***Date of planning : 22/12 / 2024***

 ***Date of teaching :24 /12 / 2024***

Week :16 UNIT 6: OUR TET HOLIDAY

# **Period** : **47 Lesson 6: Skills 2**

**I. OBJECTIVES:**

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

- listen for specific information about preparations for Tet;

- write an email about what people should/ shouldn’t do at Tet.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

 **\* Vocabulary:** vocabulary related to Tet

 **\* Grammar:** Present simple, should/ shouldn't

**2. Competences:** Know how to use should/ shouldn’t ; Students will developed listening and writing skills.

**3. Quality/behavior:** To teach SS to work hard , love our Tet holiday; undestand something should /shouldn’t do at Tet holiday.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 6- Skills 2)

 - 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)

|  |
| --- |
| **\* Warm-up (5’)** **\* Aim**: - Check students’ knowledge related the previous lesson - To introduce the topic of listening. \* **Content:** *Watch a clip and write activities about Tet* **\* Products:** Students' answers on the posters **\* Organization of implementation** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up ( Team work)****T -Ss****-** Teacher divides class into 2 teams.* Teacher asks students to look at the TV, shows the screen and asks them to memorise activities about Tet in the clip in 2 minutes.

- The team who write activities more correctly is the winner.- Ss write activities on the posters. | \* ***Memorising game:****Watch a clip and write activities about Tet*  **\* suggested anwser:***- watching fireworks - going to the pagoda**- buying flowers - gathering family**- buying new clothes - getting lucky money**- making Chung cake - eating special food**-…* |
|  **2. Pre -listening (5’)** **\* Aim:** To help students brainstorm ideas about Tet preparation and introduces the topic of listening. \* **Content:** Question about Tet preparation’ **\* Products:**  Students say answers correctly. **\* Organization of implementation** |
| **Teacher’s and Ss’activities** | **Content** |
| - T asks Ss a question about preparing for Tet.- Ss answer question individually- T feedbacks and introduces the topic of listening.**+Lead in:** ***Now we are going to listen to Nguyen’s letter to his pen-friend – Tom about how his family prepares for Tet.*** |  \* Question:**- How does your family prepare for Tet?*****\* Suggested answers***:*S1: Buy new clothes* *Clean the house**S2: Decorate the house* *Cook chung cake.**S3: ……………………….* |
| **2. While -listening (10’)** |
| **Task 1**: **(5’)*** **\* Aims:** To help students develop listening skill for specific information.
* To help students develop listening skill for specific information (short-answer question).
* To help students combine listening and writing at the same time.

\* **Content:** Listen and tick the things you hear (work individually)**\* Products:** Students tick answers correctly**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1:T –Ss : Ss- Ss** ( individual work)* Teacher asks students to read aloud the list of words, makes sure students produce them correctly. This would help them recognize the key words when they are doing the listening.
* Teacher plays the recording one or two times (depending on students’ levels).
* Teacher lets students work individually.
* Teacher asks students to compare their answers in pairs.
* Teacher checks the answers as a class.
 | **Task 1: Listen and tick the things you hear. (p. 65)*****\* Answer key:***old things, peach flowers, new clothes, wishes  |
| **Task 2 (7’)**  **\* Aims:** To help students develop listening skill for specific information (short-answer question).* To help students combine listening and writing at the same time.

\* **Content:** Listen again and answer the questions in one or two words by playing game : Who’s faster ?**\* Products:** say ( write) the correct answers.**\* Organization of implementation**  |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss - Ss**- Have Ss read the questions first to determine what information is needed to answer the questions.- Remind them that only the key word(s) is/are used for the answers.- Play the recording. Have Ss listen and write their answers by playing game: - Who’s faster?* Teacher prepares 7 numbers which includes 5 questions in task 2, and 2 lucky numbers.

- The student who raises his / her hand the fastest gets to choose a number and answers the question behind the number. If the student answers the question correctly, they will get 1 point. If the team chooses the lucky apple, they get 1 point without answering the question and may choose another apple.- Have Ss copy down the answers. | **Task 2: Listen again and answer the questions in one or two words. (p. 65)***Game: Lucky apple*Káº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho appleKáº¿t quáº£ hÃ¬nh áº£nh cho tree picture\* Suggested answer.- Apple 1 : Q 2 – (Their) house- Apple 2: Lucky apple- Apple 3: Q3 – Red- Apple 4: Q1 – old things- Apple 5: Lucky apple- Apple 6: Q4 – his father- Apple 7: Q5 – anything |
| **4. Post- listening (5’)****\* Aims:** To test students’ memory for the listening text in a creative way; to check students’ listening comprehension\* Content: Summarize the information of the listening part.**\* Products:** Students’ summarization about some main information of the listening part**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 3:T-Ss, Ss-Ss( work group)**** Students work in groups of four.
* Teacher asks students to summarize the information in the listening part and talk about it.

- Teacher helps if necessary. | \* Summarize the information of the listening part. **AUDIO SCRIPT** *Tet is coming and I'm very happy. We do a lot of things beforeTet. We throw some old things away. We clean and decorate our homes. My mother goes shopping and buys food, red envelopes, and peach flowers. She also buys new clothes for us.My father makes banh chung and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break anything. It brings bad luck.* |
| **5. Pre-Writing (5’)****\* Aims:** To help Ss brainstorm ideas for their email and to review Tet vocabulary. \* **Content:** list of four things that you think children should and shouldn’t do at Tet\* Products: Students’ answers on the posters. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss, Ss – Ss** ( work in groups)* Teacher divides students into groups of four to discuss and make a list of the things they think children should/shouldn’t do at Tet.
* Teacher guides students to write short phrases/ notes instead of full sentences here.

- Teacher walks around and observes students’ performances. If students come up with any new activities or things, teacher writes it on the board for other students to see and discuss. | **Task 3: Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet. (p. 65)*****=> Eg:****1. Children should visit relatives with parents**2. Children should wear beautifful clothes**3. Children shouldn't break things**4. Children shouldn't play card all night**………………………………* |
| **6. While-Writing (5’)**\* **Aim:** To help students complete an email talking about what people should/ shouldn’t do at Tet.\* **Content:** Complete the email**\* Products:** Students’ writing. (individual work) **\* Organization of implementation** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4: T - Ss, Ss – Ss** ( work individually)* Teacher asks students to read what has been written in the incomplete email, and ask students to decide what will come in between the sentences.
* Teacher lets students do this task individually.

Teacher walks around the class and offers help if needed. |  **Task 4: Complete the email, using your ideas in 3. (p. 65)***Dear Tom,**Tet is coming. I will tell you more about our Tet.**At Tet, we should****visit relatives with parents****. We should,****wear beautifful clothes****too. But we****shouldn't break things****. We shouldn't****play cards all night****, either.**Please write and tell me about your New Year celebration.**Yours,**Nguyen* |
|  **7. Post-Writing (3’)**\* **Aim:** To cross check and final check students’ writing.\* **Content:**. Share your writing with the class**\* Products:** Students’s perfect writing **\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| * **Task 4: T - Ss, Ss – Ss**
* Teacher asks students to exchange their textbooks to check their friends’ writing.
* Teacher then calls one or two students to share their writing with the class.

Teacher gives feedback. | **Share your writing with the class** |
| **\* Consolidation (3’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** talk about what they have learnt in the lesson.**\* Products:** Students’s answers.**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Listen for specific information about preparations for Tet;- Write an email about what people should/ shouldn’t do at Tet. |
| **\* Homework (2’)*** **Aim:** To revise the knowledge and rewrite their writing in the notebooks.

\* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbooks and workbooks**\* Organization of implementation** |
| * Teacher asks students to write down the paragraph in their notebooks.

- Teacher asks students to prepare the new lesson. | * Rewrite your writing.
* Do the exercises in workbook.
* Prepare LOOKING BACK AND PROJECT..
 |