

UNIT 7 - My Favourite Sports and Games

Competences

- Asking and answering questions about one's favourite sports and games
- Asking and answering questions about how often one plays a sport or a game

New Language

- **Phonics:** *game skate*
- **Vocabulary:** *blind man's bluff, rollerskating, karate, basketball, shuttlecock sport, table tennis, skate, rollerskate, once, never, sometimes, always, rarely*
- **Sentence Patterns:** *What's your favourite sport?*
 - *It's table tennis.*
 - What's your favourite game?*
 - *It's blind man's bluff.*
 - How often do you play table tennis?*
 - *Twice a week.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 7, Pp. 55-61*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about one's favourite sports and games.

Warm-up: Pupils play *Jumbled Letters* (the letters of each word are all mixed up and the player has to put them in order of a word) with sport words that they have learnt before (*football, swimming, chess, badminton, etc.*).



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 55. Get them to look at the title of the unit and the four pictures to identify the characters in each picture. Set the context: *You are going to hear Tom and Quan talking about their favourite sports and games.* Point to each picture and elicit pupils' answers: *Who is this? What are they talking about? Pre-teach the new vocabulary: prefer, table tennis, Farm Town.* Then write them on the board and get pupils to say each word a few times. Use a mixture of English and Vietnamese to help pupils understand the context and the language if they seem confused. Read each line in the pictures, pausing at times to check pupils' comprehension.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Tom and Quan.



2. Point, ask and answer.

- Point to the picture by Example a and set the context: *We're going to practise asking and answering questions about favourite sports and games.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Repeat the step with the picture by Example b. Recall the familiar vocabulary and pre-teach the new words: *rollerskating (/roller skating), karate, basketball, shuttlecock sport.* Tell pupils that *rollerskating, karate, swimming* are sports; *table tennis, basketball, shuttlecock sport* are games. Write the words on the board and get pupils to repeat each of them a few times.

Cultural notes

sport

1. an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment: *team sports such as soccer and rugby.*

game

1. a form of competitive activity or sport played according to rules.
(**games**) a meeting for sporting contests: *the Olympic Games*
(**games**) British athletics or sports as a lesson or activity at school: *in order to be popular, you had to be good at games*
a person's performance in a game; a person's standard of play: *Rooks attempted to raise his game to another level*
 2. an activity that one engages in for amusement: *a computer game*
 3. the equipment for a game, especially a board game or a computer game: *buy your games and software from us*
(Extracts from Oxford Dictionary)
- Model the task with the whole class. Point to all the pictures in the section and say: Imagine these are your favourite sports and games. Then point to each picture to elicit pupils' answer to identify whether it is "sport" or "game". Point to Picture a and ask: *What's your favourite sport?* Class: *It's rollerskating.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures in the same way.

Notes: Picture a. *rollerskating* Picture b. *karate* Picture c. *swimming*
Picture d. *basketball* Picture e. *shuttlecock sport*

- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the favourite sports and games in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards. Praise the pair if pupils have a good performance of pronunciation and language usage.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 56 and give them a few seconds to read the instruction and look at the pictures. Say the listening purpose: *You are going to listen to some pupils talking about their favourite sports and games. You should tick the appropriate picture.* Point to each picture and elicit pupils' answers to the information they indicate.
- Recall the familiar vocabulary and pre-teach the new words: *puzzle, popular, blind man's bluff, exciting, jogging (running slowly for long distance)*. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do an example with the pupils.

Notes:

1. a. 2 boys playing table tennis; b. 2 boys practising karate; c. 2 boys doing puzzles
 2. a. 2 boys swimming; b. a boy playing a computer game; c. 3 children playing basketball
 3. a. 3 boys playing volleyball; b. 2 boys playing shuttlecock sport; c. 3 children playing hide-and-seek
 4. a. 2 boys playing shuttlecock sport; b. 4 children playing blind man's bluff; c. 2 girls jogging
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the picture.
 - Play the recording again for pupils to check their answers.
 - Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the part again.

Answers: 1. a 2. b 3. c 4. a

Tapescripts:

1. *You are going to hear four dialogues. The children in these dialogues are talking about games and sports.*

Boy: Let's do a puzzle.

Girl: I don't like puzzles.

Boy: What do you want to do then?

Girl: How about playing table tennis?

Boy: It's all right. Let's play it. (Pause)

2. *Girl: What do you do in your free time?*

Boy: Many different things, but I like playing games.

Girl: What game do you like?

Boy: Farm Town, a computer game. (Pause)

3. *Girl: Do you like games?*
Boy: Yes, I do. I play a lot of games.
Girl: What's your favourite one?
Boy: Hide-and-see. It's an exciting game. (Pause)
4. *Girl: What are they playing?*
Boy: Shuttlecock sport.
Girl: Is it a popular game in your country?
Boy: Yes. Very popular for boys in Viet Nam. (Pause)

4. Talk.

- Ask pupils to open their Student's Book on Page 56. Get them to read the instruction, the guiding expressions and to look at the pictures. Point to each picture and elicit pupils' answer to identify the activity. Write the words on the board and get pupils to repeat each of the sport / game names a few times. Read each guiding expression and check pupils' comprehension. Make sure they understand the task and the language. Model the first example to give pupils a clear idea of how the activity works. Pupils can freely make use of the language they have learnt previously together with the new vocabulary in the unit. Call on a pupil and ask, for example:

T: *Do you like sports (/games)?*
P: *Yes, I do.*
T: *What's your favourite sport?*
P: *Table tennis.*
T: *Where do you often play table tennis?*
P: *I play it at school.*
etc.

Notes: Picture a. *table tennis* Picture b. *karate* Picture c. *rollerskating*
Picture d. *hide-and-see* Picture e. *basketball*

- Pair work. Pupils take turns to ask and answer the question about their favourite sports and games. Call on a few pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Summary

- In this lesson, pupils have learnt to ask and answer questions about one's favourite sports and games, using *What's your favourite sport/game? – It's _____.*

Homelink

- Pupils make a list of sports and games they have learnt for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*; and
- to listen and number the pictures as they listen.

Warm-up: Pupils display their homelink writing for their classmates to read. Then get pupils to play *Charades* (a guessing game using gestures to describe a sport or a game that pupils have learnt for the opponent group to guess the word).



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 57. Stick the large-sized sheet of paper with the text on the board. Draw pupils' attention to the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section and ask them to identify the activity in the picture. Then ask pupils to predict what the chant is about. Set the context: *You are going to hear a chant about games. Guess the names of the games. After that, you'll listen and clap the focused words: one clap for the words with "ame" as in "same" and two claps for the words with "ate" as in "skate".* Recall the familiar vocabulary and pre-teach the new words: *summer, Kate, autumn, Tess, always, win*. Write the new words on the board. Get pupils to repeat them a few times. Read each line of the chant and elicit pupils' answers to the names.
- Model: Read the chant, clapping: *rollerskate* (two claps), *Kate* (two claps), *late* (two claps), *same* (one clap), *game* (one clap). Group the words into two columns on the board corresponding to the number of claps.
- Get pupils to clap as you read the chant again. Then ask pupils to repeat each line of the chant.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.

Tapescripts:

*In summer
I like to rollerskate
In the park
With Kate
Until late
At night.*

*In autumn
I like to play chess
With Tess
In the same park.
And I always
Win the game.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 57. Get them to look at the chart and the word box. Say: *You are going to group the words with "ame" as in "same" or with "ate" as in "skate".* Check if pupils understand the activity and the meaning of the focused words. Recall the meaning of familiar vocabulary and teach the new words: *plate, frame.* Say each word and get pupils to repeat it a few times.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Tapescripts:

<i>name</i>	<i>gate</i>	<i>plate</i>	<i>date</i>
<i>same</i>	<i>frame</i>	<i>late</i>	

Answers:

ame: *name, same, frame*
ate: *gate, plate, date, late*

1 2 3
4

4. Listen and number.

- Ask pupils to open their Student's Book on Page 58 and tell them the listening purpose: *You are going to hear six dialogues. The speakers in these dialogues are talking about their favourite sports and games. You should number the pictures as you listen.*
- Point to each picture and elicit pupils' answers to identify each activity. Recall the familiar vocabulary and pre-teach the key ones for pupils to understand the text: *international football match, playground, competition.* Write the words on the board and get pupils to repeat each of them a few times.

Notes: Picture a. *2 boys playing chess;*
 Picture b. *2 boys playing shuttlecock sport;*
 Picture c. *a boy playing a computer game;*
 Picture d. *some children playing hide-and-seek;*
 Picture e. *a man and a boy watching a football match on TV;*
 Picture f. *2 children playing badminton.*

- Do the first example with pupils to make sure pupils understand the task and the language.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to select and number the picture.
- Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class.
- In case there is disagreement, play the recording related to the part again.

Answers: a.6 b.3 c.4 d.1 e.2 f.5

Tapescripts:

1. You are going to hear six dialogues.
The speakers in these dialogues are talking about their favourite sports and games.
Boy: *Do you like sports, Hoa?*
Girl: *No, I don't. I like games.*
Boy: *What's your favourite game?*
Girl: *Hide-and-seek. (Pause)*
2. Boy: *What's on TV now, Daddy?*
Man: *An international football match.*
Boy: *Football is my favourite sport. Can I join you?*
Man: *Sure, dear. (Pause)*
3. Boy 1: *Look. Phong and Nam are playing shuttlecock sport. Let's join them.*
Boy 2: *OK. It's my favourite game. (Pause)*
4. Girl: *What game are you playing?*
Boy: *Farm Town. It's a new computer game.*
Girl: *Is it interesting?*
Boy: *Yes, it is. I like it very much. (Pause)*
5. Boy: *Hurrah! The class is over. How about playing badminton?*
Girl: *It's a great idea! Where will we play?*
Boy: *Let's play in the playground. (Pause)*
6. Girl: *Are you going to the chess competition tomorrow?*
Boy: *Yes, of course. I'm one of the competitors.*
Girl: *I'll be your supporter.*
Boy: *Thank you. Please come. (Pause)*



5. Fun time

Lyrics:

Hokey-Pokey

*You put your right hand in,
You put your right hand out;
You put your right hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

*You put your left foot in,
You put your left foot out;
You put your left foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

- Stick the large-sized sheet of paper with the song *Hokey-Pokey* on the board. Then tell pupils the activity purpose: *You are going to sing a song*. Point to each part of the picture and ask pupils to predict what the children are doing. Read each line of the lyrics, pausing at times to check pupils' comprehension. Pre-teach the vocabulary: *right / left hand, put in / out, shake, turn yourself around, foot*. Write the words on the board and get pupils to repeat each of them a few times.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Play the recording again for pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Cultural note:

The song *Hokey-Pokey* is a well-known song in English-speaking countries. It is a participation dance with a distinctive accompanying tune and lyrics structure.

Follow-up

- Vary the lyrics of the song, using actions with other parts of body, e.g.

*You put your left hand in,
You put your left hand out;
You put your left hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

*You put your right foot in,
You put your right foot out;
You put your right foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about! etc.*

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*;
- to listen and number the pictures; and
- to sing the song *Hokey-Pokey*.

Homelink

- Pupils practise singing *Hokey-Pokey*, doing actions with different parts of the body.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about how often one plays a sport or a game; and
- to read a comprehension text on how to play *hide-and-seek* and write a description on playing *hide-and-seek*.

Warm-up: In groups, pupils sing *Hokey-Pokey*, doing actions with different parts of the body.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 59 and look at the pictures. Read the context sentence and check pupils' comprehension. Then point to each picture to elicit pupils' answers to identify the characters. Set the context: *You are going to hear Tom asking Mai questions about his survey on sports and games.* Read each line in the pictures and check pupils' comprehension. Recall *How often* and teach the new vocabulary: *twice a week*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to say the lines from Tom and Mai.



2. Point, ask and answer.

- Draw pupils' attention to the table in this section. Then say: *You are going to practise asking and answering questions about how often one plays a sport or a game.* Get pupils to read the example and elicit their prompts to complete the lines in the speech bubbles. Write the question and the answer on the board and get pupils to repeat them a few times. Point to the table and recall the meaning of the familiar vocabulary and pre-teach the new words: *never, rarely, once a week, twice (two times), four times a week*. Get pupils to repeat each item in the table a few times.

Notes:

time(s) (countable): *lần*; *time* (uncountable): *thời gian*

often: 4-5 times a week

sometimes: 2-3 times a week

rarely: once a week but not every week

- Model the task with the class. Point to the picture under the example and ask: *How often do you play table tennis?* Class: *Twice a week*. Repeat the step. Focus on pronunciation and fluency. Then call on a few open pairs to go through the rest of the pictures in this section.
- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the frequency of playing sports and games using the prompts under each picture. Monitor the activity and offer help as necessary.

- Select a few pairs of pupils to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Language notes:

There are some verbs that are often used when talking about games or sports:

- **do** is generally used for individual sports and fighting sports, e.g. *do yoga, do a puzzle, ...*
- **go** is generally (but not always) used for sports and activities ending in **-ing**, e.g. *go skating, go camping ...*
- **play** is generally used for team sports, games and ball games, e.g. *play basketball, play hide-and-seek, play tennis ...*



3. Read and do the tasks.

a. Tick Yes or No.

- Ask pupils to open their Student's Book on Page 60 and get them to read the title and look at the picture. Ask pupils to guess what the passage is about. Then set the context: *You are going to read about how to play hide-and-seek. I'm sure many of you know how to play it. But you should read the passage to check what you already know.* Pre-teach the key words to understand the passage: *indoors, outdoors, seeker, meanwhile, look for, finish, start.* Read the passage, pausing at times to check pupils' comprehension. Focus on the sentences in Task a: *Where do children prefer playing hide-and-seek? How many children can play the game? What does the seeker do? Do other children count from five to one hundred? How does the seeker win the game?* Play the recording or read the passage twice: once for pupils to listen all the way through and once for them to repeat. Pause after each sentence for pupils to repeat.
- Individual work. Pupils do Task a. For slower pupils get them to work in pairs. Monitor the activity and offer help as necessary.
- Ask pupils to check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage.

Answers: 1. No 2. Yes 3. Yes 4. No 5. No

b. Read the passage again. Find the words which "they", "his / her" and "he / she" refer to.

- Tell pupils that *his / her, he / she* and *they* can be used to replace a noun or a noun phrase corresponding to their meaning and form. Give pupils a few examples with these focused words.
- Individual work. Ask a few pupils to report their answers to the class. Ask them to explain how they came to the result (they can speak in Vietnamese if necessary).

Answers: *they:* boys and girls
his / her: the seeker's
he / she: the seeker



4. Choose the right words to write.

- Ask pupils to open their Student's Book on Page 61, and draw their attention to the passage. Tell pupils the writing purpose: *You are going to read and choose the right words to complete a description on how to play hide-and-seek.*
- Individual work. Get pupils to read each line and choose one of the words provided in the brackets to fill in the space. Set time for pupils to write independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class and have the class display after that.

Answers: 1. *play* 2. *seeker* 3. *five* 4. *places* 5. *players*



5. Fun time

Charades

- Tell pupils that they are going to play *Charades*, a guessing game: pupils look at the gestures or facial expressions of a performer and guess what he / she is doing. Then divide the class into groups of 6 - 8 pupils to play the game.
- Explain the game: each group discusses to select a leader and a performer. Then they discuss in secret in their group a sports / game word to mime (do actions describing the word), e.g. *table tennis*.
- The performer mimes in front of the opponent group for them to make a guess.
- Then the leader of the miming group points at a pupil in the other group and asks: *What is he / she doing?* If the pointed pupil gives a correct answer, his / her group scores a point and replaces the performer to mime. If he / she gives a wrong answer, their group scores nothing and remains as the guessers. The group with the most points wins the game.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how often one plays a sport or game;
- to read a comprehension text on how to play *hide-and-seek*; and
- to write a description on playing *hide-and-seek*.

Homelink

- Pupils practise miming their favourite sports and games at home for the class performance in the next lesson.