

Date of preparation: 06/ 9/ 2024
 Date of teaching: 6A: 9 /9/ 2024
 6B: 10/ 9/ 2024

UNIT 1: MY NEW SCHOOL
PERIOD 2: A CLOSER LOOK 1

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

1. Knowledge:

- Remember vocabulary about school things
- Use the combinations of the verbs: to study, to have, to do, to play + noun...
- Pronunciation: Pronounce the sounds /a: / & / □/.

2. Competence:

- Use the knowledge to do the exercises given (Ex2,3)
- Know how to pronounce the sounds /a: / & / □/ correctly (Ex4,5)
- *Use the words learnt to talk activities at school, use the words in Ex2

3. Attitude:

- Love for their new school.
- Respect for teachers and classmates.

II. Teaching aids

Ss' books, text books, projector, computer, Wi-Fi, soft documentary.

III. Procedures:

Teacher's and Ss' activities	Contents								
<p>1. Organization (1') - Checking Ss' attendance:</p> <p>2. Warm up (4') + Greeting: Chatting - Teacher (T) asks Ss some questions about them and class. - Students (Ss) listen and learn how to do. - Ask Ss to open their book to page 6 and introduce what they are going to study.... - Open their book and write.</p> <p>3. New lesson (35') + Activity 1 (15') Task 1 - Ask Ss to listen and repeat the words/ Page 8. - Have Ss look at the pictures and think about the meaning of the words. - Listen carefully to the instructions - Answer the teacher's questions. - Play the recording and let the Ss listen. - Listen carefully and read aloud.</p>	<p>Task 1. Listen and repeat the words.</p> <p>.</p> <p>* Audio script:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;"><i>school lunch</i></td> <td><i>exercise</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>English</i></td> <td><i>science</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>history</i></td> <td><i>football</i></td> </tr> <tr> <td style="padding-right: 20px;"><i>homework</i></td> <td><i>lessons</i></td> </tr> </table>	<i>school lunch</i>	<i>exercise</i>	<i>English</i>	<i>science</i>	<i>history</i>	<i>football</i>	<i>homework</i>	<i>lessons</i>
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<i>homework</i>	<i>lessons</i>								

- Play it twice or more with pauses for them to repeat each word.

- Fulfil teacher's requirements
- Ss check the meanings of the words
- Correct their pronunciation.
- Give the comments.

- Call on some Ss to **read the words aloud.**

Note: Don't teach the words in this activity yet

Task 2.

- Ask Ss to look at the table and learn how to do it.

- Ss do the tasks

- Explain to Ss that in English some verbs and nouns go together and some don't.

- Ss listen carefully and learn how to do.

- Ss work in pairs.. Tell them to put the words in 1 into groups.

- Check the answers.

- Explain to them which words go with each verb.

- Allow them to share their answers

- Ss give the answers

- T gives the correct answers.

- T encourages Ss to extend their vocabulary by adding as many words as possible to the groups.

+ Activity 2 (10')

Task 3

- Ask Ss to do activity 3

- Ask Ss to work independently or in pairs to fill each blank with the right word.

- Ss listen to the instructions clearly

- *Learn how to do it*

- Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence

- Ss to work independently

- Model with the first sentence.

- Allow Ss to share answers before discussing them as a class.

- Ss practice saying the sentences. Give the answers.

music

Task 2. Work in pairs. Put the words in 1 in the correct columns./P.8



play do have
study
football homework school
lunch English
music exercise lesson
history/science

(play sports, do the housework, have a rest, study new words.....)

Task 3. Put one of these words in each blank.

KEY:

- 1. homework**
- 2. football**
- 3. lessons**
- 4. exercise**
- 5. science**

- Check the answers in a class.
- T may call on some Ss to read the sentences aloud.

+ Activity 2 (10')

***PRONUNCIATION:** / a:/ and /ʌ/

Task 4

- Let Ss practice the sounds /a:/ and /ʌ / together. Ask Ss to observe the T's mouth when pronouncing two sounds.
- Play the recording and ask Ss to listen to these words and repeat.
- Ss listen and repeat
- Play the recording as many times as necessary.
- Ss listen carefully- Check the answers
- Check the meanings if necessary,

Task 5

- Have Ss quickly read the sentences and underline the words having the sounds /a:/and /ʌ/
- Play the recording for Ss to listen and check the words that they have underlined.
- Ss listen to the instructions carefully then do the tasks.
- 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.
- Ss do the tasks

4. Feedback (2')

- Ask one or two Ss to tell the class what they have learnt.
- Ss answer the questions
- Ask Ss to summarise what they have learnt in this period
- Ss call out the words they have just learnt

5. Homework (3')

- Give out homework and guide ss to prepare for the new lesson.

Task 4. Listen and repeat. Pay attention to the sounds /a:/ and /ʌ /.

** Audio script:*

1. /a:/: smart art carton class

2. /ʌ / subject study Monday compass

Task 5. listen and repeat. Then listen again and underline the words with the sounds /a:/ and /ʌ/

*** Homework**

- practice reading the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lesson.

Date of preparation: 06/ 9/ 2024
 Date of teaching: 6A: 10/ 9/ 2024
 6B: 12/ 9/ 2024

**UNIT 1: MY NEW SCHOOL
 PERIOD 3: A CLOSER LOOK 2**

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

1. Knowledge:

- Use the present simple in sentences
- Use the adverbs of frequency

2. Competence:

- Use the knowledge to do the exercises given (Ex1,2,4,5)
- Write sentences with adverbs of frequency
- * Write some sentences using present simple and adverbs of frequency

3. Quality:

- Love for their new school.
- Respect for teachers and classmates.

II. Teaching aids

Ss' books, text books, projector, computer, Wi-Fi, soft documentary.

III. Procedures:

Teacher's and Ss' activities	Contents
<p>1. Organization (1') - Checking Ss' attendance:</p> <p>2. Warm up (4') - Ask Ss to open their book and introduce what they are going to study.... - Ss open their book and write.</p> <p style="text-align: center;">The present simple</p> <p>* T prepare the following lines from the conversation in GETTING STARTED ... and show them to Ss. - Highlight / Underline the present simple structures in these lines. - Ask Ss to look at the sentences in the Remember! box. Remember to introduce all the positive, negative and question forms of the tense.</p>	<p style="text-align: center;">The present simple</p> <p>Positive + I/You/We/They + V (work/study) + He / She / It + V-s / V-es (works / studies)</p> <p>Negative - I/You/We/They + don't/do not + v (don't/do not work/study) - He / She / It + doesn't / does not + V (doesn't / does not work / study)</p> <p>Questions and short answers</p>

- Explain to Ss that we use the present simple to talk about actions or events that often happen, or are fixed.
- Have Ss give some examples.
- T may give them some verbs to make sentences (e.g.: live, like, play, walk, etc.).

* Have Ss read the **Remember!** box.

Direct their attention to the present simple tense form for third person singular. / **Page 9**

- Ss remember how to form and use the present simple tense.

3. New lesson (35')

+ Activity 1 (10')

Task 1

- Ask Ss to do the task 1/ page 9
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks
- Have Ss do this exercise individually before they share their answers with their partners.
- Answer the teacher's questions and requirements.
- Ask some Ss to read out their answers.
- Ss listen carefully and read aloud.
- T gives explanations if necessary.

Task 2

- Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. –
- Ss work individually
- Ask Ss to share their answers with a partner.
- Ss do the tasks and share the answers.
- T confirms the correct answers.
- + If there is time, let Ss work in pairs to role-play the interview.
- Observe and help when and where necessary, and correct Ss' pronunciation and intonation.

*Tell Ss to look at the two examples carefully.

? Do I/ you / we/they + V (work/study)?

? Yes, I / you / we / they do.

- No, I / you / we / they don't.

? Does he / she/it + V (work/study)?

- Yes, he/she/it does.

- No, he / she / it doesn't.

Task 1. Choose the correct answer A, B, or C

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

II. Practice

Task 2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.

* Key:

1. has 2. Do you have 3. like
4. Does Vy walk 5. ride 6. go

*) + **We use adverbs of frequency to show how often something happens.**

- **We often use them with the present simple.**
- **We usually place the adverb of frequency before main verb.**

Example:

- Tom **usually** takes the bus to school.

They don't often go to the cinema.

- Ask Ss about the position of the adverbs of frequency, and the meaning of those.

- Ask Ss to recall all the adverbs of frequency they know.

Task 3.

- This is a very easy activity, so just ask Ss to give the answers as a class.

- Ss listen to the instructions clearly

- Ss to work independently and share the answers

- T confirms the answers.

- T encourages Ss to give as many sentences with these adverbs as possible.

Task 4

- Let Ss work in pairs.

-Ss work in pairs

- Call on some Ss to read aloud the sentences and give their answers.

-Ss read

- Check and confirm the correct answers

Task 5

- Ask Ss to work in pairs to make questions using prompt.

- Ss work in pairs to make questions.

- Have them take turns to ask questions and give answers.

-Ss make questions.

- T goes round and corrects mistakes or gives help when and where necessary.

+ Note that Ss' answers may vary.

Accept all answers which are grammatically and logically correct.

4.Feedback (2')

- Summarise the main points.

- Ss do the revision

- Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.

- Ss call out the main points they have just learned

E.g.

Student A: I usually get up late on Sunday.

Task 3. Put one of these words in each blank.

Key: 2. Usually 3. Sometimes 5. never

Task 4. Choose the correct answer A or B to complete each sentence.

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

Task 5. Work in pairs. Make questions, and then interview your partners

+ **Key:**

1. Do you often ride your bicycle to school?

2. Do you sometimes study in the school library?

3. Do you like your new school?

4. Do your friends always go to school with you?

5. Do you usually do your homework after school?

- Read again the conversation on page 9.

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency

Student B: 5. Homework (3') - Give out homework and guide ss to prepare for the new lesson.	
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Date of preparation: 06/ 9/ 2024
 Date of teaching: 6A: 13/ 9/ 2024
 6B: 13/ 9/ 2024

UNIT 1: MY NEW SCHOOL
PERIOD 4: COMMUNICATION

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

1. Knowledge:

- Use some spoken language to introduce sb

2. Competence:

- Introduce someone to someone else in English (Ex 1,2)
- Ask questions when making new friends at school (Ex3)
- Ask and answer about sb and about friends and practice making a presentation (Ex4,5)

* Give a presentation to the class about their good friends and they are good friends

3. Quality:

- Love for their new school.
- Respect for teachers and classmates.

II. Teaching aids:

Ss' books, text books, projector, computer, Wi-Fi, soft documentary.

III. Procedures:

Teacher's and Ss' activities	Contents
1. Organization (1') - Checking Ss' attendance 2. Warm up (4') - Teacher (T) asks Ss some questions about them and class. - Students (Ss) listen and answer the teacher's or friend's questions - Ask Ss to open their book and introduce what they are going to study.... - T leads in the lesson.	

- Open their book and write the title of the lesson.

3. New lesson (35')

+ Activity 1 (10')

Task 1

- Ask Ss to do the task 1/ page 11.
- Teacher gives instructions.
- Play the recording and let Ss listen.
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks.
- Ask some Ss to read aloud the dialogue.
- Ss work in groups and Read aloud the dialogue.
- Ask the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction.
- Have Ss practice the dialogue in groups.
- Ss practice the dialogue in groups
- Call on some groups to practice the dialogue in front of the class.
- Ss work in pairs.
- +T may also begin by brainstorming ways of introducing someone that they know.
- Ss may use everyday English to talk to each other.
- Observe and help when and where necessary, and correct Ss' pronunciation and intonation.

Task 2

- Let Ss work in groups and practice introducing a friend to the others.
- Work in groups and practice introducing a friend to the others.
- Move around to observe and provide help.
- Call on some groups to practice in front of the class.
- + Ss do the tasks
- Comment on their performances.

Task 3

- This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language.

Task 1. Listen and read the dialogue. Pay attention to the highlighted parts.

Task 2. Work in groups. Practice introducing a friend to someone else.

Suggestions:

Vy: Phong, this is Duy, my new friend.

Phong: Hi, Duy. Nice to meet you.

Duy: Hi, Phong. Nice to meet you, too.

II. Practice

Task 3. Read and tick the questions you think are suitable to ask a new friend at school

First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.

- Ss work pairs
- T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.
- Listen to the teacher's instructions carefully and learn how to do.
- Ask Ss to read and tick the questions
- Ss to work in pairs to ask and tick the questions.
- Give the answers

*** Write one or two more questions on piece of paper. Then share them with the class.**

Task 4

+ First ask Ss to give qualities of a good friend at school . Encourage them to give as many words as possible. (Eg: friendly, genous, helpful, cheerful, etc.)

- Ask Ss to answer questions individually
- Ss answer questions individually.
- Call on some Ss to read aloud the sentences and give their answers.
- Ss do the tasks

- Check and confirm the correct answers

Task 5.

- Ask Ss to work in groups to ask questions and answer.
 - Ss work in groups to ask questions and answer.
 - Divide the class into groups of 4 or 5. Ss take turns to interview the other members.
- Using questions in 4
- Encourage Ss to give more information about friendship [eg. Friends are forever]
 - Choose some Ss to give a presentation to the class about their good friends [and why they are good friends]

4. Feedback (2')

- Summarise the main points.

Suggested answers:

1. Are you from around here?
2. Do you like music?
3. What is your favorite subject at school?
4. Do you play football?
5. How do you go to school every day?

Task 4. There is a quiz for students in the new school newsletter. Answer the questions .

Task 5. Work in groups. Takes turns to interview the others. Use the questions above.

- Have Ss tell what they have learnt (How to introduce a friend, what questions to ask when making a new friend, etc)

-Ss call out the main points they have just learned

5. Homework (3')

- Practice asking friends questions about good friends.

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

*** Homework**

Do at home