**Khanh Mau Secondary School Teacher: Dinh Thi Thu Huong**

**Social science group**

**WEEK 3**

**Period: 7**

**UNIT 1: PEOPLE ARE PEOPLE**

**I. OBJECTIVES**

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

**1. Cognition/ knowledge**: Identify the topic of this unit. Recognize the nationalities, families, adjectives to describe people, verb **can** for **ability** / **have got**, personal adjectives, clothes and footwear.

**2. Competences:**

*General competences:* Develop communication and collaboration skills by sharing their answers with their partners, talking about their nationalities, family, adjectives to describe people, personality adjectives, clothes and footwear items; self-study, problem-solving, and creativity by designing a list of personal questions to interview their friends.

*Specific competences:* Read and listen for specific information about general appearance and personality; talk about clothes; and write the description of a person by using adjectives to describe people.

**3. Attributes/ personal qualities**: Show their love for their family and nationality through group work and individual work; and their responsibilities of the value of time and their friends while team-work time.

**II. MATERIALS/TEACHING AIDS**

- Grade 6th textbook, Unit 1, …

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- Active Teach

**III. PROCEDURES**

**LESSON 1: VOCABULARY … (page: 10, 11)**

**STAGE I. DESIRED OBJECTIVES:**

**A. OBJECTIVES**

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

**1. Cognition/ knowledge**: Identify the topic of this unit and lesson through the activity 2, and 3. Recognize the countries and nationalities, members of the family.

**2. Competences:**

*General competences*: Develop communication and collaboration skills by asking and answering the questions about the people in the photos.

*Specific competences*: Read for general and specific information about some people in photos to do exercise. Talk about them by using the words to describe the countries and nationalities, family members.

**3. Attributes/ personal qualities:** Show their love through their excitement when talking with their partners.

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:**

Countries and nationalities: England- English; Argentina-Argentinan; Germany- German; France- French; Japan- Japanese; Italy- Italian; Ireland- Irish; Scotland- Scottish; Holland- Dutch; America- American; Poland- Polish.

Family members: grandfather, grandmother, father, mother, husband, wife, son, daughter, uncle, aunt, cousin.

**C. INSTRUCTIONAL RESOURCES:**

- Textbook: English 6 – Unit 1 – page 10, 11/ active teach

- TV (Projector).

**STAGE II. ASSESSMENT EVIDENCE.**

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| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| 1. Look at the photos. How many people are there in the family? Read the text and write the names of the people. | Ss’ discussion  Ss’s written answer in 2 letters  Ss’ oral answers in 1 word | T’s observation.  Peer’s correction  T’s feedback. |
| 2. Complete the Vocabulary A box with countries and nationalities from the text. Listen and check. | Ss’ written answers in 1 word | T’s observation  T’s feedback. |
| 3. Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check. | Ss’ written answers in 1 word | T’ observation  Peer’s correction  T’s feedback |
| 4. Study the Watch out! Read the text on page 10 again and rewrite the sentences using’s. Who says these sentences? | Ss’ written answers in 1 word | T’s observation.  T’s feedback |
| 5. Write the words below in the correct column. Some words can go in more than one column. Listen and check. | Ss’ discussion  Ss’ written answer in 1 sentence. | T’ observation  Peer’s correction  T’s feedback |

**STAGE III: TEACHING PROCEDURE/ LEARNING EXPERIENCES*:***

**Activity 1 - Exercise 1: Look at the photos. How many people are there in the family? Read the text and write the names of the people. (10’)**

**Step 1**:

- T asks Ss to look at the photos and sentences.

- T asks Ss to work in pairs and match the names with photos A-M.

**Step 2:** Ss work in pairs and match the names with photos A-M.

**Step 3:** T calls some Ss to stand up to report their answers, and other to give comments

**Step 4:** T checks and corrects their pronunciations.

**Suggested answers:**

**A** Abe **B** Cara **C** Gus **D** Miyo **E** Alex **F** Rita

**G** Tommy **H** Sonia **I** Henri **J** Antoine **K** Ola **L** Ana

**Activity 2 – Exercise 2: Complete the Vocabulary A box with countries and nationalities from the text. Listen and check. (5’)**

**Step 1:**

T shows Asha’s family tree again and asks “Where is Asha’s grandpa from?” (USA); What is his nationality? (American).

**Step 2:** Ss complete the Vocabulary A box with countries and nationalities from the text

**Step 3:** T calls some Ss to stand up and answer.

**Step 4:**

- T checks and corrects.

- T asks Ss to look at the box and pay attention to the words in bold.

**Suggested answers:**

**2** French

**3** Irish

**4** The USA

**5** Argentinian

**6** Japan

**7** Scottish

**8** Poland

**Activity 3 – Exercise 3: Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check. (10’)**

**Step 1:**

- T asks Ss to look at the Vocabulary B box

- T lets Ss write the words in the correct group

**Step 2:** Ss write the words in the correct group

**Step 3:** T asks some ss to go to the board, write answers, and others give comments

**Step 4:** T checks and corrects.

**Suggested answers:**

female: aunt, grandmother, mother, sister, wife, daughter, cousin,

male: cousin, grandfather, father, brother, uncle, son, husband

**Activity 4 - Exercise 4: Study the Watch out! Read the text on page 10 again and rewrite the sentences using ’s . Who says these sentences? (10’)**

**Step 1:**

- T asks Ss to study the Watch out, read the text on page 10 and write the sentences

- T divides the class into 4 groups.

**Step 2:** Ss to study the Watch out, read the text on page 10 and write the sentences

**Step 3:**

- T asks each member of each group to go to the board and write the answers one by one.

- Which group finishes first will be the winner.

**Step 4:** T checks and corrects the mistakes

**Activity 5: Exercise 5: Write the words below in the correct column. Some words can go in more than one column. Listen and check. (10’)**

**Step 1:**

**-** T shows the photo of Alex (Asha’s uncle) and asks: “Who’s he? Is she French? Is he Asha’s brother?” to reinforce what they’ve learnt

**-** T invites some students to describe Alex by asking “What does he look like? Look at his eyes/ hair….”..

**Step 2:** students words in exercise 5 and asks them to work with their partners to write the words in the right column.

**Step 3:**

**-** T asks each member of each group to go to the board and write the answers one by one.

**-** Which group finishes first will be the winner.

**Step 4:** T checks and corrects the mistakes

**Activity 7: Wrap-up and assignment. (5’)**

**\* Wrap up:** Ask students to answer the following question:

1. Where is Asha from?

2. What is her nationality?

3. Who is her father?

4. Is her hair long?

5. How are her eyes?

**\* Assignment**

**-** Remind students to do exercises in the workbook 1, 2, 3, 4 (Workbook) page 10. and to prepare for the next lesson (Unit 1, Lesson 0.2 period 2).

**Period: 8**

**UNIT 1: People are people**

**LESSON 2: GRAMMAR… (page: 12)**

**STAGE I. DESIRED OBJECTIVES:**

**A. OBJECTIVES**

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

**1. Cognition/ knowledge**: Identify the topic of this unit and lesson through the activity 2, and 3. Recognize the verb **can** to talk about abilities

**2. Competences:**

*General competences*: Develop communication and collaboration skills by asking and answering the questions about abilities.

*Specific competences*: Listen and write down about abilities. Talk about abilities and write the correct sentences by using can or can’t.

**3. Attributes/ personal qualities:** Show their love through their excitement when talking about their names with partners.

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:**

The alphabet, spelling.

**C. INSTRUCTIONAL RESOURCES:**

- Textbook: English 6 – Unit 1 – 12/ active teach

- Link Youtube: [https://HYPERLINK "https://www.youtube.com/watch?v=75p-N9YKqNo"www.youtube.comHYPERLINK "https://www.youtube.com/watch?v=75p-N9YKqNo"/HYPERLINK "https://www.youtube.com/watch?v=75p-N9YKqNo"watch?vHYPERLINK "https://www.youtube.com/watch?v=75p-N9YKqNo"=HYPERLINK "https://www.youtube.com/watch?v=75p-N9YKqNo"75p-N9YKqNo](https://www.youtube.com/watch?v=75p-N9YKqNo) (The ABC song)

- TV (Projector).

**STAGE II. ASSESSMENT EVIDENCE.**

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| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| 1. In pair, match one of the words/ phrases below with each photo (A-D). Read and check. | Ss’ written and oral answers in letters | T’s observation.  Peer’s correction  T’s feedback |
| 2. Study the Grammar box. Read the text again and complete the sentences with can or can’t. | Ss’ discussion  Ss’ written answers in 1 word | T’s observation.  Peer’s correction  T’s feedback |
| 3 In pair. Make sentences with can or can’t. listen and check | Ss’ written and oral answers in letters | T’s observation.  Peer’s correction  T’s feedback |
| 4. Write six questions with can using the words/ phrases in A and B below | Ss’ written answers in words | T’s observation.  Peer’s correction  T’s feedback |

**STAGE III: TEACHING PROCEDURE/ LEARNING EXPERIENCES*:***

***Activity 1 – Warm up: Game “*Slap the board” (5’)**

**Step 1:**

- T asks Ss to retell then play the game “Slap the board”.

- T writes 7 countries in 7 circles on the board.

- T divides the class into 2 groups and tells the rules of the game: Each member of each group will go to the board, listen to the teacher saying proper names. Ss listen and slap the correct Read the text again and complete the sentences with can or can’t. Who is faster will get 1 point. Which groups get more points will be the winner.

**Step 2:** Each member of each group will go to the board, listen to the teacher saying proper names. Ss listen and slap the correct Read the text again and complete the sentences with can or can’t. Who is faster will get 1 point. Which groups get more points will be the winner.

**Step 3:** T sums up the point and leads in the new lesson.

**Activity 2 – Exercise 2: Study the Grammar box. Read the text again and complete the sentences with can or can’t. (7’)**

**Step 1:** T asks Ss to read sentences in exercise 2and do the exercise individually.

**Step 2:** Ss read sentences in exercise 2 and do the exercise individually.

**Step 3:** T calls some Ss to stand up and read the whole sentence and answer

**Step 4:** T checks and corrects mistakes

***Suggested answers:***

1. can

2. can

3. can, can’t

4. can’t, can

**Activity 3: Exercise 3. make sentences with can or can’t. Listen and check (7’)**

**Step 1:** T asks Ss to make sentences in exercise 3 and do the exercise in pair.

**Step 2:** Ss make sentences in exercise 3 and do the exercise in pair

**Step 3:**

- T calls some Ss to write down the whole sentence

**Step 4:** T checks and corrects mistakes.

**Activity 4 - Exercise 4. Write six questions with can using the words/ phrases in A and B (7’)**

**Step 1:** T asks Ss to write down six sentences in exercise 4 and do the exercise in individually.

**Step 2:** Ss make sentences in exercise 4 and do the exercise individually

**Step 3:** T calls some Ss to write down the whole sentence

**Step 4:** T checks and corrects mistakes.

**Suggested answers:**

1. Can you dance?

2. Can your parents speak English?

3. Can your friend jump three metres?

4. Can your brother swim one kilometre?

5. Can your sister speak three languages?

6. Can you stay under water for one minute?

**Activity 5 - Exercise 5: Ask and answer the questions in Exercise 4. (8’)**

**Step 1: Task delivering**

- T tells the pair to take turns asking their questions.

- T invites a student to read out a question and ask another one to answer it

**Step 2: Task performance**

- Ss work in pair. One asks and others answer questions.

- T goes around and checks.

**Step 3: Report and discussion**

T calls some pairs to go to the board and practice.

**Activity 6: Wrap-up and assignment. (4’)**

**\* Wrap up:** Ask students to answer the following questions:

1. Can you speak three languages?

2. Can you spell your family names?

**\* Assignment**

- Remind students to do exercises in the workbook (Workbook) page 12. Do exercises 5, 6 on Workbook page 12.

- Prepare Unit 1 – Lesson 1.3.

**Period: 9**

**UNIT 1: PEOPLE ARE PEOPLE**

**LESSON 3: READING AND VOCABULARY**

**STAGE I. DESIRED OBJECTIVES:**

**A. OBJECTIVES**

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

**1.Cognition/ knowledge**: Identify the topic of this unit and lesson through the activity 2, 3 and 4, 6 Recognize the lexical items related to the topic: “The diffrence faces of Jennifer Lawrence” Recognize adjectives to describe appearance and personalities

**2. Competences:**

*General competences*: Develop communication and collaboration skills by sharing their answers with their partners and talking about the things in the picture; self-study, problem-solving and creativity by reading and describing people and personality

*Specific competences*: Talk about personalities

**3. Attributes/ personal qualities:** Show their love for families and friends through group work, individual work in exercise 4,6

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:**

- Adjectives to describe eyes, hair, general appearance: big, blonde, blue, brown, dark, green, grey, long, old, red, short, slim, small, tall, young.

- Adjectives to describe personality: brave, clever, friendly, funny, nervous, nice, quiet,..

**C. INSTRUCTIONAL RESOURCES:**

- Real objects (own things).

- Textbook: English 6 – Unit 0 – page 13/ activeteach.

- Computer.

- TV (Projector).

**STAGE II. ASSESSMENT EVIDENCE.**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| 1. Class vote: Who is your favourite actor/ actress? | Students’ discussion | T’s observation.  T’s feedback. |
| 2. Match the phtos with the sentences | Students’ discussion  Ss’ written answers at least 1 phrase | T’s observation  Peer’s correction  T’s feedback. |
| 3. Read the text and mark the sentences *✓* right, *✗* wrong or  *?* doesn’t say | Ss’ oral answers in at least 1 phrase | T’ observation  Peer’s correction  T’s feedback |
| 4. Read the text and find out the meaning and pronunciation of the words | Ss’ answers in 7 words | T’s observation.  Peer’s correction  T’s feedback |
| 5. Choose the correct optons to make describe about people | Ss’ oral answer in 1-min short conversation | T’s observation.  Peer’s correction  T’s feedback |

**STAGE III: TEACHING PROCEDURE/ LEARNING EXPERIENCES*:***

**Activity 1 (5 minutes): Class vote: Who is your favorite actor/ actress?** *(Ex 1, p. 13)*

***Step 1***: - T gives each S a worksheet to do a survey.

- T sets a time limit and asks Ss to work in pairs to complete the activity.

***Step 2: -*** Ss walk around and ask their friends who their most favorite actor/ actress is and write down in the worksheet

- T may explain the word “actor” and “actress”.

***Step 3:*** - T calls some Ss to give the result

***Step 4***: - T and Ss take notes, give comments and vote the most four favourite actors/actresses

|  |  |  |
| --- | --- | --- |
| No | Friend | Who is your most favourite actor/actress? |
| 1 | *B* | *Tom Cruise* |
| 2 |  |  |
| 3 |  |  |

* Suggested dialogue:

A: Who is your most favourite actor/actress?

B: I like Tom Cruise.

**Activity 2. (7 minutes): Match the photos with the sentences.** *(Ex 2, p. 13)*

***Step 1***: -T shows a photo of Jennifer Lawrence to see if students know her. If yes, T asks them to share what they know about her.

***Step 2:*** - T shows in 4 photos of Jennifer Lawrence in the reading text and asks them to describe her appearance.

- T sets gist task: match 4 photos with 4 sentences in Exercise 2 without reading the text.

***Step 3***: - Ss describe her general appearance, hair….. They can use adjectives that have been learnt in Lesson 1.

- Ss’ guessing may vary and be incorrect.

***Step 4***: - Ss give the answers, T give comments and the key

+ Suggest answer: 1A 2B 3D 4C

**Activity 3 (10 minutes): Read the text and mark the sentences *✓* right, *✗***

***Step 1***: -T asks Ss to work individually, read the text and mark the sentences ✓ right, ✗ wrong or ? doesn’t say

***Step 2:*** *-* Sswork individually

***Step 3***: - T encourages them to underline the sentences in the text that show the answers.

***Step 4***: - Ss give the answers, T give comments and the key

Answers: 1 ✓ 2 ✓ 3 ? 4 ✗ 5 ✗ 6 ✗

**Activity 4 (10 minutes): Read the text and find out the meaning and pronunciation of the words**

***Step 1***: -T asks a student to read the task in exercise 4 and find the words in the text to understand the meaning of the words

***Step 2:***- T checks their understanding by matching English words to their definitions.

|  |  |
| --- | --- |
| brave | willing to do things that are difficult, dangerous or painful |
| clever | quick at learning and understanding things |
| friendly | behaving in a kind and pleasant way |
| funny | making you laugh |
| nervous | anxious about something |
| quiet | making very little noise |
| nice | kind; friendly |

***Step 3***: - Ss work in pairs to ask and answer about the reading text.

- T uses a game to check.

1. Where is Jennifer from?
2. Has she got dark brown hair?
3. What is she like?
4. How does Ree look like?
5. Is she funny in American Hustle?
6. How old is she when she acts as Raven?
7. Are Raven and Jennifer the same?
8. What can Raven do?

***Step 4***: - Ss give the answers, T give comments and the key

Suggested answer:

1. She’s from Kentucky USA.
2. No, she hasn’t.
3. She’s friendly and funny.
4. She has got long and dirty hair.
5. No, she isn’t.
6. She’s over 100 years old.
7. No, they aren’t.
8. She can change appearance.

**Activity 5 (10 minutes): Choose the correct options to make describe about people**

***Step 1:*** - T elicits structures students can use to describe appearance and personality.

***Step 2:*** - T divides the class into groups of 8, gives each student a piece of paper to write 2-3 sentences to describe a friend in their group.

***Step 3: -*** Students in each group take turns to read their sentences for the others to guess who he/she is.

***Step 4***: T give comments

**Activity 6: (3 minutes): Wrap-up & Assignments.**

**\* Wrap-up:**

- Ask students to describe a person in the class

- repeat the new words

**\*Assignments**:

- Do exercises in the workbook page 9.

- Prepare Unit 1: 0.4 p14 students’ book.

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