*Date of preparation: 1/9/2025*

# GUIDE THE WAYS TO LEARN ENGLISH 6 + TEST

## Total number of periods: 1

### Period: 01 Classes: 6A1,2,3

#### OBJECTIVES:

* 1. **Knowledge:** To help Ss:
		+ To introduce the new English text book, students’ book and work book
		+ To tell the students how to study English well
		+ To introduce them some classroom language

##### Competences:

By the end of the lesson sts will be able to develop some competences.

* General competences: self-control and self-learning; communication and cooperation; and problem solving and creativity.
* Distinctive competences: Linguistic competence; Natural and social competence; Mathematic competence; Technological competence

##### Values:

* + - Diligence (Sts work hard and show a positive attitude towards learning).
		- Responsibility (Sts take responsibility for their own learning and group work).

#### 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:

##### WARM UP (5ms)

1. **Aims:**
* 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
1. **Content:** warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the new class.
2. **Expected products:** Having a chance to speak English and focus on the topic of the lesson.
3. **Organization of activities:**

**+ Greeting**

**+ Chatting**

* Teacher 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 new class…
* Have Ss to introduce themselves.
* T encourages Ss to talk in English as much as possible
* Students listen and learn how to introduce themselves.
* Introduce themselves **(name; age; address; likes; dislikes ….friends… )**

+ Students listen and learn how to do the tasks.

+ 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 …
* Answer the teacher’s questions
* Ask Ss to open their book and introduce what they are going to study….

##### KNOWLEDGE FORMATION ACTIVITIES (15ms)

1. **Aims:** To set the context for the introductory;
* To introduce the topic of the unit
1. **Content:** Introduce New English 6 textbook
2. **Expected products:** Ss know how to use New Tieng Anh 6

##### Organization of activities:

\* T introduces **THE COMPONENTS OF THE TEXTBOOK**:

###### The students’ book:

+ Book map

+ 12 topic-based Units

+ Four reviews

+ Glossary

- Asks the ss to look at the bookmap and introduce the topics Unit 1: My new school

Unit 2: My home Unit 3: My friends Review 1

Unit 4: My neighbourhood

Unit 5: Natural wonders of the world Unit 6: Our Tet holiday

Review 2

Unit 7: Television

Unit 8: Sports and games Unit 9: Cities of the world Review 3

Unit 10: Our houses in the future Unit 11: Our greener world

Unit 12: Robots

Review 4

###### The workbook:

+ Further practice of the language

+ Four additional tests

###### The CD: provide listening exercises

\* T introduces **THE COMPONENTS OF EACH UNIT**

###### Section 1:Getting started

- We have to listen to the tape and practice the dialogue.

+ Fill in the blanks with the missing words .

+ Answer the given questions.

+ Listen to the passage and choose the statements are True or False.

- we have to learn the words relating to the topic that we must learn.

###### Section 2: A closer look 1

-We will be able to pay attention to sounds.

-We can speak English naturally and fluently.

-We have an opportunity to practice speaking with classmates.

###### Section 3: A closer look 2

- We will study grammar and complete the sentences .

-We will expand more and more vocabulary.

###### Section 4: Skills 1

-We will read the passages and answer the questions given.

-We have to do more exercises given.

-We continue to practice speaking English.

###### Section 5: Skills 2

-We will read the passages and answer the questions given.

-We have to do more exercises given.

-We continue to practice speaking English.

###### Section 6: Communication

* We will practice speaking English as much as possible.
* Help students try to speak English with the classmates fluently.
* Expand student’s knowledge.

###### Section 7: Looking back and project

* Revises and do exercises.
* Introduces the ways to learn English well.

+ Learn the vocabulary and the structures after each period.

+ Practice listening to the tape, the radio, English songs.

+ Read the English stories, English newspapers.

+ Practice speaking English with others as much as possible.

+ Try to write short passage in English.

+ Present a project

##### PRACTICE ACTIVITIES (15ms)

* + 1. **Aims:** To help Ss understand new English 6 textbook’s format
		2. **Content:** new English 6 textbook’s format, the vocabulary, the sounds, and the grammar points to be learned.
		3. **Expected products:** Ss learn about new English 6 textbook’s format. Suggested answers:
* **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.
* **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).

##### Organization of activities:

Asks sts to work in groups . Look at a typical unit and discuss the aims of each lesson.

* Sts work in groups and give the answers.
* T listens and corrects
* **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.
* **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).

##### APPLICATION ACTIVITIES (10ms)

1. **Aims**: helps sts know good methods of studying English
2. **Content:** good methods of studying English
3. **Expected products:** Sts know how to study English well

##### Organization of activities

* Elicits some ways of learning English:

+ Prepare well for the lesson

+ Do more exercises in workbooks.

+ Learn by heart the new words .

+ Try to use English in class.

+ Use a dictionary for reading and practicing pronunciation.

+ Practice listening to English tapes.

+ Watch English TV programs.

+ Learn to sing E songs.

+ Take part in English speaking clubs

+ Write e-mail to friends.

+ Learn English every day.

*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**