*Date of preparation: 1/9/2025*

# UNIT 1: MY NEW SCHOOL

## Total number of periods: 7 periods, from period 2 to period 8 Lesson 1: GETTING STARTED

### Period: 02 Classes: 6A1,2,3

#### OBJECTIVES:

##### Knowledge:

* + - * Vocabulary: the words related to the topic *My New School*
			* Grammar: The simple present.

*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.

##### Competences:

* *General competence:*

+ Self-controlled and self-learning competence (students know how to use the words about MY NEW SCHOOL)

+ Communicative and cooperative competence (Student can talk about school things)

* *Distinctive competence:*

+Linguistic competence (sts know how to use their native language and foreign language to name the school things)

##### Values

+ Responsibility (Sts are aware of protecting the things at school and keeping their school green, clean and beautiful)

#### TEACHING AIDS AND MATERIALS:

* + 1. **Materials:** Grade 6 textbook, lesson plan, workbook, the teacher’s book, reference books.
		2. **Equipment:** TV, cassettes, pictures, cards, handouts, extraboards, hoclieu.vn, On-line websites.

#### TEACHING PROCEDURES :

##### Aims:

##### WARM UP (5 ms)

* + - 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.

##### Content:

To have some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the subject and new lesson.

##### Expected products:

Introducing themselves to make more new friends.

##### Organization of activities:

* + - Teacher **(T)** introduces himself/ herself
		- T may introduce some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the subject and new class…
		- T has Ss introduce themselves.
		- T encourages Ss to talk in English as much as possible

+ T leads to the first unit of the new school year.

* + - T writes the unit title *My New School* on the board and ask Ss guest what they are going to learn in this unit.
		- T asks Ss to open their book to page 6 and introduce what they are going to study….

##### KNOWLEDGE FORMATION ACTIVITIES (8ms)

1. **Aims:** To prepare students with vocabulary related to the topic *My New School;*
2. **Content:** To learn some vocabulary related to the topic
3. **Expected products:** Students read and understand the meaning of vocabulary. Students know how to to play the game “SLAP THE BOARD”

##### Organization of activities:

**NEWWORDS:**

* + - T pre-teaches some new words using suitable techniques.

Teacher introduces the vocabulary by giving explanations , showing the pictures to illustrate the words.

1. subjects (n) [explanations] môn học
2. uniform (n) [picture] đồng phục
3. calculator (n) [picture] máy tính
4. wear (v)( explanation) mặc/ mang/đội

**GRAMMAR:**

+ T introduces the simple present quickly (it will be learnt carefully in A closer look 2) Eg. - I have new books

-You look smart.

* T gets ss to repeat the words chorally, then individually.
* T nominates individuals to read the words aloud and asks sts to copy down the words.
* T checks the understanding of the new words by conducting the game “SLAP THE BOARD”

##### PRACTICE ACTIVITIES (25ms)

**Task 1: (8ms)**

* 1. **Aims: -**To set the context for the introductory;

-To introduce the topic of the unit and some main points that will be learnt more in A CLOSER LOOK 1 and 2

* 1. **Content:** Listen and read the conversation, answer some questions.

##### Expected products:

1. Duy is Vy’s new friend
2. They are talking about their new school ..
3. Because it is the first day of the new school year

##### Organization of activities:

**\* Set the scenes:**

* T gets sts to look at the picture on page 6
* T sets the scene/ context for the listening and reading.
* T introduces Vy and Phong: They are friends, and Duy is Vy’s new friend.
* T has Ss look at the picture. T asks Ss questions about the picture: *Who is Duy? What are they talking about ? ect..*
* T asks Ss why it is a special day…
* T encourages Ss to give their answers, but do not confirm whether their answers right or wrong.
* T asks them to talk a bit about their feelings on the day.
* T leads to the new lesson

*We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*

* T plays the recording twice.
* T asks students to listen and read.
* T checks students’ prediction by answer the questions above
* T calls 3 students to read the conversation aloud.

##### Task 2: (7ms)

1. **Aims:** To have students get specific information of the text.
2. **Content:** Read the conversation again and tick (✔) T (True) or F (False).

##### Expected products:

**Suggested answers:**

1. T 2. F *(Duy is Vy’s friend)* 3. T 4. T 5. F *( Phong isn’t wearing a shool uniform)*

##### Organization of activities:

* T tells students to read the conversation again and work independently to find the answers.
* T reminds students to underline the information and correct the false statements.
* T has students pair compare before checking with the whole class.
* T invites some students to give their answers and the evidence.
* T confirms the correct answers.

##### Suggested answers:

1. T 2. F *(Duy is Vy’s friend)* 3. T 4. T 5. F *( Phong isn’t wearing a shool uniform)*

##### Task 3: (5ms)

1. **Aims:** To check students understanding of the conversation and help students use the words in context
2. **Content:** Read the conversation again and fill in the blanks (work independently)
3. **Expected products:** Student’s correct answers on the board

##### Suggested answers:

1. wear 2. has 3. go 4. uniforms 5. subjects

##### Organization of activities

* T has students read the conversation again, work independently to put a suitable word from the box to fill in the gap.
* T calls one student to share his/her answer on the board.
* T asks students to look at the board, check their mate’s answer.

##### Task 4: (5ms)

1. **Aims:** To revise some words and learn some more words indicating school things
2. **Content:** Matching the words with the pictures (work in groups)

##### Expected products:

**Suggested answers:**

1. school bag 2. compass

3. pencil sharpener 4. rubber

5. pencil case 6. calculator

##### Organization of activities:

* T divides the class into 2 teams.
* T puts two sets of cards, one includes pictures of school things and the other includes their names. Members from two teams take turns and match the names with the correct pictures as fast as possible. The team who matches faster and correctly is the winner.
* T plays 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



Keys:

##### Suggested answers:

1. school bag 2. compass

3. pencil sharpener 4. rubber

5. pencil case 6. calculator

##### APPLICATION ACTIVITIES (7ms)

**Task 5:**

1. **Aims:** To check students’ vocabulary and improve group work skill.
2. **Content:** Write names of the things around the class.
3. **Expected products:** Students’ answers in your notebook (Students share with the whole class)

##### Suggested answers:

*Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil*

##### Organization of activities:

* T asks students to work in groups of four to look around the class and write down things they can see in the class.
* T allows students to share with the whole class.
* T checks sts’ answers and writes them on the board.

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**HANDOUT**