ,Pictures/Projector/Papers

**III. Procedure:**

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| **1. Warm up:** **Aim**:*To revise what students have learnt in Unit 8 and lead in the next part of the lesson.****\* Mind map***- Gives 4 group a mind map, ask them to fill the missing words in the map.- The fastest group giving out the correct answer is the winner.\* ***Answer key:***1. Sports and games2. Vocabulary3. Grammar**2.Pre-stage :Looking back Voca** **Aim:**-*To help students revise the vocabulary items they have learnt in the unit.* *- To help students revise the combination of the verbs play, do and go with names of different sports/ games.* **Task 1:Find one odd word/ phrase in each question.**-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***Answer key:*** 1.C 2. A 3. C 4. B 5.B**Task 2: Put the correct form of the verbs *play, do* or *go* in the blanks.** -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 may call some students to read the sentences. ***\* Answer key:***1. do 2. is playing 3. Goes 4. Went 5. Played 6. are doing**3.During stage Grammar** **Aim:***- To help students revise the use of the past simple tense in context.***Task 1: Put the verbs in brackets in the correct form.** -Teacher lets students work in pairs and put the verbs in brackets in the correct form of the past simple. ***\* Answer key:***1. took 2. Started 3. didn’t like 4. did you do, cycled**Task 2: What do you say in these situations?** -Teacher gives students some time to work by themselves, asks them to revise how to use imperatives (positive and negative) in these situations. **Task 3: Fill each blank with ONE word to complete the passage.** -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\* ***Answer key:*** 1. play 2. Hear 3. Favourite 4. Sports5. famous**4.Post-stage : Project:** **Aim:** *To allow students to apply what they have learnt (vocabulary and grammar) into practice through**a project.***Task 1****Aim**:*To allow students to apply what they have learnt (vocabulary and grammar) into practice througha project***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 throughly: the equipment and location, the rules and different**Task 2:****a. Aim**:*To help students practise writing about a traditional game (what it needs and its).***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. |

**5. Homework:**

a. **Aim:**To revise the knowledge that students have gained in this lesson.

- Prepare for the next lesson: Unit 9 : Getting started.

**\*.Feedback:** …………………………………………………………………………………………………………………………………………………………………………………………………………

 Date of preparing: 28/02/2024

 Date of teaching: 1/03/2024

**Week 23: UNIT 9: CITIES OF THE WORLD**

Period 69 Lesson 1: Getting Started – What nice photos!

**A. OBJECTIVES:**

**I. Knowledge:** By the end of the lesson, students will be able to:

+ use the lexical items related to the topic 'Cities of the World';

+ use the vocabulary and structures to describe cities and landmarks.

**II. Competences:**

 Students can understand the dialogue and write name of the city.

**III.** **Character qualities:** Be interested in cities and landmarks in the world.

**B. TEACHING AIDS:** The lesson plan, textbooks, laptop, TV,…

**C. PROCEDURE:**

 I**. Warm – up:**

 Aim: To lead in the topic of cities and their landmarks

 Matching game: Cities and Continents

 **America Asia Europe Africa Oceania**

    

 *Cairo* ***New York Sydney*** *Paris Singapore*

II. Pre-stage:

**Aim:** To set the context for the introductory text; To introduce the topic of the unit.

 Provide Ss necessary vocabulary related to the topic “Cities of the world”

Voc: rainy (adj): [picture]

 crowded (adj): [picture]

 beautiful (adj): [picture]

interesting (adj): [synonym] 🡪 fascinating (adj)

 exciting (adj): [antonym] 🡪 unexciting (adj)

Listen and read:

 What do you think Mai and Tom talking about?

 What city can you recognize from the photos? What are they famous for?

**III. During stage:**

**Aim:** To help students identify the location at the city mentioned in the conversation in the map.

 To help ss focus on the use of adjectives to describe cities.

*Activity 2*: Write the names of the cities in the correct places (p. 27).

* Teacher tells students to look at the photos and the text in order to find the answers.
* Students work independently.
* Teacher allows students to share their answers before discussing as a class.
* Teacher asks students to support their answers or encourages them to provide more information about the 3 cities.

 ANSWER KEY: 1. London 2. New York 3. Sydney

***Activity 3*:** **Read the conversation again and match the cities with the adjectives describing them (p. 27).**

* Teacher has students read the conversation again, underline the names of the cities and mark the adjectives which were previously underlined in **Task** **1** to find the answers.
* Students work independently.
* Teacher allows students to share their answers before discussing as a class.
* Teacher asks students to support their answers or encourages them to provide more adjectives to describe the 3 cities.

ANSWER KEY: Sydney: C – exciting D – beautiful

 **London:** A – rainy

 **New York**: B – crowded E – interesting

**IV. Post –stage:**

**Aim:** To give Ss fun time revising what they have learnt so far in the lesson.

 To help Ss visualize some landmarks of the cities mentioned in the conversation.

Act 4: Match the cities with their landmarks (p. 27).

* Students can work in pairs to complete this task.
* After matching the cities with their landmarks, students discuss with each other to find the names of the landmark either appearing in the pictures or in the cities.

ANSWER KEY: 1. Ha Noi – C 2. London – D 3. New York – A 4. Sydney – B

***Activity 5***: **What city is it?** Teacher models the game by asking students to guess the picture she is holding with the whole class first.

Teacher: Can you guess the city in the picture?

A student: What’s it like?

Teacher: It has beautiful beaches.

A student: Is it in Australia?

Teacher: Yes, it is.

A student: It’s Sydney.

Teacher: Right!

* Teacher can deliver the pictures used in the Warm-up part to students so that they can have visual aids to play the game.
* Students play the game in groups of four. Every student will have to ask questions, provide information and find the answers.

**Homework: -** Do the exercise again.

 - Prepare for the next lesson: A closer look 1

\* **FEEDBACK:** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………