***Date of planning : 19/10 / 2024***

***Date of teaching : 21/10 / 2024***

Week :7 UNIT 3: MY FRIENDS

Period : 20 Lesson 5 : Skills 1

**I. OBJECTIVES:**

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

- read for specific information about friends and summer camps; talk about friends and summer camps.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

\* Vocab: superb (adj); perfect (adj) ; leadership (n ); field trip (n);….

\* Grammar: The simple present.

**2. Competences:** Ss read for specific information about friends and summer camps; talk about friends and summer camps;develop their language skills, as well as communication,

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

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 3, Skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

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

IV. PROCEDURES : (STAGES)

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| **\* Activity 1: Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and To lead in the lesson about Skills 1.  \* **Content:** Chatting: some questions about going camping.  **\* Products:** Students answer the questions individually.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  \* Teachers asks students some questions about go camping.  \*\* Students answer the questions  \*\*\* And then lead in the new lesson.  \*\*\*\* T asks Ss look at **the advertisement above and answer the questions.**  **- Ss answer individually.** | | *\** Play a game : Chatting  1. Do you like to go camping?  2. Where do you like to camp?  3. Who do you like to go with?  4. What things will you bring?  5. What skills do you need to have?  Task 1: Lead in questions: Look at the advertisement, discuss in pairs and answer.  1. Who is the superb summer camp for?  2. What can people do at this summer camp?  ***\* Suggested answers:***  1. It’s for kids between 10 and 15 years old.  2. They can play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. |
| **\* Activity 2: Presentation (5’)**  **Pre teach vocabulary**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  \* Teacher use different techniques to teach vocab (pictures, situation, …..)  \*\* Repeat in chorus and individually  \*\*\* Copy all the words  \*\*\*\* **Checking vocab: < Rub out and remmember** | | \* vocabulary:  - superb (adj) : tuyệt vời  - perfect (adj) : hoàn hảo  - sporty (adj) : yêu thể thao  - leadership (n): sự lãnh đạo  - ield trip (n) : chuyến đi thực địa |
| **\* Activity 3: READING (15’)** | | |
| **While -reading**  **Task 2**:  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge.  \* **Content:** Read the email and decide the sentences T or F  **\* Products:** Students work in pairs and say the correct key.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**  \* Ask students how to do the exercise. Instruct them to do the exercise if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false).  \*\* Teacher ask students to note where they found the information that helped them complete the activity.  \*\*\* Have students work in pairs and compare their answers before having them discuss as a class.  \*\*\*\* Teacher confirms the correct answer. | **Task 2: : Read the email and decide the sentences T or F.**  ***Answer key:***  1. F (They speak English only.)  2. F (He has three.)  3. F (Jimmy likes taking photos.)  4. T  5. T | |
| **Task 3**  **\* Aims:** To help Ss explain how the Superb Summer Camp is suitable for certain students.  \* **Content:** Read the text about the three students and do the task.  **\* Products:** Students’ correct answers on the posters. (team work)  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  \* Have Ss lookat the advertisement for the Superb Summer Camp again and underline the requirements for the students if they want to join the camp (e.g. *between 10 and 15 years old; all in English,* etc.) and the types of activity students can do at the camp.  \*\* Teacher asks students to read the information about the three students Mi, An and Vy.  \*\*\* Instruct students to underline the features of each student and compare these with the information stated in the advertisement.  \*\*\*\* Teacher asks them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite students from different groups to share their answers. | **Task 3:** **Work in groups. Read about the three students below. Is the Super Summer Camp suitable for all of them? Why / Why not?**  \* ***Suggested answers:***  1. The camp is suitable for her because it suits her age and she can use English. She can also practise her creativity at the camp.  2. The camp does not seem to suit An. He may be too old for the camp and he can’t speak English.  3. The camp suits Vy. It suits her age and it can help her improve her English. | |
| **\* Activity 4 : production (5’)** | | |
| **Task 4:**  **\* Aims:** To help Ss explain how the Superb Summer Camp suits them.  To provide an opportunity for students to practise speaking.  \* **Content: Do you want to go to this kind of camp? Why / Why not?**  **\* Products:** Students’ answers ( give personal opinion)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Teacher has students think about themselves and decide if the camp suits them. Encourage them to give the reasons for their answers. * Teacher asks students to work in groups and share their opinions. Move around to observe and provide help if needed. * Call on some Ss to share their answers. | **Task 4: Think about yourself. Do you want to go to this kind of camp? Why / Why not?**  **Example**: I want to go to this camp because I can speak English there.  **=> Answer**:*I want to go to this camp because I'm good at English and I love sports* | |
| **\* Activity 5 : Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - some vocab  - read the advertisement about the Superb Summer Camp  -………. | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| - Teacher asks students to prepare the new lesson | - learn by heart vocab.  - Prepare for the next lesson: Unit 3-Skills 2. | |