***Date of planning :04/09/ 2024***

***Date of teaching :06/09/ 2024***

**Week : 1** **UNIT 1: MY NEW SCHOOL**

**Period 2: Lesson 1: GETTING STARTED**

**I. OBJECTIVES:**

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

- have an overview about the topic “*My new school*”

- use the vocabulary to talk about school things.

**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.*

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

- use the present simple; use the adverbs of frequency;

**2. Competence:** Students know the form and use the present simple tense ; adverbs of frequency correctly. Students can introduce themselves and introduce someone to someone else;

**3. Quality/ behavior:** To teach SS to work hard, love their school and friends. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

**1. Teacher**:

- Grade 6 textbook, planning (Unit 1, Getting started)

- smart TV and cards, visual aids

- sachmem.vn

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

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

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| **Activity1: Warm-up (5’)**  \* **Aim:** -To activate students’ knowledge on the topic of the unit.  \* **Content:** write names of school things. And lead in the new lesson  **\* Products: -** Students write names of school things on the group board and how to play the game “netwwork”  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\*Warm up**: Team work  **T -Ss**  \* Teacher divides class into 2 teams and asks students to write school things everyday.  \*\* Students write down on the groupboard and stick it on the board.  \*\*\* T gives feedbacks.  \*\*\*\* The team who has more correct words is the winner.  🡪 **Chatting**  - Teacher asks Ss to set the context for the listening and reading text:  - In order to know about Phong, Vy and Duy's special day. Let’s come to Unit 1 Lesson 1 | | | **Warm up**: ***\* Network:***  pen  **School things**  -What is a special day?  -Why is it special for you?  - What makes -you remember the most? |
| **Activity2: Presentation (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *My New School;*  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  Students know how to to play the game “what and where”  **\* 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  \* Checking vocab: < what and where> | | **\* Vocabulary**   |  | | --- | | - **cal**culator(n):máy tính  - wear (v):mặc, đội  **- 'u**niform(n):bộ đồng phục  - smart (adj):bảnh bao, nhanh trí  - '**com**pass(n): com pa,la bàn  - put on (phr v): mặc vào  - '**hea**vy (adj): nặng | | |
| **Activity3: Practice (30’)** | | | |
| **Task 1**:  **\* Aims:** To set the context for the introductory;  To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  \* **Content:** Listen and read the conversation, answer some questions.  **\* Products:** Students read and understand the meaning of the text.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Set the sences: T-Ss**  \* Teacher asks Ss to look at the pictures in the book and answer the questions:  \*\* Ss answer the questions in pairs.  *🡪 We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*  \*\*\* Teacher plays the recording twice. Ss listen and read.  - Teacher checks Ss’ prediction. T calls 3 Ss to read the conversation aloud.  \*\*\*\* Teacher check students’ pronunciation ad give feedback. | **Task 1: Listen and read.**  *Look at the picture on page 6*  a) Who are they?  b) What is Phong doing?  c)Who are Vy and Duy?  d)Why is it a special day for them?  **Answer the questions:**  a) They are Phong, Vy and Duy.  b) He is having breakfast.  c) They are Phong's schoolmates.  d) Because it is their fisrt day of the new school | | |
| **Task 2**  **\* Aims:** To have students get specific information of the text.  \* **Content:**.Read the conversation again and tick (✔) T (True) or F (False).  **\* Products:** Ss say the answers aloud ( pair work)  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-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.  \*\*\*\* Teacher checks the answers as a class and gives feedback. | **Task 2: Read the conversation again and tick (✔) T (True) or F (False).**  ***\* Answer key:***  1. T  2. F *(Duy is Vy’s friend)*  3. T  4. T  5. F *( Phong isn’t wearing a shool uniform)* | | |
| **Task 3**  **\* Aims:** To check students understanding of the conversation and help students use the words in context  \* **Content:**. Read the conversation again and fill in the blanks (work independently)  **\* Products:** Student’s correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  \* Teacher has students read the conversation again, work independently to put a suitable word from the box to fill in the gap.  \*\* Teacher calls one student to share his/her answer on the board.  \*\*\*Teacher asks students to look at the board, check their mate’s answer.  \*\*\*\*Teacher checks the answers as a class and gives feedback. | **Task 3: Write one word from the box in each gap.**  ***\* Answer key:***  1. wear  2. has  3. go  4. uniforms  5. subjects | | |
| **Task 4**  **\* Aims:** To revise some words and learn some more words indicating school things  \* **Content:**. Matching the words with the pictures (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 2 teams.  \*\*Teacher put two sets of cards, one includes pictures of school things and the other includes their names.  \*\*\* Members from two teams take turns and matchs the names with the correct pictures as fast as possible.  \*\*\*\*T gives feedbacks and The team matched faster and correctly is the winner. | **Task 4: Match the words with the school things. Then listen and repeat.** | | |
| **Activity 4 : Production (5’)**  **Task 5**  **\* Aims:** To check students’ vocabulary and improve group work skill  \* **Content:**.Write names of the things around the class .  **\* Products:** Students’ answers in your notebook ( Students share with the whole class )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***  \* 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.  \*\*\*\*Teacher checks the answers as a class and gives feedback. | **Task 5: Write names of the things you can see around the class in your notebook**  *Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil,….* | | |
| **Activity 5: 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 school things.  - Read and understand content of the conversation | | |
| **\* 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. - Do exercises in the workbook.  - Think of activities students can do at school  - Prepare lesson 2 ( A closer look 1)*.* | | |

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

***Date of planning : 05/09/ 2024***

***Date of teaching : 07/09 / 2024***

Week :1 UNIT 1: MY NEW SCHOOL

Period : 3 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 new school*;

- use the combinations: *to study, to have, to do, to play + N;*

- pronounce correctly the sounds /ɑː/ and /ʌ/.

**1. Knowledge:**

**\* Vocab**: School lexical items and practising the sound /ɑː/ and /ʌ/

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

**2. Competence:** By the end of the lesson students will be able to use the combinations: *to study, to have, to do, to play + N;*

- pronounce correctly the sounds /ɑː/ and /ʌ/.

**3. Quality/ behavior:** To teach SS to work hard, love their school and friends . Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 1, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: -To activate students’ knowledge on the topic of the unit.  - To set the context for the listening and reading part.  \* **Content:** Game : *Kim’s game*( about school things)  **\* Products:** Ss write words exactly on the board.  **\* Organization of implementation** | | | |
| **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.  …….. |
| **Activity 2: Presentation (5’)**  **\* Aim:** To enrich students’ vocabulary to talk about activities at school.  \* **Content:** Vocabulary about school  **\* Products:** Read and understand the maning of 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  \*\*\* Teacher checks students’ understanding with the “Matching” technique.  \*\*\*\*Teacher checks students’ pronunciation and gives feedback. | **\* 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 | | |
| **Activity3 :Practice (30’)** | | | |
| **Task 1**  **\* Aims:**  To revise / introduce the names of school subjects, and some nouns related to school and school activities.  \* **Content:** Listen and repeat the words.  **\* Products:** Students read words exactly aloud.  **\* Organization of implementation:** | | | |
| **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.  \*\*\* Ss read aloud words in front of the class.  \*\*\*\*Teacher checks students’ pronunciation and gives feedbacks. | | **Task 1: Listen and repeat the words.** | |
| **Task2**  **\* Aims:** To teach Ss how to combine a verb and a noun to talk about school activities.  \* **Content:** Put the words in the correct columns. (*V with N)*  **\* 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 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**  **\* Aims:** To help students use the vocabulary in context.  \* **Content:** Fill in the blanks with a suitable word  **\* Products:** Student’s correct answers on the board.  **\* Organization of implementation:** | | | |
| **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.  \*\*\* Students write the answer on the board  \*\*\*\* T gives feedback. | | **Task 3: Put the words in the blanks.**  ***Answer key:***   1. homework 2. football 3. lessons 4. exercise   5.science | |
| **Activity 4 :PRONUNCIATION**  **Task 4**  **\* Aims:** To teach Ss how to pronounce the sounds /ɑː/ and /ʌ/ and practise pronouncing these sounds in words correctly.  \* **Content:** Understand and how to pronounce the sounds /ɑː/ and /ʌ/.  **\* Products**: Students pronounce words exactly .  **\* Organization of implementation:** | | | |
| **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. | | ***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**  **\* Aims:** To help students practise the sounds /ɑː/ and /ʌ/ in sentences  \* **Content**: Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/.  **\* Products:** Students’ answers in your notebook ( Students share with the whole class )  **\* Organization of implementation** | | | |
| **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.  2**.** Our classroom is large.  3.They look smart on their first day at school.  4.The art lesson starts at nine o'clock.  5**.** He goes out to have lunch every Sunday. | |
| **Activity 5 : Production (5’)**  \* **Aim:** To give students a chance to apply what they have learnt.  \* **Content:** *Game :* write sentences including 2 features: school activities and one of the sounds /ɑː/ or /ʌ/.  **\* Products:** Students read aloud their sentences.  **\* 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.* | |
| **\* 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 all the new words by heart. - Rewrite the sentences into notebooks.  Find 3 more school activities that have the sound /ɑː/ or /ʌ/.  - Prepare lesson 3 ( A closer look 2)*..* | |

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