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| ***Tuần: 01***  ***Tiết theo PPCT: 01*** | ***Ngày soạn: 01/09/ 2023***  ***Ngày dạy:...........................*** |

**INTRODUCTION**

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce new Tieng Anh 6 textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

**( Đối với HS KT trí tuệ: HS nhớ được tên sách và soạn được đúng sách , tìm được đúng phần học từng tiết)**

**\*Vocabulary:** Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

**\* Grammar :** to be; present simple tense; present continuous…

**2. Competence:**

- By the end of the lesson, students will be able to know how to study English effectively and how to  use new Tieng Anh 6 textbooks and know the methods to study new Tieng Anh 6 textbooks.

**3. Personal quality:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. MATERIALS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **a. Objectives:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **b. Content:** Have some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class.  **c. Expected outcomes:** Having a chance to speak English and focus on parts of the book.  d. Organisation: Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting.                T\_Ss**  https://lh3.googleusercontent.com/jzPXlyhE-c7pX_pArTRaIOBUCtar0qgGhByVTCbMIIIZorEkw12HHRV4t3v4bOpg-2-QjEw069H9JcOITkL27sl_5V8I3wAu0LzLaEW2-qAu1i6Yq9-cB7nom7eX_YdFWV5trg=s0  - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves **(*name;* *age;address; likes; dislikes ….friends…* )**  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2. ACTIVITY 1 (15’)** | |
| **a. Objectives - To set the context for the introductory;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.**  **( Đối với HS KT trí tuệ: HS nhớ được tên sách)**  **b. Content:** Some brief notes; Some things about England, English **.** Introduce New Tieng Anh 6  **c. Expected outcomes:** Know something about England, English; Learn how to use New Tieng Anh 6  **d. Organisation**: Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** T. asks sts some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **2. English**:  - How many people speak English as their mother tongue?  - How many people speak English as their first language?  - How many people speak English as their second language or first foreign language?  - Why do you learn English?  - Is it important? Difficult? Useful? Interesting?  **=>** It’s very important, useful, interesting. It is the means of communication to one another.    **3/ New English 6 text book**:  - How many units are there in English 6 text book?  - What are they about?  \* There are 12 units . Each unit has eight sections, providing materials for 7 classroom lessons of 45 minutes.  ***- Section 1 :*** *GETTING STARTED. Introduce the topic of the unit. Present the vocabulary and the grammar items.*  ***- Section 2 :*** *A CLOSER LOOK 1* ***.****Present and practice the vocabulary and pronunciation of the unit. Grammar items may also be included in this section.*  ***- Section 3 :*** *A CLOSER LOOK 2* ***.*** *Deal with the main grammar point(s) of the unit. The new language point is presented in short text or a talk./ interview. Both a closer look 1,2 mainly give language focus and practice of receptive skills.*  ***- Section 4****:  COMMUNICATION. Help Ss to use  the functional language in everyday life context and consolidate what they have learnt....*  ***- Section 5 :*** *SKILL 1**. READING AND SPEAKING. Develop Ss reading abilities And provide further practice which supports Ss in their production of speaking English freely.* | https://lh5.googleusercontent.com/5ljJ72PnibalGIzs4eJiUxjnq4w4vbVrq7wSYnILb7d4yUt7eOuDYql9aCWWIWYeQ4-ehnCgQO4vgeOBpd63i4Q-zKjcfVgDAQAvtmNUW4p9jur_5LxyFarcaZgVqg4XYibQtw=s0  **- T\_Ss**  - Listen carefully and read aloud.  - Fulfil teacher’s requirements  - Give the answers  - Ss answer if possile  - Listen carefully and read aloud.  - Find out the words related to the topic.  - There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  **2/** Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  **3/ English 6 has 12 Units.**  **- T\_Ss**  **- Each unit has 7 lessons.**  ***- Section 6 :*** *SKILL 2: LISTENING AND WRITING. The listening activity follows the oral practice in speaking to provide Ss an opportunity to listen.... Writing focuses on developing Ss’ wring skills*  ***- Section 7:*** *LOOKING BACK & PROJECT. Recycle language from previous sections, consolidate and apply what they have learnt in the unit. The project helps Ss to improve their ability to work by themselves and in team, and extend their imagination in a field related to the unit subject.( extra-curricular activity/ or homework).*  - English is not too difficult but it requires you working hard.  - Sts need learn by heart all vocabulary and their usage.  - Review the lesson everyday.  - Learn English everyday. |
| **3. ACTIVITY 2:** **PRACTICE (15’)** | |
| **a. Objectives:** **To help Ss understand the lesson. Class room language**  **( Đối với HS KT trí tuệ: HS tham gia bằng cách ngồi xem các bạn thực hành)**  **b. Content:** Some brief notes; Something about England, English **.** Classroom language…  **c. Outcome:** Know something about England, English; Classroom language…  **d. Organisation**: Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3.** **How to learn English best?**  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  **“Hard work is the key to success”** | https://lh6.googleusercontent.com/D47bzokN1ofe3pqEj8GrcYr4y6vCDSF2f3-AqStBouY06HNKPEkMeSiWv3xQpyjQ8ZZMcuiVhf8N_54LjKMOdWJNBhRfXGPcoaaV8lZkm-vjA3CsbM96_xyOjM0Ev3rFbNq2lw=s0  **- T\_Ss**  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects….  https://lh4.googleusercontent.com/sZ5_Z8qbAp1WVBhcXgZloX4St7zj7xcHmDXVQZxXLR0X4CP9sM5sOndc97dil4upeJTlGpM4jXDhiXf-oYWsX5uAWuUd4lWUd3gt0cje3vV2IfzSzhDOBpSRj_rouwL9KpUQBw=s0 |
| **4. ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| **a. Objectives**:To revise / teach classroom languages.  **b. Content:** Some brief notes; Some things about England, English **.** Classroom language…  **c. Outcome:** Know something about England, English; Classroom language…  **d. Organisation**: **Teacher’s instructions…..** | |
| **Teacher’s & Student’s activities** | **Content** |
| **- T\_Ss**  - T gives  some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | - The greetings : - goodmorning                              - Good afternoon                              - Good morning                              - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please.  - Listen, please  -  Read after me  -  Repeat please….. |
| **5. CONSOLIDATION (2’)**  **a. WRAP-UP** | |
| - Instruct students to do their homework.  -  Prepare textbook, workbook, exercise book,  - Prepare new lesson Unit1: Getting started .  **b. HOME WORK**  - Learn classroom languages.   - Prepare new lesson Unit 1: Getting started . | |

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| ***Tuần: 01***  ***Tiết theo PPCT: 02*** | ***Ngày soạn: 01/09/ 2023***  ***Ngày dạy:...........................*** |

**UNIT 1: MY NEW SCHOOL**

**Lesson 1: GETTING STARTED** - ***A special day***

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words related to the topic My New School.

**( Đối với HS KT trí tuệ: HS ghi được đúng chính tả các từ mới)**

**1. Knowledge:**

- To introduce topic of the lesson *My New School*. To practice listening and reading.

+ Vocabulary: use the words related to the topic *My New School.* Pronouncing the sounds /a:/ and */Λ/*correctly;

+ Grammar: - use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**2. Competences:** By the end of the lesson students will be able to know the form and  use the present simple tense ; adverbs of frequency correctly. Students can introduce themselves and introduce someone to someone else;

**3. Personal Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. MATERIALS**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **a. Objectives:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **( Đối với HS KT trí tuệ: HS xem các bạn tích cực tham gia và cổ vũ bằng cách vỗ tay)**  **b. Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **c. Expected outcomes:** Introducing themselves to make more new friends.  **d. Organisation :** T\_ Ss , … | |
| **Teacher’s  Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title *My New School* on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book to page 6 and introduce what they are going to study…. | **+ Greeting**  **+ Chatting.**  **- T\_Ss**  - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves (*name;* *age;address; likes; dislikes ….friends…* )  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Open their book and write .  https://lh3.googleusercontent.com/jzPXlyhE-c7pX_pArTRaIOBUCtar0qgGhByVTCbMIIIZorEkw12HHRV4t3v4bOpg-2-QjEw069H9JcOITkL27sl_5V8I3wAu0LzLaEW2-qAu1i6Yq9-cB7nom7eX_YdFWV5trg=s0 |
| **2. ACTIVITY 1** :  **PRESENTATION/ NEW LESSON ( 15’)** | |
| **a. Objectives**  **-** To set the context for the introductory;  - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  **( Đối với HS KT trí tuệ: HS ghi được đúng chính tả các từ mới)**  **b.Content:** Learn some new words . Read the conversation and find out new words.  **c. Outcome:**Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **d. Organisation :** T\_ Ss , .. | |
| **Teacher’s  Student’s activities** | **Content** |
| - T sets the sence/ context for the listening and reading.  - T introduces Vy and Phong : They are friends, and Duy Vy’s new friend.  - Have Ss look at the picture. Ask Ss questions about the picture: *Where are they? Who are Vy and Duy? ect..*  - Ask Ss why it is a special day…  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask them to talk a bit about their feelings on the day.  - Play the recording twice or more for the Ss listen and read along.  - Ask Ss underline the new words or the word related to the topic while they are listening and reading.  **\*Teach vocabulary:**   + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Follow the seven steps of teaching vocab.  + Check vocabulary.  **+ Take note**  - Call on some groups of Ss **to read the conversation aloud.** | **- T\_Ss**   |  |  | | --- | --- | | https://lh6.googleusercontent.com/H6VYpT488VGG08fSZnAgHiDd2LrPwUnvJCB5KQKHPdRBdDHJvV2ZNtD_I3sg0QnPR9zrJfD1ZMhEfmvd9qlQ6WfSKr3pEpTNDYsHW9y0cIwK4aqxjhovrCNzw7mv1RF2DLb6zA=s0 | https://lh3.googleusercontent.com/Q2lYO-dITlizGvEQ5PeECq3wjXmPu7_Q4ypj4AuBVEPMYnwh09SZGUfj0TxIPAIGyhjfzKGJL-AC0tjKxlu0hxdHrVbjD8lZ8utTpODyN7hflhOCSTy4hlTc4tjdj1emGUo3aA=s0 |   - Listen carefully to the context  - Listen carefully and read aloud.  **- Pair Work**  **\* Vocabulary**  **- calculator** (n): máy tính  **- uniform** (n): đồng phục  **- smart** (adj): thông minh  **- wear** (v): mang, mặc, đội.  - Listen carefully and read aloud. |
| **3. ACTIVITY 2**: **PRACTICE ( 15’)** | |
| **a. Objectives:**  -To help Ss understand the conversation.  - To introduce the grammar point of this unit: the present simple.  - Ss revise some words and learn some more words indicating school things  **( Đối với HS KT trí tuệ: HS ngồi cổ vũ các bạn bằng cách vỗ tay)**  **b. Content:**  Task 1. Listen and read the conversation. True/ false activitiy, filling in the gaps.  Task 2. Write ONE word from the box in each gap.  Task 3. Match the words with the school things. Then listen and repeat.  **c. Expected outcomes:** Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points…  **d. Organisation :** T\_ Ss .….. | |
| **Teacher’s  Student’s activities** | **Content** |
| **Task 1**:  **Read the conversation again and tick (√) T (True) or F (F)/**  - Ask Ss to read the conversation again and tick (**√**) T (True) or F (F)/ Page 7  - Play the recording once more for Ss to understand the conversation better.  - Explain the strategies of doing True - False exercise to Ss: *Read each statement carefully, identify and underline the key words in the statement, locate the key vvords or similar words in the text, and then evaluate if they are the same, or the opposites of the intormation in the given* *statements*. If the information is the same, it's True (T). If it is opposite or different, it's False (F).  - Ss work independently. Tell them to refer back to the conversation if necessary.  - Allow them to share their answers before discussing them in groups or as aclass.  - T gives the correct ansvvers. | **2. Read the conversation again and tick (√) T (True) or F (F)/**  **- T\_Ss**  - Do the tasks.  - Listen carefully  - Follow the teacher’s instructions.  - Do True/ False  **- Work independently.**  - Give the answers  **Key:**  **1.T**  **2.F**  **3.T**  **4.T**  **5.F** |
| **Task 2. Write ONE word from the box in each gap.**  - T may instruct Ss how to do the exercise:  Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun *uniforms* to fill the blank.  - Model with the first sentence.”Wear”  - Ask Ss to work independently to fill each blank with the right word.  - Allow Ss to share answers before discussing them as a class.  - Ask Ss to write the correct ansvvers on the board.  - T explains the meaning of some words if necessary.  - Ss practise saying the sentences together.  - T then asks Ss to identify the tense used in these sentences.Tell them that it is the present simple tense, and they are going to learn it in this unit. | **3. Write ONE word from the box in each gap.**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - **Ss to work independently**  - Share the answers  - Copy them  **Key:**  1. wear                          2. has  3. go                              4. uniíorms  5. subjects  - Practice saying the sentneces.  - Give the answers. |
| **Task 3. Match the words with the school things. Then listen and repeat**.  - Ask Ss to match the words with the school things.  - Play the recording for Ss to listen and check their matching.  - Ss listen again and repeat. Then let them practise saying the names of school things.  - Explain the meanings if necessary,   e.g. use visual aids in the classroom. | **3. Match the words with the school things. Then listen and repeat.**  **- T\_ Ss.**  - Ss do the matching. **Ss do themselves**  - Listen carefully- Check the answers  - Listen and repeat  ***\* Key + Audio script:***  1. school bag                    2. compass  3. pencil sharpener           4. rubber  5. pencil case                      6. calculator |
| **4.** ACTIVITY 3: **PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **a. Objectives:** To revise / teach the names of the things in the classroom.  **( Đối với HS KT trí tuệ: HS ngồi cổ vũ các bạn bằng cách vỗ tay)**  **b. Content: Task 4. Look around the class. Write the names of school things you see in your notebook.**  **c. Outcomes:** Know more new words.  **d. Organisation :** T\_Ss… | |
| **Teacher’s  Student’s activities** | **Content** |
| **Task 4. Look around the class. Write the names of school things you see in your notebook.**  - Tell Ss to look around the class.  - Point to each student and ask what he / she sees / has around him / her (e.g. *table, desks, notice board, pictures,* etc.).  - Let them practise the words, write them in their notebook and make sentences with the words if there is time. | **4. Look around the class. Write the names of school things you see in your notebook.`**  **- T\_Ss ;              Ss \_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - *desks, notice board, pictures…..*  - Take note |
| **5. CONSOLIDATION (2’)**  **a. WRAP-UP** | |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **b. HOME WORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and */Λ /* in the conversation and tells Ss that they will learn these language points in the upcoming lessons…..  ------------------------------------------------------------------------------------------------------------------------- | |

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| ***Tuần: 01***  ***Tiết theo PPCT: 03*** | ***Ngày soạn: 01/09/ 2023***  ***Ngày dạy:...........................*** |

**UNIT 1: MY NEW SCHOOL**

**Lesson 2:  A CLOSER LOOK -1**

**I. OBJECTIVES:**

**1. Knowledge:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities. To teach vocabulary. To teach how to pronounce the sounds /a:/ and */ / .*

+ Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and

*/ /* correctly; school lunch, exercise, English, history, homework, science, football, lessons, music…

+ Grammar: use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**( Đối với HS KT trí tuệ: HS chép được phần công thức ngữ pháp và ngồi cổ vũ các bạn làm bài tập)**

**2. Competences:** By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */ / .*

**3. Personal quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. MATERIALS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

IV. PROCEDURES :

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| **1.Warm-up (5’)**  a. **Objectives**: -To activate students’ knowledge on the topic of the unit.  - To set the context for the listening and reading part.  **( Đối với HS KT trí tuệ: HD học sinh đọc lại 1 từ trong nhóm các từ HS khác đưa ra)**  b. **Content:** Game : *Kim’s game* ( about school things)  **c. Outcomes:** Ss write words exactly on the board.  **d. Organization** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Look at the picture on page 8 in 20 seconds and try to remember as many words as possible.  - Teacher divides the class into two teams.  - Ss go to the board and write the words  - Teacher gets feedback -> Today we are going to learn some more combinations about school. | | | ***\* Kim's game:***    - school bag  - calculator  - compass.  …….. |
| **2. ACTIVITY1. Presentation (5’)**  **a. Objectives:** To enrich students’ vocabulary to talk about activities at school.  **( Đối với HS KT trí tuệ: HD học sinh chép đúng chính tả các từ mới)**  b. **Content:** Vocabulary about school  **c. Outcomes:** Read and understand the maning of words  **d. Organization** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **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: < Matching>** | | **\* Vocabulary**  - science (n) : môn khoa học  - exercise (n/v): bài tập, tập luyện  - history (n) : lịch sử  - lesson (n): bài học  - school lunch: bữa trưa ở trường | |
| **3. ACTIVITY 2. Practice (30’)** | | | |
| **a. Objectives:**  **-** To revise / introduce the names of school subjects, and some nouns related to school and school activities.  - To teach Ss how to combine a verb and a noun to talk about school activities  - To help students use the vocabulary in context.  - To teach Ss how to pronounce the sounds /ɑː/ and /ʌ/ and practise pronouncing these sounds in words correctly.  **( Đối với HS KT trí tuệ: học sinh ngồi quan sát các bạn hoạt động)**  b. **Contents:**  **- Task 1.** Listen and repeat the words.  **- Task 2: Work in pairs. Put the words in Task 1 in the correct columns.**  **- Task 3: Put the words in the blanks.**  **- Task 4: Listen and repeat. Pay attention to the sounds /ɑː/ and /ʌ/.**  **- Task 5: Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/.**  **c. Outcomes:** Students read words exactly aloud.  **d. Organization**  **Task 1:** **(5’)** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss**   * Teacher asks students to listen and repeat the words. * Teacher calls some students to read the words aloud. | **Task 1: Listen and repeat the words.** | | |
| **Task 2:** **(7’)** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work in pairs and use the words in Task 1 to put into the correct columns. * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary). * Teacher explains which nouns go with each verb to make meaningful names of activities. * Teacher asks students to work in groups of four and add as many words into each column as possible. | **Task 2: Work in pairs. Put the words in Task 1 in the correct columns.**  ***\*Answer key:***   |  |  | | --- | --- | | play | do | | football  music | homework  exercise | | have | study | | school lunch  lessons | English  history  science | | | |
| **Task 3:(5’)** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work independently and put a suitable word in each blank. * Teacher allows students to share their answers before discussing as a class. * Teacher asks some students to share the answers and gives feedback. | **Task 3: Put the words in the blanks.**  ***Answer key:***   1. homework 2. football   Giaoandethitienganh.info   1. lessons 2. exercise   5.science | | |
| **Task 4:(7’)** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Presentation**  **(Pre-teach the sounds /ɑː/ and /ʌ/)**   * Teacher introduces 2 sounds /ɑː/ and /ʌ/ to students and lets them watch a video about how to pronounce these two sounds. * T gives some words and show how to pronounce these two sounds.   ***Task 4:T-Ss, Ss-Ss***   * Teacher asks students to listen and repeat. * Students work independently. | **\* PRONUNCIATION**  ***Suggested answers:***   * /ɑː/: car, start, after, party * /ʌ/: cut, one, country   **Task 4: Listen and repeat. Pay attention to the sounds /ɑː/ and /ʌ/.**  **Key:**  + /ɑː/: smart, art, carton, class.  + / ʌ /: subject, study, monday, compass | | |
| **Task 5:(6’)** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***  Before listening, teacher let students discuss in pairs and find the words with the sounds /ɑː/ and /ʌ/.   * Teacher plays the recording for students to check and repeat the sentences.   **-**Have them work in pairs to compare their answers. Check Ss'answers.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words. | **Task 5: Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/.**  ***Key+ Audio script:***  **1 .** My brother has a new compass.   1. **.** Our classroom is large. 2. They look smart on their first day at school. 3. The art lesson starts at nine o'clock. 4. **.** He goes out to have lunch every Sunday. | | |
| **4. ACTIVITY 3. Production (3’)**  **a. Objectives:** To give students a chance to apply what they have learnt.  **( Đối với HS KT trí tuệ: học sinh ngồi quan sát và cổ vũ các bạn hoạt động)**  **b. Content:** *Game :* write sentences including 2 features: school activities and one of the sounds /ɑː/ or /ʌ/.  **c. Outcomes:** Students read aloud their sentences.  **d. Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks groups to write sentences including 2 features: school activities and one of the sounds /ɑː/ or /ʌ/.  - Ss Work in groups   * 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: *I usually* ***play basketball*** *with my* ***brother***.)  *- I often use* ***compass*** *to do Math exercise.* | | |
| **5. CONSOLIDATION (2’)**  **a. Wrap-up**  Revise the lesson and prepare for the next lesson.  Review the lesson and prepare for the next lesson and do exersie in the workbook.  **b. Homework**  - 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 school activities that have the sound /ɑː/ or /ʌ/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

*Ký duyệt ngày........tháng ...... năm ...........*

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| ***Tuần: 02***  ***Tiết theo PPCT: 04*** | ***Ngày soạn: 08 /09/ 2023***  ***Ngày dạy:...........................*** |

**UNIT 1: MY NEW SCHOOL**

**Lesson 3:  A CLOSER LOOK 2**

**I. OBJECTIVES:**

By the end of the lesson, students will be able to use the present simple tense.

**II. LANGUAGE ANALYSIS**

**1.Knowledge:**

**\* Vocab:** School lexical items

**\* Grammar:** The simple present and adverbs of frequency

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their school and friends

**4. Competences:** Know how to use the present simple. Students will developed speaking and co-operating skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 1, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES :

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| **I.Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar of present simple tense and to increase students’ interest.  \* Content: Game: Sentence puzzling ( with the simple present)  **\* Products:** Students complete the perfect sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content**  Giaoandethitienganh.info |
| \* **Warm up (group work)**   * Teacher divides the class into 4 groups. * Teacher delivers a set of word cards which are jumbled sentences in present simple to each group. * Students will have to work in groups to create as many correct sentences from the word cards as possible. * The group with the most correct sentences will be the winner. | | | *\**  Game: Sentence puzzling  ***Suggested sentences:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *1. Peter* | | *lives* | *near* | *his school.* | | | *2. We* | | *go* | *to* | *the same school.* | | | *3. They* | | *have* | *new* | *subjects.* | | | *4. We* | *always* | | *look* | *smart* | *in our uniforms* | | |
| **II. Presentation (10’)**  **\* Aim:** To help students know and understand the use of the present simple tense.  \* **Content:** Introduce the present simple tense.  **\* Products:** Understand and know how to use the present simple tense  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **Lead in** :Teacher draws students’ attention to the form of the sentences created in the game and asks them whether they know the target tense.**-**  - Elicit the present simple tense   * Teacher provides or confirms the answers and leads in the grammar focus of the lesson: * Teacher gives students some time to study the grammar box. | | ***\* Model sentences:***   |  |  |  |  | | --- | --- | --- | --- | | *1. Peter* | *lives* | *near* | *his school.* | | *2. We* | *go* | *to* | *the same school.* |   1. the Present simple tense  \* Form:  + Positive: S + Vinf/ V(s/es) + … .  + Negative: S + don’t/ doesn’t + Vinf + … .  + Interrogative: Do/ Does + S + Vinf + … ?  ->Yes, S + do/does.  No, S + don’t/ doesn’t. | |
| **III. Practice (20’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To introduce the targeted grammar of the present simple tense..(10’)  \* Content: Choose the correct answer A, B or C  **\* Products:** Students say the key aloud  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher has students work independently, look at the form and do Exercise 1 – page 9. * Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).   - Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular | Task 1: Choose the correct answer A, B or C  *Answer key:*  1. A  2. C  3. B  4. A  5. C    **The present simple verbs with he / she / it need an s / es.** | | |
| **Task2:** **(5’)**  **\* Aims:** To help students know and understand the use of the present simple tense.  \* **Content:** Write the correct form of the verbs.  **\* Products:** students’ correct answers on the board.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work independently. * Teacher calls 1 or 2 students to write their answers on the board, checks their answers sentence by sentence. | Task 2: Write the correct form of the verbs  *Answer key:*   * + - 1. has       2. Do you have       3. like       4. Does Vy walk       5. ride       6. go | | |
| **Task 3:(5’)**  **\* Aims:** To help Ss revise some adverbs of frequency they already learnt.  \* **Content:** Put the words in the blanks  **\* Products:** Student read sentences aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  - Elicit adverbs of frequency  - Tell Ss to look at the two examples carefully.Then ask them about the position of the adverbs of frequency, and the meaning of those.Tell them to recall all the adverbs of frequency they know.  **Task 3 : T –Ss ; Ss- Ss**  - Teacher shows the graph and lets students fill in the blanks with suitable adverbs of frequency: *sometimes, usually* or *never* (Exercise 3 – page 10)  - Teacher lets students work in groups of four to make 5 sentences using the 5 adverbs of frequency above.  - Teacher calls some groups to read aloud the answers and gives feedback. | **Task 3: Put the words in the blanks.**  2. Adverbs of frequency  ***\* Model sentences:***  *- We* ***often*** *ride our bicycles to school.*  - They don’t often go to the cinema  *\*( always, usually, sometimes, rarely, never)*  \* Note: We usually place the adverb of frequency before the main verb  Task 3 : Fill the blanks with *sometimes, usually* or *never*.  \* *Answer key:*  2. usually  3. sometimes  5. never  \* Write a sentence with one of these adverbs.  *1. I always do my homework aftert school*  *2. He usually watches TV in the morning*  *………………………………………………..* | | |
| **Task 4:(7’)**  **\* Aims:** To give students opportunities to use the present simple tense with adverbs of frequency correctly in context.  \* **Content:** Choose the correct answer A or B to complete each sentence.  **\* Products:** Students’ answers in their notebooks ( Students share with the whole class )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss - Ss**   * Teacher has students complete Exercise 4 – page 10 independently.   Teacher then asks students to exchange their textbooks to check their friends’ answers. | Task 4: Choose the correct answer A or B to complete each sentence.  *Answer key:*  1. B 2. A  3. A 4. B  5. A | | |
| **IV. Production (7’)**  **\* Aims:** **-** To help students distinguish and use correctly the present simple tense.  - To improve cooperative skill.  \* Content: Make questions then interview your partner.  **\* Products:** Role play ( ask and answer correctly)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**   * Teacher has students work on the Ex. 5, p. 10 in pairs. * Teacher checks the answers by playing a game. Teacher divides students into 2 teams, 2 students in each team choose a set of questions (which are the questions 1-5 in  Ex. 5, p. 10). Teacher may add more questions if necessary) then interview each other. The team with higher score is the winner. | Task 5: Work in pairs. Make questions then interview your partner.  10 pts: you/ like/ your new school  20 pts:  Q1: you/ often/ ride your bicycle/ to school  Q2: you/ sometimes/ study in the school library  Q3: your friends/ always/ go to school/ with you  Q4: you/ usually/ do homework/ after school  30 pts: How often/ your mother/ pick you up/ school  *\* Answer key:*   1. Do you like your new school? 2. Do you often ride your bicycle to school? 3. Do you sometimes study in the school library? 4. Do your friends usually go to school with you? 5. Do you usually do your homework after school?   How often does your mother pick you up from school? | | |
| **V. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content of 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. | -The simple present  - adverbs of frequency | | |
| **VI. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this 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 5 sentences in the present simple tense, using adverbs of frequency.  - Prepare lesson 4 ( communication) | | |

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

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| ***Date of planning******:*** *07/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 05***  ***Week : 02*** | UNIT 1: MY NEW SCHOOL  **Lesson 4: Communication** |

**I. OBJECTIVES:**

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

* use the lexical items related to the topic *My new school*;
* know how to introduce someone;
* ask appropriate questions when making friends at school;

- know what good qualities a good friend should have.

**II. LANGUAGE ANALYSIS**

**1.Knowledge: -**

* Talk about school activities, subjects, their friends and know how to introduce someone;

**\* Vocab:** School lexical items

**\* Grammar:** The simple present.

**2. Skills:** Speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their school and friends

**4. Competences** **:** develop their language skills, as well as learn about Vietnamese culture and other cultures.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 1, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES :

|  |  |  |  |
| --- | --- | --- | --- |
| **I.Warm-up (5’)**  **\* Aim**: To introduce the topic..  \* **Content:** Students to talk about what he/she does everyday ; some questions about making friends  **\* Products:** Student s presents in front of the class; students’ correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up** Team work  - Teacher gets 2 students to talk about what he/she does everyday  - Teacher makes remarks and give the two students marks.  **\* Interviewing:**  T: Pretends to be a new classmate;  lets ss ask questions to make friend  Ss: Ask questions.  T: Comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend". | | | *\**  Game: : Chatting  **- *Hello, I am..... Everyday I.....***  - Whole class listen, find out mistakes (if any)  *1/ How do you often make friends ?*  *2/. What do you often say when you first meet a new friends ?*  *3. What questions do you often make ?* |
| **II. Presentation (10’)**  **\* EVERYDAY ENGLISH**  **\* Aim: -** To prepare students with vocabulary related to the topic *My New School;*  - To introduce the structure of introducing someone.  \* **Content:** some new words about related to the lesson.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < rub out and remmeber>  **- Pre structure**  **Task 1:T –Ss : Ss- Ss**   * Teacher lets students listen and read the dialogue, asks them what the characters say when they first meet someone. * Teacher calls some students to share their opinions. * Teacher gives more explanations and writes down the structure of introducing someone. | | 1. vocabulary:  - share (v) : chia sẻ  - classmate (n): bạn cùng lớp  - keep (v): giữ, giữ gìn  - secret (n) : bí mật  **2. Sentence structure:**  **introducing someone**  Task 1: Listen and read the dialogue.  *This is … .*  *Nice to meet/ see you.*  *Nice to meet/ see you, too* | |
| **III. Practice (25’)** | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice the structure of introducing someone.  \* **Content:** Practise introducing a friend to someone.  **\* Products:** role play and practice in front of the class fluently.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**   * Teacher asks students to work in groups of four, introducing themselves to the group members, using structures above. * Teacher calls some students to introduce their new friends to the whole class.   - Teacher gives feedback and corrections (if necessary). | **Task 2: Work in groups. Practise introducing a friend to someone.**  Example:  Thien: Huy, this is Huong, my new friend.  Huy: Hi, Huong . Nice to meet you.  Huong: Hi, Huy. Nice to meet you, too. | | |
| **Task3:** **(5’)**  **NEW FRIENDS AT SCHOOL**  **\* Aims:** To identify questions people should ask when making new friendsat school.  \* **Content:** Read and tick the questions you think are suitable to ask a new friend at school.  **\* Products:** Discuss the questions in groups and tick the suitable questions.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**   * Ask Ss to read and tickthe questions individually.Then let them discuss the questions in groups * T asks them to add 2 more questions to the list. * Teacher checks with the whole class. | Task 3: Read and tick the questions you think are suitable to ask a new friend at school.  **1.** Are you from around here?  **2.** Do you like music?  **4 .** What is your favourite subject at school?   1. Do you play football? 2. How do you go to school every day?   ***\* Suggested answer:***   1. What’s your name? 2. Where do you live? 3. Do you like EL? 4. What’s your telephone number? | | |
| **Task 4:(3’)**  **\* Aims:** - To identify qualities of a good friend  -To help Ss revise *yes /* no questions with the present simple  \* **Content:**. Friendship quiz. ( some questions about a good friend)  **\* Products:** Students’ correct answers. (work independently)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Students work independently and do the quiz in Ex. 4, p. 11 | **Task 4: Friendship quiz.**  E.g. *friendly, generous,helpful, cheerful,* etc.) | | |
| **IV. Production (5’)**  **\* Aims:** To apply the knowledge they have learnt in this lesson.  \* Content: interview the others, use the questions “ How is a good friend?”  **\* Products:** Students ask and answer exactly ( group work )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss - Ss**   * Teacher ask students to move to places of classmates they haven’t got aquainted yet, form a new group and interview the new mates, then give feedback on their mates.   - Teacher calls some groups to make models | Task 5: Work in groups. Take turns to interview the others, use the questions above.  (e.g. *Friends are forever.)* | | |
| **V. 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. | - some new words  **-** Introducing someone  - How is a good friend.? | | |
| **VI. Homework (2’)**  \* **Aim:** To revise 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’ textbook and workbook.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Write down the results and feedback of the previous interviews.  - Prepare lesson 5 ( skills 1) | | |

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

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| ***Date of planning******:*** *07/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 06***  ***Week : 02*** | UNIT 1: MY NEW SCHOOL  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 schools;
* talk about different types of school;

- talk about things they like and don’t like at school and the reasons for that.

**II. LANGUAGE ANALYSIS**

Giaoandethitienganh.info

**1.Knowledge:**

**\* Vocab:** boarding school (n) playground (n) international (adj),….

**\* Grammar:** The simple present.

**2. Skills:** Speaking , reading

**3. Attitude:** To teach SS to work hard, love their school and friends.

**4. Competences** **:** develop their language skills, Ask and answer questions about school activities

**B. Preparation:**

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 1, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES :

|  |  |
| --- | --- |
| **I.Warm-up (5’)**  **\* Aim**: To introduce the topic of reading.  \* **Content:** Game : chatting ( some questions about the school).  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - **T- Ss**  - Teachers asks students some questions about Ss’ school.  - Students answer the questions  - And then lead in the new lesson. | *\** Play a game : Chatting  1. What’s the name of your school?  2. Is your shool big or small?  3. How many students and teachers are there?  4. Do you like your new school? Why or why not? |
| **II. Pre- reading (10’)**  **\* Aim: -** To prepare students with vocabulary related to the lesson  - To lead in the reading skills. -  \* **Content:** Some vocabularies related 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 (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where>  **- Pre-Reading**  - Teacher leads students into the lesson by showing pictures of 3 schools *Sunrise, An Son* and *Dream* and asks them some questions | \* vocabulary:   * a green field (n): đồng lúa * a mountain (n) : ngọn núi * computer room (n) : phòng máy tính * Join (v) : tham gia * International (adj) : quốc tế * Art club (n) : câu lạc bộ mĩ thuật   I - Reading   1. What can you see in these pictures? 2. Are these schools in the same place? 3. Which school do you think is in Viet Nam?   ***Suggested answers:***   1. I can see three different schools. 2. No, they aren’t.   3. The second school. |
| **III. While reading (15’)** | |
| **Task 1**: **(3’)**  **\* Aims: -** To develop reading skill for general information.  - To help students understand activate their knowledge of the topic.  \* **Content:** Read the passages and Match.  **\* Products:** Read and say the correct answers.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2:T –Ss : Ss- Ss**   * Teacher asks students to open the book, read through the text and do Ex. 1 – p. 12. * Teacher calls some students to give the answer, explain which sentence give them the information. | Task 1: Look at the picture and quickly read the passages. Match 1-3 with A-C.  ***Answer key:***  1. C - a boarding school in Sydney  2. A - a school in Bac Giang  3. B - **.** an international school |
| **Task 2:** **(5’)**  **\* Aims:** To help Ss develop their reading skill for specific information (scanning).  \* **Content:** Read the passages again and complete the sentences.  **\* Products:** Stusents’ correct answers on the board.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss – Ss (**Pair work)   * Teacher asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks. * Teacher lets students work independently and find the correct answer. * Teacher lets students pair compare before checking with the whole class. | Task 2: Read the passages again and complete the sentences.  ***\* Answer key:***   1. boarding 2. Sydney 3. mountains and green fields 4. Dream School 5. English-speaking teachers |
| **Task 3:(5’)**  **\* Aims:** - To identify different features of each school.  \* **Content:** Answer the questions.  **\* Products:** Students’ correct answers on the board.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher asks students to read the questions and underline key words, reminds them to focus on the types of information they have to find (What/ Where/ Which school…). * Teacher asks students to work in pairs and find the answer.   Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class | Task 3: Answer the questions.  ***Suggested answers:***   1. Sunrise is a boarding school. 2. An Son School is in Bac Giang. 3. Yes, there is.   4. They join many interesting clubs. |
| **IV. Pre- speaking (5’)**  **\* Aims**: To help Ss prepare ideas for the speaking activity;  \* **Content:** Ask and answer about the school they like and say the reason.  **\* Products**: Students ask and answer fluently in groups .  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4: T - Ss, Ss – Ss**   * Teacher asks students to work independently and complete the table.   - Teacher goes around and offers help if needed. | II. Speaking  Task 4: Which school in Exercise 1 would you like to go to? Why/ Why not? Complete the table.   |  |  |  | | --- | --- | --- | | **Name of school** | **Reasons you like it** | **Reasons you don’t like it** | | Sunrise  An Son  Dream | I can practise English with other students.  It is in beautiful place, so it has a good view.  I can learn English with English-speaking teachers and join many interesting clubs. | It’s a boarding school, so I can’t go home everyday.  It is quite small and very remote, so it isn’t convenient to travel.  It’s an international school, so it may be expensive. | |
| **V. While-Speaking (6’)**  **\* Aims:** To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons.  Giaoandethitienganh.info  \* **Content:** Discuss your choice with your friends.  **\* Products:** Role play and practice in front of the class.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5: T - Ss, Ss - Ss**   * Teacher tells students to work in groups of four * and share the answer, reminds them to take note the information from other members.   - Teacher invites some students to share their  preparation and makes sure they speak in full sentences.  Students share their ideas with the whole class. | Task 5: Discuss your choice with your friends.  \* Which school (among the three above) would you like to go? Why?  *Example:*  **A:** Which school would you like to go to?  **B:** I'd like to go to Dream School.  **A:** Why?  **B:** Because I'd like to paint in the art club. |
| **VI. Post-Reading and Speaking (3’)**  \* **Aim:-**  To help students improve next time.  - Check students’ understanding about the reading passage.  \* **Content:** comments and vote for the most interesting and informative presentation.  **\* Products:** Students present about their favorite school in front of the class.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’ activities** | **Content** |
| **T - Ss, Ss - Ss**   * Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.   Teacher gives feedback and comments. | Ss’ presentation  Ex: ***Among the three shools above I would you like to……*** |
| **VII. 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 asks students to talk about what they have learnt in the lesson. | - Some new words  - read and understand some information about 3 schools.  - Present thier choice of the type of school they would like to go to, and give reasons. |
| **VIII. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this 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 asks students to write down their opinion about a school in their books.   - Teacher asks students to search for information about their school. | - Write down your opinion about a school in their books.  - Prepare for the next lesson: Unit 1-Skills 2. |

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

*Ký duyệt ngày........tháng 09 năm 2021*

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 07***  ***Week : 03*** | UNIT 1: MY NEW SCHOOL  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 *My new school*;
* listen for specific information about school activities;

write a passage about their new school.

**II. LANGUAGE ANALYSIS**

**1.Knowledge:**

**\* Vocab:** foreign language (n) ,helpful ( adj), favourite (adj), friendly (adj), biology (n)

**\* Grammar:** The present simple

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their school and friends

**4. Competences:** Know how to use the present simple. Students will developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 1, Skills 2

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
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| **I.Warm-up (5’)**  **\* Aim**: - Check students’ knowledge related the previous lesson.  - To introduce the topic of listening.  \* Content: Game: Network ( my new school)  **\* Products:** Ss write word on the board.  Giaoandethitienganh.info  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**  **T -Ss**  **-** T guidesstudents to play game about “ My new school”  - Ss write word on the board. | | | *\**  Game: Network  teacher  My new school schooj  **\* suggested anser:**  *- teacher, friends, subjects, shool things,…* |
| **II. Presentation vocabulary (7’)**  **\* Aim:** - To enrich students’ vocabulary  - To lead in the listening tasks.  \* **Content:** Some vocab about school.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where>  **Lead in: T-Ss**  And then T leads students in the listening tasks.  \*Set the sence:  - Teacher draws students’ attention to word PALMER – the name of a school in America, lets them know they are going to listen to **Janet**, a student from Palmer school. | | \* Vocabulary:  - foreign language (n): ngôn ngữ nước ngoài  - helpful ( adj): hay giúp đỡ  - favourite (adj): yêu thích  - friendly (adj): thân thiện  - biology (n): sinh học    Do you know Palmer ?  - PALMER: is the name of a school in America.  - Janet : a student from Palmer school. | |
| **III. Pre -listening (5’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To help students brainstorm and have an overview about what they are going to listen to.  \* Content: Guess the answer to the following questions.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss** ( pair work)   * Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses. * -Teacher plays the recording once. Students listen to check their guesses. | Task 1: Guess the answer to the following questions.   1. Do you think the students there wear uniforms? 2. Do they learn Vietnamese as a foreign language?   ***Suggested answers:***   1. Yes, they do.   Yes, they do. | | |
| **IV. While -listening (7’)**    **\* Aims:** To help students develop listening skill for specific information.  \* **Content:** Listen and choose the correct answer .  **\* Products:** Students’ correct answers.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  -Teacher asks students to read the statements, underline the key words, reminds them to pay attention to keywords while listening.   * Teacher plays the recording. * Teacher asks students to listen and choose the answers. * Teacher asks students to compare their answer with the partner. * Teacher calls on some students to write their answers on the board, then play the recording once again and check with the class. | Task 2: Listen again and choose the correct answer A or B.  ***\* Read and find the key words***  ***\* Listen and choose the correct answer***  ***Answer key:***   1. A 2. B 3. B 4. A 5. A   **Audio script:**  *Hi. My name’s Janet. I’m eleven years old. I’m now in year 6 at Palmer School. I like it here.  My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren’t. We’re going to have a biology lesson on a farm.* | | |
| **V. Post- listening (5’)**    **\* Aims:**. To check students’ understanding of the listening part.  \* Content: Summarize the information of the listening part.  **\* Products:** Ss summarize the information in the listening part before the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3: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. | | |
| **VI. Pre-Writing (5’)**  **\* Aims:** To help students have information about their school.  To help students write simple sentences for the next writing passage.  \* **Content:** Write the answers to the questions about your school.  **\* Products:** Students’ correct answers in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss** (pair work)  Teacher asks students to work independently to answer the questions.   * Teacher encourages students to write in full sentences and tells them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. * Teacher allows students to look back the reading passages. * Teacher asks students to pair compare their answers.   - Teacher invites one or two students to write their answers on the board and gives feedback as models. | **Task 3: Write the answers to the following questions about your school.**    1. What is the name of your school?  🡪 **It’s Nguyen Trai Secondary school**  **2.** Where is your school?  **🡪 It’s in Mo Duc District, Quang Ngai city**  **3.** How many classes does your school have?  **🡪 It has 16 classes**  **4.** What do students do at your school?  **🡪 They learn many subjects and play games at breaktime**  **…….** | | |
| **While-Writing (5’)**  \* **Aim:** To let students learn and help each other write a complete passage about their school.  \* **Content:** Write a paragraph of 40-50 words about your school.  **\* Products:** Students’ perfect writing on the posters.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Teacher asks students to work in groups of four, gives them a large piece of paper and asks them to write the full paragraph into the paper in 6 minutes. * Teacher asks students to pay attention to punctuation, structures, word choice, linking words, etc. | Task 4:Use the answer in Task 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you  *\* Students’ writing* | | |
| **Post-Writing (3’)**  \* **Aim:** To cross check and final check students’ writing.  \* **Content:** Cross check students’ writing  **\* Products:** Students check the others’ writing carefully .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher has the groups swap and give feedback on each other’s writing.   - Teacher then gives feedback on one writing as a model.. | **\* Sample paragraph:**  *My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time.My teachers are friendly, and my friends are helpful. I like my school.* | | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the main content in the lesson.  **\* Products:** Say aloud what they have just learnt in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some new words.  - Listen a passage about Janet’s school in America.  - write a paragraph about your school. | | |
| **\* Homework (2)**  **\* Aim:** To revise the knowledge that students have gained in this lesson.  - To allow students finalize their versions after being checked by friends and teacher.  \* **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 asks students to write down the paragraph in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the paragraph in the notebooks.   - Prepare for the project. | | |

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

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 08***  ***Week : 03*** | UNIT 1: MY NEW SCHOOL  Lesson 7: Looking back and project |

**I. OBJECTIVES:**

By the end of the lesson, students can:

* review the vocabulary and grammar of *Unit 1*;

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

**II. LANGUAGE ANALYSIS**

**1.Knowledge:**

**\* Vocab:** revise words of unit 1

**\* Grammar:** The present simple , **adverbs of frequency.**

**2. Skills:** Speaking , reading and writing.

**3. Attitude:** To teach SS to work hard, love their school and friends

**4. Competences:** Use the present simple and adverbs of frequency more effectively;Students will be developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 1, Looking back and project

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| **I.Warm-up (3’)**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* Content: Game: \* *Brainstorming ( new school)*  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T -Ss**   * Teacher divides the board, and divides the class into 2 teams. * Members of each team take turns and write as many school things as possible in 2 minutes.   The group having more correct answers is the winner | | | *\**  Game: \* *Brainstorming*  **\* Suggested anwser:**  *- teacher, friends, subjects, school things,…* |
| **II. Practice**  **Task 1 (5’) (vocabulary)**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content**: Look at the pictures. Write the correct words in the gaps.  **\* Products:** Students write corr ectwords on the board. ( say the correct answers aloud)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks with their partners. * Teacher gives feedback as a class discussion. | | **Task 1: Look at the pictures. Write the correct words in the gaps.**  ***Answer key:***   1. uniform 2. pencil sharpener 3. notebook 4. compass 5. calculator 6. ruler | |
| **Task 2**: **(5’) (vocabulary)** | | | |
| **\* Aims:** To help students revise the combination: *to study, to have, to do, to play + N.*  \* Content: Match the words in A with the words/ phrases in B.  **\* Products:** Students’ correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss** ( individual work and pair work)   * Teacher encourages students to complete the task individually. * Students exchange their textbooks with their partners. * Teacher gives feedback as a class discussion. * Teacher encourages students to provide more school activities. | Task 2: Match the words in A with the words/ phrases in B.  ***Answer key:***   1. e 2. d 3. b 4. a 5. c | | |
| **Task 3. + Task 4 (10’) (Grammar)**  **\* Aims:** To help students revise the present simple tense.  \* **Content:** Complete the sentences with the present simple.  **\* Products:** Write correct words on the board.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Teacher has students complete the task individually. * Students exchange their textbooks and give feedback to each other. * Teacher gives feedback as a class discussion.   ***Task 4:T-Ss, Ss-Ss***   * Students work in pairs. * Teacher asks students to read the sentences carefully and give the answers. * Students complete the task and discuss the answers.   **-** Teacher gives feedback as a class discussion | Task 3: Complete the sentences with the present simple.  ***Answer key:***   1. comes 2. don’t 3. walks 4. do 5. teaches   **Task 4: Complete the text with the correct form of the verbs in bracket**  **\* Answer key:**   1. is 2. has 3. walks 4. study 5. likes | | |
| **Task 5: (5’)**  **\* Aims:** To help students revise the postion of adverbs of frequency in context.  \* **Content:** Put the adverb in brackets in the correct place in each sentence  **\* Products:** Students write correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***   * Students work in pairs. * Students complete the task and discuss the answers. * Teacher gives feedback as a class discussion. | **Task 5: Put the adverb in brackets in the correct place in each sentence.**  ***Answer key:***   1. I always remember to do my homework. 2. Nick usually gets good marks in exams. 3. We do not often see a rabbit in town. 4. I rarely read in bed at night.   **5.** Do yousometimes sing in the shower? | | |
| **III. Project (5’) *\* My dream school***  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Make project “*My dream school****”***  \* **Products:** Students’ answers on the posters. .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Project: T - Ss, Ss – Ss** (group work)   * Teacher sets the context of a School Convention that will be occurred right now in the classroom. * Teacher divides students into 4 big groups. Each group will act as a representative of a school, come to the convention to introduce and enroll new students. * Teacher lets the groups discuss and summarise the information and design A0 size posters about their school. * Teacher asks the class to listen to the reports and ask questions if they would like to. * Students will critically evaluate all the posters, then give 1 vote for the most attractive poster.   - Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most votes.  - Ss can complete the project as homework if you are short of time. | ***\* My dream school***    **Model writing:** *My dream school is located in Quang Ngai city. It’s new and modern. The school has a big schoolyard with many tall trees. It has a computer room music room, a library , a canteen and swimming pool… The classroom is very large with air conditional and fans. There is a big garden behind the school so that the students plant many kinds of tree, flowers, and vegetables there.* | | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize what students have learnt in the lesson.  **\* Products:** Say aloud 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. | - revise vocabulary in unit 1.  - Sounds *la:/* and/A/;  - The present simple;  - Adverbs of frequency.  - Make a project about your school. | | |
| **IV. Homework (2)**  **\* Aim:** To revise the knowledge that students have gained in Unit1 and To 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** | | |
| * 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 2 –Lesson 1. Getting started. | | |

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

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 09***  ***Week : 03*** | UNIT 2: MY HOUSE **Lesson 1: Getting started – A look inside** |

**I. OBJECTIVES:**

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

- use the lexical items related to the topic *My house*;

- ask and answer about where someone lives.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* Vocabulary: town house (n), untry house (n), flat (n),….

\* Grammar: possessive case and prepositions of place

**2. Skills:** Listening, speaking and reading

**3. Attitude:** To teach SS to be hard- working and love their house .

**4. Competences:** - Co-operation, self- study, using language to do exercises

**III. MATERIALS**

- Grade 6 textbook, Unit 2, Getting started

- smart TV and cards, visual aids

- sachmem.vn

IV. PROCEDURES : (STAGES)

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| **I. Warm-up (5’)**  \* **Aim:** To introduce the topic and To lead in the topic of *My house.*  \* **Content:** Game: Pelmanism  **\* Products:** Work in groups ( choose the number; say the correct answers aloud)  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up**: Team work    Teacher divides class into 2 teams and asks students to choose a pair of number.  - If students choose the correct number and picture, They get 2 marks.  -The team who has more correct words is the winner.  **\* T - SS**  Lead in: These are types of house  T asks Ss some questions.  Ss answer  - T Introduces the topic of the lesson. | | | **\* Game: Pelmanism**  **TYPES OF HOUSE :**  **http://cdn.freshome.com/wp-content/uploads/2010/08/cheap_exterior_home.jpg**  **Villa**  1. How is your house?  2. Is your house big or small?  3. How many rooms are there in your house? |
| **II. Presentation (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *My house;*  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* 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: < matching> | **\* Vocabulary**  - flat (n) : căn hộ  - country house (phr. n): nhà ở quê  - town house (phr. n) : nhà ở phố  - behind (prep) : Ở đằng sau  - cousin (n): anh, chị, em họ  - move (v): di chuyển | | |
| **Task 1**: **(5’)**  **Listen and read:** | | | |
| **\* Aims:** To set the context for the listening and reading text.  \* **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 Nick and Mi  **Task 1: T-Ss**   * Teacher plays the recording, asks students to underline the words related to the topic *My house*. (Teacher may check the meaning of some words if necessary.) * Teacher can play the recording more than once. * Students listen and read. * Teacher can invite some pairs of students to read aloud. * Then, teacher confirms the correct answer: | | **\* Chatting**   1. What are Nick and Mi doing? 2. What might they talk about?   ***Suggested answers:***   1. They are talking to / discussing with each other through the Internet.   (Students’answers)  **Task 1: Listen and read.**  + They are talking about their houses.  + Mi is describing their new flat which her family was moving to. | |
| **III. Practice** **(10’)** | | | |
| **Task 2**  **\* Aims:** To help Ss understand the text.  \* **Content:** Read and Tick the correct answers.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**   * Teacher asks students *“Which family members does Mi talk about?*” without reading the conversation again. * Then, teacher tells them to read it again individually and check their answers. * Teacher allows students to share their answers before discussing as a class and encourages them to give evidence. * Teacher calls some students to check. | | **Task 2: Tick the correct answers.**  *“Which family members does Mi talk about?*”  *Answer key:* | |
| **Task 3:(5’)**  **\* Aims:** To help Ss further underst and the text.  \* **Content:** Complete the sentences.  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work independently to fill each blank with the word from the conversation. * Teacher allows students to share their answers before discussing as a class. * Teacher calls some students to check. Teacher confirms the right answers and writes on the board. | | **Task 3: Complete the sentences.**  *\* Answer key:*  1. sister  2. TV  3. town  4. country  5. three | |
| **IV. Production:(5’)** | | | |
| **Task 4: (3’)**  **\* Aims:** To develop students’ knowledge of the vocabulary about types of house.  \* **Content:** Complete the word web: Types of house. (work in groups)  **\* Products:** Students’ answers on the posters .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher divides the class into two teams, then writes the topic “*Types of house”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner. | | **Task 4: Complete the word web: Types of house.**  ***\* Game: Networking***  ***\* Suggested answers:*** | |
| **Task 5:(5’)**  **\* Aims:** To help students practise asking and answering about where they live.  \* **Content:** Take survey and report.  **\* Products:** Students take survey and present in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***Task 5:T-Ss, Ss-Ss***   * Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about where they live. * Teacher can model with one student. * Teacher moves around to observe and offer help when needed. * By the end of the activity, one student from each group can stand up and report to the class. | | Task 5: Survey  ***Suggested answers:***  In my group, Linh lives in a flat, Lan and Huong live in a country house, etc…. | |
| **V. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and 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 house and know types of house.  - Read and understand content of the conversation | |
| **VI. 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………

*Ký duyệt ngày........tháng 09 năm 2021*

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 10***  ***Week : 04*** | UNIT 2: MY HOUSE  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 *My house*;
* use the vocabulary and structures to talk about the names of rooms and furniture pieces in the house;

- pronounce and recognize the sounds /s/ and /z/.

**II. LANGUAGE ANALYSIS**

**1.Knowledge:**

**\* Vocab:** house lexical items and practising the sound /s/ and /z/.

**\* Grammar:** simple present.

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to be hard- working, love, keep and treasure their house .

**4. Competences:** - Co-operation, self- study, using language to do exercises

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 2, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **I.Warm-up (5’)**  **\* Aim**: -To activate students’ knowledge on the topic of the unit and vocabulary related to the topic, the targeted vocabulary and its pronunciation  \* **Content:** Chit chatting ( make some questions)  **\* Products:** Students answer the questions exactly .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - T ask students some questions  - Ss answer  - T leads in the lesson about vocabulary and pronunciation  that “In today lesson, we are going to learn more words to describes rooms and furniture and two sounds /s/ and /z/.” | | | **\* Chit chatting**  1. How many rooms are there in your house?  2. What are they?  3. What is there in each room? |
| **II. Presentation (7’)**  **\* Aim:** To revise and teach the names of rooms in the house.  \* **Content:** Some vocab in the lesson  **\* Products:** Read and understand the meaning of the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **\* 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: < Matching>** | | **\* Vocabulary**  - hall (n): hội trường, phòng lớn  - chest of drawers (n): ngăn kéo tủ  - sink (n): bồn rửa  - dishwasher (n): máy rửa chén  - cupboard (n): tư đựng bình ly  - poster (n): tấm áp phích  - ceiling fan (n) : quạt trần  - light (n): đèn diện | | |
| **III. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:**  To revise / teach the names of furniture pieces.  \* **Content:** Name the things in each room in Ex. 1.  **\* Products:** practice in pairs and name the correct things.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**   * Teacher asks students to work in pairs to do this activity. * Teacher writes the names of the rooms on the board in different places, then calls on students from different pairs to go to the board and write the name of the furniture under these rooms. * Remind students that one piece of furniture can belong to more than one room. * Teacher asks other students to comment and asks them if they can add some more things to each room. | **Task 1: Name the things in each room in Ex. 1.**  ***Suggested answers:***   * Bedroom: lamp, picture, chest of drawers * Living room: lamp, sofa, picture * Hall: picture * Kitchen: fridge, cupboard, dishwasher, sink * Bathroom: shower, sink, toilet   Other words: chair, fan, air conditioner, cooker, etc. | | | |
| **Task2:** **(5’)**  **\* Aims:** To help Ss practise asking and answering about the furniture in a room  \* **Content:** Guessing game (ask and answer about the furniture in a room)  **\* Products:** Ss ask and answer( pair work) in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher models this activity with a student. * Teacher asks students to work in pairs: one student thinks of a room in his / her house; the other asks questions to guess the room. * Teacher calls some pairs to practise in front of the class. * Teacher comments on their performance. | **Task 2: Guessing game**  **Example:**  *Ss 1: What’s in your room?*  *Ss 2: A lamp and a chest of drawers.*  *Ss 1: Is it the bedroom?*  *Ss 2: Yes.* | | | |
| **IV. PRONUNCIATION** **(5’)**  **Presentation (Pre-teach the sounds /s/ and /z/ )**  **\* Aims:** To help students identify how to pronounce the final sounds /s/ and /z/ at the end of the words.  \* **Content:** pronounce the final sounds /s/ and /z/ at the end of the words.  **\* Products:** know how to pronounce the final sounds /s/ and /z/ ( repeat and repeat the words)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| * Teacher introduces 2 sounds s/ and /z/ to students and lets them listen and repeat the words in Ex. 4 (p. 18). * Teacher has students comment on how to pronounce these two sounds at the end of the words. * Teacher quickly explains the rules: * Teacher asks students to give some words they know containing these sounds. | **\* Rules:**  +Final *–s* is pronounced **/s/** after voiceless **sounds (/t/, /p/, /k/, /f/, /θ/).**  + Final –*s* is pronounced **/z/** after voiced sounds **(/b/, /d/, /g/, /n/, /m/, /l/,** etc.) and any vowel sounds.  ***Suggested answers:***   * /s/: cats, lamps, books, months   /z/: beds, dogs, cans, rooms, videos, cookers, bees | | | |
| **V. Practice (10’)** | | | | |
| **Task 3:(5’)**  **\* Aims:** To help students practise pronouncing these sounds in words.  \* **Content:** Listen and write the words in the correct column.  **\* Products:** Students pronounce words exactly and write the words in the correct column.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **-** Teacher asks students to read and listen again the words, then put them in the correct column.   * Students work individually. * Teacher plays the recording for students to listen, repeat and check their answers. | Task 3: Listen and write the words in the correct column. Then listen and repeat.  *Answer key:*   |  |  | | --- | --- | | /s/ | /z/ | | lamps, sinks, flats, toilets, | cupboards, sofas, kitchens, rooms | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students pronounce the final sounds /s/ and /z/ correctly in context.  \* **Content:** Listen to the conversation. Underline the final “s” in the words  **\* Products:** Students listen and underline exactly the final “s” in the words (pair work)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Have students quickly read the conversation and underline the final “*s*” in the words. Now play the recording for students to listen to the conversation and write /s/ or /z/ under each “*s*” that they have underlined. * Tell them to put the words with the final “s” in the correct column according to the sound of “*s*”. * Ss work in pairs to compare their answers. Check students’ answers. Ask them to explain their answers.   - Play the recording again for students to repeat each line of the conversation.  - Ask students to work in pairs to practice the conversation. | **Task 4: Listen to the conversation. Underline the final “s” in the words and put them into the correct column. (p. 18)**  *Answer key:*  /s/: chopsticks, lamps  /z/: bowls, things, homes | | | |
| **VI. Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:**. *Whispering ( say the full sentence)*  **\* Products:** Practice reading the sentences in groups.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| * Teacher divides the class into 4 big groups and asks students to stand in four lines. * The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group. They will continue until the member in the first place and this member will say the sentence aloud. * The fastest group will win the game. | ***\* Game: Whispering***  ***\* Suggested sentences:***   1. There are two bedrooms in my house. 2. My living room has a TV, two lamps, some pictures and a sofa.   3. The toilets in my school are clean.  *.* | | | |
| **VII.** **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 | - Vocabulary about the things in room and house how to pronounce the sound /s/ and /z/. | | | |
| **VIII. 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. - Find 5 more words with the sound /s/ and 5 more words with the sound /z/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

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

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 11***  ***Week : 04*** | UNIT 2: MY HOUSE  Lesson 3: A closer look 2 |

**I. OBJECTIVES:**

By the end of the lesson, students will be able to know how to use the possessive case and prepositions of place correctly.

**II. LANGUAGE ANALYSIS**

**1.Knowledge:**

**\* Vocab:** School lexical items

**\* Grammar:** Possessive case and prepositions of place

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their house .

**4. Competences:** Know how to use possessive case and prepositions of place . Students will developed speaking and co-operating skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 2, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **I. Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students interest.  \* **Content:** Game: *Memory game*  **\* 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 4 groups. * Teacher tells students the rules of the game:   + Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks.  + After 30 seconds, teacher shows the things of Jack, Polly and Greg and a member of each team has to answer quickly the question “Whose is it?”  + The group with more correct sentences will be the winner.  **🡪Lead in**  Teacher says: “This lesson today is going to tell you one way to express the possessive and how to use the preposition of place correctly.” | | | ***\**  Game**: ***Memory game***      ***Answer keys:***  1. Whose ball is it?  - It’s Jack’s ball.    2. Whose T-shirt is it?  – It’s Greg‘s T-shirt.  3. Whose bike is it?  Xe Đạp Địa Hình FASCINO FS324 | Tiki  - It’s Greg’s bike  4. Whose sock is it?  – It’s Polly’s sock. |
| **II. Presentation (5’)**  **\* Aim:** To introduce students the form of possessive case.  \* **Content:** Learn about thepossessive case.  **\* Products:** understand and know how to use the form of possessive case.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - Teacher draws students’ attention to the words in the answers from the Warm-up “Greg ‘s T- shirt, Jack’s ball, Polly’s sock” and asks them whether they know the meanings of these words.   * Teacher provides or confirms the answers and lead in the grammar focus of the lesson: * Teacher writes the form of the possessive case on the board: | | **The possessive case**  *( Dạng sở hữu cách)*  🡪 We use “ ’s ” to show possession.  🡪 **name’s + noun**  Ex: Polly’s sock.  🡪 singular noun’s + noun  Ex: teacher’s book. | |
| **III. Practice (10’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To help students identify the correct form of possessive case.  \* **Content:** Choose the correct answer.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher asks students to do the exercise individually and then compare their answers with a classmate. * Check the answers as a class.   Teacher confirms the correct answers | **Task 1: Choose the correct answer.**  ***\* Answer key:***  1. grandmother’s  2. sister’s 3. cousin’s  4. Nam’s 5. An’s | | |
| **Task2:** **(5’)**  **\* Aims:** To help students practise forming the correct form of possessive case.  \* **Content:** Complete the sentences with the correct possessive forms.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher has students do this exercise individually and calls on two students to write their answers on the board. * Teacher draws all students’ attention to the board and checks the answers together. * Teacher confirms the correct answers. | **Task 2: Complete the sentences with the correct possessive forms.**  ***\*Answer key:***  1. Mi’s 2. teacher’s  3. Nick’s 4. father’s  5. brother’s | | |
| **IV. Presentation (5’)**  **Prepositions of place**  **\* Aims:** To help students identify different prepositions of place and use them correctly to describe where people or things are.  \* **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 asks students what prepositions of place they know. Encourage students to say as many as possible   * Have them look at the Remember box to see if the prepositions they have mentioned are the same.   Teacher confirms how to use prepositions of place | **Prepositions of place**  ( Giới từ chỉ nơi chốn)  **🡪 We use prepositions of place to describe where people or things are.** | | |
| **Task 3:(5’)**  **\* Aims:** To help students practice using prepositions of place correctly to describe where people or things are.  \* **Content:** Write the correct preposition in the box under each picture. ( *Game: Lucky number)*  **\* Products:** Students say the full sentences aloud. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Teacher divides the class into 2 teams. * Each team chooses the number they like, then tries to make the sentencecorrectly. * The team which chooses a lucky number will get two points without answering any questions. * The team which has more points will be the winner. | **Task 3: Write the correct preposition in the box under each picture.**  **+ *Game: Lucky number***  ***Answer key:***  1. on 2. next to  3. behind 4. in  5. in front of 6. between  7. under  1. The dog is on the chair.  2. The dog is next to the armchair.  3. The cat is behind the TV.  4. The cat is in the wardrobe.  5. The dog is in front of the kennel / doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table. | | |
| **Task 4(5’)** | | | |
| * Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.   - Teacher has students do this exercise individually before they share their answers with a partner.   * Ask some students to read out their answers. * Teacher confirms the correct ones. | **Task 4: Decide True or False statements.**  ***Answer key:***  1. T  2. F (The school bag is under the table.)  3. F (The clock is between the two pictures.)  4. T  5. F (The cap is on the pillow.) | | |
| **V. Production (5’)**  **\* Aims:** **-** To help students practise asking and answering about the position of things.  \* **Content:**  Game: *Memory challenge* ( ask and answer about the position of things)  **\* Products:** Ask and answer in pairs  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**   * Teacher has students work in pairs to play the game *Memory challenge*. * Students look at the picture in Exercise 4 for 30 seconds and then cover it. * They ask and answer questions about the position of the things in the picture. * Teacher invites some pairs to perform in front of the class. | \* ***Memory challenge***  ***Example:***  A: Where are the books?  B: They’re on the table. | | |
| **VI. 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. | - Possessive case  - Prepositions of place  - Make sentences about them | | |
| **VII. 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. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

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| ***Date of planning******:*** *15/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Period: 12***  ***Week : 04*** | UNIT 2: MY HOUSE  **Lesson 4 : Communication + 15’ Test** |

**I. OBJECTIVES:**

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

* learn how to give suggestions;

- practise using some grammar points and vocabulary related to the topic.

**II. LANGUAGE ANALYSIS**

**1.Knowledge: -**

**\* Vocab:** house lexical items

\* Grammar: The simple present.

Giving suggestions: How about + V-ing?

**Let’s + V.**

**2. Skills:** Speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their house

**4. Competences** **:** develop their language skills, as well as communication, summarizing abilities,…

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 2, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

- **15’ Test**

IV. PROCEDURES : (STAGES)

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| **I.Warm-up (2’)**  **\* Aim**: To introduce the lesson and to lead in the lesson.  \* **Content:** *\* Pictures describing*  **\* Products:** Some students stand in front of the class to describe about the house .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**   * Teacher shows the picture of Nam’s house and asks students to describe as many things in the picture as possible. * Students give their answers. * Teacher checks the answers.   🡪 **Lead in**  Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give suggestions and practice describing a house”. | | | *\**  Game:  ***\* Pictures describing***  \* ***Suggested answers:***   * This is Nam’s house. * There are 4 rooms in his house. * In the living room, there is a lamp, a picture, a table and a sofa. * In the kitchen, there is a fridge, a dishwasher and a sink.   …. |
| **II. Presentation (2’)**  **\* EVERYDAY ENGLISH** | | | |
| **Task 1: (3’)**  **\* Aim:** To introduce two ways to give suggestions.  \* **Content:** Learn about two ways to give suggestions.  **\* Products:** Understand how to give suggestions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:T –Ss : Ss- Ss**  **- Pre structure**   * Teacher plays the recording for students to listen and read the dialogue between Elena and her mum at the same time. * Teacher asks students to pay attention to the highlighted sentences. * Teacher elicits the structures to give suggestions from students.   - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. | | **Task 1: Listen and read a dialogue.**  **\* Giving suggestions:**  **+ Structure:**  **🡪 How about + V-ing?**  **🡪 Let’s + V.**  ***Audio script:***  *Elena: My bedroom isn't nice.*  *Mum: How about putting apicture on the wall?*  *Elena:Great idea, Mum.*  *Mum: Let's go to the department store to buy one.* | |
| **III. Practice (4’)** | | | |
| **Task 2**:  **\* Aims:** To help students practise giving suggestions.  \* **Content:** Make similar dialogues.  **\* Products:** Role play and practise in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**   * Teacher give students some situations to practice:   Situation 1: You want to clean something in your home.  Situation 2: You want to do some activities at the weekend with your friend.  Situation 3: You want to buy some new school things   * Teacher asks students to work in pairs. * Teacher moves around to observe and provide help. * Teacher calls some pairs to practise in front of the class, then comments on their performance. | **Task 2: Make similar dialogues.**  ***\* Suggested answers:***  **1/ A:** The kitchen is dirty and messy.  **B:** How about cleaning it and rearranging things?  **A:** Great idea, Elena.  **B:** Let’s do it right now.  2/ A: I am so bored.  B: How about going to the cinema this weekend?  A: Great idea!  **……** | | |
| **IV. Presentation (7’)**  **\* LIVING PLACES** | | | |
| **Task 3**  **\* Aims:** To give students a sample of a house description  To help students practise using some grammar points and vocabulary related to the topic  \* **Content:** Complete the sentences.  **\* Products:** Work in pairs and give the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students look at the picture and try describing Mi’s grandparents’ country house. * Teacher encourages students to say full sentences. * Then ask students to work in pairs to complete the given sentences. * Teacher moves around to observe and provide help. * After that, teacher invites students to share their answers. * Teacher confirms the correct answers. | **Task 3: Complete the sentences.**    ***Answer key***:  1. country 2. are 3. Is 4. chairs 5. on | | |
| **V. Practice (7’)** | | | |
| **Task 4**  **\* Aims:** To help students practise asking and answering about the differences between two houses.  \* **Content:** Find the differences between the two houses.  **\* Products:** prastice in pairs. ( Ask and answer correctly).  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss**  - Have Ss work in pairs to find the differences betwen the two houses.  - Before Ss do t his activity, model the way to do this with a stu dent.  - T (look at Nick's house):  - Student (look at Mi's house):  After some minutes, the pair which has the most differences will be the winner. - Ask some pairs to act out the conversation. Other pairs listen and add more differences if there are any. | **Task 4: Find the differences between the two houses.**    T: Nick lives in a country house. Where does Mi live?  S s: : She lives in a town house.  T: How many rooms are there in Mi's house?  Ss: There are six rooms.  What about in Nick's house?  How many rooms are there? etc. | | |
| **VI. Production (3’)**  **\* Aims:** To help students practise describing their house  \* **Content:** Draw a simple picture of your house.  **\* Products:** Students’ drawing and description  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**   * Teacher gives students 5 – 7 minutes to draw a simple picture of their house, then asks students work in pairs to tell each other about their house. If time allows, teacher can ask them to note down the differences between their houses. * Teacher calls some students to describe their friend’s house to the class.   - Students may also present the differences between their house and their friend’s. Other students and teacher listen and give comments. The group with higher scores will win the game. | **Task 5: Drawing a simple picture of your house.**  house and their friend’s. Other students and teacher listen and give  ***\*Model writing***  Mẫu Tranh Tô Màu Hình Ngôi Nhà đẹp Nhất Dành Cho Bé từ 1-5 tuổi  *This is my house .  It is a small house in the country. There are 5 rooms in my house such as living room, bathroom, dining room, my room and my parent’s room. There is a sofa, a coffee table and two stools in the living room. There are six chairs and a table, and a fridge in the dining room. The kitchen is big and fully equipped. There is a bed , a table, a chair and a bookshelf in the bedroom. There is a sink and a toilet in the bathroom….. I love my house..* | | |
| **VII. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content**: Summarize the content in the lesson .  **\* Products:** Some students say aloud 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. | - Giving suggestions: How about + V-ing?  **Let’s + V.**   * Draw and describe their friend’s house to the class. | | |
| **VIII. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **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. | - Write down the results and feedback of the previous interviews.  - Prepare lesson 5 ( skills 1) | | |

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

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| ***Date of planning******:*** *29/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Week : 05***  ***Period: 13*** | UNIT 2: MY HOUSE  **Lesson 5 : Skills 1** |

**I. OBJECTIVES:**

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

* understand the description of a room at the Crazy House Hotel in Da Lat;

describe one room (in their imagination) in that hotel.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** strange (adj), shape (n) ,mess (adj) ,….

**\* Grammar:** The simple present.

**2. Skills:** Speaking , reading

**3. Attitude:** To teach SS to work hard, love their house.

**4. Competences** **:** Co-operation, self- study, friend.develop their language skills,

**B. Preparation:**

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 2, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To introduce the topic of reading  **\* Content:** Chatting*( make some questions about type of houses)*  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teachers have students look at some pictures and asks students some questions about houses  - Students answer the questions  - And then lead in the new lesson. | | *\** Play a game : Chatting  1.What type of house is this?  Country house, town house, villa, stilt, flat  2.How are these houses?  They are strange (crazy) houses. |
| Lead in (2’)  **\* Aim:** To lead in the lesson about Skills 1.  \* **Content:** Look at the picture and answer the questions.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * **T - Ss** * Teacher asks students to read the “Reading skill” box and explains any words that Ss do not know. * Teacher tells students that predicting is an important reading skill that can help them have a general understanding of the text.   \* **Set the scene:**  -Teacher tells students to quickly look at the text, the pictures and answer the questions.   * Teacher asks for students’ answers. * Then teacher tells them to read the text quickly to check their prediction. * After that, teacher confirms the correct answers. | | **I/ Reading skill:**  **Task 1:**  **Predicting**      ***Answer key:***  1. It’s an email.  2. The text is about Nick’s room at the Crazy House Hotel. |
| **2. Pre- reading (5’)**  **\* 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 use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember**> | | \* vocabulary:  - strange (adj) = crazy : kì lạ, lạ thường  - shape (n) : hình dạng  - mess (adj) : lộn xộn, bừa bộn |
| **3. While reading (10’)** | | |
| **Task 2**: **(3’)**  **\* Aims:** To help students develop their reading skill for specific information (scanning).  \* **Content:** Read the text and answer the questions  **\* Products:** Students write the correct answers on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * Teacher lets students look at Ex. 2 on p. 22 and tells them how to do this kind of exercise:   + Read the questions.  + Underline the key words.  + Locate the key words in the text.  + Read that part and answering the questions.   * Teacher has students read the text in detail to answer the questions and tells them to underline parts of the email that help them with the answers. * Teacher tells them to compare their answers in pairs before giving the answers to teacher. * Teacher asks them to give evidence when giving the answers | **Task 2: Read the text and answer the questions. (Ex. 2, p. 22)**   * .   ***Answer key:***  1. He’s in Da Lat with his parents.  2. There are ten rooms.  3. Because there’s a big tiger on the wall.  4. It’s under the bed. | |
| **Task 3:** **(5’)**  **\* Aims:** To help students further develop their reading skill for specific information (scanning).  \* **Content:** Circle the things in the Tiger Room.  **\* Products:** Students say the correct key aloud.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher asks students to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. * Teacher has students compare their answers.   - Teacher checks and confirms the correct answers | **Task 3:** **Circle the things in the Tiger Room.**  **(Ex. 3, p. 22)**  .  ***\* Answer key:***  a window  a lamp  a wardrobe  a desk | |
| **Post-Reading(5’)** | | |
| **Task 4:**  **\* Aims:** To check students’ reading comprehension  \* **Content:** Retelling the text.  **\* Products:** A student retells the text fluently.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Ask students what to include when they want to describe a room in the hotel. Here are some things:   - Ss Write these points on the board and retell “Tiger room” to their partner | **Task 3: Retelling**  • Name of the room  • Reason for the name  • Position of things in the room | |
| **4. Pre- speaking (5’)**  **\* Aims:** To help Ss prepare ideas for the speaking activity;  \* **Content:** Create a new room for the hotel.  **\* Products:** Student draw a plan for the room clearly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher tells each student to create a new room for the hotel and draw a plan for the room. * Teacher sets a time limit for students to do it. * Teacher asks students to give the room a name and bear in mind the organisation of the room including the things in the room and their position.   Have them note down quickly these ideas | II. Speaking  **Task 4: Create a new room for the hotel. Draw a plan for the room. (Ex. 4, p.22)**  - Why is the room called the … room?  (Dog / Cat / Horse / Dolphin (cá heo)/  - Where is your bed?  (under the window / next to the door / in the corner / in the middle of the room / …)  - What are there in your room?  (a TV / a fridge / air-conditioner / a piano, …)  - How is your room?  (big / bright with a lot of windows / cool / clean / dirty / messy / tidy / nice / … | |
| **5. While-Speaking (6’)**  **\* Aims:** To provide an opportunity for students to practise describing the hotel room they have designed.  \* **Content:** Describe your plan.  **\* Products:** Some students describe their plans in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5: T - Ss, Ss - Ss**   * Have students work in pairs and show the plan to their partner. Ask students to take turns to describe their rooms. * Remind them to focus on the three points on the board. Move around to observe and offer help.   Call on some students to show their plan to the whole class and describe it. Other students and the teacher listen and vote for the best plan | **Task 5: Describe your plan. (Ex. 5, p. 22)**  Blog - Hotel Crescent Court    **EX:**  *This is the Dolphin Room. There’s a big Dolphin at the door. There’s a table and a sofa in the middle of the room ...* | |
| **6. Post Speaking (3’)**  \* **Aim:-**  To help students improve next time.  \* **Content:** Listen a description and vote the most interesting and informative presentation  **\* Products:** Students comment and give opinions clearly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| **T - Ss, Ss - Ss**   * Have students give comments on their friends and vote for the most interesting and informative presentation.   - Teacher gives feedback and comments. | Example:  This is the Shark Room. There's a big shark at the door. There's a table and a sofa in the middle of the room. | |
| **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 theyhave learnt in the lesson.  **\* Organization of implementation:** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some new words  - Read email about a crazy room.  - Create a room and describe it | |
| **8. 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 asks students to complete their picture and write down description in their books.   - Teacher asks students to prepare the new lesson | - Draw a room and describe it  - Prepare for the next lesson: Unit 2-Skills 2. | |

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

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| ***Date of planning******:*** *29/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Week : 05***  ***Period: 14*** | UNIT 2: MY HOUSE  **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 *My house*;
* listen to get information about rooms and houses;

- write an e-mail to a friend.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** revise some words

**\* Grammar:** The present simple.

**2. Skills:** Listening, speaking , reading and writing .

**3. Attitude:** To teach SS to work hard, love their house.

**4. Competences:** Co-operation, self- study; Students will developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 2, Skills 2

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| **1.Check –up (5’)**  **\* Aim**: To revise the content of the previous lesson and to introduce the new lesson.  \* **Content:** Describe your house.  **\* Products:** Two students describe their houses in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**  - T calls some students and asks them to describe their house.  **- Lead in**  - Teacher introduces students the content of the lesson today: *“You have just talked about your house. In the listening le*sson *today, we are going to listen to Mai talking about her house.*” | | | \* Describe your house.  *Hello every body. Today I want to talk about my house…….* |
| **1. Pre-Listening (10’)** | | | |
| - **Task 1: (7’)**  **\* Aim:** To prepare students for the listening text.  \* **Content:** Name the pieces of furniture.  **\* Products:** Students to read the correct words out loud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **-** Ask students to look at the pieces of furniture and parts of the house and name them.   * Call on some students to read the words out loud. * Ask some students to write the words on the board. * Have students guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word.   - Play the recording once for students to check their guesses.  - Teacher confirms the correct answers for their prediction. | | **Task 1: Name the pieces of furniture.**  ***\* Answer key:***    1. bookshelf  2. sofa  3. desk  4. clock  5. window  ***\*Answer key:***  Things mentioned in the listening text: bookshelf, desk, clock, window. | |
| **3. While -listening (5’)**    **\* Aims:** To help students develop listening skill for specific information.  \* **Content:** Listen and tick True or False .  **\* Products:** Students say T or F aloud.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * - Have students look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false). * Play the recording twice for students to do Exercise 2. For a better class, ask students to take notes of the information to explain why a sentence is false. * Have students share their answers in pairs. * Invite some pairs to give their answers and confirm the correct ones. * Play the recording again if needed, stopping at the place where students find it difficult to hear. * For a better class, ask students to correct the false sentences. | Task 2: True or False statements. (Ex. 2, p. 23)  \* ***\*Answer key:***  1. F (There are three people.)  2. F (There are six rooms.)  3. T  4. T  5. F (She reads books.)  **\* Audio script:**  *My name’s Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our*  *house: a living room,  a kitchen, two bedrooms, and two bathrooms.  I love our living room best because it’s bright.  It’s next to the kitchen. I have my own bedroom. It’s small but beautiful. There’s a bed, a desk,  a chair, and a bookshelf. It also has a big window and a clock on the wall.  I often read books in my bedroom.* | | |
| **4. Post- listening (5’)**    **\* Aims:** To develop students’ speaking skill, using the available information and their background knowledge.  \* **Content:** Summarize the information of the listening part.  **\* Products:** A student Summarize briefly about the information of the listening part.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***- 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.  **Example:**  *Mai lives in a town house in Ha Noi. she lives with her parents. There are six rooms in her*  *house: a living room,……* | | |
| **5. Pre-Writing (5’)**  **\* Aims:** To help students identify the form of an email.  \* **Content:** Necessary parts of an email  **\* Products:** Understand and identify the form of an email exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **- T - Ss**   * Show this sample email on the slide / on the board or give each student a handout with this sample. * Ask them several questions: | **\* Necessary parts of an email**  1. How many parts are there in the email?  (*5 parts)*  2. What is the subject of the email? Where can you find it? (*My house – We can find it in the “Subject line”)*  3. What does An write about in the first paragraph of the  email? (*The introduction)*  4. What does An write about in the second paragraph? (*The subject(s) of the email)*  **\* How to write email to friend?**  **1.** In thesubject line, write briefly, what the email is about.  **2.** Begin the email with a greeting *(Dear/Hi/Hello).*  **3.** The introduction is the first paragraph. Ask about his/her health, thank him/her for the previous email or write the reasons for the email, etc.  **4.** In the body, write the subject(s) of the email. Write each subject in a new paragraph.  **5.** The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc. | | |
| **6. While-Writing (5’)**  \* **Aim:** To help students brainstorm ideas for their email.  \* **Content:** Answer the questions.  **\* Products:** Students’ correct answers in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Tell students that now they are going to focus on the body of the email only. * Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing. * Have students answer the questions individually, encouraging them to write the answers in full sentences. * Move around to offer help. * Invite some students to share their answers to the class. Comment on their answers. | **Task 3: Answer the questions. (Ex. 3, p. 23)**  \* Suggested answer.  1. I live in a small house in the countryside  2.There are 5 rooms in my house. Living room, two bedrooms,….  3. I like the living room best because I can watch TV with my parents and my younger sister. | | |
| **7. Post-Writing (3’)**  \* **Aim:** To help Ss practise writing an email to their friend telling about their house.  \* **Content:** Write an email to their friend telling about their house  **\* Products:** Students’ email stick on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Ask students to write the body of their email individually.   - Ask one or two students to write their email on the board.  - Ask Ss to look at the email and comment.  - T feedbacks and gives mark. | **\* Sample email:**  From: Huong@fastmail.com  To: Mira@quickmail.com  Subject: My house.  *Hi Mira,*  *Thank for your email. Now, I’ll tell you about my house.*  *I live with my parents and younger brother in a town house.*  *It's big. There are six rooms: a living room, a kitchen, two bedrooms*  *and two bathrooms. I like the living room best*  *because I can watch TV with*  *my parents and younger brother together.*  *What about you? Where do you live?*  *Tell me in your next e-mail.*  *Best wishes,* | | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize some main content in the lesson.  **\* Products:** Students say what they have just 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. | - listen to the passage describing Mai's house  - write email. | | |
| **\* Homework (2)**  **\* Aim:** To review the knowledge that students have gained in this lesson.  - To allow students finalize their versions after being checked by friends and teacher.  \* **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 asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the email   - Prepare “ Looking back and project” | | |

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

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| ***Date of planning******:*** *29/ 09 / 2021*  ***Date of teaching :*** *.................*  ***Week : 05***  ***Period: 1*** | UNIT 2: MY HOUSE  **Lesson 7: Looking back and project** |

**I. OBJECTIVES:**

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

* review the vocabulary and grammar of Unit 2;

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

**II. LANGUAGE ANALYSIS 5**

**1. Knowledge:**

**\* Vocab:** revise some words of unit 2.

\* Grammar: The possessive case and Prepositions of place.

**2. Skills:** Speaking , reading and writing.

**3. Attitude:** To teach SS to work hard, love their house.

**4. Competences:** Use The possessive case and Prepositions of place correctly **;** Students will be developed some skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit2 , Looking back and project

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  \* Content: Kim’s game ( pictures about types of house and kinds of rooms)  **\* Products:** Ss write the name of the pictures on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T -Ss**   * Teacher divides class into 2 teams. * Teacher asks students to look at the pictures on the screen and asks them to memorise the pictures in 1 minute. * Teacher hides the pictures and asks Ss write the name of the pictures. The team who has more correct answers is the winner. | | | *\**  Game: Kim’s game  **\* suggested answer:**  - town house, country house, stilt house, villa, living room, bedroom, bathroom, kitchen, dining room, …. |
| **VOCABULARY**  **1. Task 1 (5’)**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content:** Put the words into the correct group  **\* Products:** Students write the correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his/ her answer on the board.  - Confirm the correct answers. | | **Task 1: Put the words into the correct group. Add a new word to each group.**   |  |  |  | | --- | --- | --- | | **Types of house** | **Rooms** | **Furniture** | | flat ,town house,  country house | living room, bedroom, bathroom, kitchen, | chest of drawers, sink, fridge, dishwasher, cupboard, | | |
| **Task 2**: **(5’) grammar** | | | |
| **\* Aims: To help Ss revise the possessive case.**  \* **Content:** Complete the second sentence with the correct possessive form.  **\* Products:** Some students write correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss ; Ss - Ss**  . Have students say how to form the possessive form with proper names and singular nouns.   * Ask students to do the exercise individually and then exchange their answers with a classmate. * Call on some students to write their answers on the board. Other Ss give comments. * Confirm the correct answers. | **Task 2: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)**  ***Answer key:***  1. teacher’s  2. brother’s  3. Elena’s  4. grandfather’s  5. Vy’s | | |
| **Task 3. (5’)**  **\* Aims:** To help students revise the prepositions of place.  \* **Content:** Make sentences using prepositions of place.  **\* Products:** Students write the full sentences on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Ask students to say the prepositions of place they have learnt. * Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board. * Check students’ answers.   + T can have Ss play a game : Lucky number | Task 3: Make sentences using prepositions of place. (Ex. 3, p. 24)  ***\* Answer key:***  1. The cat is on the table.  2. The dog is in front of the kennel / doghouse.  3. The cat is between the bookshelf and the sofa.  4. The cat is behind the computer.  5. The girl is on the sofa.  6. The boy is next to the sofa. | | |
| **Task 4: (5’)**  **\* Aims:** To help Ss revise describing their favourite room using the prepositions of place.  \* **Content:** Write three sentences to describe your favourite room  **\* Products:** Students write the full sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Ask one student what room in the house is his / her favourite. * Encourage him / her to say one or two sentences about it. * Have students write three sentences to describe their favourite room. * Remind students to use prepositions of place. * Students share their sentences with their partners. * Some students are asked to write their sentences on the board.   - Teacher and other students give feedback. | **Task 4: Write three sentences to describe your favourite room. (Ex. 4, p. 24)**    *Ex:*  *- There’s a big bed next to the door.*  *- There is a clock on the wall.*  *- There are books on the bookshelf.* | | |
| **5. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Take survey.  \* **Products:** *Students’ painting*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Project: T - Ss, Ss – Ss** (group work)   * Students work in groups. One student in each group asks other group members question * Ss fill the information in the following table. * This student then summarises their group members’ answers and reports the result to the whole class.   - Have Ss work in groups to draw their own strange house. Ask them to practise describing their house in groups before telling the class about their house.The class votes for the best strange house. | **\* ACTIVITY 1**  **- Survey:**  “Which one would you like to live in? Why?”    **\*** **ACTIVITY 2**  ***Students’ painting*** | | |
| **\* 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** | | |
| * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary in unit 2  - revise the possessive case and the prepositions of place  - Draw a strange house. | | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit2 and To 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** | | |
| * 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 3 –Lesson 1. Getting started. | | |

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

Ký duyệt. ngày …..tháng …….năm ………..

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| ***Date of planning******:*** *06 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 06***  ***Period: 16*** | UNIT 3: MY FRIENDS  **Lesson 1: Getting started** |

**I. OBJECTIVES:**

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

* use lexical items about body parts and appearance; describe people’s appearance.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: glasses (n), cheek (n), foot/feet (n), buiscuit (n), magazine (n),…

**\* Grammar**: Verbs be and have, the present contunious.

**2. Skills:** Listening, speaking and reading

**3. Attitude:** To teach SS to be hard- working, love their school and friends..

**4. Competences:** - Co-operation, self- study, using language to do exercise

**III. MATERIALS**

- Grade 6 textbook, Unit 3, Getting started

- smart TV and cards, visual aids

- sachmem.vn

IV. PROCEDURES :

|  |  |  |  |
| --- | --- | --- | --- |
| **I. Warm-up (5’)**  \* **Aim:** To revise old lesson and to introduce the new lesson  \* **Content:** Listen an EL song and fill in the blanks  **\* Products:** Students say words aloud (indepently)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)   * Teacher plays the song on speakers. * Teacher asks Ss look at the song and listen carefully; and then fill in the blanks. * Ss go to the board and write words   - T feedbacks and give marks  - T plays the song again and asks whole class sing a song together.  **Lead in:**  T asks Ss some questions to lead in the new lesson  Ss answer  - T introduces the topic of the lesson.  *Today we are going to learn about “My friend”* | | | **Game:** Listen an EL song and fill in the blanks  **MY ROOM AND MY FRIEND**  *Inside my beautiful room. I have a bed and a (1)………*  *And a mirror. I have many (2)……… .*  *And they (3)………come. We(4)………, we play, we have(5)……...*  *In my room, In my room.*  *Me and my friend in my room.*  **\* Suggested answer:**  *1. wardrobe 2. Friend 2. Often 4.eat 5. fun*  1.Do you have a lot of friends?  *🡪****Yes / No***  2. What can you do with your friends?  - *We can eat and drink together*  *- We can play some games,*  *- we sing some songs* |
| **II. Presentation (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *My friend;*  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* 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: < what and where> | | **UNIT 3: MY FRIEND**  **Lesson1 : Getting started**  **\* Vocabulary**  - picnic (n) : dã ngoại  - biscuit (n): bánh quy  - pass (v) : đưa qua, chuyển qua  - glasses (n): cặp mắt kính  - Magazine (n): Tạp chí  - surprise (adj): ngạc nhiên | |
| **Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To set the context for the introductory text; To introduce the topic of the unit.  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation  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 Phong, Nam and Mai , Chau*   * Teacher plays the recording, asks students to underline the words they have learnt in the vocabulary part. * Teacher can play the recording more than once. * Students listen and read. | **Task 1. Listen and read**  1. What are Phong and Nam doing?  2.What is Phong favourite magazine?  3. Who do Phong and Nam see?  4. Where are the two girls going?  ***\* Suggested answers:***   1. *They are having a picnic.* 2. *It’s …* 3. *They see …*   *They are going to …* | | |
| **Task 2 (5’)**  **\* Aims:** To help Ss deeply understand th e text.  \* **Content:** Listen to the conversations again and fill in the blanks  **\* Products:** Student write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**   * Students work in pairs. * Teacher asks students to share their answers before discussing as a class. * Teacher asks students to explain where they can find the answer | **Task 2: Listen to the conversations again and fill in the blanks**  ***\* Answer key:***  1. picnic  2. favourite magazine  3. Mai and Chau  4. glasses; long black hair  5. are going to | | |
| **Task 3:(5’)**  **\* Aims:** To revise and provide Ss with some vocabulary related to parts of the body.  \* **Content:** **Label the body parts with the words in the box.**  **\* Products:** Stick the right stickers with the body part on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher has students go to the board to stick the right stickers with the body part names to the right place on the picture. * Students work independently to do Ex. 3 * Teacher asks students to give out more names of body parts that they have known. * T has Ss read all words in chorus | **Task 3: Label the body parts with the words in the box.**  ***\* Answer key:***   |  |  | | --- | --- | | 1. eye  2. nose  3. shoulder  4. hand  5. leg | 6. foot  7. arm  8. mouth  9. cheek  10. hair |   **\* Another words for body parts:** ear, head, eyebrow, finger, butt, chest,... | | |
| **Task 4:(5’)**  **\* Aims:** To revise and provide Ss with some vocabulary to describe part s of the body  \* **Content:** **Complete the word webs.**  **\* Products:** Students’ correct answers on the posters ( work group)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Students can work in groups to complete this task. * Teacher introduces examples and structures for students to make sentences to describe a friend. | **Task 4: Work in groups. Complete the word webs.**  ***Answer key*:**  1. Long/short: hair, arms, legs, fingers, … Ex: She has long hair.  2. Big/small: nose, eye, hand, feet, mouth, … Ex: She has big eyes.  3. Hair: blonde, curly, wavy, straight, short, long, dark, … Ex: He has short curly hair | | |
| **Production:(5’)** | | | |
| **Task 5: (3’)**  **\* Aims:** To help Ss practise using words for body parts and appearance through a guessing game.  \* **Content:** Game: Describe and guess.(work in groups)  **\* Products:** Practise in groups .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***  Work in groups, take turns to describe a classmate. Other group members guess who he/she is. | **Task 5: Game: Describe and guess.**  ***\* Suggested answers:***   * She has glasses, she has long black hair. * Is she Mai? * No, she isn’t. She has a small nose. * Is she Lan? Yes, she is. | | |
| ….  **III. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and 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 | - some new words  - 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………

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| ***Date of planning******:*** *06 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 06***  ***Period: 17*** | UNIT 3: MY FRIENDS  **Lesson 2: A closer look 1** |

**I. OBJECTIVES:**

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

* use vocabulary and structures about body parts, appearance and personality;

pronounce correctly the sound /p/ and /b/ in isolation and in context.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** friend lexical items and practising the sound /p/ and /b/

**\* Grammar:** Verbs be and have, the present contunious

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to be hard- working, love their friends.

**4. Competences:** - Co-operation, self- study, using language to do exercises

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To review on people’s body parts, recall students vocabulary.  \* **Content: Game : Network (**write words for body parts and words to describe parts of the body)  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Teacher divides the class into two teams, then writes the topic “words for body parts  *”* on the board and gives them two minutes to discuss.   * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner.   **- Lead in :** Today we are going to learn some personality adjectives; | | | ***Networking :***  words to describe parts of the body  words for body parts  **\* Suggested answer**.  1. eyes, nose, hair, head….  2. long, short, fat, slim |
| **2. Presentation (7’)**  **\* Aim:** To teach Ss some personality adjectives**;**  \* **Content:** Some vocabularies about personality.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | | **UNIT 3: MY FRIENDS**  **Lesson 2 : A closer look 1**  **\* Vocabulary**  - confident (adj): tự tin  - caring (adj):quan tâm, lo lắng  - active (adj): năng động  - careful (adj): cẩn thận  - creative (adj): sáng tạo  - shy (adj): e thẹn, nhút nhát  - kind (adj): tốt bụng  - clever (adj): thông minh | |
| **2. Practice (10’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To teach Ss some personality adjectives; To give Ss practice with these adjectives.  \* **Content:** Match the adjectives to the pictures  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss**  **-** Students work in pairs to match the words with the correct pictures:  - Teacher can help students by describing the pictures.  - Check and confirm the correct answers | **Task 1:** Match the adjectives to the pictures  ***Answer key:***  1. c (caring)  2. e (active)  3. d (hard-working)  4. a (funny)  5. b (confident) | | |
| **Task2:** **(5’)**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge.  \* **Content:** Use the adjectives in the box to complete the sentences.  **\* Products:** Ss say the correct answers ( pair work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work individually. * Ss find the correct adjectives to fill the blank in each sentence. * Then discuss with a partner. * Teacher checks and corrects (if needed | **Task 2: Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words/phrases**  ***Answer key:***  1. creative  2. kind  3. friendly  4. careful  5. clever | | |
| **Task 3: (5’)**  **\* Aims:** To provide Ss with freer practice with personality adjectives.  \* **Content:** Game: Why do I love my friends?  **\* Products:** Ss say perfect sentences aloud ( group work)  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  - Have Ss work in groups and play the game.   * Students work in groups. * Teacher asks students to write at least 2-3 personalities to describe each members.   Teacher asks students to read out, beginning with *I love … because he/she is …, … and*  - | **Task 3:** **Game: Why do I love my friends?**  ***\* Suggested answer:***  1. I love Trang because she is kind, creative and funny.  2. I love Minh because he is smart, caring and friendly.  3. … | | |
| **PRONUNCIATION (/b/ and /p/.**  **)**  **Task 4:** **(5’)**  **\* Aims:** To help students identify how to pronounce the sounds /b/ and /p/.  To help Ss practise pronouncing these sounds correctly in words.  \* **Content:** Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear  **\* Products:** Read and know how to pronounce the sounds /b/ and /p/;  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher has students listen to the recordings and stops to let students repeat each word. * Students work independently to circle the words they have listened. | PRONUNCIATION  Task 4: Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear.  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: A closer look 1  ****=> Answer**:**1. pig     2. pear    3. buy    4. rope | | |
| **Task 5:(5’)**  **\* Aims:** To help Ss pronounce the sounds /b/ and / p / in context.  \* Content: Listen and Practice the chant.  **\* Products:** Whole class practise the chant exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5 :T-Ss,***  - Ask Ss to listen while T plays the recording.  Clap or use an instrument like a tambourine to help Ss notice the rhyme.  - Play the recording again and ask Ss to chant along.  - Tell them to pay attention to the words that have the sounds /b/ and /p/ and the rhyme | Task 5: Listen. Practice the chant. | | |
| **3. Production (5’)**  \* **Aim:** To recognise the targeted vacabulary and sounds.  \* **Content:**. Game ( revise words about *personalities,…)*  **\* Products:** Students plays in groups.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher explains the rules:   - Students plays on groups. | **\* Game: “Up and down”**   * ***Round 1:*** *Teacher says 1-15 personalities that students have learnt in the lesson. Students stand up for the positive ones, sit down for the negative ones.* * ***Round 2:*** *Teacher says 1-15 words containing the sound /b/ and /p/. Students stand up for the ones with the “b” sound, sit down for “p” sound.* | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab about personalities and how to pronounce the sounds /b/ and / p /  **\* 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 | - Vocabulary about personalities and how to pronounce the sound /s/ and /z/. | | |
| **5. Homework (2’)**  \* **Aim:** To review 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.  - Prepare lesson 3 ( A closer look 2)*..* | | |

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

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| ***Date of planning******:*** *06 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 06***  ***Period: 18*** | UNIT 3: MY FRIENDS  **Lesson 3: A closer look 2** |

**I. OBJECTIVES:**

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

* use the present continuous to talk about things happening now;

ask about appearance and personality.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** friends lexical items

**\* Grammar:** the present continuous; revise the present simple

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their friends.

**4. Competences:** Students know how to use the present continuous and students will developed speaking and co-operating skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of present continuous and to increase students interest.  \* **Content: *\****  Game: *Chatting* ( some questions related the introduction in the new lesson)  **\* Products:** Students look at the picture and answer the questions correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **- T - Ss**  - T has students look at some pictures and asks them some questions.  - Students look at the P, listen and and answer the questions.  - T feedback and lead in the new lesson.  **🡪Lead in**   * Teacher says: “This lesson today we are going to use the present continuous to talk about things happening now;   ” | | | *\**  Game: Chatting  ***%7B4AF487BB-0403-4B14-B977-9BD07983DB8D%7D***  1.What are these boys doing?  -They are playing football.  Child-watching-TV-006  2. What is this girl doing?  -. She is watching TV. |
| **1. Presentation (8’)**  **\* Aim:** To introduce targeted grammar of present continuous.  \* **Content:** \* Grammar : The present continuous.  **\* Products:** Understand and how to use the present continuous.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – grammar.**  **- T -- Ss**  - Teacher draws students’ attention to the form of the sentences from chatting and ask them whether they know the target tense.  - Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  - T explains the usage and the form.  - Ss listen and copy down. | | **UNIT 3: MY FRIENDS**  Lesson 3 : A closer look 2  **\* Grammar : The present continuous**  ***(Thì hiện tại tiếp diễn)***  **+** We use the present continuous for actions happening now.  **Example: -** She**’s talking.**  **-** They**’re not talking.**  **\* Form: S + am/ is/ are + V-ing**  + We can use the present continuous with *now*, *at present*, or *at the moment*.  **Example:**  **-** I’m doing my homework **at present**.  **- *A:*** Are you reading **now**?  ***B:*** Yes, I am | |
| **2. Practice (18’)** | | | |
| **Task 1** + **Task 2 (8’)**  **\* Aims:** To help students get to know the use of present continuous.  To help Ss practise with the correct form of the present continuous.  \* **Content:** practice the present continuous.  **\* Products:** Students write the correct answers key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher has students complete Ex. 1 +2  (p. 29). * Teacher then asks students to exchange their textbooks to check their friends’ answers.   - T reminds Ss to pay attention to the subject of each sentence.  - Some Ss read aloud their answers. – T checks and confirms the correct ones.  - T ssks Ss to look at the pictures and briefly describe what the person is / people are doing.  - T asks ss to write sentences, using positive or negative present continuous verbs.  Ss write sentences and compare their answers.  T invites some Ss to write their answers on the board.  - T checks and confirms the correct ones. | **Task 1: Put the verbs in the brackets in the present continuous.**  ***\* Answer key:***  1. is reading  2. are playing  3. isn’t making  4. am going  5. are; talking    **Task 2.** **Look at the pictures. Write sentences like the example. Use positive or negative present continous verbs**  ***\* Answer key:***  1. Nam and Ba are not / aren’t eating ice cream.  2. Lan and Trang are taking photos.  3. Ha is / Ha’s writing a letter.  4. Duong and Hung are not / aren’t playing badminton.  5. Phong is not / isn’t drawing a picture. | | |
| **Task 3:** **(7’)**  **\* Aims:** To give students opportunities to use present continuous correctly in context.  \* **Content: Look at the pictures. Ask and answer**  **\* Products:** **Work in pairs. Play a game : lucky number ( Ask and answer correctly)**  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher has students work by playing game : Lucky number.   1  4  3  2  6  7  8  5   * Class is divided into 2 groups. * Teacher prepares 7 numbers which includes 5 questions in the textbook, and 2 lucky numbers. * Each team takes turns and 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 may choose another number. | **Task 3: Work in pairs. Look at the pictures. Ask and answer**   * .   ***Answer key:***  1. Is your friend swimming?  – Yes, he is.  2. Are they listening to music?  – No, they aren’t. (They’re / They are having a picnic.)  3. Is Mi playing the piano?  – No, she isn’t.  (She’s / She is doing karate.)  4. Are they learning English?  – Yes, they are.  5. Are your friends cycling to school?  – No, they aren’t. (They’re / They are walking to school.) | | |
| **Task 4: (3’)**  **\* Aims:** To help Ss practise using the present continuous**.**  \* **Content:** Mime game  **\* Products:** Ask and answer in groups correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***  -  \* Characters. Take tums to mime different actions. Others guess what you are doing.  - Have Ss play the game in groups. Move around to observe and provide help if needed.  - Make sure Ss use English when they play the game. | **Task 4: Mime game:**  **Example:**  A: Are you dancing?  B: No, I'm not.  C: Are you looking for something?  B: Yes, l am | | |
| **4:Production (5’)**  **\* Aims:** To help students distinguish and use correctly present simple and present continuous.  \* **Content: Put the verbs in brackets in the present simple or present continuous**  **\* Products:** Know signals of 2 tenses. And write their correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**  - Have Ss read the **Remember!** box in the book.  - Ask Ss to give the form and usage of the present simple.  - Ask them about the signals used with the present simple and the present continuous  - Ask Ss to do this exercise individually and then compare their answers with a classmate.  - Invite some Ss to write their answers on the board. Confirm the correct answers. | \* signals of the present simple *(every day, every afternoon, always, usually,* etc.)  \* signals of the present continuous *(now, at the moment, at present,* etc.).  **Task 5. Put the verbs in brackets in the present simple or present continuous.**  **=> Answer:**  *1. doesn't walk/ cycles      2. is he playing*  *3. Does.... study*  *4. am writing              5. isn't doing/ is reading* | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss 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. | - Grammar: the present continuous  - revise the present simple  - distinguish between present simple and present continuous | | |
| **4. 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. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

**Ký duyệt, ngày …….tháng …….năm……….**

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| ***Date of planning******:*** *13 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 07***  ***Period: 19*** | **UNIT 3: MY FRIENDS**  **Lesson 4 : Communication** |

**I. OBJECTIVES:**

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

* ask and answer about people’s appearance and personalities;

practice to talk about people’s appearance and personalities.

**II. LANGUAGE ANALYSIS**

**1.Knowledge: -**

**\* Vocab:** friends lexical items

\* Grammar: The present continuous.

**2. Skills:** Speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their friends

**4. Competences** **:** develop their language skills, as well as communication, summarizing abilities,…

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES :

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To revise some about appearance and personality and to introduce the lesson and to lead in the lesson.  \* **Content:** game- pelmanism ( some adj about appearance and personality).  **\* Products:** Play a game in groups. ( choose correct words)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes word and the meaning of words. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner   🡪 **Lead in**  *These are some adj about appearance and personalities and today we are going to learn*: “How to ask and answer about people’s appearance and personalities”. | | | *\**  Game: Pelmanism  Ex:  **1**  Kind  **5**  Tốt bụng |
| **2. Presentation (10’)**  **\* EVERYDAY ENGLISH** | | | |
| **Task 1: (5’)**  **\* Aim:** To introduce question to ask about people appearance and personalities.  \* **Content:** Listen and read the dialogue.  **\* Products:** Role play and practise.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:T –Ss**   * Play the recording for students to listen and read the dialogue between Linda and Mi at the same time. * Ask students to pay attention to the highlighted questions. * Have students practise the dialogue in pairs.   🡪 Call some pairs to practise the dialogue in front of the class.   * Elicit the structure : * T has Ss copy down the notes: | | **Task 1: Listen and read the dialogue between Linda and Mi. Payattention to the highlighted questions.**  ***Audio script:***  *Linda:* What does your best friend look like?  *Mi:* She's short with long black hair. She has bright brown eyes.  *Linda:What's* she like?  *Mi:* She's very kind and creative.  **\* Notes:**  - to ask about appearance *(What does your best friend look like?*  - to ask about personality *(What's she like?)* | |
| **3. Practice (5’)** | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice talking about appearance and personalities.  \* **Content:** To make similar dialogues.  **\* Products:** Role play and practise in front of the class  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  - Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt.  Call on some pairs to practise in front of the class. | **Task 2: Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.**  ***Tuan:*** What does your best friend look like?  ***Hoa :*** She’s (He’s)………………………….  She(he) has bright brown eyes.  ***Tuan:*** What’s she like?  ***Hoa :*** She’s( He’s)……………………………… | | |
| **Task 3:** **(5’)**  **\* Aims:** To provide Ss with some input and set the scene for other activities.  \* **Content:** Read the text about Vinh and John and find some adj to describe them  **\* Products:** Read and understand the content of the text; say some adj aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**  . Introduce the two friends Vinh and John to Ss.  - Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.  - Tell Ssto underline the words that help them decide which adjectives to use for each friend. | **Task 3:** **Read about these students in 4Teen magazine. Use one or two adjectives to describe them.**  ***\* Suggested answers:***   * Vinh: clever, hard-working * John: creative, kind | | |
| **4. Production (8’)** | | | |
| **Task 4:(5’)** **Date of birth and personality** **\* Aims:** To introduce the concept of star sign to Ss.  \* **Content:** Read the descriptions about date of birth and personality  **\* Product:** Work in pairs and guess personality depend on his/ her birthday.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher tell students that each person has a star sign, depending on his / her birthday, and the star sign may decide a person’s personality. * - Ask students to read the descriptions and check if they match the friends in Ex. 3. Students can refer to the answers to Activity 3 that have been written on the board.   Then teacher asks students to work in pairs and compare the descriptions. | **Task 4: Read the descriptions in pairs and find out if they match your friend’s personalities**  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: Communication | | |
| **Task(5’)**  **\* Aims:** To help students get used to talking about people’s appearance and personalities  \* **Content:** Share your opinion within a group  **\* Products:** Students write perfect sentences on the posters .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**   * Students work in groups and read the descriptions in 4. They write down their ideas to complete the three sentences in the book. * Students work in groups to share their answers.   - Teacher invites some students to share their opinion with the class. | **Task 5: : Discussion: Read the descriptions in Ex. 4. Share your opinion within a group**  ***My birthday is …***  ***It’s true that …***  ***It isn’t true that …*** | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Say aloud what students have learnt .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - ask and answer about people’ appearance and personalities.  - guess personality depend on date of birth. | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **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. | - revise the old lesson.  - Prepare lesson 5 ( skills 1) | | |

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

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| ***Date of planning******:*** *13 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 07***  ***Period: 20*** | **UNIT 3: MY FRIENDS**  **Lesson 5 : Skills 1** |

**I. OBJECTIVES:**

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

* read for specific information about friends and summer camps; talk about friends and summer camps.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** superb (adj); perfect (adj) ; leadership (n ); field trip (n);….

**\* Grammar:** The simple present.

**2. Skills:** Speaking , reading

**3. Attitude:** To teach SS to work hard, love their friends.

**4. Competences** **:** Co-operation, self- study, friend.develop their language skills,

**B. Preparation:**

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and To lead in the lesson about Skills 1.  \* **Content:** Chatting: some questions about going camping.  **\* Products:** Students answer the questions individually.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teachers asks students some questions about go camping.  - Students answer the questions  And then lead in the new lesson.  - T asks Ss look at **the advertisement above and answer the questions.**  **- Ss answer individually.** | | *\** Play a game : Chatting  1. Do you like to go camping?  2. Where do you like to camp?  3. Who do you like to go with?  4. What things will you bring?  5. What skills do you need to have?  **Task 1: Lead in questions: Look at the advertisement, discuss in pairs and answer.**  1. Who is the superb summer camp for?  2. What can people do at this summer camp?  ***\* Suggested answers:***  1. It’s for kids between 10 and 15 years old.  2. They can play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. |
| **2. Presentation (5’)**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab: < Rub out and remmember** | | \* vocabulary:  - superb (adj) : tuyệt vời  - perfect (adj) : hoàn hảo  - sporty (adj) : yêu thể thao  - leadership (n): sự lãnh đạo  - ield trip (n) : chuyến đi thực địa |
| **3. While -reading (10’)** | | |
| **Task 2**: **(3’)**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge.  \* **Content:** Read the email and decide the sentences T or F  **\* Products:** Students work in pairs and say the correct key.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * Ask students how to do the exercise. Instruct them to do the exercise if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false). * Teacher ask students to note where they found the information that helped them complete the activity. * Have students work in pairs and compare their answers before having them discuss as a class | **Task 2: : Read the email and decide the sentences T or F.**  ***Answer key:***  1. F (They speak English only.)  2. F (He has three.)  3. F (Jimmy likes taking photos.)  4. T  5. T | |
| **4. Post-Reading + pre - speaking**  **Task 3:** **(5’)**  **\* Aims:** To help Ss explain how the Superb Summer Camp is suitable for certain students.  \* **Content:** Read the text about the three students and do the task.  **\* Products:** Students’ correct answers on the posters. (team work)  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - Have Ss lookat the advertisement for the Superb Summer Camp again and underline the requirements for the students if they want to join the camp (e.g. *between 10 and 15 years old; all in English,* etc.) and the types of activity students can do at the camp.   * Teacher asks students to read the information about the three students Mi, An and Vy. * Instruct students to underline the features of each student and compare these with the information stated in the advertisement. * Teacher asks them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite students from different groups to share their answers. | **Task 3:** **Work in groups. Read about the three students below. Is the Super Summer Camp suitable for all of them? Why / Why not?**  \* ***Suggested answers:***  1. The camp is suitable for her because it suits her age and she can use English. She can also practise her creativity at the camp.  2. The camp does not seem to suit An. He may be too old for the camp and he can’t speak English.  3. The camp suits Vy. It suits her age and it can help her improve her English. | |
| **5. production (3’)** | | |
| **Task 4:**  **\* Aims:** To help Ss explain how the Superb Summer Camp suits them.  To provide an opportunity for students to practise speaking.  \* **Content: Do you want to go to this kind of camp? Why / Why not?**  **\* Products:** Students’ answers ( give personal opinion)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Teacher has students think about themselves and decide if the camp suits them. Encourage them to give the reasons for their answers. * Teacher asks students to work in groups and share their opinions. Move around to observe and provide help if needed. * Call on some Ss to share their answers. | **Task 4: Think about yourself. Do you want to go to this kind of camp? Why / Why not?**  **Example**: I want to go to this camp because I can speak English there.  **=> Answer**:*I want to go to this camp because I'm good at English and I love sports* | |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - some vocab  - read the advertisement about the Superb Summer Camp  -………. | |
| **8. 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 asks students to prepare the new lesson | - learn by heart vocab.  - Prepare for the next lesson: Unit 3-Skills 2. | |

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

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| ***Date of planning******:*** *13 / 10 / 2021*  ***Date of teaching :*** *.................*  ***Week : 07***  ***Period: 21*** | **UNIT 3: MY FRIENDS**  **Lesson 6 : Skills 2** |

**I. OBJECTIVES:**

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

* listen for specific information about best friends; write a diary entry about best friends.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** revise some words

**\* Grammar:** The present continuous.

**2. Skills:** Listening, speaking , reading and writing

**3. Attitude:** To teach SS to work hard, love their friends

**4. Competences:** Co-operation, self- study; Students will developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3, Skills 2

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES :

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| --- | --- | --- | --- |
| **1.Warm –up (5’)**  **\* Aim**: To review the vocabulary.  \* **Content:** Game (*Jumbled words)*  **\* Products**: Students go to the board and rearrange words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**   * Teacher sticks some jumbled words onto the board. * Students raise hands to answer. * Ss go to the board and write words * T feedbacks . | | | *\* Game: Jumbled words*  **LFIEDRNY**    **TACIEV**  **UNFNY**  **TOFCNDITEN**  **RCUFEAL**  ***\* Answer key:***   1. ACTIVE 2. FRIENDLY 3. FUNNY 4. CAREFUL 5. CONFIDENT |
| **1. Pre-Listening (5’)** | | | |
| **Task 1: (5’)**  **\* Aim:** To help students recall knowledge of present continuous.  \* **Content:** Look at the pictures. Guess the activity.  **\* Products:** Students say their prediction aloud . (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **-** Have Ss look at the pictures and answer the question. Elicit the answers from Ss.  - Teacher plays the recording. Students listen and check their predictions. | **Task 1: Look at the pictures. Guess the activity. Check as a class discussion.**  **\* *Answer key:***  a. They are talking.  b. They are playing football.  c. They are walking | | |
| **3. While -listening ( 10’)** | | | |
| **Task 2 (5’)**  **\* Aims:** To develop students listening skills.  \* **Content:** Listen and find out who is Lan and Chi.  **\* Products:** Note down to describe the two girls. Underline keywords ( work indepently)  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  - Teacher asks students to look at the pictures and note down some descriptions about the 2 girls.  Teacher asks students to underline the keywords 🡪 Tell students to pay attention to the key words while listening  Teacher plays the recording.  Teacher asks students to listen and choose the answers.  Teacher asks students to compare their answers with the prediction made previously.  Teacher checks students’ answers as a class. | | **Task 2: Work in pairs. Note down to describe the two girls. Underline keywords. Listen and** find out who is Lan and Chi.  *\*Descriptions*  *\* Listen and decide who is Lan and Chi*  ***\* Answer key:***  Lan is the girl wearing a red and white jacket and a red cap.  Chi is the girl wearing a white T-shirt and a blue skirt. | |
| **Task 3: (5’)**  **\* Aims:** To help students develop listening skill for specific information (gap-filling)..  \* **Content:** Listen again and fill in the blanks.  **\* Products:** Work in pair and write the correct answers key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss( work group)***   * Teacher asks students to read the questions carefully and determine what information they need to fill the gaps (numbers, words). * Teacher plays the recording for students to fill the gaps. * Teacher asks them to swap their answers in pairs before checking their answers as a class. | | **Task 3: Listen again and fill in the blanks.**  ***\* Answer key:***  1. 6A  2. black; mouth  3. friendly  4. big  5. kind  **\* Audio script:**  ***Mi****: My best friend is Quyen. She studies with me in class 6A. She’s tall and slim. She has short black hair and a small mouth. She’s very active and friendly. She likes playing sports and has many friends.*  *Look, she’s playing football over there!*  ***Minh:*** *Chi is my best friend. We’re in class 6B. She’s short with long black hair and a big nose.*  *I like her because she’s kind to me. She helps me with my English. She’s also hard-working. She always does her homework before class. Look, she’s going to the library.* | |
| **4. Post-Listening (3’)**  **\* Aims:** To develop students’ speaking skill, using the available information and their background knowledge.  \* **Content:** Talk about your friends.  **\* Products:** Say 2 words about appearance and personalities of the other 2 members in groups.  **\* Organization of implementation:**  Giaoandethitienganh.info | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * **T – Ss ; Ss- Ss** * Students work in groups of 3. * Teacher asks students to say 2 words about appearance and personalities of the other 2 members and ask them if they think it is true about them. * -Students can add more information based on their background knowledge.   Teacher goes around and helps if needed. | | **\* Talk about your friends:**  (e.g. name, appearance, personality and the reason why they like him/ her). | |
| **5. Pre-Writing (5’)**  **\* Aims:** To help students talk about a friend.  \* **Content:** Ask and answer about your best friend.  **\* Products:** Work in pairs ( ask and answer)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***   * Teacher asks students to work in pairs. * Teacher asks students to take short notes of the answers for later use.   - Teacher goes around and helps if needed | | **\* Task 4: Work in pairs. Ask and answer about your best friend.**  **Example:**  1. His name is Huy  2. He is tall and sporty  3. He likes playing soccer and drawing  4. I like him because he is kind, he always helps friends. Besides, he is careful, when I get sick, he buys medicine for me | |
| **While-Writing (5’)**  \* **Aim:** To teach students how to write a diary entry about a friend.  \* **Content:** Write a diary entry about your best friend. Cross check.  **\* Products:** Students’ writing and cross check. (*individual work*)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***   * Ask students to write the diary entry individually. * Ask one or two students to write their entry on the board.   - Other students and teacher comment on the entries on the board. | | **Task 5: Write a diary entry about your best friend. Cross check.**  **\* Model writing.**  *My best friend is Lan. She studies with me in class 6A. She’s tall and slim. She has short black hair and a small mouth. She’s very active and friendly. She likes playing sports and has many friends. I like being with her. I hope that in the future we’ll still be best friends.* | |
| **Post-Writing (3’)**  \* **Aim:** To peer check, cross check and final check students’ writing  \* **Content:**. Cross check students’ writing  **\* Products:** Students’ writing on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***   * Teacher asks students to exchange their textbooks to check their friends’ writing.   Teacher then gives feedback as a class discussion. | | **\* Cross check students’ writing** | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has 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. | | - Listen a passage about Mi and Minh talk about their best friends  - Write a diary entry about your best friend. | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in this 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 asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |

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

Ký duyệt, ngày………..tháng…………năm …….

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| ***Date of planning******:*** *20 / 10 / 2021*  ***Date of teaching :*** *......................*  ***Week : 08***  ***Period: 22*** | **UNIT 3: MY FRIENDS**  **Lesson 7: Looking back and project** |

**I. OBJECTIVES:**

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

- review the vocabulary and grammar of Unit 3;

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** revise some words of unit 3

\* Grammar: The present simple and present continuous.

**2. Skills:** Speaking , reading and writing.

**3. Attitude:** To teach SS to work hard, love their friends.

4. Competences: Use The present simple and present continuous. Students will developed some skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 3 , Looking back and project

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES :

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| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  \* **Content:** Game *Brainstorming*( some adj about appearance and personalities)  **\* Products:** Write correct words on the board ( team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T -Ss**   * Teacher divides the board, and divides the class into 2 big groups. * Each group will be assigned a category: APPEARANCE & PERSONALITIES * Teacher asks students to brainstorm all adjectives related to people’s appearance and personalities. * The group having the most suitable answers is the winner. | | | ***\**  Game:** **\* *Brainstorming:***  ***\* Suggested answers:***   * **Appearance:** tall, short, beautiful, smart, …   Personalities: confident, careful, clever, funny, … |
| **\* VOCABULARY**  **1. Task 1 (5’)**  **\* Aim:**To help students revise the adjectives describing people.  \* **Content:** Choose the best options to complete the sentences.  **\* Products:** Students say the correct key aloud ( individual work**).**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.   - Teacher gives feedback as a class discussion | **Task 1: Task 1: Choose the best options to complete the sentences. (Ex. 1, p. 34)**  ***\* Answer key:***  1. B  2. A  3. C  4. A  5. C | | |
| **Task 2**: **(5’)** | | | |
| **\* Aims: To help Ss revise the possessive case.**  \* **Content: Answer questions about your classmates.( game: lucky number)**  **\* Products:** Students ask and answer in groups by playing game.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher divides the class into 2 groups. * Teacher asks students to choose the number and answer the questions quickly in 3 seconds.   - If students choose the lucky number, they don’t have to answer | | **Task 2: Answer questions about your classmates.**  **Game: Lucky Numbers. (Ex 2, p. 34)**   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 | | 4 | 5 | 6 |   1. Who has long hair in your class?  2. Who has a small nose?  3. Who has a round face?  4. Does the classmate next to you have long hair?  5. Does the classmate next to you have big eyes?  6. LUCKY NUMBER | |
| **\* GRAMMAR**  **Task 3. (5’)**  **\* Aims:** To help students revise present tenses in context  \* **Content:** Put the verbs in the brackets in correct forms.  **\* Products:** Students’ correct answers on the board. (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students complete the task individually. * Students exchange their textbooks to discuss the reasons about their choices. * Students should record their original answers to guide their self-assessment later.   - Teacher gives feedback as a class discussion | | **Task 3: Put the verbs in the brackets in correct forms. (Ex. 3-4, p. 34)**  ***\* Answer key:***  **Ex. 3:**  1. are running  2. are talking  3. are not talking / aren’t talking  4. are drawing  5. is not teaching / isn’t teaching  **Ex. 4:**  1. are you doing; am writing / ’m writing  Ex. 4:  1. are you doing; am writing / ’m writing  2. cycles; don’t cycle; walk  3. Is he doing; is reading / ’s reading | |
| **5. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** make project “My class yearbook”  \* **Products:** Students’ answers on the posters  Giaoandethitienganh.info  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher sets the context and asks students to bring a photo of his/her friend to class. * Teacher asks students to write a draft (using the clues) * Teacher checks and sets time for students to make a year-book page.   - Teacher gives comments and feedback. | | **\* My class yearbook:** | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 3  - make Project: “My class yearbook” | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 3 and To 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** | |
| * 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: Review 1. | |

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

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| ***Date of planning******:*** *20 / 10 / 2021*  ***Date of teaching :*** *......................*  ***Week : 08***  ***Period: 23*** | **REVIEW 1**  **Lesson 1: Language** |

**I. OBJECTIVES:**

By the end of this review, students will be able to revise the language they have learnt and the skills they have practised in Units 1-2-3.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: Review vocabulary , Pronunciation in Units 1-3

**\* Grammar:** Grammar in Units 1 - 3

**2. Skills:** Reading , speaking and Writing

**3. Attitude:** To teach Ss life skills and love their school, friends,…

**4. Competences:** Ss can join teamwork or social activities**;** Talking about activities friends often do together.

**III. MATERIALS**

- Grade 6 textbook, Review ( language)

- Projector/ pictures and cards

sachmem.vn

IV. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To revise the language that students have learnt in Units 1+2+3.  \* **Content: *Memory game:*** *finish chart* which summarizes the language that students have learnt in Units 1, 2, 3  **\* Products:** Students’ correct answer key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T -Ss**   * Teacher draws/sticks an unfinished chart which summarizes the language that students have learnt in Units 1, 2, 3 on the board. * Teacher divides the class into 2 teams and asks students to run in a relay to complete the chart: * The team with the most correct answers will be the winner. | | | ***\**  Game:**  ***Memory game***    *\** ***Suggested answer:*** |
| **\* Practice (35’)**  **PRONUNCIATION** | | | |
| **Task 1**  **\* Aim:** To help students review the pronunciation of the sounds learnt in Units 1-2-3: /ɑ:/ and /ʌ/; /s/ and /z/ correctly.  \* **Content:** Choose the word whose underlined part is pronounced diﬀerently  **\* Products:** Students say the correct answer key.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**   * Teacher elicits the rules of pronouncing final -*s* if needed. * Students do this exercise individually then share their answers with their partners.   - Teacher gives feedback and confirms the answers | **Task 1: Choose the word whose underlined part is pronounced diﬀerently.**  .  ***\* Answer key:***  1. C  2. A  3. B  4. A  5. B | | |
| **Task 2**: **(5’)** | | | |
| **\* Aims:** To help students review the pronunciation of the sounds /b/ and /p/ in words.  \* **Content:** Write the names of school things and furniture in the house which begin with /b/ and /p/.  **\* Products:**  The correct words on the board  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher organizes this task as a game. * Students do this task in pairs. The pair that finds the most words will go to the board and write their answers. * Other pairs may want to add more words. Write other words on the board.   - Teacher gives feedback and confirms the answers. | | **Task 2: Write the names of school things and furniture in the house which begin with /b/ and /p/.**  ***\* Suggested answers:***   |  | | --- | | **/b/** | | book, bag, bed… | | **/p/** | | pen, pencil, picture, poste… | | |
| **Task 3.**  **VOCABULARY**  **\* Aims:** To help students review the word groups used with “play, have, do” and “study”.  \* **Content:** Complete the words.  **\* Products:** The correct words on the board (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students do this task individually and then share their answers with their partners. * Teacher calls one or two students to write their answers on the board. * Teacher checks and confirms the correct ones. | | **Task 3: Complete the words.**  ***\* Answer key:***  1. English 2. homework  3. lunch 4. sports  5. badminton  🡪 play: sports, badminton  🡪 have: lunch  🡪 do: homework  🡪 study: English | |
| **Task 4.**  **\* Aims:** To help students review the personality adjectives, the words related to body parts, rooms and types of house.  \* **Content:** Solve the crossword puzzle.  \* **Products:** Say the correct answer aloud. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher sticks the crossword puzzle on the board.   Giaoandethitienganh.info   * Teacher divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle. * The team with the most correct answers will be the winner. | | **Task 4: Solve the crossword puzzle.**  ***\* Answer key:*** | |
| **Task 5**  **\* GRAMMAR**  **\* Aims:** To help students review grammar elements taught in Units 1-2-3: prepositions of place, possessive case and present continuous.  \* **Content: :** Look at the picture of a classroom. Choose the best answer A, B, or C.  \* **Products:** Students’ correct choice.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 5: T - Ss, Ss – Ss**   * Teacher has students look at the picture of a classroom and complete the sentences. * Students compare their answers with a classmate. * Teacher checks and confirms the correct answers. | | **Task 5: Look at the picture of a classroom. Choose the best answer A, B, or C.**    *\* Answer key:*  1. B 2. A 3. A 4. B 5. C | |
| **Task 6:**  **\* Aims:** To help Ss review the use of the present simp le and the present continuous.  \* **Content: :** Complete the sentences with the present simple or the present continuous form of the verbs in brackets.  \* **Products:** Write the answers correctly on the board./ say the answers aloud  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 6: T - Ss, Ss – Ss**  - Teacher elicits form and usage of the present simple and the present continuous.   * Teacher asks students to do the exercise individually before calling one or two students to write their answers on the board. * Teacher checks students’ answers and asks them for explanation if necessary | | **Task 6: Complete the sentences with the present simple or the present continuous form of the verbs in brackets.**  ***Answer key:***  1. is / ’s raining  2. do you have  3. Is she studying  4. likes  5. is not / isn’t cooking;  is reading | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - vocabulary and grammar in the lesson | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in the lesson and To 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** | |
| * 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. | | * Do exercise in workbook.   - Prepare for the next lesson: Review (SKILLS). | |

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

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| ***Date of planning******:*** *20 / 10 / 2021*  ***Date of teaching :*** *......................*  ***Week : 08***  ***Period: 24*** | **REVIEW 1 (UNITS 1+2+3)**  **Lesson 2: Skills** |

**I. OBJECTIVES:**

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

+ Revise the language Ss they have practised from Unit 1 to Unit 3.

+ Practice doing some exercises in Skills.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* Vocabulary: Review vocabulary , Pronunciation in Units 1-3

\*Grammar: Grammar in Units 1 - 3

**2. Skills:** Reading , speaking and Writing

**3. Attitude:** Know the importance of revision and need to study harder.

**4. Competences: -** Doing exercises on pronounciation, vocabulary, grammar and everyday English.

**III. MATERIALS**

- Grade 6 textbook, Review ( skills ).

- Projector/ pictures and cards

sachmem.vn

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To increase students’ interest and lead them into the lesson.  \* **Content:** Ask some questions about penpal.  **\* Products:** Students’ correct answers  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T -Ss**  - Teacher asks students some questions to lead them into the lesson:  - Teacher lead in the reading part of the lesson. | | | ***\**  Chatting**  1. *Do you have any pen pals?*  *2. How do you communicate with your pen pal?*  *3. Do you often write emails to your pen pal?* |
| **\* Practice (35’)**  **I. READING** | | | |
| **Task 1**  **\* Aim:** To help students practise reading for specific information.  \* **Content:**  Choose A, B, or C for each blank in the email below.  **\* Products:** The correct answers from Ss.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**  - Students do these exercises individually.  -Students check their answers with their partners before they give the answers to teacher.  - Teacher confirms the correct answers | **Task 1: Choose A, B, or C for each blank in the email below.**   * .   **Answer key:**  1. A  2. C  3. C  4. B  5. B | | |
| **Task 2**:  **\* Aims:** To help students practise reading for general information.  \* **Content:** Read the text and answer the questions.  **\* Products:** The correct answers from Ss. ( individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**  - Students do these exercises individually.  - Students check their answers with their partners before they give the answers to teacher.  - Teacher confirms the correct answers | | **Task 2: Read the text and answer the questions.**   * .   ***\*Answer key:***  1. It’s in a quiet place not far from the city center.  2. They are hard-working and kind.  3. They are helpful and friendly.  4. There are five clubs.  5. Because it’s a good school. | |
| **II. SPEAKING**  **Task 3**  **\* Aims:** To help students practise asking and answering about what they like and dislike about their school  and the reasons why.  \* **Content:** Interview two of your classmates about what they like and dislike about your school. Report their answers.  **\* Products:** students’ ideas in goups  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - Teacher has students work in groups of three. One interviews the other two about what they like and dislike about their school and the reasons why.  - Teacher tells students to write their group members’ answers in their notebooks and report them to the class.  - Teacher summarizes students’ ideas. | | **Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.**     * **Example:**   **Nam:**  *+ He likes the friendly teachers and helpful friends. + They help him a lot with school work.*  *- The school yard is quite small, so he can’t play many games with friends.* | |
| **III. LISTENING**  **Task 4.**  **\* Aims:** To help students review listening for specific information.  \* **Content:** Listen and fill each blank with one word.  \* **Products:** students’ correct answers .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  - Teacher has students read the sentences.  -Teacher plays the recording for the first time.  -Teacher asks students to listen and complete the sentences. Ask for their answers and writes them on the board.  -Teacher plays the recording the second time for students to check their answers.  -Teacher checks students’ answers.  -Teacher plays the recording the last time if necessary, stopping at diﬀerent places where students got the wrong answers. | | **Task 4: An and Mi are talking on the phone. Listen and fill each blank with one word.**  ***Answer key:***  1. home  2. plants  3. living  4. sleeping  5. TV  **\* Audio script:**  ***An****: Why is it so quiet, Mi? Are you home alone?*  ***Mi****: No. Everybody is here, but they are in diﬀerent rooms.*  ***An****: Where’s your mum? Is she cooking in the kitchen?* | |
| **IV. WRITING**  **Task 5**  **\* Aims:** To help students complete a guided paragraph of 40-45 words about a student’s family member.  \* **Content:** Write an email of about 50 words to your friend. Tell him/ her about a family member.  \* **Products:** Students’ perfect writing.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 5: T - Ss, Ss – Ss**  - Teacher elicits the parts of an email.  - Teacher asks students to discuss and answer the questions in pairs.  - Teacher then has them write their emails individually.  - Teacher asks one student to write the email on the board.  - Other students and teacher comment on  the email on the board.  - Teacher then collects some emails to give feedback at home. | | **Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.**  **Example:**  1*. My mom.*  *2. She is 40 years old.*  *3. She's tall and beautiful with long black hair.*  *4. She is caring because she always takes good care of me. She prepares food and uniform for me to go to school every morning. She's also kind because she usually helps the neighbours whenever they get trouble.*  ***Hi Hoa,***  *Thanks for your email. Now I’ll tell you about my mother. She is 40 years old. She's tall and beautiful with long black hair. She is caring because she always takes good care of me. She prepares food and uniform for me to go to school every morning. She's also kind because she usually helps the neighbours whenever they get trouble.*  *Write me soon and tell me about a member in your family.*  *Best,* | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - 4 skills | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in the lesson and To 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** | |
| * 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. | | - revise the old lesson.  - Do exercise in workbook.  - Prepare for the next lesson: Unit 4 – lesson1 | |

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

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| --- | --- |
| Date of planning: 27 / 10 / 2021  Date of teaching: .................  Week: 09  Period: 25 | **Revision for the middle- first term test** |

**I. Objectives:**

By the end of the lesson, students will be able to practice reading and writing skills and doing exercises.

Ss learn creatively.

**II. Language Content:**

- Vocab in unit 1,2,3

- Grammar:

**III. Teaching aids:**

- Materials: Ss’ books, text books, tape & stereo.

**IV. Teaching Method:** T- WC, group work, individual work

**Practice**

**Question 4: Choose the best correct answer (Chọn đáp án đúng) : (2.0 pts)**

1. Nam can wait hours for his friends without getting angry. He is a \_\_\_\_\_\_ boy.

A. hard-working B. free C. patient D. creative

1. Lan is always \_\_\_\_\_\_. She studies more than four hours a day and never misses her homework.

A. active B. hard-working C. smart D. kind

1. My brother can do all difficult Math exercises. He is a(n) \_\_\_\_\_\_ student.

A. intelligent (thông minh) B. confident C. careful D. lazy

1. Our new neighbour is a \_\_\_\_\_\_ girl. She has beautiful yellow hair.

A. wavy B. straight C. curly D. lovely

1. Please be \_\_\_\_\_\_when you have to use fire to cook.

A. happy B. careful C. quiet D. careless

1. The baby next to me is very \_\_\_\_\_\_. He talks all the time, which really annoys me.

A. talkative B. silent C. lovely D. shy

1. My mum always asks me to wash my \_\_\_\_\_\_ before meals.

A. fingers B. arms C. hands D. eyes

1. We should brush our \_\_\_\_\_\_after meals and before bedtime every night.

A. tooth B. teeth C. hair D. legs

1. I live in a \_\_\_\_\_\_ house. It's near the city center.

A. town B. country C. apartment D. igloo (lều tuyết)

1. It's very \_\_\_\_\_\_ in the country.

A. noisy B. quiet C. surrounded D. excited

1. \_\_\_\_\_\_do you live with ?

A. What B. Where C. Who D. When

1. My mother is cooking in the \_\_\_\_\_\_.

A. sink B. living room C. bath room D. kitchen

1. We hang clothes in the \_\_\_\_\_\_.

A. sink B. fridge C. wardrobe D. cupboard

1. They are named \_\_\_\_\_\_ different animals. (name after : đặt theo tên)

A. after B. for C. with D. at

1. The tiger is \_\_\_\_\_\_the door and the window.

A. on B. between C. at D. from

1. Your school things are in everywhere in your bed room. It's \_\_\_\_\_\_.
2. ordered B. tidy C. messy D. neat
3. There is \_\_\_\_\_\_ in the bedroom.
4. a microwave B. an attic C. a dishwasher D. a wardrobe
5. Are there two bed rooms in your house ?

A. Yes, it is. B. Yes, I do. C. Yes, there are. D. A & B

1. What 's your \_\_\_\_\_\_ room ?

A. like B. love C. favorite D. kitchen

1. What does your school look\_\_\_\_\_\_?

A. likes B. like c. liked D. to like

1. Would you like \_\_\_\_\_\_ down?

A. sit B. to sit C. sitting D. sits

1. John goes to a/an\_\_\_\_\_\_\_\_\_\_ school. His classmates are from many countries.

A. boarding B. overseas C. international D. national

1. He always \_\_\_\_\_ a glass of lemonade before breakfast.

A. is B. have C. has D. does

1. He \_\_\_\_\_ television at the moment.

A. watch B. watches C. is watching D. is watch

1. His brother eats lunch in the school \_\_\_\_\_\_\_\_\_\_

A. canteen B. room C. yard D. gate

**Question 5: Pick out one best option (A, B, C, D) to fill in each of the numbered blanks (chọn A, B, C, D điền vào chỗ trống) : (1.0 pt)**

**1/** Hi Trang,   
How are you? This is the first week at my new school. Now, I’m doing my (1) \_\_\_\_\_\_\_ in the library. I have lots to do already!   
I have lots of friends and they are all nice (2) \_\_\_\_ me. We study many subjects – maths, science, and English of course!   
I have a new uniform, but I (3) \_\_\_\_\_\_\_ it every day (only on Mondays and Saturdays). I have lessons in the morning. In the afternoon, I read books in the library or do sports in the playground. How is your new school? Do you study the same (4) \_\_\_\_\_\_ as me? Do you play badminton with your friends?   
School starts again next Monday. It's late now so I have to go home.   
Please write soon!   
Love,   
Vy

1. A. homework B. exercises C housework D. A & B
2. A. with B. to C. for D. A & B
3. A. wear B. am wearing C. don’t wear D. am not wearing
4. A. sports B. subjects C. school D. class

**\* Hướng dẫn dịch**

     Chào Trang.

  Bạn có khỏe không? Đây là tuần đâu tiên mình học ở ngôi trường mới. Bây giờ mình đang làm bài tập về nhà trong thư viện. Mình có nhiều bài tập lắm!

  Mình có nhiều bạn và họ rất tốt với mình. Mình học nhiều môn: Toán, Khoa học, dĩ nhiên cả tiếng Anh nữa.

  Mình có đồng phục mới, nhưng mình không mặc nó hàng ngày (chỉ mặc vào thứ Hai và thứ Bảy). Mình học vào buổi sáng. Vào buổi chiều, mình đọc sách trong thư viện hoặc chơi thể thao trong sân trường. Trường mới của bạn thế nào? Bạn có học các môn học giống mình không? Bạn có chơi cầu lông với bạn bè không?

  Trường học bắt đầu vào thứ hai tới. Giờ cũng trễ rồi. Mình phải về nhà đây.

  Viết thư cho mình sớm nhé.

    Thân, Vy

2/

…..

**Duong:**  I don’t know. They’re coming over.

**Mai:**  Hi, Phuc. Hi, Duong. This is my friend Chau.

**Phuc & Duong:**  Hi, Chau. Nice to meet you.

**Chau:**  Nice to meet you too.

**Duong:**  Would you like (1) \_\_\_\_\_\_ down? We have lots of food.

**Mai:**  Oh, sorry, we can’t. It’s (2) \_\_\_\_\_ to go home. This evening, we are working on our school (3) \_\_\_\_\_\_.

**Duong:**  Sounds (4) \_\_. I’m going to the judo club with my brother. How about you Phuc?

**Phuc:**  I’m visiting my grandma and grandpa.

1. A. sitting B. sit C. to sit D. sits
2. A. recess B. time C. high time D. B & C
3. A. text B. project C. gate D. canteen
4. A. wonderfully B. nicely C. badly D. great

**\* Hướng dẫn dịch :**

**Dương:** Mình không biết. Họ đang đi qua kìa.

**Mai:** Chào Phúc. Chào Dương. Đây là bạn mình, Châu.

**Phúc & Dương:** Chào Châu. Hân hạnh gặp bạn.

**Châu:** Mình cũng thế.

**Dương:** Bạn muốn ngồi xuống không? Tụi mình có nhiều đồ ăn lắm.

**Mai:** Ồ xin lỗi, chúng mình không thể. Đến giờ về nhà rồi. Tối nay chúng mình sẽ làm việc về kế hoạch của trường.

**Dương:** Tuyệt đấy. Mình sẽ đến câu lạc bộ judo với anh trai. Còn bạn?

**Phúc:** Mình sẽ thăm ông bà mình.

**Châu:** Được rồi. Hẹn gặp lại nhé!

**Phúc & Dương:** Tạm biệt!

**3/**

Our school (1) \_\_\_\_\_\_ a fire station in the neighborhood this Saturday. It’s a field trip (2) \_\_\_\_\_ our project. We’re talking to (3) \_\_\_\_\_ and checking out different fire trucks. (4) \_\_\_\_ Sunday, I’m going to the movies with my friends. That’s great!

1. A. is visiting B. visit C. is visit D. visits
2. A. with B. for C. at D. about
3. A. firefighters B. workers C. firemen D. A & C
4. A. In B. At C. On D. About

**\* Hướng dẫn dịch :**

Trường mình sẽ đến thăm trạm cứu hỏa ở trong khu vực vào thứ Bảy này. Nó là một chuyến đi thực tế cho dự án của chúng mình. Chúng mình sẽ nói chuyện với các chú lính cứu hỏa và xem những chiếc xe cứu hỏa khác nhau. Mình sẽ đi xem phim với bạn vào Chủ nhật. Thật tuyệt!

**Question 6: Read the passage and then pick out ONE best option (A, B, C, or D) to answer each question (đọc đoạn văn và chọn đáp án đúng A, B, C hoặc D): (1.0 pt)**

**1/**

**PLC SYDNEY** (Presbyterian Ladies’ College Sydney) is a school for girls in Sydney. It is a boarding school. Students study and live there. About 1,250 girls from age four (kindergarten) to age eighteen (Year 12) go to PLC Sydney. PLC Sydney has students from all over Australia and overseas. Here, students study subjects like Math, Physics and English.

**VINABRITA SCHOOL** is an international school for students from year 1 to year 12. It has big buildings and modern equipment. Every day, students learn English with English speaking teachers. In the afternoon, they join many interesting clubs. They play basketball, football and badminton. Some creative students do drawings and paintings in the art club.

**Hướng dẫn dịch**

**PLC Sydney**

PLC Sydney(Presbyterian Ladies’s College Sydney) là một trường dành cho nữ sinh ở Sydney. Đó là một ngồi trường nội trú. Học sinh học và sống tại đó. Khoảng 1250 nữ sinh từ 4 tuổi(mẫu giáo)đến 18 tuổi(lớp 12) học tại PLC Sydney. PLC Sydney có học sinh đến từ khắp nước Úc và nước ngoài. Ở đây, học sinh học các môn như Toán, Lý, tiếng Anh.

Trường Vinabrita là một trường quốc tế danh cho học sinh từ lớp 1 đến lớp 12. Trường có nhiều tòa nhà lớn và trang thiết bị hiện đại. Mỗi ngày học sinh đều học tiếng Anh với giáo viên nói tiếng Anh. Buổi chiều học sinh tham gia vào nhiều câu lạc bộ thú vị. Họ chơi bóng rổ, bóng đá, cầu lông. Một vài học sinh sáng tạo thì vẽ hoặc sơn màu trong câu lạc bộ nghệ thuật.

**1. Which is NOT TRUE about PLC Sydney ?**

A. It’s a school for girls.

B. All students in PLC Sydney return home everyday.

C. There are both students from all over Australia and overseas at PLC Sydney .

D. It is a boarding school.

**2. PLC Sydney \_\_\_\_\_.**

A. has about 1,250 girls from age four (kindergarten) to age eighteen (Year 12)

B. has students from all over Austria

C. has students from overseas

D. has boys and girls

**3. Vinabrita school \_\_\_\_\_\_\_\_\_\_\_\_.**

A. is a national school for students from year 1 to year 12

B. is well-equipped

C. has many uninteresting clubs

D. has no big buildings

**4. Students at Vinabrita school \_\_\_\_\_\_\_\_\_\_\_\_.**

A. can take part in dull (= nhàm chán Date of planning: 26 / 10 / 2021

Date of teaching: .................

Week: 09

Period: 27) clubs

B. learn English with Vietnamese speaking teachers

C. can play sports

D. can’t be good at drawing and painting

|  |  |
| --- | --- |
| Date of planning: 27 / 10 / 2021  Date of teaching: .................  Week: 09  Period: 27 | UNIT 4: MY NEIGHBOURHOOD Lesson 1: Getting started  Lost in the old town! |

**I. OBJECTIVES:**

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

- use the lexical items related to the topic *My neighbourhood*

-use the vocabularies and structures to talk about different places and show directions to these.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* Vocabulary: places lexical items : neighbourhood (n), to be/get lost

**2. Skills:** listening, speaking and reading

**3. Attitude:** positive about your neighbourhood , love their neighbourhood

**4. Competences:** Ss can join teamwork, SS can have life skills ,Ss know how to learn

English right

**III. MATERIALS**

- Grade 6 textbook, Unit 4, Getting started

- Projector/ pictures and cards

sachmem.vn

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Warm-up (5’)**  \* **Aim:** - to activate students’knowledge on the topic of the unit  -to set the context for the listen and read part  \* **Content:** Listen an EL song and fill in the blanks  **\* Products:** Students say words aloud (indepently)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)  **- T - Ss**  Teacher shows some images of Hoi An on the screen and asks students some open questions  Teacher sets the context for the listening and reading text: Write the title on the board *My neighbourhood*.  Today we are going to travel around Hoi An; before we start the lesson, let’s get some vocabulary first. | | | Warm up: Team work  ***\* Chitchatting:***  “Do you know where it is?”  “Have you ever been to Hoi An?”  C:\Users\Vu Phuong\Desktop\Hoi-an-vietnam.jpg“Do you remember anything special in Hoi An?”  C:\Users\Vu Phuong\Desktop\OIP.jfif |
| **2. Presentation (5’)**  **\* Aim:** Aim: to introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- 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**  -. neighbourhood (n): /ˈneɪbəhʊd:vùng lân cận  - to be/get lost: /tuˈbɪ/ /get lost/: bị lạc  - Cross the road : băng qua đường  - Go / keep straight: đi thẳng  - Turn right / left: rẽ phải/ trái | |
| **Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To have students know the topic .  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation.  Students know how to role play.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**  - Set the context for the listening and reading.  - T has Ss look at the picture and answer some questions.  -T can also ask Ss to share any recent experiences of being lost .  Elicit answers, but do not confirm whether their answers are right or wrong.  - Ask Ss to talk a bit about the place where Nick, Phong and Khang are standing.  -Teacher plays the recording twice.   * Students listen and read. * Teacher checks students’ prediction. * Teacher calls 3 students to read the conversation aloud. | **Task 1. Listen and read**  - *What are Nick, Phong and Khang doing?*  *- What might be happening to them?*  *- Have you ever got lost?*  *- Where and when? How did you feel then?*  *- What did you do?*  \* Role play. | | |
| **Task 2 (7’)**  **\* Aims:** To practice the targeted language and the background knowledge of my neighbourhood.  \* **Content:** Read the conversation again and put the actions in order.  **\* Products:** Students write correct words on the board.  **\* Organization of implementtion:**  Giaoandethitienganh.info | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements. * Teacher has students pair compare before checking with the whole class. * Teacher calls some students to give the answers. | **Task 2: Read the conversation again and put the actions in order.**  ***Answer key:***  1. b 2. c 3. d  4. e 5. d | | |
| **Task 3:(5’)**  **\* Aims:** To help students know how to use *let’s* and *shall* to make suggestions.  \* **Content:** *How to make suggestions.*  **\* Products:** Understand and know how to make suggestions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  Teacher asks 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.   ***Model sentences: Making suggestions***  Teacher asks:   * Where do Phong, Nick and Khang go first? Who suggests going there? What does he say? Do Nick and Khang agree? What do they say?   Teacher writes model sentences | **Task 3: *How to make suggestions.***  ***\* Answer key:***  1. Let’s go to Chua Cau!  2. Shall we go there first?  3. First cross the road, and then turn left.  4. Fine, let’s go.  5. Let’s ask her.  ***Model sentences: Making suggestions***  - Shall we go there first?  - Let’s go to Chua Cau  ⭢ OK, sure.  \* We can use ***“Shall we +V1”*** and ***“Let’s + V1”*** to make suggestion | | |
| **Task 4 (7’)**  **\* Aims:** To help students know how to give directions through the conversation  \* **Content:** *Read the conversation, find and underline the following directions.*  **\* Products:** The correct answers from Ss. (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Have students quickly match each direction with the diagram. Check their answers as a class.  If students do not understand the phrases, use the diagrams to work the meaning out from the context.  - If it is a weaker class, ask for translation to make sure they understand.  -With a stronger class, teacher may wish to ask some additional questions,  e.g. *Can you tell me the way to the post office near here?, etc.* | ***Task 4: Read the conversation, find and underline the following directions.***  ***+ Answer keys:***  - Cross the road, turn left, go straight, take the second turning on the left, turn right.  ***\* Match these directions with the diagrams below.***  C:\Users\Vu Phuong\Downloads\Giving directions worksheet.jfif  ***Answer key:***  1. B, 2. A, 3. C, 4. E, 5. D | | |
| **Production:(5’)** | | | |
| **Task 5: (5’)**  **\* Aims:** To help Ss practise giving directions.  \* **Content:** Game- Find places  **\* Products:** Practise in groups in font of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5 :T-Ss, Ss-Ss***   * Demonstrate the game with a more able student.   Ask students to play the game in pairs. In a weaker class, work together with students first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs.  -Students work in groups of four to look around the class and write down things they can see in the class.  -Students may ask teacher if they don’t know the names of the items.  -Students share with the whole class. | **Task 5: Game- Find places**   * C:\Users\Vu Phuong\Downloads\Giving Directions LearnEnglish Teens British Council In City Map Esl.jfif   EX:  **A:** *Go straight. Take the first turning on the right. It’s on your right.*  **B:** *Is that the cinema?*  **A:** *Yes, it is.* | | |
| ….  **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson..  \* **Content:**. Summarise briefly the main content in the lesson.  **\* Products:** Say aloud what 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 | - some new words  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To revise 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………

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| --- | --- |
| Date of planning: 27 / 10 / 2021  Date of teaching: .................  Week: 10  Period: 28 | UNIT 4: MY NEIGHBOURHOOD 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 *My neighbourhood*;

- use the vocabulary and structures to talk about and describe places in a neighbourhood; pronounce and recognize the sounds /i/ and /i:/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to the topic ‘My neighbourhood’

**\* Grammar:** the sounds /i/ and /i:/.

**2. Skills:** Listening, writing and speaking

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences:** Talking and describing about a neighbourhood**;**  - Co-operation, self- study, using language to do exercises.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 4, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.  \* **Content:** *Game: Network ( places)*  **\* Products:** Students write words on the board. (Team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| * Teacher divides the class into two teams, then writes the topic “*places”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner.   - T leads in the lesson :  “ Now we are going to some vocab about places…” | | | ***Game: Network***  **school**  **places**  **\* Suggested answer:**  - market, cinema, bank, supermarket, temple, zoo, bookstore |
| **2. Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To teach students some places and adjectives describing ones in a neighbourhood.  \* **Content:** Some vocab related to 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 use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | | **\* Vocabulary**  - square (n) : quảng trường  - cathedral (n): thánh đường  - railway station (n) : nha ga  - crowded (adj) : đông đúc  - peaceful (adj) : yên bình  - modern (adj) : hiện đại  - boring (adj): buồn chán | |
| **2. Practice (10’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To help students name places in a neighbourhood.  \* **Content:** *Match the places with the pictures. Then listen, check and repeat the words.*  **\* Products:** The correct key from Ss .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss**   * Teacher asks students to match the places with the pictures. * Students do the task. * Teacher asks students to swap their books and mark in pairs. * Teacher plays the recording (Track 24) for students to listen and check their partner’s answers. * Teacher plays the recording again with a pause after each item and asks them to repeat the words/ phrases chorally and individually. | **Task 1:  *Match the places below with the pictures. Then listen, check and repeat the words.***  ***Answer key:***  1. C  2. E  3. D  4. A  5. B | | |
| **Task2:** **(5’)**  **\* Aims:** To help students practice asking and answering about places in a neighbourhood.  \* **Content:** *Ask and answer questions about where you live.*  **\* Products:** Work in pairs to ask and answer questions in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  - Ss works in pairs   * Teacher asks students to work in pairs to ask and answer questions about where they live. Remind them that they can use the places in 1 or any places they want to ask. * Teacher calls some pairs to practice in front of the class. * Teacher gives feedback and corrections  (if necessary). | **Task 2: *Ask and answer questions about where you live.***  ***Example:***  A: Is there ***a square*** in your neighbourhood?  B: Yes, there is. / No, there isn’t | | |
| **Task 3: (5’)**  **\* Aims:** To revise the adjective students learnt in primary school and help them practice asking and answering about places in a neighbourhood.  \* **Content:** *Ask and answer about your neighbourhood*  **\* Products:** Ask and answer questions in front of the class. ( group work)  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  - Ss work in groups.   * Teacher models this activity with a more able student and remind students that they can use adjectives in the box or other adjectives they know to talk about their village, town, city. * Students work with their partners. * Teacher calls some pairs to practice in front of class * Teacher may ask other students to give comments. | **Task 3:** ***Ask and answer about your neighbourhood***  ***You can use the adjectives below.***  Example :  A: Is your neighbourhood ***quiet***?  B: Yes, it is. / No, it isn’t | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds /i/ and /i:/)**  **\* Aims:** To help students to identify how to pronounce the sounds /i/ and /i:/.  \* Content: PRONUNCIATION \* Sounds /i/ and /i:/  \* Products: Read and know how to pronounce the Sounds /i/ and /i:/ | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /i/ and /i:/ to students and lets them watch a video about how to pronounce these two sounds and asks them to identify which sound is longer and which one is shorter. * Teacher asks students to give some words they know containing these sounds. | PRONUNCIATION  \* Sounds **/i/ and /i:/**  **+ Example:**   * /i/: chip, tin, ship, …   - /i:/: cheap, teen, sheep, … | | |
| **\* Practice** | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify and practice the /i/ and /i:/ sounds.  \* Content: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.  **\* Products:** Whole class practice the sound /i/ and /i:/.  **\* Organization of implementation:**  Giaoandethitienganh.info | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4 :T-Ss,***   * Teacher asks students to practice the sound /i/ and /i/ together. * Teacher plays the recording and ask students to repeat   - Teacher gets students to work in pairs and put the words in the correct column while they listen and call some pairs to write their answers on the board before checking their answers with the whole class | Task 4: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.  \* ***Answer key:***  Giaoandethitienganh.info   |  | | --- | | /i/ | | noisy, exciting, expensive, friendly |  |  | | --- | | /i:/ | | clean, peaceful, convenient, cheap | | | |
| **Task 5: (5’)**  **\* Aims:** To help students practice the sounds /i/ and /i:/ in sentences.  \* Content: Listen and practice the chant. Notice the sounds /i/ and /i:/.  **\* Products:** Whole class practise the chant .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher asks students to listen while teacher plays the recording. * Teacher plays the recording again and ask students to chant along. * Teacher provides further practice by dividing the class into 2 groups.   - Teacher has groups sing alternate lines. | Task 5: Listen and practice the chant. Notice the sounds /i/ and /i:/. | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply and make challenging what they have learnt with more difficult task.  \* **Content:** \* Game:*Tongue Twister*  **\* Products:** Students plays on groups.  **\* Organization of implementation**: | | | |
|  |  | | |
| * Teacher shows the Tongue Twister and asks students to practice in groups of 4. * Students practice in groups. * Teacher calls the representative from each group to say the sentences in front of the class.   - Teacher asks each group to vote for the group which has the best pronunciation. | **\* Game:*Tongue Twister***  *1. He took a chilly dip six feet deep in the sea. He says it keeps him fit.*  *2. He thinks he's slick in his sleek wheels meeting and greeting the elite.* | | |
| **4.** **Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /i/ and /i:/.  **\* 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 | - Vocabulary and how to pronounce the **sound /i/ and /i:/.** | | |
| **5. 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.  - Prepare lesson 3 ( A closer look 2)*..* | | |

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

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| --- | --- |
| **Date of planning: 03 / 11 / 2021**  **Date of teaching: .................**  **Week: 09**  **Period: 26** | **The middle- first term test** |

**I. Objectives:**

- To check sts' knowledge of grammar and vocabulary from unit 1 to unit 3

- Help sts improve their English

-Ss do the test seriously.

**II. Language content:**

- Vocab and structures from unit 1 to unit 3

**III. Materials:** - Paper tests, teaching plan

**IV. Procedure:**

**1. Warm up.**

- Check students’ attendance.

**MATRIX**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics** | **Knowing** | **Understanding** | **Applying** |
| **LISTENING 1** | I. Listen and tick |  |  |
| *Số câu: 5*  *Số điểm:1,0*  *Tỉ lệ %: 10* | *Số câu: 5*  *Số điểm: 1,0* |  |  |
| **LISTENING 2** |  | II. Listen and write |  |
| *Số câu: 5*  *Số điểm: 1,0*  *Tỉ lệ %: 10* |  | *Số câu: 5*  *Số điểm: 1,0* |  |
| ***GRAMMAR AND VOCAB*** | I .Circle the best answer to complete the sentence |  |  |
| *Số câu:15*  *Số điểm:3,0*  *Tỉ lệ %: 30* | *Số câu: 10*  *Số điểm: 2,0* |  |  |
| **READING 1** |  | III. Decide which image (A to H) means what is said in the statements (1 to 5). |  |
| *Số câu: 5*  *Số điểm: 1,0*  *Tỉ lệ %: 10* |  | *Số câu: 5*  *Số điểm: 1,0* |  |
| **READING 2** |  | IV. Read the passage and choose the correct answer A, B or C |  |
| *Số câu: 5*  *Số điểm:1,0*  *Tỉ lệ %: 10* |  | *Số câu: 5*  *Số điểm: 1,0* |  |
| **READING 3** |  | V. Read the passage and choose the correct answer A, B or C |  |
| *Số câu: 5*  *Số điểm:1,0*  *Tỉ lệ %: 10* |  | *Số câu: 5*  *Số điểm: 1,0* |  |
| **WRITING 1** |  |  | VI. Complete the second sentence so that it means the same as the first. |
| *Số câu: 5*  *Số điểm:1 ,0*  *Tỉ lệ %: 10* |  |  | *Số câu: 5*  *Số điểm: 1,0* |
| **WRITING 2** |  |  | VII. Write a short paragraph (60-80 words) about your best friend. |
| *Số câu: 1*  *Số điểm: 1,0*  *Tỉ lệ %: 10* |  |  | *Số câu: 1*  *Số điểm: 1,0* |
| *Total :*  *Số câu: 46*  *Số điểm: 10*  *Tỉ lệ %: 100%* | *Số câu: 15*  *Số điểm: 3,0;*  *Tỉ lệ %: 30* | *Số câu: 20*  *Số điểm: 4,0;*  *Tỉ lệ %: 40* | *Số câu: 6*  *Số điểm: 2,0*  *Tỉ lệ %: 20* |

1. *TEST*

*ĐỀ 1*

**Listening**

***I. Listen to 5 dialoges. And choose the best answer for each question. (1.0)***

1. What’s in Mary’s bowl?

A. vegetable soup B. noodle C. chicken

2. Where’s John’s book now?

A. on the upstairs B. on the table C. on the bed

3. What pet has Jane got?

A. Rabbit B. Cat C. Parrot

4. What’s Lucy’s story about?

A. a pirate B. a clown C. a farmer

5. Which woman is Anna’s aunt?

A. The woman with pink Jeans

B. The woman with yellow dress

C. The woman with blue Jeans

***II. Listen to a conversation and Write one word for each blank. (1.0)***

|  |  |
| --- | --- |
| **Pat’s School Music Lesson** | |
| Can learn to play: | The piano |
| Name of piano teacher: | (6) Mr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Place to go for lesson: | (7) Room next to the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Lesson are: | (8) On Friday\_\_\_\_\_\_\_\_\_\_\_\_ |
| For first lesson, take: | (9) favorite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Homework: | (10) Read page\_\_\_\_\_\_\_\_\_\_of her book. |

**Vocabulary, grammar and language functions.**

***III. Choose the best answer for each sentence. (2.0)***

11. How many rooms are there \_\_\_\_\_\_\_\_ your new house?

A. in B. of C. at

12. There \_\_\_\_\_\_\_\_\_\_\_ a watch and two pictures on the wall.

A. is B. are C. be

13. My mother is \_\_\_\_\_. She cares about other people.

A. creative B. caring C. funny

14. Where do you want to put the sofa? - \_\_\_\_\_\_\_\_\_the window.

A. next to B. between C. on

15. We have dinner in the \_\_\_\_\_\_\_\_\_\_.

A. bathroom B. kitchen C. bedroom

16. My grandparents \_\_\_\_\_\_\_to bed at 10 P.M everyday.

A. go B. goes C. are going

17. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now?

A. do you do B. are you doing C. is you doing

18. \_\_\_\_\_\_\_\_\_\_is your favourite subject?

A. What B. How C. Where

19. Lan \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for school.

A. is late often B. is often late C. often is late

20. “ How about playing football?” – “\_\_\_\_\_\_\_\_\_\_\_.”

A. I don’t like B. Good idea C. I’d like it.

21. My mum always asks me to wash my \_\_\_\_\_\_ before meals.

A. fingers B. arms C. hands

22. John goes to a/an\_\_\_\_\_\_\_\_\_\_ school. His classmates are from many countries.

A. boarding B. overseas C. international

23. Are there two bed rooms in your house ?

A. Yes, it is. B. Yes, I do. C. Yes, there are.

24. Lan is always \_\_\_\_\_\_\_\_\_\_. She studies more than four hours a day and never misses her homework.

A. active B. hard-working C. clever

25. He always \_\_\_\_\_ a glass of lemonade before breakfast.

A. is B. have C. has

**Reading**

***IV. Which notice (A-E) says this(26-30). (1.0)***

|  |  |  |  |
| --- | --- | --- | --- |
| *26. You can cook here.*  *\_\_\_\_\_\_\_\_\_* | *A.* | |  | | --- | | *KEEP OFF THE GRASS* | |
| *27. We have piano lessons for children between 6 and 10.*  *\_\_\_\_\_\_\_\_\_\_* | *B.* |  |
| *28. Don’t touch this because it’s hot.*  *\_\_\_\_\_\_\_\_\_* | *C.* | |  | | --- | | *PIANO LESSONS FOR CHILDREN BETWEEN 6 AND 10* | |
| *29. Don’t walk on the grass.*  *\_\_\_\_\_\_\_\_\_* | *D.* |  |
| *30. I’m a good-looking girl.*  *\_\_\_\_\_\_\_\_\_\_\_* | *E.* |  |

***V. Choose the letter A, B, C or D to complete the passage below. (1.0)***

Johnson \_\_\_\_\_\_\_\_\_\_ (31) a student. He’s 12 years old. He studies \_\_\_\_\_\_\_\_\_\_ (32) Ba Dinh secondary school on Hoang Hoa Tham Street. He usually \_\_\_\_\_\_\_\_\_\_ (33) home for school \_\_\_\_\_\_\_\_\_\_ (34) 6.30 a.m. He lives near the school, so he usually walks to school with some of his friends. But today his father \_\_\_\_\_\_\_\_\_\_\_ (35) him to school.

31. A. is B. are C. am

32. A. in B. on C. at

33. A. left B. leave C. leaves

34. A. at B. to C. for

35. A. is driving B. drive C. drives

**VI. Read the letter and choose the best answer*. (1.0)***

Hi Phong and Mi,  
How are you? I'm in Da Lat with my parents. We are staying at the Crazy House Hotel. Wow! It really is crazy.  
Da Lat is nice. It's cool all year round! There are a lot of things to see and lots of tourists too.  
There are ten rooms in the hotel. They are named after different animals. There is a Kangaroo room, an Eagle room, and even an Ant room. I'm staying in the Tiger room. It's called the Tiger room because there's a big tiger on the wall.  
The Tiger is between the bathroom door and the window. The bed is under the window – but the window is a strange shape. I put my bag under the bed. I put my books on the shelf. There is a lamp, a wardrobe and a desk. There are clothes on the floor – it's messy, just like my bedroom at home.  
You should visit here, it's great.  
See you soon! (Nick**)**

**36.Nick \_\_\_\_\_\_\_\_\_.**

A. is in Nha TRang

B. is staying at the Crazy House Hotel in Da Lat with his parents

C. is staying in the Kangaroo room

**37. Which is TRUE ?**

A. Da Lat is beautiful and cold all year round.

B. Nick is staying at the Crazy **House Motel (= nhà nghỉ).**

C. There are 20 rooms in the hotel.

**38. Nick’s room \_\_\_\_\_.**

A. is called the Tiger room

B. has a small tiger on the wall

C. between the bedroom door and the window

**39. What is there in his room ?**

A. a bed, a bookshop and a window

B. a shelf, a lamp, a wardrobe and a desk

C. A & B

40. Whom is Nick writing to?

A. His parents B. His friends, Phong and Mi C. His mother

**Writing**

***VII. Complete the second sentence so that it means the same as the first. Use the cues in the brackets (1,0 pt)***

41. Hoa's school has more than 500 students. ( There are)

→There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

42. The lamp is behind the computer. ( in front of)

→ The computer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

43. Phong likes Maths most. ( subject)

→ Phong's favourite\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

44. There is a small fridge beside the cupboard. (next to)

→ There is a small fridge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the cupboard.

45. I like my bedroom most. (favourite)

→My bedroom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_room.

***VII. Write a short paragraph (about 60 - 80 words) about your best friend.***

……………………………………………………………………………………………………………………………………………………………………………………….

………………………………………………………………………………………….

*ĐÊ 2*

**Listening**

***I. Listen to 5 dialoges. And choose the best answer for each question. (1.0)***

**1**. What’s in Mary’s bowl?

A. chicken B. noodle C. vegetable soup

2. Where’s John’s book now?

A. on the table B. on the upstair C. on the bed

3. What pet has Jane got?

A. Parrot B. Cat C. Rabbit

4. What’s Lucy’s story about?

A. a clown B. a pirate C. a farmer

5. Which woman is Anna’s aunt?

A. The woman with pink Jeans

B. The woman with blue Jeans

C. The woman with yellow dress

***II. Listen to a conversation and Write one word for each blank. (1.0)***

|  |  |
| --- | --- |
| **Pat’s School Music Lesson** | |
| **Can learn to play:** | The piano |
| **Name of piano teacher:** | (6) Mr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Place to go for lesson:** | (7) Room next to the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson are:** | (8) On Friday\_\_\_\_\_\_\_\_\_\_\_\_ |
| **For first lesson, take:** | (9) favorite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Homework:** | (10) Read page\_\_\_\_\_\_\_\_\_\_of her book. |

**Vocabulary, grammar and language functions.**

***III. Choose the best answer for each sentence. (3.0)***

11. My mum always asks me to brush my \_\_\_\_\_\_ after meals and before bedtime.

A. teeth B. arms C. hands

12. John goes to a/an\_\_\_\_\_\_\_\_\_\_ school. His classmates are from many countries.

A. international B. overseas C. boarding

13. Is there a TV in your house ?

A. Yes, there is. B. Yes, I do. C. Yes, there are.

14. Minh is always \_\_\_\_\_\_\_\_. He studies hard everyday and never misses her homework.

A. active B. clever C. hard-working

15. He always \_\_\_\_\_ a cup of tea after breakfast.

A. has B. have C. is

16. How many rooms are there \_\_\_\_\_\_\_\_ your new house?

A. in B. of C. at

17. There \_\_\_\_\_\_\_\_\_\_\_ two pictures on the wall.

A. is B. are C. be

18. My brother is \_\_\_\_\_. He draws many beautiful pictures.

A. creative B. caring C. funny

19. Where do you want to put the TV? - \_\_\_\_\_\_\_\_\_the table.

A. next to B. between C. on

20. We have dinner in the \_\_\_\_\_\_\_\_\_\_.

A. bathroom B. bedroom C. kitchen

21. My parents \_\_\_\_\_\_\_to bed at 10 P.M everyday.

A. go B. goes C. are going

22. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the moment?

A. do you do B. is you doing C. are you doing

23. \_\_\_\_\_\_\_\_\_\_is your favourite song?

A. What B. How C. Where

24. Lan \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for school.

A. is late often B. is often late C. often is late

25. “ How about swimming next Sunday afternoon?” – “\_\_\_\_\_\_\_\_\_\_\_.”

A. Good idea B. I don’t like C. I’d like it.

**Reading**

***IV. Which notice (A-E) says this(26-30). (1.0)***

|  |  |  |
| --- | --- | --- |
| 26. Don’t enter this area beacuse it’s not safe.  *\_\_\_\_\_\_\_\_\_\_* | A. |  |
| 27. The boys are playing football.  \_\_\_\_\_\_\_\_\_\_\_ | B. | |  | | --- | | NO SMOKING | |
| 28. It is my favourite subject at school.  \_\_\_\_\_\_\_\_\_ | C. | **School Library**  **Open: 7am-4pm (weekdays)** |
| 29. You can read books here from Moday to Friday.  \_\_\_\_\_\_\_\_\_\_\_ | D. |  |
| 30. You can’t smoke here.  \_\_\_\_\_\_\_\_\_\_\_\_\_ | E. |  |

***V. Choose the letter A, B, C or D to complete the passage below. (1.0)***

Johnson \_\_\_\_\_\_\_\_\_\_ (31) a student. He’s 12 years old. He studies \_\_\_\_\_\_\_\_\_\_ (32) Ba Dinh secondary school on Hoang Hoa Tham Street. He usually \_\_\_\_\_\_\_\_\_\_ (33) home for school \_\_\_\_\_\_\_\_\_\_ (34) 6.30 a.m. He lives near the school, so he usually walks to school with some of his friends. But now his father \_\_\_\_\_\_\_\_\_\_\_ (35) him to school.

31. A. are B. is C. am

32. A. in B. at C. on

33. A. left B. leaves C. leave

34. A. for B. to C. at

35. A.  drive B. is driving C. drives

**VI. Read the letter and choose the best answer*. (1.0)***

My new school is in a quiet place not far from the city centre. It has three buildings and a large yard. This year there are twenty-six classes with more than 1,000 students in my school. Most students are hard-working and serious. The school has about 40 teachers. They are all helpful and friendly. My school has different clubs: Dance, English, Arts, Football and Basketball. I like English, so I joined the English club. I love my school because it is a good school.

**36. The writer's new school \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

A. is very far from the city centre

B. is in a quiet place not far from the city centre

C. is in a noisy place not far from the city centre

**37. How many classes and students does his/her school have ?**

A. 26 classes - 100 students

B. 26 classes - more than 1,000 students

C. 1,000 classes – 26 students

**38. Which is NOT TRUE ?**

A. Most students are hard-working and serious.

B. The school has about 40 teachers.

C. The teachers are all unhelplful and unfriendly.

**39. Which is NOT MENTIONED (đề cập) in the passage ?**

A. the number of students

B. the character of the teacher

C. the appearance of the students (= hình dáng của học sinh)

**40. Why does the writer love his/ her new school?**

A. Because it is near his/ her house.

B. Because it is a good school.

C. Because it is in the city center.

**Writing**

***VII. Complete the second sentence so that it means the same as the first. Use the cues in the brackets (1,0 pt)***

41. There is a small clock beside the picture. (next to)

→ There is a small clock\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the picture.

42. I like English most. (favourite)

→English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_subject.

43. My school has about 300 students. ( There are)

→There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

44. The cat is in front of the TV. ( behind)

→ The TV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

45. Hoa likes Physics most. ( subject)

→ Hoa's favourite\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***VIII. Write a short paragraph (about 60 - 80 words) about your best friend.***

…………………………………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………….

**ĐÁP ÁN KIỂM TRA GIỮA KỲ 1**

**ĐỀ 1**

**I.Listen and draw lines. There is one example**

**0,2 điểm cho 1 câu đúng.**

**1. A 2. A 3. A 4. B 5. B**

**II. Listen and write. There is one exaple(1pt).**

**0,2 điểm cho 1 câu đúng.**

6. RACE 7. LIFT 8. MORNING(S) 9. CD 10. 26 (TWENTY-SIX)

**C. GRAMMAR AND VOCABULARY**

**III. Choose the best answer .**

**0,2 điểm cho 1 câu đúng.**

11. A 12. A 13. B 14. A 15. B

16. A 17. B 18. A 19. B 20. B

21. C 22. C 23. C 24. B 25. C

**READING:**

**IV. Which notice (A-E) says this (21-25) (1pt)**

**0,2 điểm cho 1 câu đúng.**

26. E 27. D 28. A 29. A 30.B

**V.Read the passage and choose the best answer to complete the passage.(1.0pt)**

**0,2 điểm cho 1 câu đúng.**

31. B 32.B 33. B 34. C 35. B

**VI. Read the passage and choose the best answer the: (1.0pt)**

**0,2 điểm cho 1 câu đúng.**

36. B 37. B 38.C 39. C 40. B

**WRITING**

**VII. Rewrite the sentences with the same meaning (1,0pt):**

**0,2 điểm cho 1 câu đúng.**

41. There **are more than 500 students in Hoa’s school**.

42. The computer **is in front of the lamp**.

43. Phong’s favourite **subject is Maths.**

44. There is a small fridge **next to** the cupboard.

45. My bedroom **is my favourite** room.

**VIII. Write a paragraph (about 60- 80 words ) about your best friend. (*1,0p)***

ss' writing

minus points for grammar mistakes, spelling,...

SUMMARY:

**ĐỀ 2**

**Listen and draw lines. There is one example**

**0,2 điểm cho 1 câu đúng.**

**1. C 2. B 3. C 4. A 5. C**

**II. Listen and write. There is one exaple(1pt).**

**0,2 điểm cho 1 câu đúng.**

6. RACE 7. LIFT 8. MORNING(S) 9. CD 10. 26 (TWENTY-SIX)

**C. GRAMMAR AND VOCABULARY**

**III. Choose the best answer .**

**0,2 điểm cho 1 câu đúng.**

11. A 12. A 13. A 14. C 15. A

16. A 17. B 18. A 19. A/ C 20. C

21. A 22. C 23. A 24. B 25. A

**READING:**

**IV. Which notice (A-E) says this (21-25) (1pt)**

**0,2 điểm cho 1 câu đúng.**

26. E 27. C 28. D 29. A 30.B

**V.Read the passage and choose the best answer to complete the passage.(1.0pt)**

**0,2 điểm cho 1 câu đúng.**

31. A 32.C 33. C 34. A 35. A

**VI. Read the passage and choose the best answer the: (1.0pt)**

**0,2 điểm cho 1 câu đúng.**

36. B 37. B 38. A 39. B 40. B

**WRITING**

**VII. Rewrite the sentences with the same meaning (1,0pt):**

**0,2 điểm cho 1 câu đúng.**

41. There is a small clock **next to** the picture.

42. English **is my favorite** subject.

43. There **are about 300 students in my school**.

44. The TV **is behind the cat.**

45. Hoa’sfavourite **subject is Physics.**

**VIII. Write a paragraph (about 60- 80 words ) about your best friend. (*1,0p)***

ss' writing

minus points for grammar mistakes, spelling,...

SUMMARY:

|  |  |
| --- | --- |
| **Date of planning: 03 / 11 / 2021**  **Date of teaching: .................**  **Week: 10**  **Period: 29** | UNIT 4: MY NEIGHBOURHOOD  Lesson 3: A closer look 2 |

**I. OBJECTIVES:**

By the end of the lesson, students can understand and use comparative adjectives to make sentences, dialogues.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to the topic ‘My neighbourhood’

**\* Grammar:** : Comparative adjectives.

**2. Skills:** Listening, writing and speaking

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences:** - Co-operation, self- study, using comparative adjectives to make sentences, dialogues.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 4, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of comparison.  \* **Content:** *\** Game: Crossword  **\* Products:** Ss play game in groups and find correct words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **- T - Ss**   * Teacher divides the class into 2 groups. * Teacher prepares the ppt for the crosswords, students take turn to answer the words * The one can get the key word wins the game.   - Teacher asks students how the understand the key word COMPARISON  **🡪Lead in**   * Teacher says: “This lesson today we are going to use comparative adjectives” | | | ***\** Game: Crossword**  **C** L E V E R  B U S – S T **O** P  T E **M** P L E  **P** E A C E F U L  C A T H E D R **A** L  S Q U A **R** E  N O **I** S Y  E X P E N **S** I V E  B **ORING**  M O D E R **N** |
| **1. Presentation (7’)**  **\* Aim:** To introduce targeted grammar of comparison.  \* **Content:** Comparative adjectives  **\* Products:** understand and how to use comparative adjectives  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – grammar.**  **- T - Ss**  - Teacher draws students’ attention to the form of the sentences from chatting and ask them whether they know the target tense.  - Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  - T explains the usage and the form.  - Ss listen and copy down. | | **\* Grammar : Comparative adjectives**    Who’s taller ? Tom or Mary.    🡪Tom is taller than Mary    - A house in a city is **more expensive than** a house in the countryside.   * **Form:** * **Short Adj:**   S + be + adj-ER + than + S’.   * **Long Adj:**   S + be + MORE + adj + than + S’.   * **Use:**   *+ We can use comparative adjectives to compare two people or things.*  + Sign: “than” | |
| **2. Practice (20’)** | | | |
| **Task 1** + **Task 2 (8’)**  **\* Aims:**  To help students practise using comparative adjectives.  To help students practise forming the correct comparative form of adjectives.  \* **Content:** Complete the sentences with comparative form of the adjectives**.**  **\* Products:** Students write correct the answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss :**  **Complete the sentences with comparative form of the adjectives.**   * Ask students to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.   *( Or Teacher can have students work by playing game : Lucky number.)*  **Task 2: Ss-Ss**  **Complete the letter using the correct form of the words.**   * Ask students to read and complete the letter individually. Remind them to pay attention to the number of the syllables in each adjective.   Have students compare their answers in pairs before checking with the whole class. Confirm the correct answers | **Task 1: Complete the sentences with comparative form of the adjectives.**  ***\* Answer key:***  1. taller  2. noisier  3. bigger  4. more peaceful  5. more exciting  **Task 2:**  **Complete the letter using the correct form of the words.**  ***Answer key:***   1. hotter 2. smaller 3. older 4. wider 5. more delicious   cheaper | | |
| **Production (8’)** | | | |
| **Task 3:** **(5’)**  **\* Aims:** To help Ss practise using comparative adjectives.  \* **Content:** Compare two neighbourhoods using the given adjectives  **\* Products:** Students’ correct sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  - Ask Ss to look at the pictures of the two neighbourhoods.  - Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe the m.  - Ask Ss to write sente nces, comparing the two neighbourhoods.  Have Ss compare their sentences in pairs before showi ng some of their sente nces to the whole class.  - Ask other Ss to give comments and correct any mistakes if possible. | **Task 3: Compare two neighbourhoods using the given adjectives.**  **--> Suggested answer:**  1*. Binh Minh is more crowded than Long Son.*  *2. Long Son is more boring than Binh Minh.*  *3. Long Son is quieter than Binh Minh.*  *4. Long Son is more peaceful than Binh Minh.*  *5. Binh Minh is more modern than Long Son.*  *…….* | | |
| **Task 4: (3’)**  **\* Aims:** To give Ss further practice on using comparative adjectives.  \* **Content:** Compare life in the city with life in the country.  **\* Products:** Ss work in groups to ask and answer in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***  - Teacher use the Power Point screen to show the two pictures and asks students to work in groups to talk about the differences.  - Encourage the students to use the adjectives in the textbook first and then they can broaden by adding more adjectives to describe. | **Task 4: Work in groups and compare life in the city with life in the country.**  C:\Users\Vu Phuong\Desktop\busy-city_840x480.jpg C:\Users\Vu Phuong\Desktop\city-country-living.jpg  **Example:**  **A*:*** *Is the life in the city noisier than the life in the countryside?*  ***B:****Yes, it is.*  ***A:****Is the life in the countryside more modern than the life in the city?*  ***B:****No, it isn't.* | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss 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. | - Grammar: Comparative adjectives  - form and usage. | | |
| **4. 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. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

|  |  |
| --- | --- |
| **Date of planning: 03 / 11 / 2021**  **Date of teaching: .................**  **Week: 10**  **Period: 29** | UNIT 4: MY NEIGHBOURHOOD  Lesson 4 : Communication |

**I. OBJECTIVES:**

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

* ask for and giving directions in a neighbourhood;
* listen for sequence and for details;

- create an audio guide for Ho Chi Minh City.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to city fact file of some cities.

**\* Grammar:** Comparative, giving instructions.

**2. Skills:** Listening, writing and speaking

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences** **:** develop their language skills, as well as communication, summarizing ; **-** Giving directions

abilities,…

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 4, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To introduce the topic; To lead in the lesson about vocabulary and pronunciation  \* **Content:**  **\* Products:**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T - Ss**  - Teacher divides the class into 2 groups and let them play a small game: **Guessing game**  - Teacher gives 3 pictures related to Hoi An (one by one) and asks “Which city is this?”, students guess the name of the place and explain their guess.  **- Lead in:**   * Teacher leads students into the lesson by asking students some questions:   🡪 Today we are going to listen to a guide to Hoi An. | | | ***\**  Game: Guessing game**  => Hoi An, HCM city.  *- Have you ever been to Hoi An?*  *- What do you know about this place?*  ***\* Suggested answers:***  *Yes, I have.*  *I think Hoi An is an ancient town, it has Ong pagoda, Hoa Nhap workshop,…* |
| **2. Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **Asking for and giving diredions** | | | |
| **Task 1: (5’)**  **\* Aim:** To introduce ways to ask for and give directions in English.  \* **Content:** Listening and expressing the strutures of giving directions  **\* Products:** Role play and practice in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:T –Ss**  - Teacher plays the recording for students to listen and read the dialogue between A and B at the same time.  - Ask students to pay attention to the sentences and phrases used to ask for and give directions.  -Teacher elicits the structures for directions  - Teachers elicit the phrases to give directions from student. | | **Task 1: Listening and expressing the strutures of giving directions.**  1. Could you tell me the way to …?  2. Where’s the nearest …?  1. go along  2. on your left/ right  3. take the first turning  ***Audio script:***  *A: Excuse me. Could you tell me the way to the cinema, please?*  *B: Go along this street. It’s on your left.*  *A: Excuse me. Where’s the nearest post office, please?*  *B: Go out of the station. Take the first turning on the right.* | |
| **3. Practice (20’)** | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice asking for and giving directions.  \* **Content**: practice the phrases and structures of asking for and giving directions.  **\* Products:** Some pairs to practise in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  - Teacher asks students to work in pairs and take turns to practice the dialogue.  - Students do the task in pairs.  - Teacher calls some pairs to practise in front of the class.  - Teacher gives feedback and corrections (if necessary). | **Task 2: Work in pairs. Have students practice the phrases and structures of asking for and giving directions. (p. 61)** | | |
| **Task 3:** **(5’)**  **\* Aims:** To apply the knowledge about asking and giving directions in a neighbourhood  \* **Content:** Make similar conversations to ask for and give directions to places near your school.  **\* Products:** Some pairs to practice in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**  .   * Teacher asks students to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. * Encourage them to practice asking for and giving directions to some places near their school. * Move around to observe and provide help. * Call some pairs to practice in front of the class.   - Comment on their performance. | **Task 3: Work in pairs. Make similar conversations to ask for and give directions to places near your school.**  Example:  **A*:****Excuse me. Could you tell me the way to Song Ve market please?*  (***B:****Go straight and then take the second turning on the right.* | | |
| **4. Production (8’)**  **\* An audio guide to a place** | | | |
| **Task 4:(5’)**  **\* Aims:** To help students get used to some famous landmarks in big cities.  \* **Content:** listening to an audio guide to Hoi An. Listen and fill in the blanks  **\* Product:** Write the correct name under the pictures of the pictures.**(***individual work)*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher shows 4 pictures of 4 places mentioned in the recording. Students give the order of their names (individually).   - The whole class share their ideas.  - Teacher writes some students’ ideas on the board to check later.  -Teacher asks students to work in pairs, read the names in the boxes (make sure that they pronounce the names correctly) and write the correct name under the pictures of the pictures.  -Students share the answer with the whole class.  - Teacher checks and elicits from students any information they know about the pictures.  - Ss run through the passage of Ex3 / P43   * T play Track 37, students fill in the gaps (individually). * Students compare with a partner, then check together. | **Task 4: Nick is listening to an audio guide to Hoi An. Listen and fill in the blanks. (p. 43)**  *a) Café 96*  Description: C:\Users\USER\Desktop\Chuyen de\Hoa Nhap workshop.jpg  *b) Hoa Nhap Workshop*  *c) Museum of Sa Huynh Culture*  Description: C:\Users\USER\Desktop\Chuyen de\Quan Cong temple.jpegDescription: C:\Users\USER\Desktop\Chuyen de\Museum of Sa Huynh Culture.jpg    *d) Quan Cong Temple*  Description: C:\Users\USER\Desktop\Chuyen de\Cafe 96.jpg  **\* Fill in the gaps**  ***Answer key:***  1. straight  2. second  3. next to  4. near | | |
| **Task(5’)**  **\* Aims:** To help students practice creating an audio guide for Ho Chi Minh City.  \* **Content:** Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.  **\* Products:** Ss give directions to places on the map (group work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**  - Ask students to read the instructions carefully   * Remind them of the expressions they can use to give directions. * Ss work in groups * Group 1: Thong Nhat Palace * Group 2: Sai Gon Notre Dame Cathedral * Group 3: Ho Chi Minh city Museum * Group 4: Ton Duc Thang mMuseum | **Task 5: Look at the map below and create an audio guide for District 1 of Ho Chi Minh City. (p. 43)**    Use “first, after that, and finally” to link the direction  **Example:**  Let’s start our tour in Ho Chi Min City. We are in Hai Ba Trung now.  First, go to………… | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Say aloud what they have learnt in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Asking for and giving diredions  - Listen to an audio guide to a place and create an audio guide for District 1 of Ho Chi Minh City | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **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.  Giaoandethitienganh.info | - Learn by heart the structures about asking and giving directions  -Do exercise C, D / P29,30,31,32-WB  - To prepare for the next lesson: Unit 4 My neighbourhood / Skills 1. | | |

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

**Ký duyệt, ngày …….tháng ………năm 2021**

|  |  |
| --- | --- |
| Date of planning: 10 / 11 / 2021  Date of teaching: .................  Week: 11  Period: 31 | **The Mid-Term First Semester Test Correction** |

**I. OBJECTIVES:**

The ss show how to apply their knowledge from unit 1 to unit 3 From the test , teacher can master students and classes’ knowledge and have suitable method to teach in the next periods

ss improve their skills of doing test and get progress.

**II. MATERIALS**: lesson plan, tested papers

**III. PROCEDURES**

|  |  |
| --- | --- |
| ***T's activites*** | ***Ss activities*** |
| Teacher delivers the test  Give general remarks  Good points  Improvement:  Praise some good ss  Encourage the weaker.  Elicits from ss to make sure the keys and improvement | Listen to the teacher  answer T's eliciting qs |

**Keys**

**ĐỀ 1**

**I.Listen and draw lines. There is one example**

**0,2 điểm cho 1 câu đúng.**

**1. A 2. A 3. A 4. B 5. B**

**II. Listen and write. There is one exaple(1pt).**

**0,2 điểm cho 1 câu đúng.**

6. RACE 7. LIFT 8. MORNING(S) 9. CD 10. 26 (TWENTY-SIX)

**C. GRAMMAR AND VOCABULARY**

**III. Choose the best answer .**

**0,2 điểm cho 1 câu đúng.**

11. A 12. A 13. B 14. A 15. B

16. A 17. B 18. A 19. B 20. B

21. C 22. C 23. C 24. B 25. C

**READING:**

**IV. Which notice (A-E) says this (21-25) (1pt)**

**0,2 điểm cho 1 câu đúng.**

26. E 27. D 28. A 29. A 30.B

**V.Read the passage and choose the best answer to complete the passage.(1.0pt)**

**0,2 điểm cho 1 câu đúng.**

31. B 32.B 33. B 34. C 35. B

**VI. Read the passage and choose the best answer the: (1.0pt)**

**0,2 điểm cho 1 câu đúng.**

36. B 37. B 38.C 39. C 40. B

**WRITING**

**VII. Rewrite the sentences with the same meaning (1,0pt):**

**0,2 điểm cho 1 câu đúng.**

41. There **are more than 500 students in Hoa’s school**.

42. The computer **is in front of the lamp**.

43. Phong’s favourite **subject is Maths.**

44. There is a small fridge **next to** the cupboard.

45. My bedroom **is my favourite** room.

**VIII. Write a paragraph (about 60- 80 words ) about your best friend. (*1,0p)***

ss' writing

minus points for grammar mistakes, spelling,...

SUMMARY:

**ĐỀ 2**

**Listen and draw lines. There is one example**

**0,2 điểm cho 1 câu đúng.**

**1. C 2. B 3. C 4. A 5. C**

**II. Listen and write. There is one exaple(1pt).**

**0,2 điểm cho 1 câu đúng.**

6. RACE 7. LIFT 8. MORNING(S) 9. CD 10. 26 (TWENTY-SIX)

**C. GRAMMAR AND VOCABULARY**

**III. Choose the best answer .**

**0,2 điểm cho 1 câu đúng.**

11. A 12. A 13. A 14. C 15. A

16. A 17. B 18. A 19. A/ C 20. C

21. A 22. C 23. A 24. B 25. A

**READING:**

**IV. Which notice (A-E) says this (21-25) (1pt)**

**0,2 điểm cho 1 câu đúng.**

26. E 27. C 28. D 29. A 30.B

**V.Read the passage and choose the best answer to complete the passage.(1.0pt)**

**0,2 điểm cho 1 câu đúng.**

31. A 32.C 33. C 34. A 35. A

**VI. Read the passage and choose the best answer the: (1.0pt)**

**0,2 điểm cho 1 câu đúng.**

36. B 37. B 38. A 39. B 40. B

**WRITING**

**VII. Rewrite the sentences with the same meaning (1,0pt):**

**0,2 điểm cho 1 câu đúng.**

41. There is a small clock **next to** the picture.

42. English **is my favorite** subject.

43. There **are about 300 students in my school**.

44. The TV **is behind the cat.**

45. Hoa’sfavourite **subject is Physics.**

**VIII. Write a paragraph (about 60- 80 words ) about your best friend. (*1,0p)***

ss' writing

minus points for grammar mistakes, spelling,...

SUMMARY:

|  |  |
| --- | --- |
| **Date of planning: 10 / 11 / 2021**  **Date of teaching: .................**  **Week: 11**  **Period: 32** | UNIT 4: MY NEIGHBOURHOOD  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;
* identify different features of a place; use what they have learnt to talk about a city.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to city fact file of some cities

**\* Grammar:** Making suggestions.

**2. Skills:** Reading and speaking

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences:** Co-operation, self- study, friend.develop their language skills; Asking for and giving directions neighbourhood**.**

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 4, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic of reading and To lead in the lesson about Skills 1.  \* Content: Play a game : Mattching  **\* Products:** Match correctly and fast ( team work)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teacher divides the class into 2 teams.  - Teacher shows the screen, includes words in EL and words in Vietnamese.  - Members from two teams take turns and matchs as fast as possible.  - The team matched faster and correctly is the winner. | | *\** Play a game : Mattching  a.Nó ở bên phải của bạn  b. Đi thẳng  c. Đi đến cuối con đường  d. Rẽ trái ở cột đèn giao thông  e. Rẽ trái ở chổ rẽ đầu tiên  f. Băng qua tram xe buýt  g. Đi dọc theo con đường  1. Go straight on  2. Turn left at  the traffic lights.  3. Go past the bus stop.  4. Take the first turning  on the left.  5. Go to the end of  the road.  6. Go along the street  7. It’s on your right |
| **2. Presentation (7’)**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | | \* **Vocabulary**  - suburb (n), /ˈsʌbɜːb/: khu ngoại ô (note: usually plural) *(Synonym: the countryside)* in the suburb of…..  - outdoor activity, /ˈaʊtˌdɔːr//ækˈtɪvəti/: hoạt động ngoài trời (example: *play football, go camping, go fishing… where can do these activities?)*  - backyard (n), /ˌbækˈjɑːrd/: sân sau *(explaination: the yard behind the house)*  - dislike (v), /dɪˈslaɪk/: không thích (antonym: like, love…)  - incredibly (adv), /ɪnˈkredəbəl/: cực kỳ, một cách đáng kinh ngạc (synonym: *very, extremely)*  - crowded (a), /ˈkraʊdɪd/ explanation  **\*Checking: what and where** |
| **3. Pre -reading (5’)** | | |
| **\* Aims:** To lead in the lesson about Skills 1.  \* **Content:** Some questions about Khang’s neighbourhood  **\* Products:** answer the questions correctly. ( individual work)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss**  - Teacher leads students into the lesson by asking students some questions:  - Ss look at the pictures of Khang's neighbourhood and answer the questions   * T gives feedback | 1. Where do you think Khang’s neighbourhood is? 2. What do you think about it? 3. What are there in the neighbourhood? 4. Do you like living there? Why?/ Why not?   🡪 You’re going to read Khang’s blog.  ***Suggested answers:***   1. *In the countryside.* 2. *I think Khang’s neighbourhood is very nice and peaceful.* 3. *There are a lot of trees, markets,...*   *Yes, I do. Because it is very peaceful.* | |
| **4. While-Reading (10’)**  **Task 1 + Task 2**  **\* Aims:** To develop reading skill for general and specific information.  \* **Content**: Read Khang’s blog. find the meaning of words in the  **\* Products:** Students’ explaination about the meaning of words clearly.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to read the blog and underline the words in the box individually.  - Then let them try to guess the meaning.  - Students read the text and answer the questions.  - Students can compare their answers before discussing them as classwork. | **Task 1: Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  **Task 2: Read Khang’s blog again and fill the table with the information.**   |  |  | | --- | --- | | Like | Dislike | | - It’s great for outdoor activities.  - There’s almost everything here.  - Most houses have a backyard and a front yard.  - People are incredibly friendly.  - The food is very good. | - The streets are busy, crowded, and noisy during the day. | | |
| **Task 3:**  **\* Aims:** To help Ss develop their reading skill for specific information (scanning).  \* **Content**: Read Khang’s blog again. Then answer the questions.  **\* Products:** Students say the answers correctly.  **\* Organization of implementation** : | | |
|  |  | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher asks students to go through the questions (1 – 4) to make sure that they understand them and know what information is being asked.   - Ss has students answer the questions by playing game : *Lucky number* | **Task 3: Read Khang’s blog again. Then answer the questions.**  ***\* Answer key:***  1. It is in the suburb of Da Nang.  2. Because it has beautiful parks, sandy beaches and fine weather.  3. They are very friendly.  4. Because they are busy and crowded.  5+6 : LN | |
| **5. Pre-Speaking** | | |
| **Task 4:**  **\* Aims:** To help students form the ideas for their speaking  \* **Content:** Make notes about your neighbourhood. Think about what you like/ dislike about it.  **\* Products:** Make notes of the information and share with the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to work in groups and allows each group to think what they like/ dislike in their neighbourhood.  - Teacher asks students to discuss and make notes of the information they want to share with the class.  - Teacher goes around and offers help if needed. | **Task 4: Make notes about your neighbourhood. Think about what you like/ dislike about it.**  **Example:**   |  |  | | --- | --- | | **LIKES** | **DISLIKES** | | *-delicious and cheap food*  *- nice and friendly people*  *- fresh air* | *- crowed streets*  *- polluted environment.* | | |
| **6. While-Speaking**  **\* Aims:** To help student use what they have learnt so far to talk about their neighbourhood  \* **Content:** Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.  **\* Products:** Role play in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| -Teacher invites some students to share their preparation and makes sure they speak in full sentences.  - Students share their ideas with the whole class. | **Task 5: Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  **Example:**  **A:** Where do you live?  **B:** I live in the centre of Quang Ngai city.  **A:** What do you like about it?  **B:** The weather is fine. The people are friendly and the food is good.  **A:** What do you dislike about it?  (**B:** The streets are busy and crowded. | |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarise what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills ( talk about their neighbourhood) | |
| **8. 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 asks students to prepare the new lesson | - Do Ex inWB  - Prepare: Skills 2 (Write a paraggraph about  your neighbourhood saying what you like or dislike | |

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

|  |  |
| --- | --- |
| **Week: 11**  **Period: 33** | UNIT 4: MY NEIGHBOURHOOD  Lesson 6 : Skills 2 |

**I. OBJECTIVES:**

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

* listen for specific information about one’s neighbourhood;

write a paragraph about one’s neighbourhood.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to city fact file of some cities

**\* Grammar:** Simple present tense, giving instructions

**2. Skills:** Writing and listening

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences:** Co-operation, self- study; Students will developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 4, Skills 2

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm –up (5’)**  **\* Aim**: To introduce about the destination in the listening  \* **Content:** Watch a Short video: Introduce busy life in Ho Chi Minh City  **\* Products**: Answer the questions correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**   * Before starting this lesson, ask students about the content of the previous lesson. Teacher may ask students to describe Khang’s neighbourhood again. * Teacher shows a picture and asks students where it is.   **🡪 Lead in**   * Teacher draws students’ attention to the conservation.   - Today we are going to meet Khang again. He is talking with his friend Vy. Let’s see what they are talking about.” | | | **\* Short video: Introduce busy life in Ho Chi Minh City**  C:\Users\Vu Phuong\Desktop\HCMC.jpg  ***\*Suggested answers:***  Ho Chi Minh City  - “Do you remember Khang?  - “Where does he live?” (Da Nang). |
| **1. Pre-Listening (5’)** | | | |
| **Task 1: (5’)**  **\* Aim:** To help students brainstorm about destination in the talk.  \* **Content:** Read some statements True or False Prediction.  **\* Products: Ss** say True or False aloud ( workindividually)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Teacher asks students to go through the statements (1 – 5) to make sure that they understand them and know what information they have to catch for the answers.  - Students underline the key word(s) in each statement and guess whether they are True or False individually. | **Task 1: True or False Prediction.**   1. Vy lives in the center of Ho Chi Minh City. 2. There is a big market near her house. 3. The streets are narrow. 4. The schools are  far-away. 5. There are some factories near her neighbourhood. | | |
| **3. While -listening ( 10’)** | | | |
| **Task 2 (5’)**  **\* Aims:** To help students develop listening skill for specific information (T / F).  \* **Content:** Listen and check.  **\* Products:** Some students to read aloud their answers and correct the false sentences correctly  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher plays the recording once or twice. * Teacher asks students to listen and tick the answers. * Teacher asks students to compare their answers with the prediction made previously. * Teacher calls on some students to read aloud their answers and correct the false one(s). * Teacher checks students’ answers as a class.   *Lead-in*  I know that you can remember main content of the listening after doing *Task 2*. With the third listening, let’s get some detail words for me… | | **Task 2: Listen and check.**  ***Answer key:***  1. F (Vy lives in the suburbs of HCMC.)  2. T  3. F (The streets are wide.)  4. T  5. T  *- What does Vy like and dislike about HCMC* | |
| **Post-Listening**  **Task 3: (5’)**  **\* Aims:** To help students develop their skill of listening for specific information  \* **Content:** Listen again and fill in the blanks.  **\* Products:** the correct answers on the board. ( pair work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss( work group)***   * Ask students to study the phrases with the blanks carefully. Students may work in pairs to discuss the answers from the information they have listened. * Play the recording again and have students write the answers as they listen. Students can share their answers with their partners. * With a weaker class, teacher may play the recording many times until students have written down all their answers. Call some students to write their answers on the board. * Play the recording again for students to check the answers. Teacher may pause at the sentences that include the information students need for their answers.   - If there is time, invite one or two students to briefly describe Vy’s neighbourhood, focusing on what she likes and dislikes about it. | | **Task 3: Listen again and fill in the blanks.**  ***\* Answer key:***   1. art gallery 2. wide 3. friendly 4. far 5. crowded   **\* Audio script:**  ***Khang:****Where do you live, Vy?*  ***Vy:****I live in the suburbs of Ho Chi Minh City.*  ***Khang:****What do you like about it?*  ***Vy:****There are many things I like about it. There's a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly*  *Khang: What do you dislike about it?*  ***Vy:****The schools are too faraway. There are also some factories near here, so the air isn't very clean and the streets are noisy and crowded.* | |
| **4. Pre -writing (5’)**  **\* Aims:** To provide Ss some ideas for the next writing activity**.**  \* **Content:** Tick (✓) what you like or dislike about a neighbourhood.  **\* Products:** share the answers with their partners.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - Ask Ss to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners.  - Ss count how many things they have in common with their partners.  . | | **3. Tick (✓) what you like or dislike about a neighbourhood.**   |  |  |  | | --- | --- | --- | |  | **Likes** | **Dislikes** | | 1. sandy beaches |  | X | | 2. heavy traffic |  | X | | 3 many modern buildings and offices | X |  | | 4. peaceful streets | X |  | | 5. good restaurants and café | X |  | | 6. sunny weather | X |  | | 7. helpful and friendly people | X |  | | 8. many shops and markets |  |  | | |
| **5. While-Writing (5’)**  **\* Aims:** To help Ss practise writi ng a paragraph about their neighbourhood.  \* **Content:** Write a paragraph of about your neighbourhood saying what you like and dislike about it.  **\* Products:** Write the first draft individually  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  -Teacher reminds students that the first important thing is always to think about what they are going to write. Students can use the ideas they have ticked in 3. -Teacher asks students to brainstorm for the ideas and the language necessary for writing.  - Ask Ss to write the first draft individually.  - Next ask Ss to work in pairs doing peer corrections.Then have them write their final version.  -T may display all or some of the Ss'writings on the wall/ notice board. Tand other Ss give comments.  -Ss edit and revise their writing as homework. If time is limited,T may ask Ss to write the final version at home. | | **\* Task 4: Write a paragraph of about your neighbourhood saying what you like and dislike about it. Use Khang's blog as a model.**  **\* *Make notes about your neighbourhood. Think about the things you like/ dislike about it.***   |  |  | | --- | --- | |  |  | | **-** It’s great for outdoor activities.  **-** People are kind and friendly.  **-**The food is delicious  ----- | **-** The weather is too wet in rainy season**.**  **-** The streets are slope down and old.  **…..** | | |
| **6. Post-Writing (5’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Students’ writing and cross check  **\* Products:** gives feedback as a class discussion. (*individual work*)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher then gives feedback as a class discussion. | | **Task 5: Students’ writing and cross check.**  **\* Model writing.**  *My neighbourhood is peaceful and the weather is sunny and fine.*  *People are friendly and kind. The food is fresh and delicous*  *Every house has a backyard and a frontyard.*  *However , there is one thong I dislike about it. The roads are narrow .But I still love my neighbourhood very much .* | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has 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. | | - Listen a passage about Vy’s neighbourhood.  - Write a paragraph of about your neighbourhood saying what you like and dislike about it | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in this 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 asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |

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

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| Date of planning: 17/ 11 / 2021  Date of teaching: .................  Week: 12  Period: 34 |  | UNIT 4: MY NEIGHBOURHOOD  Lesson 7: Looking back and project |

**I. OBJECTIVES:**

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

* review the vocabulary and grammar of Unit 4;

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to city fact file of some cities

**\* Grammar:** Making suggestions, giving instructions, comparative

**2. Skills:** Speaking and writing

**3. Attitude:** To teach Ss to work hard, love their neighbourhood.

**4. Competences:** Comparing things and people.and Students will be developed some skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit4 , Looking back and project

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES :

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Check- up (5’)**  **\* Aim**: To revise the vocabularies and structure about comparative related to the topic.  \* **Content: *Check –up the old lesson “****Write 7 adjectivesyou have just learned*  *- Make a sentence with a comparative adjective”*  **\* Products:** complete the task on the board correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T –Ss.**  - T calls some SS go to the board to check the old knowledge.  - Ss go to the board to complete the task.  \_ T feedbacks and gives marks.  **+ Lead in :** This is the last lesson of Unit 4, I want you to revise the topic *My neighbourhood* by doing some more exercises. | | | ***\* Check –up:***  *? - Write 7 adjectivesyou have just learned*  *- Make a sentence with a comparative adjective* |
| **\* VOCABULARY**  **1. Task 1 (5’)**  **\* Aim:** To help students revise the vocabulary about places in the neighbourhood..  \* **Content:** Write the name for each picture.  **\* Products:** Students say the correct key aloud ( individual work, group work,…**).**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks to compare their answers together. * Teacher gives feedback to the whole class. | **Task 1: Write the name for each picture.**  ***\* Answer key:***  1. temple  2. railway station  3. square  4. art gallery  5. cathedral | | |
| **\* GRAMMAR (15’)**  **2. Task 2+ Task 3 (8’)** | | | |
| **\* Aims:** To help students to make sentences using the comparative form.  \* **Content:** Put the following adjectives in the correct column.  **\* Products:** Complete the sentences on the board correctly**.**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/ phrases. * Teacher gives feedback as a class discussion.   **Task 3: T - Ss, Ss – Ss**   * Teacher encourages students to complete the task individually. * Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases.   - Teacher gives feedback as a class discussion.  **Task 4: T - Ss, Ss – Ss**  T asks Ss Complete the sentences by playing game *: Lucky number.*   * Class is divided into 2 groups. * Teacher prepares 6 numbers which includes 4 questions about Complete the sentences comparing the pictures.and 2 lucky numbers. * Each team takes turns and 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 may choose another number. | | **Task 2: Put the following adjectives in the correct column.**  ***\* Answer key:***  1. syllable: fast/ hot/ large/ quiet  2. syllables: heavy/ noisy  3. syllables: expensive/ beautiful/ exciting    **Task 3: Write their comparative form in the table below.**  \* ***Answer key:***  faster  more beautiful  noisier  more expensive  hotter  more exciting  quieter  heavier  larger  **Task 4: ( 7’) Complete the sentences comparing the pictures.**  ***\* Answer key: Game : Lucky number***   1. noisier 2. more modern 3. more expensive   4.more peaceful | |
| **3 . Production(3’):**  **\* Aims:** To give Ss further practice on using comparative adjectives.  \* **Content:** Rewrite the sentences using the words in brackets.  **\* Products:** Complete the sentences on the board correctly.  **\* Organization of implementation:** | | | |
|  | |  | |
| * T asks students work indepently.   .**-** SS sewrite the sentences using the words in brackets.   * Ss complete the sentences in the book.   - Teacher invites some students to complete on the board .  - T comments and give marks. | | **\* Rewrite the sentences using the words in brackets.**  1. Quang is lazier than Ha. (HARD-WORKING)  2. A city is noisier than a village. (PEACEFUL)  3. There’s a post office on one side of my house and a café on the other. (BETWEEN)  4. Please tell me something about your neighbourhood. (CAN)  5. Oranges are cheaper than apples. (EXPENSIVE) | |
| **4. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content: \* PROJECT: *MY MAP***  \* **Products:** Students’ project on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Have each student draw a map of their neighbourhood with the names of at least ten places on their map. * Teacher may have students prepare their maps at home.   - Ask students to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary. If there is time, have some pairs practise in front of the whole class. | | **\* PROJECT: *MY MAP***  **- ACTIVITY 1**  ***Draw a map of a neighbourhood. Write names of at least five places on your map.***  **ACTIVITY 2**  **Work in pairs. Take turns to ask for and give directions to the places on the map.** | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 4  - make Project: “My map” | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 4 and To 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** | |
| * 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 5 ( Getting started) | |

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

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| Date of planning: 17 / 11 / 2021  Date of teaching: .................  Week: 12  Period: 35 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **Lesson 1: Getting started – Geography Club!** |

**I. OBJECTIVES:**

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

- identify the lexical items related to the topic *Natural wonders of Viet Nam*;

- use the vocabulary and structures to describe wonders of Viet Nam.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** words related to the topic “things in nature” .

**\* Grammar:** Making suggestions - superlatives of short adjectives.

**2. Skills:** Speaking, writing, listening and reading.

**3. Attitude:** *:* Educate Ss to love and conserve the natur*e.*

**4. Competences:** **-** Describing natural wonders in the world.

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Getting started

- Projector/ pictures and cards

- sachmem.vn

IV. PROCEDURES :

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| --- | --- | --- | --- |
| **1. Warm-up (5’)**  \* **Aim:** - to activate students’knowledge on the topic of the unit  To lead in the topic of natural wonders of Viet Nam.  \* **Content:** *Look at the pictures and write the name of them.*  **\* Products:** Students write correct name on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)  **- T - Ss**  Teacher divides the class into two teams and asks Ss to look at the pictures about famous places and and write the name of them.   * The team which has more correct will be the winner.   - **Lead in :** *Today we are going to learn about* ***“natural wonders of the world”*** | | | ***\* Game: Famous places in the world***  ***Look at the pictures and write the name of them.*** |
| **2. Presentation (5’)**  **\* Aim:** to introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- 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: < what and where>** | | **\* Vocabulary**   1. scenery (n): 2. natural (adj): 3. forest (n): 4. amazing (adj): 5. island (n): 6. deser t(n): 7. waterfall (n): | |
| **Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To practice the targeted language and the background knowledge of things in nature.  \* **Content**: Listen and read the conversation  **\* Products:** Students read and understand the meaning of the conversation  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**  Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture.  - Tell Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as Ganh Da Dia and Ha Long Bay, and that they are going to listen to their talk.  - Play the recording two or three times, or more if necessary for Ss to listen and read along.  - Have Ss underline the words related to the topic of the unit while they are listening and reading.  - Call on some pairs of Ss to read the conversation aloud. | **Task 1. Listen and read**   1. *Who are they?* 2. *What are they looking at?* 3. *What are they talking about?*   ***Suggested answers:***   1. *They are Alice, Elena and Nick.* 2. *They are looking at some photos/ pictures.*   *They are talking about attractive places in Viet Nam.*  **\* Role play.** | | |
| **Task 2 (7’)**  \* Aims: - To help Ssunderstand the conversati on better ;  - To help Ss practise using words to describe things in nature.  \* **Content:** Complete the following sentences with the words from the box.  **\* Products:** Student write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher tells students to read the text again in order to find the words to complete the sentences independently. * Teacher allows students to share their answers before discussing as a class. * Teacher nominates students to give answers and corrects them if necessary. | **Task 2: Complete the following sentences with the words from the box. (p. 49)**  ***\* Answer key:***   1. amazing 2. islands 3. scenery 4. natural 5. wonders | | |
| **Task 3:(5’)**  **\* Aims:** To help Ss revise and learn more nouns for things in nature through pictures and listening exercise.  **\* Content:** Listen and repeat the words, then label the pictures  **\* Products:** Ss give correct answers .  Giaoandethitienganh.info  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Teacher asks students to look at the words in the box, listen and repeat.  - Teacher has students match the pictures with the appropriate words independently.  - Teacher allows students to share their answers before discussing as a class.  - Teacher asks students to give answers and corrects them if necessary. | **Task 3: Listen and repeat the words, then label the pictures. (p. 49)**  ***\* Answer key:***  a. desert  b. island  c. cave  d. river  e. waterfall  f. mountain  g. forest  h. beach | | |
| **Production:(5’)** | | | |
| **Task 4: (5’)**  **\* Aims:** To give students a fun time revising what they have learnt so far in the lesson and more quickly response the questions about natural wonders.  \* **Content:** QUIZ. Choose the correct answer to each of the questions  **\* Products:** Practise in groups and give correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5 :T-Ss, Ss-Ss***  - Teacher divides the class into groups of four or five and provides each group with a set of A and B signs.  - Teacher gives students time to read the quiz carefully and choose the correct answers.  -Then, teacher lets students randomly select a number on the screen to choose the question.  - Students raise the correct signs of A or B choose the answer and say the answer aloud.  - The quickest group gets 5 points for each correct answer.  - At the end of the activity, 3 groups having the high points are the winners. | **Task 4: QUIZ**  **Work in groups. Choose the correct answer to each of the questions. (p. 49)**  1. *Which is an island in Viet Nam?*  *- A. Con Dao.*  *2. Where is Mount Fansipan?*  *- A. In Lao Cai.*  *3. Which of the following is a national park?*  *- B. Cat Tien Park.*  *4. Which of the following wonders is a cave?*  *- B. Phong Nha.*  *5. Which is a natural wonder in Australia?*  *– B. The Great Barrier Reef.* | | |
| ….  **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content what students have learnt in the lesson.  **\* Products:** Some Ss say aloud in front of the class  **\* 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 | - Some new words  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To revise 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………

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| Date of planning: 17 / 11 / 2021  Date of teaching: .................  Week: 12  Period: 36 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **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 *Natural wonders of Viet Nam*;
* use the vocabularies and structures to talk about famous natural places; pronounce and recognize the sounds /t/ and /d/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* **Vocabulary:** words related to the topic “things in nature” and “travel items”

\* **Grammar:** Sounds: /s/ and /st/

**2. Skills:** Listening and writing

**3. Attitude:** To teach SS to love travelling.

**4. Competences:** Knowing the necessary items for travelling**;** - Co-operation, self- study, using language to do exercises.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES :

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| **\* Warm-up (2’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation  \* **Content:**  Choose correct words and pictures on the board  **\* Products:** Students choose correct words and pictures on the board.( team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **- T - Ss**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes pictures and the ame of picturess. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner * T leads in the lesson : These are natural wonders. If you visit these places, What will you bring? * ”“ Now we are going to some vocab about travel items” | | | ***\* Game:*** **\* PELMANISM**  Example:      **cave** |
| **2. Presentation (2’)**  **(Vocab- pre-teach)**  **\* Aim:** To teach students some places and adjectives describing ones in a neighbourhood.  \* **Content:** Some vocab about travelling items.  **\* Products:** read and understand the meaning of vocab.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember>** | | **\* Vocabulary**  *-plaster (n): miếng dán, gạc y tế*  *- sleeping bag (n): túi ngủ*  *- backpack (n): ba lô*  *- compass (n): la bàn*  *- suncream (n): kem chống nắng*  *- scissors (n): cái kéo* | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(2’)**  **\* Aims:** To revise/ teach the names of travel items.  \* **Content:** Write a word under each picture. Practise saying the words.  **\* Products:** Students give answers correctly and whole class Practise saying the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**  -Teacher asks students to write the suitable word under each picture in 2 minutes.  - Students do the task.  -Teacher calls some students to give their answers.  -Teacher gives feedback and corrections (if necessary). | **Task 1: Write a word under each picture. Practise saying the words.**  **\* *Answer key:***   1. plaster 2. suncream 3. sleeping bag 4. scissors 5. backpack 6. compass | | | |
| **Task2:** **(5’)**  **\* Aims:** To help Ss practise using the travel items in 1 in context.  \* **Content:** Complete the sentences with the words in task 1.  **\* Products:** Ss say the answers ( pair work)correctly aloud  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work in pairs and use the words in task 1 to complete the sentences. * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary). | Task 2: Complete the sentences with the words in task 1. (p. 50)  *\* Answer key:*   1. compass 2. suncream 3. sleeping bag 4. backpack 5. plaster | | | |
| **Task 3: (3’)**  **\* Aims:** To teach students some words/ phrases related to travelling items  \* **Content:** Put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday.  **\* Products:** Students share their answers as a whole class and give comments  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work in groups of three. * Teacher gives students 3 minutes to discuss and put the item in the order of usefulness. * Teacher asks students to share their answers as a whole class.   - Teacher gives corrections (if necessary). | **Task 3: Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday. (p. 50)**  **\* Example:**  *1. backpack  2. sun cream 3. plaster*  *4. scissors 5. compass  6. sleeping bag* | | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds /i/ and /i:/)**  **\* Aims:** To help students to identify how to pronounce the sounds /t/ and /d/.  \* Content: PRONUNCIATION Sounds /t/ and /d/  **\* Products:** Read and know how to pronounce the sounds  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /t/ and /d/ 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. | PRONUNCIATION  \* Sounds **/**t/ and /d/  ***\* Suggested answers:***  /t/: plaster, tower, letter, desert, want  /d/: need, island, guide, holiday, pagoda | | | |
| **\* Practice** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify and practise the /t/ and /d/ sounds.  **\* Content:** Listen and repeat the words with sounds /t/ and /d/  **\* Products:** Ss pronounce words correctly.  **\* Organization of implementation:**  Giaoandethitienganh.info | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4 :T-Ss,***   * Teacher asks students listen to the recording for the first time. * Teacher asks students to listen and repeat the words for the second time. | **Task 4: Listen and repeat the words. (p. 51)**   |  |  | | --- | --- | | /t/ | /d/ | | mountain  waterfall  desert  plaster | wonder  island  guide  holiday | | | | |
| **Task 5: (2’)**  **\* Aims:** To help students practice the sounds /t/ and /d/ in sentences.  \* Content: Listen and repeat. Pay attention to the bold-typed parts of the words  **\* Products:** Whole class practise reading.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **-** Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.  - Teacher calls some students randomly to read the sentences and gives correction (if necessary).. | **Task 5:** **Listen and repeat. Pay attention to the bold-typed parts of the words. (p. 51)**  1- Where's my ha**t**? - Oh, it's on your hea**d**.  2. Where **d**o they stay on their holi**d**ay?  3. I nee**d** some mea**t** for my ca**t**.  4. The Sahara is a very ho**t** **d**eser**t**.  5. I wan**t** to explore the islan**d** by boa**t**. | | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:** Game: *Whispering*  **\* Products:** Students plays on groups.  **\* Organization of implementation**: | | | | |
|  |  | | | |
| * Teacher divides the class into 4 big groups and asks students to stand in four lines. * The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group. They will continue until the member in the first place and this member will say the sentence aloud. * The fastest group will win the game. | **\* Game: Whispering**  ***\* Suggested sentences:***   1. I must bring a plaster when going camping. 2. I want to visit a famous desert in the world.   3. He lives in a quiet island. | | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /t/ and /d/.  **\* 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 | - Vocabulary and how to pronounce the **sound /t/ and /d/.** | | | |
| **5. Homework (2’)**  \* **Aim:** To revise what they have learnt 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.  - Find 5 more words with the sound /t/ and 5 more words with the sound /d/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

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

**15’ Test – No. 2**

Write a praragraph of about 50 words about your neighborhood saying you like and dislike about it. You can begin with:

**I live in**……………………………………… There are some I like about my neighborhood

…………………………………………………………………………………………….

…………………………………………………………………………………………….

………………………………………………… However, there are some things I dislike about it…………………………………………………………………………………………

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| Date of planning: 24 / 11 / 2021  Date of teaching: .................  Week: 13  Period: 37 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **Lesson 3: A closer look 2**  Countable & uncountable nouns  Modal verbs: *must* and *musn’t* |

**I. OBJECTIVES:**

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

* use countable nouns and uncountable nouns;
* use quantifiers *some, many, much, a few, a little* with countable nouns and countable nouns;

- use “must” and “mustn’t” to make classroom rules.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* **Vocab:** lexical items related to the lesson.

\* **Grammar:** Countable & uncountable nouns; Modal verbs: *must* and *musn’t*

**2. Skills:** Listening ,writing and reading

**3. Attitude:** To teach SS to work hard and love travelling.

**4. Competences:** Know how to use countable nouns and uncountable nouns;

use quantifiers *some, many, much, a few, a little* and use “*must” and “mustn’t”* .

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES:

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| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To put students into English mode; attentive, interested and ready to participate and prime the class for a new topic.  \* **Content:** Game: Unscrambled words  **\* Products:** Ss write words in correct group.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  Giaoandethitienganh.info  **- T - Ss**   * Teacher divides the class into groups of 3-6 students. * Teacher delivers a set of unscrambled words which are some countable and uncountable nouns to each group. * Students will have to work in groups to solve the quiz. * The group with more correct sentences will be the winner. * Teacher provides or confirms the answers and lead in the grammar focus of the lesson:   **- Lead in**  *Today we are going to learn more about* *countable and uncountable nouns.* | | | ***\**  Game: Unscrambled words**   |  |  | | --- | --- | | 1. cream  2. rock  3. island  4. rice | 5. juice  6. butter  7.backpack  8. plaster |   ***\* Answer key:***  *🡪The words “cream, rice, juice, butter” are uncountable nouns.*  *🡪The words “rock, island, backpack, plaster” are countable nouns.* |
| **1. Presentation 1 (10’)**  **\* Aim:** To elicit/ show the students when and how the uncountable and countable nouns are used in sentences as well as when and how the quantifiers are used.  \* **Content: Grammar:** *Countable and Uncountable nouns:*  **\* Products:** Understand ans know how to use Countable and Uncountable nouns.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – grammar.**  **- T - Ss**   * Teacher draws students’ attention to the underlined words and confirm the use of countable and uncountable nouns   -Teacher then asks students to give some more examples of uncountable nouns that they know.   * Teacher reminds students to the “definition of countable nouns”   - T explains the usage and the form.  - Ss listen and copy down.  **Task 1: - T - Ss**   * Teacher has students complete the underlined activity individually. * Teacher then asks students to swap their textbooks to check their classmates’ answers. | | **\* GRAMMAR:**  **1/ Countable and Uncountable nouns:**  *- “Countable nouns are for the people and things we can count using numbers. Countable nouns can be singular."*  *- “Uncountable nouns are for the things that we cannot count with numbers. They usually do not have a plural form.”*  1. uncountable nouns don't have a plural form: *cream, chocolate,*...  2. countable nouns can be singular: *a rock, an island* ..., or plural: *rocks, islands*...  **Task 1: Is the underlined noun countable or uncountable? Write C (countable) or U (uncountable). (p. 51)**  ***Answer key:***  1 – C 2 – U 3 – U 4 – C 5 – U | |
| **Controlled practice 1** | | | |
| **Task 2 (5 ’)**  **\* Aims:**  To check if students can use countable, uncountable nouns and quantifiers correctly.  \* **Content:** Choose the correct option for each sentence**.**  **\* Products:** Students say the correct keys aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss :**   * Teacher has students work on the exercise individually before they compare answers with each other. * Teacher gives feedback as a class discussion. | **Task 2: Choose the correct option for each sentence. (p. 52)**  *Answer key:*   1. A 2. B 3. A 4. B   5. A | | |
| **Presentation 2 (5)’**  **\* Aims:**  To help how to use and practise “a, any, some, much, or many ”with countable and uncountable nouns in context.  \* **Content: Grammar:** *Some, many, much, a few, a little:*  **\* Products:** Understand and know how to use Some, many, much, a few, a little:  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Teacher gives students a handout of each definition of each quantifiers. * Teacher has students work in groups of 4 to match the words in column A with definitions in column B.   Teacher then asks students to exchange their handout to check their classmates’ answers  - T explains the usage and the form.  - Ss listen and copy down.  **\* Controlled practice 2**  - Ss work in pairs. Tell them to read the sentences carefully and find the right words to complete the sentences.  - Check the answers as a class | **2/ Some, many, much, a few, a little:**  *\* Answer key:*  ***How to use: Some, many, much, a few, a little:***   |  |  | | --- | --- | | **QUANTIFIERS** | **USE** | | 1. many | countable nouns, usually in negative statements and questions | | 2. much | uncountable nouns, usually in negative statements and questions | | 3. a few | countable nouns, means *‘some’* | | 4. a little | uncountable nouns, means *‘some’* | | 5. some | countable nouns, uncountable nouns |   **Task 3: Fill each blank with a, any, some, much, or many.**  Key: 1. Many 2. Any 3. Much 4 . some 5. a ) | | |
| **Presentation 3** | | | |
| **\* Aims:** To elicit/ show the students when *must* and *mustn't* are used and how to make a sentence with these modals.  \* **Content: Grammar:** *Modal verb: must / mustn’t*  **\* Products:** Understand and know how to use *must / mustn’t*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss**  - Ask Ss to recall the conversation from **GETTING STARTED:** Alice - the leader of the Geography Club tells Elena: *But remember you* ***must*** *always be on time.*  Alternatively,T may ask Ss such questions: *Are you sometimes late for class?What does your teacher say?*  Then encourage Ss to answer, using *must I mustn't.*  For a weaker class,T may call on some Ss to give the Vietnamese equivalent of *must I mustn't.*  Tell Ss to study the **Remember!** box, then give the rules of the modal verb *must I mustn't.*T may give some examples to clarify the use of *must I mustn't* to Ss. | **3/ Modal verb: *must / mustn’t***  + **Form:** . subject + **must** + base form  subject + **mustn**’t + base form  **+ Usage:**  - We use ***must*** to say that something is very necessary or very important.  - We use ***mustn’t*** to say that doing something is not allowed. | | |
| **Task 4: (5’)**  **\* Aims**: To help Ss practise using must / mustn't in context.  \* **Content:** Fill each blank with must or mustn't.  **\* Products:** Say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***   * - Teacher has students work on the exercise individually before they compare answers with each other. * Teacher gives feedback as a class discussion. | * **Task 4:  Fill each blank with must or mustn't.**   **\* *Answer key:***   1. must 2. musn’t 3. must 4. mustn’t   5. must | | |
| **Freer Practice 2**  **Task 5 ( 5’)**  **\* Aims:** Togive Ss m o re practice on using ***must or mustn't***in the real context of their classroom.  \* **Content:** Read the classroom rules below. Write some more rules for you and your classmates  **\* Products:** Read their sentences in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Ask Ss to study sentence 1 (positive), and sentence 2 (negative).  Then ask them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5.  - Ss can share their ideas in pairs, and give as many sentences as possible.  - Call on some Ss to read their sentences in front of the class. Discuss answers as a class. | **1. Read the classroom rules below. Write some more rules for you and your classmates.**  1*. We must arrive school on time.*  *2. We mustn't get out of class before breaktime.*  *3. We must raise our hands when we want to ask questions in classroom.*  *4. We musn't gossip in class.*  *5. We must be gentle with each other.*  *6. We mustn't eat during lesson.* | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss 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. | + Grammar: countable nouns and uncountable nouns;   * quantifiers *some, many, much, a few, a little*   - “must” and “mustn’t”  + form and usage. | | |
| **4. 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. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

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| Date of planning: 24 / 11 / 2021  Date of teaching: .................  Week: 13  Period: 38 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **Lesson 4: Communication** |

**I. OBJECTIVES:**

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

* make and accept appointments;
* have knowledge about a travel guide;
* use must and mustn’t to talk about what to prepare for a trip.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to the lesson.

\* **Grammar:** Making and accepting appointments.

**2. Skills:** Reading and speaking

**3. Attitude:** To teach SS to work hard and love travelling.

**4. Competences** **:** develop reading, speaking and co-operating skills.summarizing ;

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To review *must* and *mustn’t.*  To lead in the lesson about vocabulary and pronunciation.  \* **Content:** \* GAME: *Pass the ball (*make a sentence with *must/ mustn’t)*  **\* Products:** Ss play in group and say a sentence with *must/ mustn’t* aloud  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T – Ss**  - Teacher plays the music. When music’s on, students pass the ball as fast as they can.  - When music’s off, the student taking the ball has to make a sentence with *must/ mustn’t.*  **- Lead in:**   * Teacher sets the scene. * They are Duong and Steven. Steven wants Duong to go picnic with him this Sunday. What structures can he use? If Duong agrees, what does he say? * Students give their answers.   Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to make and accept appointments | | | **\* GAME: *Pass the ball*** |
| **2. Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **\* Making and accepting appointments** | | | | |
| **Task 1: (5’)**  **\* Aim:** To introduce how to make and accept appointmen  \* **Content**: Listen and read the short conversation, paying attention how to make and accept appointments  **\* Products:** Understand and know how to make and accept appointments;  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:T –Ss**   * Teacher asks students listen and read the short conversation, paying attention to the highlighted parts. * Teacher writes down highlighted parts on the board and asks students what they are used to, which is used to make appointments and which is used to accepting appointments. * Teacher calls some students to share their opinions. * Teacher gives more explanations and elicit the form. | | **Task 1: Listen and read the short conversation, paying attention to the highlighted parts.**   * + **Making appointments:**   Let’s + V.  How about …?   * + **Accepting appointments:**   That’s fine.  Sure. | | |
| **3. Practice (20’)** | | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice making and accepting appointments.  \* **Content:** Make a short conversation, following the example in Task 1.  **\* Products:** Some pairs to make a conversation in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2:T –Ss : Ss- Ss**  - Teacher asks students to work in pairs and make a short conversation, following the example.   * Teacher models with a volunteer. * Students do the task in pairs. * Teacher calls some pairs to make a conversation in front of the class. * Teacher gives feedback and corrections (if necessary). | **Task 2: Work in pairs. Make a short conversation, following the example in Task 1.  - Example:**  Huy: Nam, let's go to the supermarket this Sunday morning.  Nam: That's great. What time can we meet?  Huy: How about 8 o'clock?  Nam: Sure, I'll meet you at that time. | | | |
| **Pre-Reading**  **\* A TOUR GUIDE**  **\* Aims:** To help students set the scene.  \* **Content:** \* Chatting: Look at the picture and answer the question.  **\* Products:** Ss say the answers aloud.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: T - Ss,**  - Teacher shows the picture and ask students some questions:  *Next week, I am going mountain climbing. Can you guess where I am going to? (Himalayas)*  *Before we go, what should we read? A tour guide*  *What information can you read in a tour guide?* | **\* Chatting: Look at the picture and answer the question.**  Himalayas - Study and exploration | Britannica  *-Can you guess where I am going to? (Himalayas)* | | | |
| **While-Reading (8’)** | | | | |
| **Task 3:(5’)**  **\* Aims:** To help students have knowledge about a travel guide.  \* **Content:** Read the travel guide entry,Make a list of the things you must bring to the Himalayas.  **\* Product:** Read and understand the text; calls some groups to give their correct answers  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: T – Ss.**  Teacher asks students to read the travel guide entry to check their guess and sets the time limit for reading task for 2 minutes.  **Task 4: T - Ss, Ss – Ss**   * In group of 3, students write as many things they must and mustn’t bring to the Himalayas as they can in 2 minutes.   Teacher calls some groups to give their answers and checks. | **Task 3: Read the travel guide entry. (p. 53)**  **Task 4: Make a list of the things you must bring to the Himalayas. Then add things you mustn’t bring. (p. 53)**   |  |  | | --- | --- | | **MUST** | **MUSTN’T** | | - compass  - sleeping bag  - plaster  - packback  - waterproof coat | - bicycle  - shorts  - T-shirt | | | | |
| **Post-Reading**  **Task(5’)**  **\* Aims:** To help students talk about what to prepare for a trip  \* **Content:** Role-play being a tour guide and a tourist.  Tell your partner what to prepare for their trip to the Himalayas, and give reasons  **\* Products:** Role –play in front of the class.  **\* Organization of implementation:** | | | | |
|  | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 5: T - Ss, Ss – Ss**   * Teacher divide the class into 2 main group. One is a tour guide and one is a tourist. * The tourist prepares the questions and the tour guide prepare the information in 2 minutes. * Students work in pair. Make a conversation. * Teacher calls some pairs to talk in front of the class.   - Peer check and then teacher gives feedback | **Task 5: Role-play being a tour guide and a tourist.**  **Tell your partner what to prepare for their trip to the Himalayas, and give reasons.**  **Example:**  **A:** I'd like to go to the Himalayas next month.  **B:** OK. I think you must bring a waterproof coat. It's cold and rainy there!  **A:** Yes. Anything else?  **B:** You must bring a sleeping bag so that you can stay here overnight. You must also bring a compass in case you are lost.  **A:**Is there anything I mustn’t bring?  **B:** Well, you mustn’t bring bicycle because you can’t ride it here and it’s very cold, so you mustn’t bring shorts or T- shirt.  **A:** Thanks a lot. | | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Ss say aloud what they have just learnt .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Making and accepting appointments  - Read the travel guide  - Make a list of the things you must or mustn’t when traveling. | | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **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 the structures about making and accepting appointments.  - To prepare for the next lesson: Unit 4 My neighbourhood / Skills 1. | | | |

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

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| Date of planning: 24 / 11 / 2021  Date of teaching: .................  Week: 13  Period: 39 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **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 the topic;
* use the lexical items related to the topic ‘things in nature’ and ‘travel items’;

use what they have learnt to talk about a famous place, and what people must/ mustn’t do there.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** lexical items related to the lesson.

**\* Grammar:** Modal Verb: must in advice

**2. Skills:** Reading and speaking

**3. Attitude:** To teach SS to work hard and love travelling..

**4. Competences:** develop reading, speaking and co-operating skills; Talk and give travel advice

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To introduce the topic of reading.  \* **Content:** Game: Hidden picture.  **\* Products:** Students’ answers.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  ***\* Set the scene.***   * Teacher sets the scene: “Next month, I am going travelling. Guess where I will visit.” * Let’s students guess the places by opening the boxes one by one. The pictures are hidden behind the boxes. * Teacher shows the pictures on the screen. * Teacher leads in the lesson by asking questions: | | **Game: Hidden picture.**    *- Have you ever been to these places?”*  *“Today, let’s see what do they have.”* |
| **2. Presentation (7’)**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | | \* **Vocabulary**  - tourist attraction (n) : điểm thu hút khách du lịch  - popular (adj): phổ biến  - landscape (n) : phong cảnh  - slope (n) : dôc, sườn  - sand dune (n) : cồn cát  **\*Checking: Matching** |
| **3. Pre -reading (5’)**  **\* *Discussing:***  **Task 1:** | | |
| **\* Aims:** To activate Ss' knowledge of the topic in the reading text.  \* **Content:** Look at the pictures and answer some questions.  **\* Products:** Ss say the answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss**   * Teacher asks students to close the book. * Teacher shows the pictures of the places and asks students to answer the questions: * Teacher invites some students to share their discussion in front of the class.   - Teacher asks students to open the book. Read the text and check their ideas. | *.* **\* *Discussing:***  **Task 1: Look at the pictures and make predictions about the reading. (p. 54)**  1. *What are the places?*  2. *What do you know about these places?*  Visiting Halong Bay: tips to plan your cruise - Lonely Planet  Cẩm nang du lịch Mũi Né Phan Thiết | FantaSea Travel | |
| **4. While-Reading (5’)**  **Task 2**  **\* Aims:** To check students understanding of using correct lexical items about the topic.  \* **Content:** Complete the sentences, using the words from the box.  **\* Products:** students swap their answers with their partner and say the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher askes students to do *Exercise 2* individually, in 3 minutes.  After 3 minutes, teacher lets students swap their answers with their partner.  Check the answers. | **Task 2. Complete the sentences, using the words from the box. (p. 54)**  *\* Answer key:*  1. islands  2. wonder  3. desert  4. Remember  5. visit | |
| **5. While-Reading (5’)**  **Task 3:**  **\* Aims:** To develop reading skill for general and specific information.  \* **Content:** Read the text and answer the questions.  **\* Products:** Students play game by answering the questions correctly.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - T has Ss anser the questions by playing game : *Lucky number.* Class is divided into 2 groups.   * Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers. * Each team takes turns and 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 may choose another number. | **Task 3: Read the text and answer the following questions. (p. 54)**  *\* Answer key:*   1. Ha Long Bay is in Quang Ninh. 2. You can enjoy great seafood and join in exciting activities. 3. No, there isn’t. It’s like a desert, not a real desert. 4. You can have a picnic in Mui Ne by the beach.   5. The best time to visit the Mui Ne Sand Dunes is early morning or late afternoon. | |
| **5. Post reading (5’) + Pre -speaking**  **Task 4**  **\* Aims:** To check students’ reading comprehension and prepare for the next part.  \* **Content**: Make notes about one of the places in the reading  **\* Products:** Students’ answers on the posters.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  -Teacher asks students to work in groups of 3 and make notes about one place in the reading.  - Compare the notes with other groups.  Teacher asks students to tell their partner about the place by looking at the notes.  - Teacher goes around and offers help if needed.  - Students share their ideas with the whole class. | **Task 4: Work in pairs. Make notes about one of the places in the reading. You can add your own ideas. (p. 54)**   |  |  | | --- | --- | | Ha Long Bay | Mui Ne | | - interesting islands  - many islands and caves  - beautiful beaches  - great seafood  - exciting activities | - a beautiful places  - amazing landscapes  - different colour  - like a desert  - many activities |   **\* Example:**  *Ha Long Bay has a lot of interesting islands. It also has many caves and beautiful beaches. You can enjoy great seafood here and take part in exciting activities.* | |
| **6. While –Speaking (5’)**  **Task 5:**  **\* Aims:** To help students form the ideas for their speaking.  \* **Content**: Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the place as well as what they must and mustn’t do there.  **\* Products:** Students’ idea in groups and share with the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**  Teacher askes students to work in groups of 5.  *+ Leader?*  *+ Idea thinkers?*  *+ Presenters?*  *+ Drawers?*   * Teacher asks students to choose a famous place in their city or area. * Teacher asks students to discuss and make notes of the information they want to share with the class. * Teacher asks students to refer to the questions as suggestions for their notes or they can do it in their own way.   - Teacher goes around and offers help if needed. | **Task 5: Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the place as well as what they must and mustn’t do there.**  *+ Where is it?*  *+ What does it have?*  *+ Are there any interesting things here?*  *+ What must they do or mustn’t do there?*  **\* Example:**  ***-*** *You must wear sun scream when you're in My Khe beach*  *- You must go to the My Khe beach in late afternoon*  *- You mustn't litter on the beach.*  *- You mustn't swim alone* | |
| **7. Post-Speaking (3’)**  **\* Aims:** To help students use what they have learnt so far to talk about a famous place  To help students improve next time.  \* **Content:** Students Tell some interesting things about the place as well as what they must and mustn’t do there**.**  **\* Products:** Some students share their preparation with the whole class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to practice presenting in their groups.  - Teacher makes sure that students speak in full sentences.  - Then, teacher invites some groups to go to the board and share their preparation with the whole class.   * - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.   - Teacher gives feedback and comments. | **\* Students’ presentation** | |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarise what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills ( talk about some famous places ) | |
| **8. 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 asks students to prepare the new lesson | - Do Ex inWB  - Practice speaking a place you like.  - Prepare: Skills 2 | |

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

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| Date of planning: 1 / 12 / 2021  Date of teaching: .................  Week: 14  Period: 40 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  **Lesson 6:**  **Skills 2** |

**I. OBJECTIVES:**

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

- listening for specific information about a natural wonder;

- writing a paragraph about a natural wonder..

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: words related to the topic “things in nature” and “travel items”

**\* Grammar**: Making suggestions, superlatives.

**2. Skills:** Listening and writing

**3. Attitude:** To teach SS to work hard and love travelling.

**4. Competences:** Co-operation, self- study; Students will be developed listening and writing skills.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, Skills 2

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm –up (5’)**  **\* Aim**: To help Ss know some famous places  To introduce about the destination in the talk.  \* **Content:** Look at the pictures and name the places in the pictures  **\* Products**: Ss say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T - Ss**   * Teacher encourages students to complete the task individually. * Teacher asks students to name the places in the pictures. * Teacher shows the answer and check.   **🡪 Lead in:**  **-** T shows a picture on the screen and asks **Guess the name of the destination.**  *🡪Today we are going to listen to a talk about a famous natural wonder of Viet Nam. It’s Phu Quoc Island.* | | | **\* Game :**  **Look at the pictures and name the places in the pictures**  **http://www.quangninh.gov.vn/en-US/PublishingImages/ALoan/QN%20News/halong%20xanh.jpghttp://dulichvietha.vn/pic/Tour/Co-do-Hue634924781488907961.jpghttp://www.traveltovietnam.cc/Upload/Tour/1110201016118_SplendorOfMuiNeBeachMuiNe3.jpghttp://upload.wikimedia.org/wikipedia/commons/6/61/Ha_Long_Road_in_Vungtau.jpghttp://dulichsenvang.com.vn/sites/default/files/manager-41/sapa_-_du_lich_sen_vang_5.jpg**  **\* Answer key:**  **1***. Ha Long Bay 2. Hue 3. Ha Noi*  *4. Mui Ne 5. Vung tau 6. Sa Pa*    **Phu Quoc Island** |
| **1. Pre-Listening (5’)** | | | |
| **Task 1: (5’)**  **\* Aim:** To help students brainstorm about destination in the talk.  \* **Content:** Discuss and answer the question.  **\* Products:** Students’ answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Teacher asks students to work in groups of four to answer the question*:*  *“What do you know about Phu Quoc Island?”*  - Teacher asks students to talk in Vietnamese (sometimes) if they do not have enough vocabulary in English.  - Teacher asks students to share what they have discussed to see what they know about Phu Quoc Island.  - Play the recording one or two times for Ss to check their answers. | **Task 1: Work in groups. Discuss and answer the question. (p. 55)**  *“What do you know about Phu Quoc Island?”*  **\* Suggested answers:**  *- a beautiful island in Viet Nam.*  *- the night market,*  *- The food is delicious*  *- In Kien Giang province*  **\* Listen to the talk and check your answers.** | | |
| **3. While -listening ( 10’)** | | | |
| **Task 2 (5’)**  **\* Aims:** To help students develop listening skill for specific information (T / F).  \* **Content:** Listen and tick True or False**.**  **\* Products:** Listen, understand and say the answer correctly.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher plays the recording once or twice. * Teacher asks students to listen and tick the answers. * Teacher asks students to compare their answers with the prediction made previously. * Teacher calls on some students to read aloud their answers and correct the false one(s). * Teacher checks students’ answers as a class. | | **Task 2: Listen and tick True or False.**  ***\* True – False prediction:***  ***Answer key:***  1. T  2. F (It has beautiful beaches and green forest.)  3. T  4. F (Sailing and fishing are popular water sports.)  5. T | |
| **Post-Listening**  **Task 3: (5’)**  **\* Aims:** To help students develop their skill of listening for specific information  \* **Content:** Listen again and fill in the blanks.  **\* Products:** Play game in groups and say the correct answer .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss( work group)***   * Ask students to study the phrases with the blanks carefully. Students may work in pairs to discuss the answers from the information they have listened. * Play the recording again and have students write the answers as they listen. * T can have SS fill in the blanks by playing game *: Lucky number.* * Class is divided into 2 groups. * Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers. * Each team takes turns and 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 may choose another number. | | **EX: Listen again and fill in the blanks.**  ***\* Game: Lucky number***  1. Phu Quoc has beautiful ……….. and green forests.  2. It also has………………, hotels, and bars  3. Phu Quoc has an international……………  4. Tourists can visit fishing villages, national parks, ……………and temples  5. Sailing and fishing are …………water sports  **\* Audio script:**  *Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.* | |
| **4. Pre -writing (5’)**  **Task 3:**  **\* Aims:** To help students talk about a travel attraction they know and collect information for their later writing.  \* **Content:** Fill each blank in the network with the information about a travel attraction you know.  **\* Products:** Ss fill the information exactly and present in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***– T - Ss, Ss-Ss***  -Teacher models the task by summarizing the information of the talk with a student using the questions in the network below:  - Teacher asks students to choose a travel attraction they know and individually brainstorm about that place using the network in Task 3.  - Teacher goes round and help if needed.  Teacher asks students to work in groups of four to introduce about their chosen places using the filled network.  - Teacher asks 1-2 students to stand up and talk about their chosen place then give them comments. | | **Task 3: Fill each blank in the network with the information about a travel attraction you know.**  ***\* Suggested answers:***  ***T****: What is the name of the attraction?*  ***Ss****: It’s Phu Quoc island*  ***T****: Where is it?*  ***Ss****: It’s in Kien Giang*  ***T****: How can you go there?*  ***Ss****: You can fly to the island because it has an international airport.*  ***T****: What can you do there?*  ***Ss****: I can visit the fishing villages, the national parks, beautiful beaches, temples, pagodas, etc. I can enjoy some water sports like Sailing and fishing or buy interesting things at the night market.*  ***T****: What is special about it?*  ***Ss****: It’s one of the most famous natural wonders of Viet Nam and thousands of tourists visit it every year.* | |
| **5. While-Writing (5’)**  **\* Aims:** To teach students how to write a paragraph about 50 words about a travel attraction they know.  \* **Content:** Write a paragraph about 50 words about a travel attraction you know  **\* Products:** Students’ perfect writing on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher shows the picture in Task 4 and explains to students that they should begin the paragraph with a topic sentence for  - Teacher asks students to use ideas they have brainstormed to write a paragraph about 50 words about a travel attraction they know.  - Teacher goes round and help if needed. | | **Task 4: Write a paragraph about 50 words about a travel attraction you know. Use the information in Task 3.**    **\* Example:**  *I am writing about Ly Son island. It is a beautiful island in Quang Ngai province. And it’s not far from here . You can go there by ship . It is a pristine island with exotic seafood. Ly Son island is famous for its friendliness, long beautiful beaches, and being “the kingdom of garlic.” There you can enjoy great Vietnamese seafood; Especially King crab. You can go diving and swimming. You can join exciting activities. I think, you should have a visit to Ly Son.* | |
| **6. Post-Writing (5’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Cross check students’ writing.  **\* Products:** Students’ writing and cross check. (*individual work*)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher then gives feedback as a class discussion. | | **Task 5: Students’ writing and cross check.**  ***\* Model writing:***  *I am writing about Ha Long Bay.*  *It is in Quang Ninh province. It’s very far from here*  *- about 500 kilomiters, so you can go there by bus or by train. Ha long Bay has many caves and islands. Tuan Chau is the biggest island in Ha Long Bay. You must take a boat ride around the islands. There you can enjoy great Vietnamese seafood. You can watch traditional dance. You can join exciting activities. Ha Long Bay is Vietnam’s most beautiful natural wonder.* | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has 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. | | - listening for specific information about a natural wonder;  - writing a paragraph about a natural wonder.. | |
| **\* Homework (2’)**  **\* Aim:** To revise knowledge that students have gained in this 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 asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |

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

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| Date of planning: 1 / 12 / 2021  Date of teaching: .................  Week: 14  Period: 41 |  | **UNIT 5: NATURAL WONDERS OF VIET NAM**  Lesson 7: Looking back and project |

**I. OBJECTIVES:**

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

- review language use and skills student have learned in Unit 5;

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: words related to the topic “things in nature” and “travel items”

**\* Grammar**: revise the use of ***must /mustn't*** and countable and uncountable nouns

**2. Skills:** Listening and writing

**3. Attitude:** To teach SS to work hard and love travelling.

**4. Competences:** Ss will be developed speaking, writing and co-operating skills when doing project.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5 , Looking back and project

- Smart TV/Pictures.

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **\* Check- up (5’)**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* **Content:** Game : Brainstorming ( things in nature and travel items)  **\* Products:** Students workgroup and write the correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  *T can have Ss listen to an EL song*  **- T –Ss.**     * Teacher divides the class into 2 big teams A and B. * Then, teacher asks students to work in groups of 6. * Write 2 main words on the board. * One team (team A) finds all the words related to things in nature. Another team (team B) finds all the travel items they know. * Teacher asks students to make a web map in 2 minutes, try to add as many words as possible. * The fastest group with the most correct answers is the winner. | | | **\* Game : Brainstorming:**      ***\* Suggested answers:***  + Things in nature: desert, forest, mountain, lake, river, valley, cave, island, beach,…  + Travel items: lighter, scissors, sleeping bag, compass, plastic, backpack,…. |
| **\* VOCABULARY**  **Task 1,2,3 (12’)**  **\* Aim:** To help students revise the vocabulary items they have learnt in the unit.  \* **Content:** Write the name for each picture  **\* Products:** Ss say the correct words aloud for each picture.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:**  - **T –Ss :**   * Teacher encourages students to complete the task individually. * Teacher asks students to swap their books with their partners.   Teacher shows the answer and check  **Task 2:**  - **T –Ss :**   * Teacher asks students to work in pairs. * Teacher monitors the activity lets them do it in 2 minutes. * Teacher lets each pair answer. * Teacher checks the answers with the whole class.   **Task 3:**  - **T –Ss :**   * Teacher asks students to do this exercise individually. * Teacher lets students compare their answers in pairs before checking as a class. | **Task 1: Write the name for each picture.**  \* ***Answer key:***  1. waterfall  2. cave  3. desert  4. lake  5. beach  6. island  **Task 2: Match the name of a natural wonder on column A with a word indicating it in column B.**  ***Answer key:***  1. d  2. c  3. a  4. e  5. f  6. b  **Task 3: Write the words under the pictures.**  *Answer key:*  1. scissors  2. sleeping bag  3. compass  4. backpack  5. plaster | | |
| **\* GRAMMAR (10’)**  **Task 4+ Task 5** | | | |
| **\* Aims:** To help Ss revise the use of countable and uncountable nouns in sentences.  Tohelp Ss revise the use of ***must /mustn't***in context.  \* **Content:** Find the mistake in each sentence and correct it.  **\* Products:** Studentsread the sentences carefully and correct the mistakes.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **Task 4:**  **T –Ss ; Ss – Ss**   * Teacher asks students to work independently. * Teacher asks students to read the sentences carefully and correct the mistakes. * Students complete the task and discuss about the answers. * Teacher gives feedback as a class discussion.   **Task5:**  **T - Ss, Ss – Ss**   * Teacher lets students to work in pairs and complete the activity. * Teacher asks students to stand up and make a role play. * Teacher checks the answers with the whole class. | | **Task 4: Find the mistake in each sentence and correct it. (p. 56)**  \* ANSWER KEY:  1. is / are  2. are / is  3. instrument instruments  4. are / is  5. luggages / luggage    **Task 5: Complete the dialogue, using must / mustn’t. (p. 56)**  ***\* Answer key:***  1. must  2. must  3. mustn’t  4. must  5. mustn’t | |
| **3 . Production(3’):**  **\* Aims:** To give Ss further practice on using countable and uncountable nouns and mustn’t  \* **Content:** Rewrite the sentences using the words in brackets.  **\* Products:** Students’ full sentences on the board.  **\* Organization of implementation:** | | | |
|  | |  | |
| **- T - Ss, Ss – Ss**   * T asks students work indepently.   .**-** SS sewrite the sentences using the words in brackets.   * Ss complete the sentences in the book.   - Teacher invites some students to complete on the board .  - T comments and give marks. | | **\* Rewrite the sentences using the words in brackets.**  1. There are some chairs and a table in the kitchen.  🡪We have…………………………………. .  2. Not many people can understand his lecture.  🡪 Only…………………………………….  ( *some / a few people can understand his lecture*)  3.It is wrong of us to throw rubbish.  🡪We mustn’t …………………………..  4.It is necessary for us to be present at the class discussion on Saturday.  🡪 We must ……………………………..  5.The tour guide tells us not to throw rubbish.  🡪 The tour guide says that we………………… . | |
| **4. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:**  PROJECT: *DREAM DESTINATION*  \* **Products:** Students’ perfect project.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss, Ss – Ss**   * Teacher sets the context:   + Teacher will be a tourist who is looking for a dream destination to go on holiday.  + Students will be the travel agents who have to suggest the tourist by providing their travel brochure (poster).   * Teacher divides the class into groups of 6. Each group will act as a travel agency. * Teacher asks “the travel agencies” to discuss and choose an interesting place they would like to visit (in Viet Nam or in the world). * Teacher asks them to look for necessary information for the visit, basically by discussing the suggested questions. * Students summarise the information and design A0 size posters about the places they would like to promote. * Teacher asks the class to listen to the reports and ask questions if they would like to. * Students will critically evaluate all the posters, then give 1 vote for the most attractive poster/ place.   Teacher gives comments and feedback to all groups and awards special prize the group which has the most votes | | **\* PROJECT: DREAM DESTINATION**  ***1. In groups, make a poster about a natural wonder you would like to visit. In the poster, draw / print a picture of the place. Then give some information about the place:***   * *what the natural wonder is* * *where it is* * *how you can go there* * *what it is special about* * *what you can do there*   *…*  ***2****.* ***Introduce the attraction to your class*** | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 5  - make Project: “**DREAM DESTINATION** ”  ” | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 5 and To 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** | |
| * 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 6 ( Getting started) | |

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

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| Date of planning: 1 / 12 / 2021  Date of teaching: .................  Week: 14  Period: 42 |  | UNIT 6: OUR TET HOLIDAY  **Lesson 1: Getting started - Happy New Year!** |

**I. OBJECTIVES:**

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

- use the lexical items related to “Tet”;

- use the vocabulary and structures to describe things and activities at Tet.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: Things and activities at Tet

**\* Grammar**: Use should/shouldn’t for advice.

**2. Skills:** Listening and reading

**3. Attitude:** **:** To teach SS to work hard and love our Tet holiday.

**4. Competences:** Talking about how to prepare for Tet; Ss will be developed listening, speaking and co-operating skills.

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Getting started

- Projector/ pictures and cards

- sachmem.vn

IV. PROCEDURES : (STAGES)

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| **1. Warm-up (5’)**   * \* **Aim:** To set the context for the listening and reading text.   To introduce the topic of the unit.  \* **Content:** Network – say activities about at tet  **\* Products:** Say activities about at tet aloud (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T – SS** ( Individual work)   * Teacher writes the word TET on the board and ask 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.  **+ Lead in**   * Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture: | | | **\* Warm up**: **Network**    **TET**  - decorate houses  - eat special food  - new clothes  - get lucky money  - visit relatives  ………   1. *What are there in the picture?* 2. *What do you think about when talking about Tet?*   ***\* Suggested answers:***  1. There is a peach blossom / cherry blossom tree with red envelopes.  2. Lucky money, new clothes,… |
| **2. Presentation (5’)**  **\* Pre teach vocabulary**  **\* Aim:** to introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  **- T - Ss.**  - 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 | | **\* Vocabulary**  - celebrate (v) : kỉ niệm  - decorate (v) : trang trí  - family gathering (N. phr.): sum họp gia đình  - lucky money (N. phr.): tiền lì xì  - peach flowers (n) : hoa đào  **\* Checking vocab: < Rub out and remember>** | |
| **3. Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To help students get the main idea of the text.  To help students scan the text for the information to fill the blanks.  \* **Content**: Listen and read the dialouge  **\* Products:** Students read and understand the meaning of the dialogue.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**   * Teacher asks students to look at the title of the conversation and the picture. * Teacher asks students some brainstorming questions like: * Teacher encourages students to give their answers, but does not confirm whether their answers are right or wrong. * Teacher plays the recording twice for students to listen and read along. * Teacher has students underline the words that are related to the topic of the unit while they are listening and reading. * Teacher invites some pairs of students to read the dialogue aloud. * Teacher has students say the words in the text that they think are related to the topic Tet. * Teacher quickly writes the words on one part of the board. | **Task 1. Listen and read**  *1. What do you think they are talking about?*  *2. When is Tet?*  *3. Is it a holiday?*  *4. What do we do at Tet?*  ***Suggested answers:***  *1. They are talking about Tet/ New Year.*  *2. It’s in January/ February.*  *3. Yes, it is.*  *4. We clean our houses, decorate them, meet relatives,…*  **\* Role play.** | | |
| **Task 2 (3’)**  **\* Aims:** To help Ss get the main idea of the text.  \* **Content:** Choose the correct key : What are Linda and Phong talking about?  **\* Products:** Students say correct key aloud .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher asks students what exactly Phong and Linda are talking about. * Teacher lets them read the three options carefully and see the difference among them. * Teacher confirms the correct answer. (They are talking about Tet in Viet Nam.) | **Task 2. What are Linda and Phong talking about? (p. 59)**  ***\* Answer key:*** B | | |
| **Task 3:(5’)**  **\* Aims:** To help Ss scan the text for the information to fill the blanks.  \* **Content:** Complete the sentences about Tet  **\* Products:** Students’ correct answer on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T-Ss, Ss-Ss**  - Teacher asks students to work independently to fill each blank with the word(s) from the conversation.  -Teacher may instruct them how to do the exercise and model with the first sentence  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. | **Task 3: Complete the sentences about Tet with the information from the conversation in 1.**  .  ***\* Answer key:*** 1. January 2. houses  3. gatherings  4. lucky money 5. break | | |
| **Task 4: (5’)**  **\* Aims:** To develop Ss' knowledge of the vocabulary relating to Tet.  \* **Content:** Match the words/ phrases in the box with the pictures.  **\* Products:** Students match the words and pictures exactly on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T-Ss, Ss-Ss**  - Teacher lets students look at the pictures first to see if they know the English words for them.   * Teacher then allows students to read the words / phrases in the box and do the matching. * Teacher checks the answers as a class. | **Task 4: Match the words/ phrases in the box with the pictures.  *\* Answer key:***1. b 2. a 3. c 4. d | | |
| **4. Production:(5’)**  **\* Aims:** To allow students’ opportunities to recognize what is related to Tet through a fun game.  \* **Content:** Game – Is it about Tet?  **\* Products:** Students pratise in groups.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5 :T-Ss, Ss-Ss***   * Teacher allows students some time to read the instruction and the example. * Teacher demonstrates the game by saying a word/ phrase aloud and ask students if it’s about Tet or not. * Teacher lets students write down two things/ activities. * Teacher goes round and helps if needed. * Teacher divides the class into 2 or 4 teams and lets them compete each other. The teams can play Rock – Paper – Scissors to decide which team goes first.   Which team gets more correct words is the winner. | **Task 5: Game – Is it about Tet? (p. 59)**  ***Example 1:***  ***Student:*** *banh chung*  ***Class:*** *It’s about Tet.*  ***Student:*** *flying a kite.*  ***Class:*** *It’s not about Tet.* | | |
| **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**.summarize the content of the lesson.  **\* 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 | - Some new words  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To revise 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:** …………………………………………………………………………………………………………………………………………………………………………………………………………

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| Date of planning: 08 / 12 / 2021  Date of teaching: .................  Week: 15  Period: 43 |  | UNIT 6: OUR TET HOLIDAY  Lesson 2: A closer look 1 |

**I. OBJECTIVES:**

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

* extend and practice vocabulary related to "Tet": things, activities and practices;

- pronounce and recognize the sounds /s/ and /∫/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: Things and activities at Tet

**\* Grammar**: Use should/shouldn’t for advice.

**2. Skills:** Listening , speaking and reading

**3. Attitude:** **:** To teach SS to work hard and love our Tet holiday.

**4. Competences:** Know pronounce and recognize the sounds /s/ and /∫/. how to ; Ss will be developed listening, speaking .

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 6, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabularies and its pronunciation  \* **Content:** *Game:* *NETWORK ( write things for Tet)*  **\* Products:** Students write correct answers on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **- T - Ss**   * Teacher divides the class into two teams, then writes the topic “*Tet holiday”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner. | | | ***\* Game:* *NETWORK***    **Things for Tet**  **\* Suggested answer:**    - Flowers  - great food  - house decoration  - new clothes  ..... |
| **2. Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To enrich students’ vocabulary with the topic “Tet”  \* **Content:** Some vocabularies about Tet  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < What and where>** | | **\* Vocabulary**  - visit relatives: thăm họ hang bà con  - watch fireworks : xem pháo hoa  - give lucky money : nhận tiền lì xì  - make a wish: làm điều ước  - clean the furniture : lau chùi đồ đạc  *-* | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:** To revise/ teach the words/ phrases related to Tet.  \* **Content:** Write the words/phrases in the box under the pictures.  **\* Products:** Ss say the correct answer.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**  - Allow Ss to look at the pictures and see if they know the words *I* phrases in the box.  - Ask them to write the words *I* phrases in the box under the pictures.  Check the answers as a class. | **Task 1: Write the words/phrases in the box under the pictures. \* Answer key**  **1 fireworks**  **2. special food**  **3. fun**  **4. wish**  **5. furniture** | | | |
| **Task 2:** **(5’)**  **\* Aims:** To teach students how to combine a verb with a noun to talk about Tet activities.  \* **Content:** Match the verbs with the nouns.  **\* Products:** Ss say the correct answers ( pair work)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**  - Explain to Ss that some verbs and nouns go together and some don't:  e.g. *plant / decorate +*a *tree,*  but not *cook+* a *tree.*  *-* Write a verb on the board  (e.g. *read)*  and ask Ss to match the verb with as many nouns as they can find  - Ask Ss to look at the verbs in the *Verbs* box first and see what nouns in the *Nouns* box they can go with.  - Allow Ss to do the matching independently.Then pair Ss and allow them to share with their partner.  Check the answers as a class. | **Task 2: Match the verbs with the nouns.**  ***\*Answer key:***  1. f (have fun)  2. e (visit relatives)  3. d (give lucky money) 4. a (make a wish)  5. c (clean the furniture)  6. b (watch fireworks) | | | |
| **Practice**  **Task 3: (5’)**  **\* Aims:** To revise the words learnt in context.  \* **Content:** Complete the sentences with the words in the box**.**  **\* Products:** Ss read their correct sentences aloud .  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***  -Teacher asks students to work independently or in pairs.  - Teacher encourages them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.  E.g. *In sentence 1, we need a verb after the subject we. We have two verbs in the box, clean and celebrate. Only celebrate can go with Tet. So the correct word is celebrate.*  - Teacher checks the answers as a class.  - Teacher may call on some students to read the sentences aloud. | **Task 3: Complete the sentences with the words in the box. (p. 60)**  ***\* Answer key:***  1. celebrate  2. peach  3. clean  4. shopping  5. food | | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds /s/ and /∫/**  **\* Aims:** To help students to identify how to pronounce the sounds **/**s**/** and **/**∫**/**  \* Content: PRONUNCIATION : Sounds /s/ and /∫/  **\* Products:** Read and know how to pronounce the sounds **/s/ and /∫/**.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /s/ and /∫/ to students and lets them watch a video about how to pronounce these two sounds. * Teacher asks students to give some words containing these sounds. | PRONUNCIATION  \* Sounds **/s/ and** /∫/  **\* Suggested answers:**  /s/: see, sun, say, swim,…  /∫/: show, should, shower, wash,… | | | |
| **\* Practice** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify how to pronounce the sounds /s/ and /∫/ and practise pronouncing these sounds in words.  \* Content: Listen and repeat the words  **\* Products:** Students pronounce words exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4 :T-Ss,***   * Teacher may write two Vietnamese words on the board first, e.g. *xách* and *sách*. * Teacher asks students to say the words aloud and draw their attention to the difference in the pronunciation of *x* and *s*. * Teacher writes the words see and she under the words *xách* and *sách* and read aloud the four words. * Teacher lets students elicit the difference in the two sounds /s/ and /∫/ in English. * Teacher has some students read out the words first. Then play the recording and ask students to listen and repeat. * Teacher plays the recording as many times as necessary. * Teacher calls on some students to check. | **Task 4: Listen and repeat the words. (p. 60)**  ***\*Audio script:***   |  |  | | --- | --- | | shopping | special | | spring | wish | | rice | celebrate | | | | |
| **Task 5: (5’)**  **\* Aims:** To help students pronounce the sounds /s/ and /∫/ correctly in context.  \* Content: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.  **\* Products:** Whole class practice reading the poem exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***Task 5 :T-Ss,***  **-** Teacher plays the recording for students to listen to the poem. Then play the recording again for them to listen and repeat.   * Teacher asks students some time to practise reading the poem among themselves. * Ask them to pay attention to the underlined words with the /s/ and /∫/ sounds. * Go around and correct pronunciation if needed.   - Teacher asks for some volunteers to stand up and read the poem aloud. | **Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.**  ***\* Audio script:*** *Spring is coming! Tet is coming! She sells peach flowers. Her cheeks shine. Her eyes smile. Her smile is shy. She sells peach flowers* | | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:** game - ***Sentence race***  **\* Products:** Students pratise in groups.  **\* Organization of implementation**: | | | | |
|  |  | | | |
| * Teacher divides the class into 4 big teams. * All the teams have to produce the longest sentence that contains the most /s/ and /∫/ sounds in 5 minutes. Then, each team takes turn to present their sentence, which team has the longest sentence that has the most /s/ and /∫/ sounds wins. | **\* Game: Sentence race**  ***\* Suggested sentences:***  **The tongue twister: *Seashells***   * *She sells sea shells by the sea shore.* * *The shells she sells are surely seashells.* * *So if she sells shells on the seashore.*   *- I'm sure she sells seashore shells.* | | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /s/ and /∫/  **\* Products:** Say aloud what 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 | - Vocabulary and how to pronounce the /s/ and /∫/ | | | |
| **5. Homework (2’)**  \* **Aim:** To revise what they have learnt 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.  - Find 5 new words that haven’t been mentioned in the lesson with the sound /s/ and /∫/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

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

|  |  |  |
| --- | --- | --- |
| Date of planning: 08 / 12 / 2021  Date of teaching: .................  Week: 15  Period: 44 |  | **UNIT 6: OUR TET HOLIDAY**  **Lesson 3: A closer look 2** |

**I. OBJECTIVES:**

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

* use *should* and *shouldn’t* to make advice;

- use *some* and *any* to talk about quantity.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: vocabulary related to Tet

**\* Grammar**:*should* and *shouldn’t* ; *some* and *any*

**2. Skills:** Listening and reading

**3. Attitude:** **:** To teach SS to work hard and love our Tet holiday.

**4. Competences: -**giving advice.

**III. MATERIALS**

**\* Preparation:**

**1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 6, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES: (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar and to increase students interest.  \* **Content:** Game: *Pelmanism ( words and the meaning of words.)*  **\* Products:** Students’ correct choice. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **- T – Ss**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes word and the meaning of words. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner   **- Lead in :**  These are activities at Tet.  *Today we are going to learn about the things we should or shouldn’t do* | | | ***\**  Game: *Pelmanism***  EX 1. Fireworks 🡪 8. Pháo hoa |
| **1. Presentation 1 (10’)**  **\* Aim:** To teach some vocab related the lesson.  To introduce targeted grammar of “should / shouldn’t” and “some / any”.  \* **Content:** Some vocab and grammar : *Should / shouldn’t* for advice  **\* Products:** read and understand the meaning of words; know how to use *Should / shouldn’t*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – vocab**  **- T - Ss**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Pre –teach grammar**  - T asks Ss to look at the picture and comment.  - T set the scene.  - T writes the sentences on the board. answers on the board.  - T checks the meaning, use and form of the structure | | **\* Vocabulary:**  - behave (v): cư xử  - plant (n, v): trồng cây, cây cảnh  - fight (v): đánh nhau  - break (v): làm bể, làm vỡ  \* Checking vocab: < Rub out and remmember>  **I. GRAMMAR 1:**  ***+ Should / shouldn’t* for advice**  **1. Model sentences:**  *- Nam, you shouldn’t wet the floor.*  *- You should take your raincoat off first.*  **\* Note:**  **- Form: should(n’t) + bare-inf..**  **- Meaning:** should: nên, shouldn’t : không nên  **- Use: express advice** | |
| **Practice** | | | |
| **Task 1 (5 ’)**  **\* Aims:** To give students more opportunities to practise the use of *should / shouldn’t* in real context.  \* **Content:** Look at the signs at the library and complete the sentences with should or shouldn’t.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss :**   * Teacher writes the word *LIBRARY* on the board and asks students to say what they should/ shouldn’t do when they are in a library. * Teacher then asks students to look at the four signs in the library and lets them complete the sentences. * Teacher asks them to swap their answers with a partner. * Teacher calls students to read aloud the sentences and checks their answers as a class. * If there is still time, teacher asks students to refer to the notes of *In the classroom* on the board and practise saying the sentences with *should*/ *shouldn’t*.   - Teacher asks students to look at *Remember!*box and allow them one minute to memorise it. | **Task 1: Look at the signs at the library and complete the sentences with should or shouldn’t. (p. 61)**  ***\* Answer key:***  1. should  2. shouldn’t  3. should  4. shouldn’t    We use *should* for things that are good to do.  We use *shouldn’t* for things that are not good to do | | |
| **Task 2 (5)’**  **\* Aims:** To help Ss see what activity is good / not good to be done at Tet.  **\* Content**: Tick the activities children should do at Tet and cross the ones they shouldn’t.  **\* Products:** Students tick in the textbook and share the partner.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss :**   * Teacher asks students to look at the pictures and read the phrases under the pictures. * Teacher then ticks (it’s good) or cross (it’s not good) each picture. The pictures help make the meanings of the phrases clear. * Teacher checks the answers as a class. | **Task 2: Tick the activities children should do at Tet and cross the ones they shouldn’t.**  ***Suggested answer:*** 1. ✓ 2. × 3. ✓ 4. × 5. ✓ 6. ✓  7. × 8. × | | |
| **Task 3 (5’)** | | | |
| **\* Aims:** To help Ss form sentences using should / shouldn't.  \* **Content:** Look at the activities . Take turns to say what you think children should/ shouldn't do.  **\* Products:** Ss play a game and say the correct sentences.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3 :T –Ss ; Ss- Ss**  - This activity allows students to produce sentences with the target language of *should* / *shouldn’t*, using the prompts in Task 2.   * Teacher asks students to do the task *by playing game: Lucky number.* * *T devides the class into 2 teams* * Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers. * Each team takes turns and 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 may choose another number. | **Task 3: Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn't do.**  **\*** *Playing game : Lucky number*  **\* Answer Key:**  1. Children should plant trees.  2. Children shouldn't break things.  3. Children should go out with friends.  4-. Children should make a wish.  5. Children shouldn't fight.  6. Children should help with housework. | | |
| **Presentation.**  **GRAMMAR 2.**  **\* Aims**: To introduce targeted grammar of “some / any”.  \* **Content: Grammar:** *Some / any for amou***nt**  **\* Products:**. Undertand and know how to use *some/ any*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss,***  **\* Pre –teach grammar**  - Ask Ss to read the **Remember!** box.  - Tell them to pay attention to the phrases in bold in the sentences to see how *some* and *any* are used differently (positive, negative, and question).  - Remind them that *some* and *any* can be used with bothcountable/ uncountable nouns. When they go with countable nouns, the nouns are always in plural. | ***\* Some / any* for amount**  \* **Some/ any : một vài, một ít**  **1. Model sentences:**  *(+) My mother bought* ***some fruits****.*  *(+) I need* ***some milk*** *for the cake.*  *(-) I can’t answer* ***any questions****.*  *(?) Do you have* ***any sugar****?*  **\* Note:**  **- Some :** *Dùng trong câu khẳng định.*  **- Any :** *Dùng trong câu phủ định và câu hỏi.*  \* Ngoại lệ câu mời : Would you like some tea? | | |
| **Practice 2**  **Task 4 ( 5’)**  **\* Aims:** To give Ss some controlled practice on the use of some / any.  \* **Content:** Complete the sentences with *some* and *any.*  **\* Products:** Students’ correct answers.  **\* Organization of implementation:** | | | |
| - Teacher applies the rules in the box. | **Content** | | |
| - Teacher asks students to look for clues  (+ or - / ? sentences) and decides whether to use *some* or *any*.  - Check their answers as a class and explain the choice. | **Task 4: Complete the sentences with *some* and *any.***  ***\* Answer key:*** 1. some, some  2. any, any  3**.** any, some | | |
| **Production**  **Task 4 ( 5’)**  **\* Aims:** To give students much freer practice with some/ any in real context.  \* **Content:** Game – What’s there in the fridge?  **\* Products:** Students say the correct sentences aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher divides the class into 4 groups. * Teacher asks students to look at the fridge and read the example. * Teacher draws students’ attention to the change of the verb be in the use with some or any (in the examples).   -Teacher reads out loud the things in the fridge, and also the things that aren’t in the fridge (to practice negative form).  - The team which raise their hands the fastest will get the chance to answer.  - Each correct answer gets 10 points.  🡪 The team with the most points in the winner**.** | **Task 5: Game – What’s there in the fridge?**  ***\* Suggested answers:***  1. There are some eggs (in the fridge).  2. There is some fruit juice.  There are some packs of fruit juice.  3. There are not any apples.  4. There is not any bread.  5. There are some bananas.  6. There is some cheese | | |
| **Consolidation (3’):**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
|  |  | | |
| Teacher asks students to talk about what they have learnt in the lesson. | \* Grammar:  ***+ Should / shouldn’t* for advice**  +  ***Some / any* for amount** | | |
| **4. 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. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

|  |  |  |
| --- | --- | --- |
| **Date of planning: 08 / 12 / 2021**  **Date of teaching: .................**  **Week: 16**  **Period: 48** |  | REVIEW 2 : LANGUAGE FOCUS |

**I.OBJECTIVES**

By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 1-6 by doing exercises.

**1. Knowledge:** review from unit 1 to 6

**2. Skills**: four skills

**3. Attitude**: love the using of English.

**II- PREPARATION**

**1. Teacher:** Test papers, lesson plan, chalk…

**2. Students**: book, notebook, pen…

**III- PROCEDURE**

**1. Organization:**

-Greeting

- Check attendance

**2. Check up the old lesson** **(3’)**

- Ask sts to rewrite the structures.

**3. New lesson**

**Activity 1 :Review pronunciation (5’)**

|  |  |
| --- | --- |
| **Teacher’s and Ss’activities** | **Content** |
| -T tells the Ss the first tongue twister for practising the sounds /ou/ and /^/,/ I/ and /i:/, /ʃ/ and /s/  -T plays the tape  -T has Ss practise individually, in pairs  -Ss listen to the recording and practice individually and in pairs | **A. Pronuciation:**  **1. Read these tongue twisters** |

**Activity 2 : Review vocabularies (5’)**

|  |  |
| --- | --- |
| **Teacher’s and Ss’activities** | **Content** |
| -T asks Ss to write down the vocabulary they’ve learn  -Ss write down the vocabulary  -T gives some definitions and asks Ss to choose the correct definitions  -Ss work in pair | **B.Vocabulary**  **2.Write the vocabulary in below topics:**  -My new school  -My friends  -My home  -My neighbourhood  -Natural wonder  -Tet holiday  **3.Choose the correct definitions**  \*Key:  1. square 3. waterfall  4. shop 5. museum  6. desert 9. mountain |

**Activity 3 : ReviewGrammar (25’)**

|  |  |
| --- | --- |
| **Teacher’s and Ss’activities** | **Content** |
| -T does the first sentence with Ss as a model  -T asks them to indentify the adjective  -T asks them to give the opposite then elicit the new sentence beginning the the subject “Hanoi...”  -T asks Ss to do the same  -Ss work individually | **C.Grammar**  **4. Rewrite the sentences using the comparative or superlative of adjectives**  \*Key:  1. Hanoi is colder than Ho Chi Minh City  2. The Sahara is the largest desert in the world.  3. A house in city is more expensive then that in the countryside  4. Hoian is quieter than Ho Chi Minh City  5.Everest Mount is the highest mountain in the world. |

**4. Consolidation (5’)**

Teacher gets students to retell what they have learnt

**5. Homework (2’)**

- Prepare for the next lesson: Revision for the first term test (cont)

**Tuần: 16 Ngày soạn: 10/ 12/ 2023**

**Tiết theo PPCT: 46 Ngày dạy:**

|  |  |  |
| --- | --- | --- |
|  |  | REVIEW 2 : SKILLS |

**I.OBJECTIVES**

By the end of the lesson, Ss can review the skills they have learnt include: reading, listenning, speaking and writing they have learnt from unit 1-6 by doing exercises.

**1. Knowledge:** review from unit 1 to 6

**2. Skills**: four skills

**3. Attitude**: love the using of English.

**II- PREPARATION**

**1. Teacher:** Test papers, lesson plan, chalk…

**2. Students**: book, notebook, pen…

**III- PROCEDURE**

**1. Organization:**

-Greeting

- Check attendance

**2. Check up the old lesson** **(3’)**

- Ask sts to rewrite the structures.

**3. New lesson**

**Activity 1 : Reading (10’)**

|  |  |
| --- | --- |
| Teacher’s and Ss’activities | Content |
| - T asks Ss read carefully all the passage they’ve learn and asks for anything they don’t understand.  -Ss work individually and ask questions if any. | **A. Reading** |

**Activity 2 : Speaking (10’)**

|  |  |
| --- | --- |
| Teacher’s and Ss’activities | Content |
| -T gives some questions about Ss and they answer the questions about them.  - T asks Ss ask and answer the questions about Nick’s house and Mi’s house in page 21 and page 25  -Ss work in pairs  -T asks somes pairs performance in front of whole class  -T gives feedback if any | **B. Speaking:**  -What’s your name?  -Which class are you in?  -What’s the name of your school?  -Where do you live?  -Do you like your neighbourhood?  -What will you do at Tet?  - Do you know Ha Long Bay?  -Where is Ha Long Bay?  ..... |

**Activity 3 : Listening (8’)**

|  |  |
| --- | --- |
| Teacher’s and Ss’activities | Content |
| T plays the resording once for Ss to listen.Play the recording again for Ss to check their answers. Announce the answers to Ss  Ask Ss to go through the statements. Ask them to identify key words that carry important information.  - Play the recording again, ask for answers and encourage Ss to give reasons for their answers. | **C. Listening:**  **\*Listen about natural wonders** |

**Activity 4 : Writing (10’)**

|  |  |
| --- | --- |
| Teacher’s and Ss’activities | Content |
| -T asks Ss to arrange the words and phrases in the correct order  -Ss work individually  -T asks Ss write down 4 things they should do at Tet and 4 things they shouldn’t do at Tet. Beginning with : “We should/ We shouldn’t...”  -Ss work individually | **D. Writing:**  **\*Rearrange the sentences**  1. Take the first street on your right  2.The Mekong River is longer than the Red River  3. Would you like to go to my house?  4.We shouldn’t break things at Tet  **\*Write about Tet holiday beginning with “We should/ We shouldn’t..”**  Ss’ answer |

**4. Consolidation (2’)**

Teacher gets students to retell what they have learnt

**5. Homework (2’)**

- Prepare for the next lesson: The first term Test

**Tuần: 16 Ngày soạn: 10/ 12/ 2023**

**Tiết theo PPCT: 47 Ngày dạy:**

|  |  |
| --- | --- |
|  | Revision for the first semester test |

**I.OBJECTIVES :**

By the end of the lesson, T is able to check their Ss’ language knowledge, basic skills. This will help T has a suitable teaching approach.

**1. Knowledge:**

**\*Grammar:** *review*

**\*Vocabulary:** review

**2. Competence:** Reading, writing, listening, speaking

**3. Personal quality:** To do the test in a serious and strict manner

**II. PREPARATION**

**1. Teacher:** Test paper, chalk…

**2. Students:** pen,…

**III.THE CONTENTS**

**B. PRONUNCIATION & USE OF LANGUAGE**

**Question III: Find the word which has different sound in the part underlined.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | A. | h**i**storic | B. | excit**i**ng | C. | ch**i**p | D. | pol**i**ce |
| 2. | A. | **o**pen | B. | br**o**ther | C. | jud**o** | D. | g**o**ing |

**Question IV: Choose the best answer A, B, C or D (1,5m)**

1.We always…… homework before going to the school.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | study | B. | do | C. | have | D. | play |

2. At that moment, Nga ……. .an Math lesson with her teacher.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | am having | B. | is having | C. | are having | D. | having |

3. There are two posters ……. the wall.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | next to | B. | behind | C. | on | D. | in |

4. Ngoc is ………… She isn’t confident.She doesn’t like to meet new people.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | kind | B. | shy | C. | creative | D. | clever |

5. ……. the second turning on the right.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | Take | B. | Go | C. | Turn | D. | Get |

6. …………….: Children often receive it in red envelopes at Tet.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | Wish | B. | Special foods | C. | Clothes | D. | Lucky money |

**C.READING**

**Question V: Read the passage about Mai’s Tet holiday and tick (🗸) true (T) or false (F). (1m)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | The Old Quarter in Hanoi lies near Hoan Kiem Lake. This is a special place because it includes 36 small old streets and the names of many streets describe the name of the goods that are traded there. For example, the street is called “Hang Bong” because cotton products are sold there. We can also buy silver products on “Hang Bac” Street. The Old Quarter is also famous for its diverse cuisine. There are a lot of delicious traditional foods such as Pho Bo (a type of beef noodles), Bun Thang (noodles with chicken, shrimps and egg), Xoi (a sticky rice dish), bread with full of meat and vegetable, and more. Coming here, tourists can find some nearby historic structures such as Cua Bac Cathedral, Louis Finot Museum and Dong Duong University. You can also visit famous temples and pagodas, namely Bach Ma temple and Cau Dong pagoda. In spite of being historic, the Old Quarter is quite bustling. At weekends, many people go there to eat, shop and walk through streets. | | | | | |  |  |  |  | | --- | --- | --- | --- | |  |  | **T** | **F** | | 1. | The Old Quarter in Hanoi lies far Hoan Kiem Lake. | 🞎 | 🞎 | | 2. | There are 36 small old streets in the Old Quarter. | 🞎 | 🞎 | | 3. | We can buy silver products on “Hang Bong” Street. | 🞎 | 🞎 | | 4. | The Old Quarter is also famous for its diverse cuisine. | 🞎 | 🞎 | |  |  |  | |

**Question VI: Read the passage again and answer the following questions**

**(1m)**

1.Why is the street called “Hang Bong”?

🡪…………………………………………………………………………………

2. What do many people do in the Old Quarter at weekends?

🡪…………………………………………………………………………………

**D.WRITING**

**Question VI. Reorder the words or phrases given to make the sentences**

1.We /behave well / at / should / Tet.

🡪…………………………………………………………………………………

2. Can/ pass /the /please/ biscuits/ you/ me?

🡪…………………………………………………………………………………

3. the / Tokyo / most / city / in the world / expensive / is.

🡪…………………………………………………………………………………

4. Tan Ky House/ workshop / is / The / next to.

🡪…………………………………………………………………………………

**Question VII: Rewrite the sentences with the given words without changing the meaning**

1.Tra Co Beach is larger than all beaches in Vietnam.

🡪 Tra Co Beach is the ………………………………………………………

2.Niagara Falls is lower than Victoria Falls.

🡪Victoria Falls is.……………………………………………………………

**E. SPEAKING**

**Question VIII: Let’s introduce about your name and your class (0,5m)**

|  |
| --- |
| **Question IX:Now I’m going to ask you four questions about your Tet holiday. Are you ready? (1,0m)** |
| |  |  | | --- | --- | | 1. | Do you like Tet holiday? | | 2. | What will you do at Tet? | | 3. | What should you do at Tet? | | 4. | What shouldn’t you do at Tet? | |
| **Question X: Each of you will now receive a card. On the card there is a picture**  **and four questions. Ask your friend and she/he will answer the questions based**  **on the picture he/she has (1,0m)** | | |

**Tuần: 16 Ngày soạn: 10/ 12/ 2023**

**Tiết theo PPCT: 48 Ngày dạy:**

|  |  |
| --- | --- |
|  | The first semester test |

**I.OBJECTIVES :**

By the end of the lesson, T is able to check their Ss’ language knowledge, basic skills. This will help T has a suitable teaching approach.

**1. Knowledge:**

**\*Grammar:** *review*

**\*Vocabulary:** review

**2. Competence** Reading, writing, listening, speaking

**3. Personal quality:** To do the test in a serious and strict manner

**II. TEAHING AIDS**

**-** Test paper, chalk…

**III.PROCEDURE**

**MA TRẬN ĐỀ KIỂM TRA CUỐI KỲ I**

**NĂM HỌC 2023-2024**

**MÔN: TIẾNG ANH KHỐI 6**

**THỜI GIAN LÀM BÀI: 60 phút KT Viết + 7 phút Nói**

**Ma trận gồm: 01 trang**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TT** | **Kĩ năng** | **Mức độ nhận thức** | | | | | | | | **Tổng** | |
| **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | **Vận dụng cao** | |
| **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** |
| **1** | **Listening** | 10 | ***7*** | 10 | ***6*** |  |  |  |  | 20 | ***13*** |
| **2** | **Language** | 10 | ***7*** | 10 | ***8*** |  |  |  |  | 20 | ***15*** |
| **3** | **Reading** | 10 | ***5*** | 8 | ***7*** | 2 | ***3*** |  |  | 20 | ***15*** |
| **4** | **Writing** | 2 | ***1*** | 4 | ***2*** | 4 | ***4*** | 10  ( 1 bài) | ***10*** | 20 | ***17*** |
| **5** | **Speaking** | 5 | ***1*** | 5 | ***2*** | 5 | ***2*** | 5 | ***2*** | 20 | **7** |
| **Tổng** | | **37** | ***21*** | **37** | ***25*** | **11** | ***9*** | **15** | ***12*** | **100** | **67** |
| **Tỉ lệ (% )** | | **37** | | **37** | | **11** | | **15** | |  | (60 phút KT Viết + 7 phút Nói) |
| **Tỉ lệ chung (%)** | | **74** | | | | **26** | | | | **100** | |

**Tuần: 17 Ngày soạn: 18/ 12/ 2023**

**Tiết theo PPCT: 49 Ngày dạy:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **UNIT 6: OUR TET HOLIDAY**  Lesson 4: Communication |

**I. OBJECTIVES:**

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

* introduce New Year’s wishes;

- introduce students to some New Year’s practices in other countries.

( Đối với HS khuyết tật trí tuệ: Hs chép được từ mới và ngồi quan sát các bạn làm bài)

**1. Knowledge**

**\* Vocabulary**: vocabulary related to Tet.

**\* Grammar**: Saying **New Year's wishes.**

**2. Competences** **:** develop reading, speaking and co-operating skills.summarizing , know how to **say New Year's wishes to your friends,…..**

**3. Personal quality:** **:** To teach SS to work hard and love our Tet holiday

**II. MATERIALS**

Text books , pictures, planning , …

- Grade 6 textbook, Unit 6, communication

- Smart TV/Pictures, sets of word cards

- hoclieu.vn

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: To introduce the topic.  \* **Content:** Game: Matching ( flags and the names of the countries).   * **\* Products: Ss** match flags and know the names of the countries correctly .   **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T – Ss**   * Teacher shows students the flags of five countries and asks them if they know the names of the countries. * Teacher divides the class into 2 teams. * Teacher shows the flags of five countries and the names of the countries * Members from two teams take turns and match the names with the correct pictures as fast as possible. * The team matched faster and correctly is the winner.   **- Lead in:**   * Teacher asks students how people in different countries celebrate their New Year. * Teacher asks students how people wish others on New Year holiday.   - Teacher sums up some common wishes. | | | **\* Game: Matching**    E. Spain    A. Romania  **1.**    B. Switzerland  **2.**    **3.**  C. Japan    D .Thailand  **4.**    **5.**  E. Spain  ***\* Suggested answers:***  ***1- C ; 2- D ; 3- A; 4- E; 5- B.*** |
| **2. Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **Saying New Year’s wishes.** | | | |
| **Task 1: (5’)**  **\* Aim: 1. Presentation 1 (10’)**  **\* Aim:** To teach some vocab related the lesson.  To introduce New Year’s wishes.  \* **Content:** Some vocab related to the lesson.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre- teach Vocab.**  **- T - Ss**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking Vocab : Rub out and remmember**  **Task 1**   * Teacher turns on the audio, students listen and read the New Year’s wish.   🡺 Students come up with the patterns:  Teacher asks students can they add some more wishes. | | **\* Vocabulary:**  ném nước, tạt nước  - Spain (n):  - Japan (n):  - throw water ( phrv):  - rice cakes (n):  - ice hole (n):  hố băng.  tắm  - bathe (v):  bánh gạo  Thụy Sĩ  - Switzerland (n):  Tây Ban Nha  Nhật  **Task 1: Listen and read the New Year’s wish.**  *+ Wishing you joy & laughter...from January to December!*  **\* Note:**  Wishing you/ I wish you + noun/ noun phrase.  ***\* Some common wishes on New Year holiday,***  *- Happy New Year*  *- Wish you healthy and successful .*  *-**Best wishes for the new year.* | |
| **3. Practice (20’)** | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice saying New Year’s wishes.  \* **Content:** Practise saying New Year’s wishes to your friends  **\* Products:** some students say the wishes aloud. In front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:T –Ss : Ss- Ss**  - Students work in groups and say New Year’s wishes.  - Teacher calls on some students to say the wishes aloud. | **Task 2: Practise saying New Year’s wishes to your friends, using the suggestions below or creating your own.**  **\* Suggested answer.**  *-I wish / Wishing you happy days all the year round.*  *- I wish / Wishing you good health and happiness.*  *- I wish / Wishing you success in your work and a happy New Year.*  *- I wish / Wishing you success in your study and laughter all the year round.*  *- I wish / Wishing you a year full of joy and success.*  *-I wish / Wishing you love and care from everybody around you.* | | |
| **4. Pre – reading (5’)**  **\* NEW YEAR PRACTICES IN THE WORLD**  **\* Aims:** Introduce some New Year’s practices to students.  \* **Content:** Match the sentences with the pictures. Then match them with the countries  **\* Products:** Students’correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T – Ss**   * Teacher lets students read sentences first. * Teacher explains new words if they don’t know. (hole, throw water) * Teacher asks students to look at the pictures and do the matching. * Teacher checks their answers as a class. * Teacher then moves on to the next part, asks students if they know which country each practice is from. * Teacher asks students to look at the names of the countries and do the matching.   - Teacher checks answer as a class. | **Task 3: Match the sentences with the pictures. Then match them with the countries.**  **\* Answer key:**  1 - b- the USA  2 - c - the Russia  3 - a - Japan  4 - d - Thailand | | |
| **While-Reading (8’)** | | | |
| **Task 4:(5’)**  **\* Aims:** To help students have knowledge about a travel guide.  \* **Content:** Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities.  **\* Product:** Students say the correct answer key .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T – Ss.**   * Teacher allows students some time to read the New Year’s practices in five countries and do the matching. * Teacher checks their answers as a class, asks students to read aloud the sentences that support their answers. | **Task 4: Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities.**  **=> Answer:**  ***1- b       2- a       3- e        4- c        5- d*** | | |
| **6. Post-Reading**  **Task 5 (5’)**  **\* Aims:** To help Ss talk about New Year's practices around the world.  \* **Content:** Each student chooses one activity andThe group says which country he/ she is talking about.  **\* Products:** Student describe the activities exactly. ( group work)  **\* Organization of implementation:** | | | |
|  | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss – Ss**   * Teacher asks students to underline all the activities they find in the passages. 🡺 Students memorize the key words to help them talk. * Teacher calls on students and ask them to describe the activities they have chosen to the group.   - The group/ The class gives the name of the country. | **Task 5: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which country he/ she is talking about.**  **\* Example:**  - They throw water on other people.  - It's Thailand.  1*/ They put 12 grapes in the mouth.*  *- It’s Spain.*  *2/ They ring bells 108 times.*  *- It’s Japan*  *3/ They throw coins into a river.*  *- It’s Romania.* | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Ss say aloud what they have learnt .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - vocabulary related to Tet  - saying New Year’s wishes. | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **Content:** Revise 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. | - Choose a New Year celebration in the world and find out the information about it.  - To prepare for the next lesson: Unit 6 Skills 1. | | |

**Tuần: 17 Ngày soạn: 18/ 12/ 2023**

**Tiết theo PPCT: 50 Ngày dạy:**

|  |  |  |
| --- | --- | --- |
|  |  | UNIT 6: OUR TET HOLIDAY  Lesson 5 : Skills 1 |

**I. OBJECTIVES:**

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

* develop reading skill for specific information;

- express judgement about the what children should/shouldn’t do at Tet.

( Đối với HS khuyết tật trí tuệ: Hs chép được từ mới và ngồi quan sát các bạn làm bài)

**1. Knowledge:**

**\* Vocabulary:** lexical items related to the lesson.

**\* Grammar:** should /shouldn’t + V

**2**. **Competences:** develop reading, speaking and co-operating skills; Talk about activities at Tet.

**3. Personal quality:** To teach SS to work hard and love Tet holiday; undestand something should /shouldn’t do at Tet holiday.

**II. MATERIALS**

**-** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, skills 1

- Smart TV/Pictures, sets of word cards

- hoclieu.vn

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

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To help students be excited in class.  To revise the old knowledge.  \* **Content**: Listen an English song ; matching contries with their activities.  **\* Products:** Students say the answers correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **T- Ss:.**  - Have SS listen an EL song   * Teacher divides the class into 2 teams. * Teacher asks Ss match the names of countries with theactivities. * . Members from two teams take turns and matchs the names with the correct activites as fast as possible. The team matched faster and correctly is the winner. | **\* Warm-up : Listen an English song**  **\* Matching**   |  |  | | --- | --- | | **Countries** | **Activities** | | 1. Japan  2. Spain  3. Switzerland  4. Romania  5. Thailand | a. put 12 grapes in the mouth  b. ring bells 108 times  c. throw coins into a river  d. throw water on other people  e. drop ice cream on the floor |   1 – b: 2 – a: 3 – e: 4 – c: 5 – d: | |
| **2. Pre- reading (7’)**  **Pre – teach vocab**  **\* Aim:** To provide students with some lexical items before reading the text.  To let students find out the meanings of these lexical items themselves based on provided context.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | \* **Vocabulary**  - cheer (v) : reo hò  - strike midnight (v) : điểm nữa đêm  - light up (phrv) :chiếu sáng  - custom (n) : phong tục  - enough (determiner) : đủ  - salt (n): muối  - cry sound (phrn): tiếng khóc, tiếng kêu  - poor (adj): nghèo  **\*Checking: What and where** | |
| **Pre- reading (5’)** | | |
| **\* Aims:** To introduce the topic of reading.  \* **Content:** chatting ( some questions)  **\* Products:** Ss anwer the questions correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss**  **-** T has look at the pictures and asks Ss  some questions.  - T asks Ss match 3 names of children with  3 pictures of countries.  - And then lead in reading part. | | **\*Children in different countries are talking about their New Year.**  1. What is his/ her name?  2. Where is he/ she from?  \* Matching: Name with pictures |
| **While – reading (10’)** | | |
| **\* Aims:** To develop reading skill for specific information.  To help Ss broaden and deepen their knowledge about New Years.  \* **Content:** Read the passages and decide who says sentences 1 – 5.  **\* Products**: Ss say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1:T –Ss**  **-** Teacher reminds students on how to scan a text.   * Teacher asks students to work individually. * After the time is over, teacher asks students to compare their answers together, and discuss with each other if they don’t have the same answers. * Teacher checks the answers in the whole class and asks for students’ explanation. | | **Task 1:Read the passages and decide who says sentences 1 – 5. (p. 64)**  \* **Scanning:**  *1. Know what you are looking for. (read the questions and underline key words in each question)*  *2. Identify the key words in text and move quickly*  *3. Read the rest of the text. (when you find key words, read the surrounding words to check your answers)*  *\* Answer key:*  1. C 2. A 3. B 4. C 5. D |
| **Task 2(5’)**  **\* Aims:** To check students’ reading comprehension.  \* **Content:** Test your memory – grab the words game.  **\* Products:** Work in groups and give the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss**  - This job can be done ideally by asking Ss not to look back at the passages and see how many questions they answer correctly.  - T may turn it into a competition between groups. Then have them refer to the passages and check their answers.  - Check their answers as a class. | | **Task 2**  ***\** Test your memory – grab the words game.**  + The things appear in the passages: ***a, b, c, e, f, g***  + The things don't appear in the passages: ***d, h*** |
| **5. post -reading (5’)**  **\* Aims:** To check students’ reading comprehension  \* **Content: :** Answer some questions: *GAME: LUCKY NUMBER*  **\* Products:** Answer the questionss exactly by playing game,.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 3: T - Ss, Ss – Ss**  - T asks Ss to answer some questions by playing game : *lucky number*   * Class is divided into 2 groups. * Teacher prepares 8 numbers which includes 6 questions about their school, and 2 lucky numbers. * Each team takes turns and 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 may choose another number. * The team which has more points will be the winner. | | **EX: Answer some questions:**  ***GAME: LUCKY NUMBER***  1.Who does Russ often go to Times Square to welcome the New Year?  2. What do everybody do when the clock strikes midnight in the USA?  3. What does Wu do On New Year’s Day?  4. Does Wu go out and have a day full of fun ?  5. Where does Mai learn some customs about Tet from?  6. Are cats lucky animals in Viet Nam?  **\* Answer key:**   1. *with his parents .* 2. *Everybody cheers and sings.* 3. *dress beautifully and go to his grandparents’ houses.* 4. *Yes, he does..* 5. *Her parents.* 6. *No. they aren’t . (Dogs are lucky animals.)* |
| **Pre –speaking (5’)** | | |
| **Task 3**  **\* Aims**: To help Ss talk about what they have read.  \* **Content:** discuss what they do/ don't do during Tet.  **\* Products:** Students write (or say) the perfect sentences on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 3: T - Ss, Ss – Ss**  **-** Ask Ss to work in groups to discuss what they do/ don't do during Tet.  - Call on some Ss to report the results of their group to the class.  - Encourage Ss to extract more activities from the passages in **1** than the ones listed in **3,** or provide more activities and see if Ss do t hem . | | **Task 3: Work in groups. These are some activities from the reading passages in 1. Tell your group if you do them during Tet. \* Example:**  - I always watch fireworks on New Year's Eve.  - I don’t sing when the New Year comes.  - I always get lucky money at Tet.  - I usually go out and have fun with my friends.  - I always dress beautifully at Tet. |
| **6. While –Speaking (5’)**  **\* Discussion** | | |
| **Task 4**  **\* Aims:** To help Ss express their own ideas on what children should / shouldn 't do at Tet.  \* **Content:** Read the list and discuss what you should or shouldn’t do at Tet  **\* Products:** Students’ idea on the posters and discuss in groups.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T - Ss, Ss – Ss**   * Teacher draws students’ attention to the example provied, and asks 2 students to model the conversation. * Teacher tells students that to form an opinion using should/ shouldn’t, students have to decide whether each activity is good. * Teacher asks students to work in groups of 4 to talk in their groups and encourages them to use the languages from the example. * Teacher goes around the class and offers help if needed.   -Teacher calls students to share their opinions with the class. | | **Task 4: Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.**   |  |  | | --- | --- | | - break things  - make a wish  - dress beautifully  - say "Have fun!" to friends  - help decorate our houses | - play games all night  - invite friends home  - ask for lucky money  - play loud music |   **Example:**  **A:** We should dress beautifully at Tet.  **B:** I agree. Should we ask for lucky money?  **C:** No, we shouldn't.  **A***: We should help decorate our houses.*  ***B:****I agree. Should we play games all night?*  ***C:****No, we shouldn't.* |
| **7. Post-Speaking (3’)**  **\* Aims:** To provide students to use their own knowledge and the knowledge they have gained in the lesson today to talk in groups in a less controlled way  \* **Content: *Questions****:* “What the children in the USA should or shouldn’t do during the New Year?”  **\* Products:** Students’ opinion are reported in front of the class  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * **T - Ss, Ss – Ss** * Teacher asks students whether they still remember Russ from the USA, and asks Ss to discuss freely in pair: * Teacher encourages students to freely express their opinion. * Teacher calls some students to report their opinion to the whole class.   *+ Note: There is no right or wrong for this question. Students can make guesses based on what they know.* | | **\* Questions**:   * “What the children in the USA should or shouldn’t do during the New Year?” |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - 2 skills ( Talk about what children do/ don't do or should/ shouldn't do at Tet) |
| **8. 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:** | | |

**Tuần: 17 Ngày soạn: 18/ 12/ 2023**

**Tiết theo PPCT: 51 Ngày dạy:**

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|  |  | UNIT 6: OUR TET HOLIDAY  Lesson 6 : Skills 2 |

**I. OBJECTIVES:**

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

* listen for specific information about preparations for Tet;

- write an email about what people should/ shouldn’t do at Tet.

( Đối với HS khuyết tật trí tuệ: Hs chép được từ mới và ngồi quan sát các bạn làm bài)

**1.Knowledge:**

**\* Vocabulary**: vocabulary related to Tet

**\* Grammar**: Present simple, should/ shouldn't

**2. Competences:** Know how to use should/ shouldn’t ; Students will developed listening and writing skills.

**3. Personal quality:** To teach SS to work hard , love our Tet holiday; undestand something should /shouldn’t do at Tet holiday.

**II. MATERIALS**

**-** Text books , pictures, planning , …

- Grade 6 textbook, Unit 6, Skills 2

- Smart TV/Pictures.

- hoclieu.vn

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: - Check students’ knowledge related the previous lesson  - To introduce the topic of listening.  \* **Content:** *Watch a clip and write activities about Tet*  **\* Products:** Students' answers on the posters  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up ( Team work)**  **T -Ss**  **-** Teacher divides class into 2 teams.   * Teacher asks students to look at the TV, shows the screen and asks them to memorise activities about Tet in the clip in 2 minutes.   - The team who write activities more correctly is the winner.  - Ss write activities on the posters. | | | \* ***Memorising game:***  *Watch a clip and write activities about Tet*    **\* suggested anwser:**  *- watching fireworks - going to the pagoda*  *- buying flowers - gathering family*  *- buying new clothes - getting lucky money*  *- making Chung cake - eating special food*  *-…* |
| **2. Pre -listening (5’)**  **\* Aim:** To help students brainstorm ideas about Tet preparation and introduces the topic of listening.  \* **Content:** Question about Tet preparation’  **\* Products:**  Students say answers correctly.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - T asks Ss a question about preparing for Tet.  - Ss answer question individually  - T feedbacks and introduces the topic of listening.  **+Lead in:**  ***Now we are going to listen to Nguyen’s letter to his pen-friend – Tom about how his family prepares for Tet.*** | | \* Question:  **- How does your family prepare for Tet?**  ***\* Suggested answers***:  *S1: Buy new clothes*  *Clean the house*  *S2: Decorate the house*  *Cook chung cake.*  *S3: ……………………….* | |
| **2. While -listening (10’)** | | | |
| **Task 1**: **(5’)**   * **\* Aims:** To help students develop listening skill for specific information. * To help students develop listening skill for specific information (short-answer question). * To help students combine listening and writing at the same time.   \* **Content:** Listen and tick the things you hear (work individually)  **\* Products:** Students tick answers correctly  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss** ( individual work)   * Teacher asks students to read aloud the list of words, makes sure students produce them correctly. This would help them recognize the key words when they are doing the listening. * Teacher plays the recording one or two times (depending on students’ levels). * Teacher lets students work individually. * Teacher asks students to compare their answers in pairs. * Teacher checks the answers as a class. | **Task 1: Listen and tick the things you hear.  (p. 65)**  ***\* Answer key:***  old things, peach flowers, new clothes, wishes | | |
| **Task 2 (7’)**  **\* Aims:** To help students develop listening skill for specific information (short-answer question).   * To help students combine listening and writing at the same time.   \* **Content:** Listen again and answer the questions in one or two words by playing game : Who’s faster ?  **\* Products:** say ( write) the correct answers.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  - Have Ss read the questions first to determine what information is needed to answer the questions.  - Remind them that only the key word(s) is/are used for the answers.  - Play the recording. Have Ss listen and write their answers by playing game:  - Who’s faster?   * Teacher prepares 7 numbers which includes 5 questions in task 2, and 2 lucky numbers.   - The student who raises his / her hand the fastest gets to choose a number and answers the question behind the number. If the student answers the question correctly, they will get 1 point. If the team chooses the lucky apple, they get 1 point without answering the question and may choose another apple.  - Have Ss copy down the answers. | **Task 2: Listen again and answer the questions in one or two words. (p. 65)**  *Game: Lucky apple*  Káº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho tree picture  \* Suggested answer.  - Apple 1 : Q 2 – (Their) house  - Apple 2: Lucky apple  - Apple 3: Q3 – Red  - Apple 4: Q1 – old things  - Apple 5: Lucky apple  - Apple 6: Q4 – his father  - Apple 7: Q5 – anything | | |
| **4. Post- listening (5’)**  **\* Aims:** To test students’ memory for the listening text in a creative way; to check students’ listening comprehension  \* Content: Summarize the information of the listening part.  **\* Products:** Students’ summarization about some main information of the listening part  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3: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.  **AUDIO SCRIPT**  *Tet is coming and I'm very happy. We do a lot of things beforeTet. We throw some old things away. We clean and decorate our homes. My mother goes shopping and buys food, red envelopes, and peach flowers. She also buys new clothes for us.My father makes banh chung and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break anything. It brings bad luck.* | | |
| **5. Pre-Writing (5’)**  **\* Aims:** To help Ss brainstorm ideas for their email and to review Tet vocabulary.  \* **Content:** list of four things that you think children should and shouldn’t do at Tet  \* Products: Students’ answers on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss** ( work in groups)   * Teacher divides students into groups of four to discuss and make a list of the things they think children should/shouldn’t do at Tet. * Teacher guides students to write short phrases/ notes instead of full sentences here.   - Teacher walks around and observes students’ performances. If students come up with any new activities or things, teacher writes it on the board for other students to see and discuss. | **Task 3: Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet. (p. 65)**  ***=> Eg:***  *1. Children should visit relatives with parents*  *2. Children should wear beautifful clothes*  *3. Children shouldn't break things*  *4. Children shouldn't play card all night*  *………………………………* | | |
| **6. While-Writing (5’)**  \* **Aim:** To help students complete an email talking about what people should/ shouldn’t do at Tet.  \* **Content:** Complete the email  **\* Products:** Students’ writing. (individual work)  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss – Ss** ( work individually)   * Teacher asks students to read what has been written in the incomplete email, and ask students to decide what will come in between the sentences. * Teacher lets students do this task individually.   Teacher walks around the class and offers help if needed. | **Task 4: Complete the email, using your ideas in 3. (p. 65)**  *Dear Tom,*  *Tet is coming. I will tell you more about our Tet.*  *At Tet, we should****visit relatives with parents****. We should,****wear beautifful clothes****too. But we****shouldn't break things****. We shouldn't****play cards all night****, either.*  *Please write and tell me about your New Year celebration.*  *Yours,*  *Nguyen* | | |
| **7. Post-Writing (3’)**  \* **Aim:** To cross check and final check students’ writing.  \* **Content:**. Share your writing with the class  **\* Products:** Students’s perfect writing  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * **Task 4: T - Ss, Ss – Ss** * Teacher asks students to exchange their textbooks to check their friends’ writing. * Teacher then calls one or two students to share their writing with the class.   Teacher gives feedback. | **Share your writing with the class** | | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** talk about what they have learnt in the lesson.  **\* Products:** Students’s answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Listen for specific information about preparations for Tet;  - Write an email about what people should/ shouldn’t do at Tet. | | |
| **\* Homework (2’)**   * **Aim:** To revise the knowledge and rewrite their writing in the notebooks.   \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbooks and workbooks  **\* Organization of implementation** | | | |
| * Teacher asks students to write down the paragraph in their notebooks.   - Teacher asks students to prepare the new lesson. | * Rewrite your writing. * Do the exercises in workbook. * Prepare LOOKING BACK AND PROJECT.. | | |

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

**Ký duyệt, ngày .........tháng ........ năm.........**

**Nguyễn Thị Huyền**

**Tuần: 18 Ngày soạn: 25/ 12/ 2023**

**Tiết theo PPCT: 52 Ngày dạy:**

|  |  |  |
| --- | --- | --- |
|  |  | UNIT 6: OUR TET HOLIDAY  Lesson 7 : Looking back and project |

**I. OBJECTIVES:**

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

* review the vocabulary and grammar of Unit 6;

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

( Đối với HS khuyết tật trí tuệ: Hs chép được từ mới và ngồi quan sát các bạn làm bài)

**1. Knowledge:**

**\* Vocabulary**: vocabulary related to Tet

**\* Grammar**: should/ shouldn't + V

**2. Competences:** Ss will be developed speaking, writing and co-operating skills when doing project.

**3. Personal quality:** **:** To teach SS to work hard and undestand something should /shouldn’t do at Tet.

**II. MATERIALS**

- Text books , pictures, planning , …

- Grade 6 textbook, Unit 6, Looking back and project

- Smart TV/Pictures.

- hoclieu.vn

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Check- up (5’)**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* **Content**: *Look at the pictures and Write Activities you should do/ shouldn’t do at Tet*  **\* Products:** Students’ perfect sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T –Ss ; Ss - Ss**   * Teacher divides the class into 2 big groups.   Teacher asks students toook at the pictures and Write Activities you should do/ shouldn’t do at Tet  The group having the most suitable and correct answers is the winner. | | | \* **Warm up : *Look at the pictures and Write Activities you should do/ shouldn’t do at Tet***  *\** ***Suggested answers:***  *-*You should cook Chung cake.  - You shouldn’t eat a lot of sweets.  - You should watch fireworks.  ……………….. |
| **\* VOCABULARY**  **Task 1,2 (10’)**  **\* Aim:** **Task 1:** To help students revise the vocabulary about things and activities at Tet.  **Task 2:** To help students revise the vocabulary about Tet in context.  \* **Content:** Match the verbs on the left with the nouns on the right.  **\* Products:** Ss say the correct answers key aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:**  - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks to compare their answers together. * Teacher gives feedback to the whole class.   **Task 2:**  - **T –Ss :**   * Teacher encourages students to complete the task individually. * Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases. * Teacher gives feedback as a class discussion. | **Task 1: Match the verbs on the left with the nouns on the right.**  ***\* Answer key:***  1. D 2. C 3. E  4. A 5. B 6. F  **Task 2: Complete the sentences with the words/phrases in the box. (p. 66)**  ***\* Answer key:***  1. lucky money  2. cleaning  3. Banh Chung  4. peach  5. gathering | | |
| **\* GRAMMAR (10’)** | | | |
| **Task 3+ Task 4**  **\* Aims: Task 3-** To help students revise the use of *should/ shouldn’t* in context; to let students learn how to behave well at other people’s houses.  **Task 4 -** To help students revise the use of *some/ any* in context.  \* **Content:** Tick (✓) the things a child should do and cross (x) the things he/ she shouldn’t when visiting someone’s house at Tet  **\* Products:** students write the perfect sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **Task 3: T - Ss**   * Teacher highlights the new situation of visiting someone else’s house, a popular activity for children at Tet. * Teacher has students read the phrases first, tick or crosses each one as they wish. * Teacher lets students write the sentences individually. * Teacher calls on some students to say the sentences aloud and sees if others agree. * Teacher checks their answers as a class. * Teacher asks if students can suggest any other behaviours with should/shouldn’t.   **Task4 :**  **T - Ss, Ss – Ss**   * Students work individually. * Teacher asks students to look for clues in each sentence to decide which word to fill the blank. * Teacher asks students to swap their answers and check. * Teacher checks their answers as a class. | | **Task 3: Tick (**✓**) the things a child should do and cross (x) the things he/ she shouldn’t when visiting someone’s house at Tet. Then write sentences using should/ shouldn’t. (p. 66)**  ***\* Suggested answers:***  1. He/she shouldn’t enter a room without asking for permission.  2. He/she should ask to use the toilet.  3. He/she should ask to take things for a shelf.  4. He/she shouldn’t make a lot of noise.  5. He/she should ask for some water if he/she feels thirsty.  **Task 4: Read the passage and fill the blanks with *some* or *any.* (p. 66)**  ***\* Answer key:***  1. some 2. Some 3. any  4. any 5. Some 6. any | |
| **3 . Production(3’):**  **\* Aims:** To give Ss further practice on using should/ shouldn’t ; any /some…  \* **Content:** Rewrite the sentences using the words in brackets.  **\* Products:** Ss play game in groups and complete the correct sentences on the board.  **\* Organization of implementation:** | | | |
|  | |  | |
| **- T - Ss, Ss – Ss**   * T divides the class into 2 teams.   **-** SS sewrite the sentences using the words in brackets.   * Ss has Ss play a game *: Lucky number* * Teacher prepares 6 numbers which includes 4 questions about their school, and 2 lucky numbers.   - Each team takes turns and chooses a number and Rewrite the sentences.   * If the team writes correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number.   - T comments and give marks. | | **\* Rewrite the sentences using the words in brackets.**  1. It’s good if children help their parents with the housework.  *→* Children should…………………………  2. It’s not a good idea when you eat a lot of sweets and candies.  *→* You shouldn’t………………………  3. I’m not happy when children lie to their parents.  *→* Children shouldn’t………………  4. She doesn’t have any new books in the bag  *→*  There ………………………………………….................  . | |
| **4. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content: Make \* PROJECT “*I WISH”***  \* **Products:** Students’ project on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss, Ss – Ss**   * Teacher sets the context that Tet is coming, and encourages students to think about their wishes. * Teacher asks students to get a small piece of paper. (Paper in different colours can give the tree a bright atmosphere.) * Teacher reminds students not to write their names on the paper. * Teacher draws students’ attention to some wishes on the trees as examples. * Teacher allows students  3-5 minutes to write their wishes. * Teacher let students come up and hang their wishes on the tree. * - When everybody is ready, call on some students to come and pick a random piece of paper, and read the wish aloud. The class can guess whose wish it is.   In the end, ask students to make a list of wishes they are most interested in so that they can share with their family when they return home. | | **\* PROJECT**  ***I WISH***    **\* Example:**  - I want to pass all of my exams.  - I want to have a new bike  - I want to make a lot of good friends. | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary related to Tet  - Grammar: should/ shouldn't + V | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 6 and To 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** | |
| * 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  - Write 5 sentences to tell about the most useful things on Tet holiday  - Prepare  **UNIT 7** | |

**Tuần: 18 Ngày soạn: 25/ 12/ 2023**

**Tiết theo PPCT: 53 Ngày dạy:**

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| --- | --- | --- |
|  |  | THE FIRST END-TERM TEST CORRECTION |

**I.Objectives:**

***1.*** ***Knowledge:***

By the end of the lesson, students will be able to know their test rerult and find out their mistakes and draw out their experiences for the next tests.

Ss know how to do a test correctly and correct their mistakes as well as consolidate their knowledge.

Basic grammar in the first term .

***2. Competence:*** - Problem solving competence.

***3. Personal quality:***  Work hard.

**II. Material:**

- Teachers preparation: lesson plan.

- Ss preparation: books, notebooks.

**III. Procedures :**

**I. Warm up. (3')**

- Check students’ attendance.

**II. Remarks from teacher(10')**

\*Teacher dilivers the test.

Let ss themselves to look at the paper & remark.

\* teacher gives the common comments.

+ Good points:

- Obey the guidings

- know how to present the test & do the multiple choice.

- Some have good knowledge & skills of all.

Eg: good at listening skill, reading & answering the qs especially how to present the answers.

+ Improvement points:

- listening skill, some miss spelling.

- some have bad writing and it’s difficult to see.

- writing skill : bad at grammar plural and singular nouns.

**Correcting the test(15')**

**Listening:**

Teacher may play the tape again and get more information about the scripts

Teacher gives typical mistakes and gets ss' ideas.

**KEYS**

**ĐỀ SỐ 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Questions:** | **Answer Key** | **Points** |
| **A. Listening** | **I. 1.0 point** | 1. B  2. C  3. B  4. C  5. A | 0.2  0.2  0.2  0.2  0.2 |
| **II. 1.0 point** | 6. TOM  7. 8/eight  8. Bird  9. 9/nine  10. Grey | 0.2  0.2  0.2  0.2  0.2 |
| **B. Language** | **I. 2.0 points** | 11.C  12.A  13.C  14.B  15.B  16.B  17.C  18.A  19.B  20.C | 0.2  0.2  0.2  0.2  0.2  0.2  0.2  0.2  0.2 |
| **C. Reading** | **I. 1.0 point** | 21.A  22.B  23.A  24.D  25.C | 0.2  0.2  0.2  0.2  0.2 |
| **II. 1.0 point** | 26.B  27.D  28.C  29.A  30.C | 0.2  0.2  0.2  0.2  0.2 |
| **D. Writing** | **I+ II 1.0 point** | 31. A  32. B  33. I have a beautiful (and) big house.  34. Nam is taller than Hai.  35. Children shouldn’t eat too many sweets at Tet. | 0.2  0.2  0.2  0.2  0.2 |
| **III. 1.0 point** | **Suggestions :**  \*Form: - Correct form of a paragraph  \*Task fulfillments:  - Complete the tasks with all relevant information  -Well – organized.  \*Language:  - accurate grammar.  - appropriate vocabulary.  -Correct spelling and punctuation  Mỗi lỗi sai ngữ pháp trừ 0,1- hai lỗi sai chính tả trừ 0,1 | 0.2  0.3  0.5 |
| **E. Speaking** | **2.0 points** | (Time allowed : 5-7 minutes/ each student)  I. Introduce yourself ( at least 4-5 sentences) 0.5 Pt  II. Present one of 2 topics given in a card. 0.5 Pt  III. Answer the teacher’s 3-5 questions correctly, reasonably, fluently and naturally...... 1.0 Pt | 2.0 |

**ĐỀ SỐ 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Questions:** | **Answer Key** | **Points** |
| **A. Listening** | **I. 1.0 point** | 1. A  2. B  3. C  4. B  5. C | 0.2  0.2  0.2  0.2  0.2 |
| **II. 1.0 point** | 6. TOM  7. 8/eight  8. Bird  9. 9/nine  10. Grey | 0.2  0.2  0.2  0.2  0.2 |
| **B. Language** | **I. 2.0 points** | 11.C  12.D  13.B  14.A  15.C  16.A  17.B  18.C  19.D  20.A | 0.2  0.2  0.2  0.2  0.2  0.2  0.2  0.2  0.2 |
| **C. Reading** | **I. 1.0 point** | 21.D  22.B  23.D  24.A  25.A | 0.2  0.2  0.2  0.2  0.2 |
| **II. 1.0 point** | 26.B  27.D  28.C  29.A  30.D | 0.2  0.2  0.2  0.2  0.2 |
| **D. Writing** | **I+ II 1.0 point** | 31. B  32. A  33. People should eat a lot of fruit and vegetables.  34. She has a nice (and) big house.  35. Loan is shorter than Lan./ Loan isn’t as/ so tall as Lan. | 0.2  0.2  0.2  0.2  0.2 |
| **III. 1.0 point** | **Suggestions :**  \*Form: - Correct form of a paragraph  \*Task fulfillments:  - Complete the tasks with all relevant information  -Well – organized.  \*Language:  - accurate grammar.  - appropriate vocabulary.  -Correct spelling and punctuation  Mỗi lỗi sai ngữ pháp trừ 0,1- hai lỗi sai chính tả trừ 0,1 | 0.2  0.3  0.5 |
| **E. Speaking** | **2.0 points** | (Time allowed : 5-7 minutes/ each student)  I. Introduce yourself ( at least 4-5 sentences) 0.5 Pt  II. Present one of 2 topics given in a card. 0.5 Pt  III. Answer the teacher’s 3-5 questions correctly, reasonably, fluently and naturally...... 1.0 Pt | 2.0 |

**Tuần: 18 Ngày soạn: 25/ 12/ 2023**

**Tiết theo PPCT: 54 Ngày dạy:**

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|  | **UNIT 7: TELEVISION**  **Lesson 1: GETTING STARTED** |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words related to the topic TV programmaes and people.

- pronounce the sounds /θ/ and /ð/correctly

- use Wh-question to make questions

- use conjuctions to connect clauses in compound sentences

- ask for and give information about TV programmes

- read for general and specific information about a TV programme

- listen for specific information about different TV programmes.

- write a paragraph about TV-viewing habits.

( Đối với HS khuyết tật trí tuệ: Hs chép được từ mới và ngồi quan sát các bạn làm bài

**1. Knowledge:**

- To introduce topic of the lesson *Television*. To practice listening and reading.

+ Vocabulary: use the words related to the topic *Television.* Pronouncing the new wordscorrectly;

+ Grammar:

- use Wh-question to make questions

- use conjuctions to connect caluses in compound sentences

**2. Competence:**

- Co-operation

- Self- study

- Using language to talk about the school.

**3. Personal Qualities:**

- ask for and give information about TV programmes

- read for general and specific information about a TV programme

- listen for specific information about different TV programmes.

- write a paragraph about TV-viewing habits.

**II. MATERIALS**

- Text book, laptop, louspeaker, projector…

- Text books, studying equipments….

- hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Teacher’s Student’s activities** | **Content** |
| **Aims:**  - To create a friendly and atmosphere in the class before the lesson;  - To introduce the topic.  - To lead in the topic of the unit.  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Products:** leading in the lesson about vocabulary and pronunciation.  **\* Organisation :**  **+ Greeting**  ***\* Spider web completion:***  Teacher draws a spider web on the board with the word TELEVISION in the middle.  Teacher asks students to give any words they know relating to the topic.  Students give their answers.  Teacher writes down the answers on the board.  Teacher draws students’ attention to the title of the conversation and the picture in the textbook and asks them questions like:  Ss answer the questions. | ***Suggested answer:***   1. What do you think they are talking about? 2. Do you like watching TV? Why/Why not? 3. How many hours a day do you watch TV? 4. What channel do you like best?   ***Suggested answers:***   1. They are talking about TV shows. 2. Yes, I do. I love watching TV because it’s fun. 3. I spend about thirty minutes/ one hour a day watching TV.   4. I like Cartoon Network/ VTV3/ VTV1. |
|  | |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1:  **Aims:**  - To set the context for the introductory;  - To introduce the vocabulary appearing in the text.  - To practice the targeted language and the background knowledge of the topic *Television*.  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Products:**Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :**  **Vocabulary**  Teacher introduces the vocabulary by:  + providing the pronunciation of the words.  + providing the definition of the words.  Ss write down the new words.  **Task 1: Listen and read.**  Teacher plays the recording, asks students to underline the words they have learned in the vocabulary part.  Teacher can play the recording more than once.  Students listen and read.  Teacher invites some pairs of students to read the dialogue aloud. Ss do as required. | **Vocabulary**   1. talent (n) 2. programme (n) 3. animated (adj) 4. prefer (v) 5. character (n) 6. educational (adj) |
|  | |
| **3. PRACTICE ( 15’)** | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2:  **Aim:** To give students further practice on how to use some words/phrases in context.  **\* Content:** Listen and read the conversation.True/ false activitiy, filling in the gaps.  **\* Products:** Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points…  **\* Organisation :** T\_ Ss .…..  **Task 2: Choose the correct answer A, B, or C.**  Teacher asks students to read the questions carefully and choose the correct answers. Encourage them not to look back at the conversation first.  Ss work individually.  Teacher allows students to share their answers before discussing as a class.  Ss work in groups, share the anwers.  Teacher checks their answers as a class and shows students where to find the answers in the conversation. | ***Answer key:***   1. ***C*** 2. ***A*** 3. ***A*** 4. ***A*** |
|  | |
| ACTIVITY 3:  **Aims:**  - To introduce some vocabulary related to the topic of the unit;  - To introduce the grammar point of this unit: Wh-questions  **\* Content:**Understand the conversation; grammar points; Wh-questions  **\* Products:** To know about the topic of the lesson, Vocab, grammar points.  **\* Organisation :** T\_ Ss …  **Task 3: Read the conversation again and match the names with suitable descriptions.**  Teacher encourages students to do the task without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.  Students work independently.  Teacher allows students to share their answers before discussing as a class.  Teacher checks the answers as a class and asks if any students have watched these programmes. | ***Answer key:***  1. c 2. a 3. e 4. b 5. d |
|  | |
| ACTIVITY 4:  Aim:To help students learn adjectives in the conversation which describe the programmes and characters.  **\* Content:**vocabulary  **\* Products:** Know more some words about Television  **\* Organisation :** T\_Ss….  **Task 4: Find and write the adjectives in the conversation which describe the programmes and characters.**  Teacher guides students to look back at the conversation and find where the names of the programmes/ characters appear. The answers they need are around.  Students can work in pairs to complete this task.  Teacher calls a student to write the answers on the board.  Teacher asks if other students have other answers and checks as a class. | ***Answer key:***   1. **interesting** 2. **wonderful** 3. **clever** 4. **educational** |
|  | |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5:  Aim:To help students pronounce the sounds /θ/ and /ð/ correctly in context.  **\* Content:** pronounce the sounds /θ/ and /ð/ correctly in context.  **\* Products:** To give students a chance to apply what they have learnt.  **\* Organisation :** T\_Ss…  **Task 5: Game – Find someone who…**  **Teacher gives each student a copy of the worksheet (Appendix 1).**  Teacher goes through how to construct “Do you like…?” questions and short answers “Yes, I do. / No, I don’t.” with the class.  Example:  A: Do you like sports programmes on TV?  B: Yes, I do. / No, I don’t.  Students use the prompts on their worksheet to ask “Do you like …?” questions to their classmates in 3 minutes.  When a classmate answers “Yes, I do.”, the student writes their names in the “Name” column next to the item.  When a student finishes, ask him/her to say “Bingo”. Three fastest students will present their findings and get marks for their presentation. | *Model answer:*   |  |  | | --- | --- | | Ask other students | *Name(s)* | | 1. … like sports programmes on TV. | *…Hung…* | | Question: Do you like sports programmes on TV? |  | | 2. … like music talent shows. | *…Lan…* | | 3. … like animated films. | *…Binh…* | | 4. … like cartoons. | *…Khoi…* | | 5. … like English programmes. | *…Hoa…* | | Now present your information about five students to the whole class.  e.g. Hung likes sports programmes on TV. Lan likes music talent shows. Binh likes animated films and Khoi likes cartoons.  Hoa likes English programmes. | | |
| **5. WRAP-UP & HOME WORK (2’)** | |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 6.  - Write about 5 sentences to describe a TV programme you like (name, type, channel, character(s) and characteristics…) | |

**Ký duyệt, ngày .........tháng ........ năm.........**

**Nguyễn Thị Huyền**