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| ***Date of planning*** **:** 7/9 / 2021  ***Date of teaching :*** . 8/9 / 2021 | **ENGLISH 6**  **Period 1** : **INTRODUCTION** |  |

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce new Tieng Anh 6 textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

**\*Vocabulary:** Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

**\* Grammar :** to be; present simple tense; present continuous…

**2. Competence:**

- By the end of the lesson, students will be able to know how to study English effectively and how to use new Tieng Anh 6 textbooks and know the methods to study new Tieng Anh 6 textbooks.

**3.Quality/Behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **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**  **\* Content:** Have some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  \* Organisation: Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere 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  + 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 …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting. T\_Ss**    - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves **(*name;* *age;address; likes; dislikes ….friends…* )**  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2. NEW LESSON (12’-15’)** | |
| **ACTIVITY 1+ 2:**  **Aims: - To set the context for the introductory;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.**  **\* Content:** Some brief notes; Something about England, English **.** Introduce New Tieng Anh 6  **\* Outcome:** Ss learn something about England, English; Learn how to use New Tieng Anh 6  **\* Organisation**: Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** T. asks sts some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **2. English**:  - How many people speak English as their mother tongue?  - How many people speak English as their first language?  - How many people speak English as their second language or first foreign language?  - Why do you learn English?  - Is it important? Difficult? Useful? Interesting?  **=>** It’s very important, useful, interesting. It is the means of communication to one another.  **3/ New English 6 text book**:  - How many units are there in English 6 text book?  - What are they about?  \* There are 12 units . Each unit has eight sections, providing materials for 7 classroom lessons of 45 minutes.  ***- 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.* | **- T\_Ss**  - Listen carefully and read aloud.  - Fulfil teacher’s requirements  - Give the answers  - Ss answer if possile  - Listen carefully and read aloud.  - Find out the words related to the topic.  - There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  **2/** Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  **3/ English 6 has 12 Units.**  **- T\_Ss**  **- Each unit has 7 lessons.**  ***- 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).*  - English is not too difficult but it requires you working hard.  - Sts need learn by heart all vocabulary and their usage.  - Review the lesson everyday.  - Learn English everyday. |
| **3. PRACTICE (15’)** | |
| **ACTIVITY 3:**  **Aims:** **To help Ss understand the lesson. Class room language**  **\* Content:** Some brief notes; Something about England, English **.** Classroom language…  **\* Outcome:** Ss learn something about England, English; Classroom languages…  **\* Organisation**: Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3.** **How to learn English best?**  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  **“ Hard work is the key to success”** | **- T\_Ss**  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects…. |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| **ACTIVITY 4:**  Aims: To revise / teach classroom languages.  **\* Content:** Some brief notes; Something about England, English **.** Classroom languages…  **\* Outcome:** Ss know something about England, English; Classroom languages…  \* Organisation: Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **- T\_Ss**  - T gives some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | - The greetings : - goodmorning  - Good afternoon  - Good morning  - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please.  - Listen, please  - Read after me  - Repeat please….. |
| **5. WRAP-UP & HOME WORK (2’)** | |
| \*Instruct/ guide students to do their homework.  - Prepare textbook, workbook, exercise book,  - Prepare new lesson Unit one .  **\* HOME WORK**  - Learn classroom languages.  - Prepare new lesson Unit one . | |

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| **Date of planning:** 7/9 / 2021  **Date of teaching:** 8/9 / 2021 | **Peroid 2 : UNIT 1: MY NEW SCHOOL**  **Lesson 1: GETTING STARTED**  ***A special day*** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - School things and activities  - Verb (*play, do, have, study*)+ Noun  **Pronunciation:**  Sounds: /a:/ and */Λ/*  **Grammar**  - Present simple.  - Adverbs of frequency | **Skills:**  - Reading about schools.  - Talking about the type of school one would like to go to.  - Listening about school activities  - Writing a paragraph about one’s school  **Everyday English**  Introduce someone |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words related to the topic My New School.

- use the combinations: to play, to do, to have, to study + Noun;

- pronounce the sounds /a:/ and */Λ /* correctly;

- use the present simple;

- use the adverbs of frequency;

- introduce someone to someone else;

- read for general and specific information about schools;

- talk about the type of school one would like to go to;

- listen for specific information about school activities;

- write a paragraph about one’s school.

**1. Knowledge:**

- To introduce topic of the lesson *My New School*. To practice listening and reading.

+ Vocabulary: use the words related to the topic *My New School.* Pronouncing the sounds /a:/ and */Λ/*correctly;

+ Grammar: - use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**2. Competence:** By the end of the lesson students will be able to know the form and use the present simple tense ; adverbs of frequency correctly. Students can introduce themselves and introduce someone to someone else;

**3. Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **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**  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title *My New School* on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book to page 6 and introduce what they are going to study…. | **+ Greeting**  **+ Chatting.**  **- T\_Ss**  - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves (*name;* *age;address; likes; dislikes ….friends…* )  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims:**  **- To set the context for the introductory;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.**  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:**Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | |
| **Teacher’s Student’s activities** | **Content** |
| - T sets the sence/ context for the listening and reading.  - T introduces Vy and Phong : They are friends, and Duy Vy’s new friend.  - Have Ss look at the picture. Ask Ss questions about the picture: *Where are they? Who are Vy and Duy? ect..*  - Ask Ss why it is a special day…  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask them to talk a bit about their feelings on the day.  - Play the recording twice or more for the Ss listen and read along.  - Ask Ss underline the new words or the word related to the topic while they are listening and reading.  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Follow the seven steps of teaching vocab.  + Check vocabulary.  **+ Take note**  - Call on some groups of Ss **to read the conversation aloud.** | **- T\_Ss**   |  |  | | --- | --- | |  |  |   - Listen carefully to the context  - Listen carefully and read aloud.  **- Pair Work**  **\* Vocabulary**  **- calculator** (n): máy tính  **- uniform** (n): đồng phục  **- smart** (adj): thông minh  **- wear** (v): mang, mặc, đội.  - Listen carefully and read aloud. |
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| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim:** **To help Ss understand the conversation.**  **\* Content:** Listen and read the conversation.True/ false activitiy, filling in the gaps.  **\* Outcome:** Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points…  **\* Organisation :** Teacher’s instructions.….. | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Read the conversation again and tick (√) T (True) or F (F)/**  - Ask Ss to read the conversation again and tick (**√**) T (True) or F (F)/ Page 7  - Play the recording once more for Ss to understand the conversation better.  - Explain the strategies of doing True - False exercise to Ss: *Read each statement carefully, identify and underline the key words in the statement, locate the key vvords or similar words in the text, and then evaluate if they are the same, or the opposites of the intormation in the given* *statements*. If the information is the same, it's True (T). If it is opposite or different, it's False (F).  - Ss work independently. Tell them to refer back to the conversation if necessary.  - Allow them to share their answers before discussing them in groups or as aclass.  - T gives the correct ansvvers. | **2. Read the conversation again and tick (√) T (True) or F (F)/**  **- T\_Ss**  - Do the tasks.  - Listen carefully  - Follow the teacher’s instructions.  - Do True/ False  **- Work independently.**  - Give the answers  Key:  1.T  2.F  3.T  4.T  5.F |
| ACTIVITY 3:  Aims:  - To introduce some vocabulary related to the topic of the unit;  - To introduce the grammar point of this unit: the present simple.  **\* Content:**Understand the conversation; grammar points; present simple tense..  **\* Outcome:** SS know more bout the topic of the lesson, Vocab, grammar points.  **\* Organisation :** Teacher’s instructions … | |
| **3. Write ONE word from the box in each gap.**  - T may instruct Ss how to do the exercise:  Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun uniforms to fill the blank.  - Model with the first sentence.”Wear”  - Ask Ss to work independently to fill each blank with the right word.  - Allow Ss to share answers before discussing them as a class.  - Ask Ss to write the correct ansvvers on the board.  - T explains the meaning of some words if necessary.  - Ss practise saying the sentences together.  - T then asks Ss to identify the tense used in these sentences.Tell them that it is the present simple tense, and they are going to learn it in this unit. | **3. Write ONE word from the box in each gap.**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - **Ss to work independently**  - Share the answers  - Copy them  **Key:**  1. wear 2. has  3. go 4. uniíorms  5. subjects  - Practice saying the sentneces.  - Give the answers. |
| ACTIVITY 4:  Aim: To help Ss revise some words and learn some more words indicating school things.  **\* Content:**To learn some more words indicating school things. Matching  **\* Outcome:** Ss know more some words about school things.  **\* Organisation :** Teacher’s instructions …. | |
| **4. Match the words with the school things. Then listen and repeat**.  - Ask Ss to match the words with the school things.  - Play 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.  - Explain the meanings if necessary,  e.g. use visual aids in the classroom. | **4. Match the words with the school things. Then listen and repeat.**  **- T\_ Ss.**  - Ss do the matching. **Ss do themselves**  - Listen carefully- Check the answers  - Listen and repeat  **\* Key + Audio script:**  1. school bag 2. compass  3. pencil sharpener 4. rubber  5. pencil case 6. calculator |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  Aim: To revise / teach the names of the things in the classroom.  **\* Content:** Name the words about school things around class  **\* Outcome:** Ss can name the things in the classroom. Learn more new words.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s Student’s activities** | **Content** |
| **5. Look around the class. Write the names of school things you see in your notebook.**  - Tell Ss to look around the class.  - Point to each student and ask what he / she sees / has around him / her (e.g. table, desks, notice board, pictures, etc.).  - Let them practise the words, write them in their notebook and make sentences with the words if there is time. | **5. Look around the class. Write the names of school things you see in your notebook.`**  **- T\_Ss ; Ss \_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - desks, notice board, pictures…..  - Take note |
| **5. WRAP-UP & HOME WORK (2’)** | |
| \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and */Λ /* in the conversation and tells Ss that they will learn these language points in the upcoming lessons….. | |

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| **Date of planning**: 14/9 / 2021  **Date of teaching:** 15/9 / 2021 | **Peroid 3 : UNIT 1: MY NEW SCHOOL**  **Lesson 2: A CLOSER LOOK -1** |

**THIS UNIT INCLUDES:**

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| Vocabulary  - School things and activities  - Verb (*play, do, have, study*)+ Noun  Pronunciation:  Sounds: /a:/ and / /  Grammar  - Present simple.  - Adverbs of frequency | Skills:  - Reading about schools.  - Talking about the type of school one would like to go to.  - Listening about school activities  - Writing a paragraph about one’s school  Everyday English  Introduce some one |

**I. OBJECTIVES:**

**1. Knowledge:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities. To teach vocabulary. To teach how to pronounce the sounds /a:/ and */Λ / .*

+ Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and

*/Λ /* correctly; school lunch, exercise, English, history, homework, science, football, lessons, music…

+ Grammar: use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**2. Competence:** By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

**3. Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim: To revise/ introduce vocabulary.**  **\* Content:** Revise the lesson.Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s &Student’s activities** | **Content** |
| **+ Greeting : Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book to page 6 and introduce what they are going to study…. | **+ Greeting: Chatting**  **- T\_Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims:**  **- To revise/ introduce the names of school subjects, and some nouns related to school and school activities**.  **\* Content:** To introduce the names of school subjects, nounsby listening , repeating the words  **\* Outcome:** Know more some new words.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and repeat the words.**  - Ask Ss to listen and repeat the words/ Page 8.  - Have Ss look at the pictures and think about the meaning of the words.  **\*Pre-teach vocabulary:**  + Teacher use different techniques to teach vocabulary (situation, realia, translation….)  + Follow the seven steps of teaching vocab.  \* Checking vocab: Slap the board  + Play the recording and let the Ss listen.  - Play it twice or more with pauses for them to repeat each word.  - 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** | **1. Listen and repeat the words.**  **- T\_Ss**  + Students **(Ss)** listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary:**  - **science** (n): môn khoa học  - **history** (n): môn lich sử  - **exercise** (n): bài tập  - Repeat in chorus and individually.  - Take note all the words.  - Ss check the meanings of the words  **\* Audio script:**  school lunch exercise  English science  history football  homework, lessons  music |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aims:** **To teach Ss how to combine a verb and a noun to talk about school activities.**  **\* Content:** Pair work to put the words in the correct columns  **\* Outcome:** Ss can combination a verb and a noun correctly.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s &Student’s activities** | **Content** |
| **2. Work in pairs. Put the words in 1 in the correct columns./P.8**  **- T\_Ss**  - Ask Ss to look at the table and learn how to do it.  - Explain to Ss that in English some verbs and nouns go together and some don’t.  - 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  - T gives the correct ansvvers.  - T encourages Ss to extend their vocabulary by adding as many words as possible to the groups. | **2. Work in pairs. Put the words in 1 in the correct columns./P.8**  - Listen carefully and learn how to do.   |  | | --- | |  |   **- Ss work in pairs .**  - Give the answers  **play do have study**  football homework school luch English  music exercise lesson history/science  *(play sports, do the housework, have a rest, study new words……)* |
| ACTIVITY 3:  Aim:  - To revise the words that Ss have learnt in context.  **\* Content:** To use present simple to do the exercises. Filling the words.  **\* Outcome:**Ss understand more about using the words in contexts.  \* Organisation : Teacher’s instructions … | |
| **Teacher’s &Student’s activities** | **Content** |
| **3. Put one of these words in each blank.**  - Ask Ss to do activity 3  - Ask Ss to work independently or in pairs to fill each blank with the right word.  - Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence  - Model with the first sentence.  - Allow Ss to share answers before discussing them as a class.  - Check the answers in a class.  - T may call on some Ss to read the sentences aloud.  **Extension:**  - lf time allows, ask Ss to write sentences about themselves in their notebooks, using the combinations in 2. They should write as many sentences as possible. E.g. // We have English lessons on Tuesday and Thursday. | **3. Put one of these words in each blank.**  **- T\_Ss**  - Listen to the instructions clearly  - Learn how to do it  - Ss to work independently  - Ss do themselves.  - Ss take note  - Practice saying the sentneces.Give the answers.  -Ss practise saying the sentences .  - Ss take note  **\* Key:**   1. **1.** homework  **2.** football  **3.** lessons   **4.** exercise  **5.** science |
| **II. PRONUNCIATION: / a:/ and */Λ /***  ACTIVITY 4:  Aim: To help Ss pronounce the sounds / a:/ and */Λ /* and practice pronouncing these sounds in words correctly.  **\* Content:** To pronounce the sounds /a:/ and */Λ /* correctly; Listen and repeat.  **\* Outcome:** Pronouncing the sounds /a:/ and */Λ /* correctly;  \* Organisation : Teacher’s instructions …. | |
| **4. Listen and repeat. Pay attention to the sounds /a:/ and** */Λ /* .  - Let Ss practise the sounds /a:/ and */Λ /* 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.  - Play the recording as many times as necessary.  - Check the meanings if necessary, | **4. Listen and repeat. Pay attention to the sounds /a:/ and** */Λ /*.  **- T\_Ss**  - Listen carefully- Check the answers  - Listen and repeat  **\* Audio script:**  **1.** /a:/: smart art carton class  **2.** ***/Λ /*** subject study Monday compass |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 5:  **Aims:** **To help Ss pronounce the sounds /a:/ and */Λ /*** **correctly in context.**  **\* Content:** To pronounce the sounds /a:/ and */Λ /* correctly; Listen and repeat  **\* Outcome:** Pronouncing the sounds correctly in the sentences.  \* Organisation : Teacher’s instructions …. | |
| **Teacher’s &Student’s activities** | **Content** |
| **5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and */Λ /***  - Have Ss quickly read the sentences and underline the words having the sounds /a:/and ***/Λ /***  - Play the recording for Ss to listen and check the words that they have underlined.  - Have them work in pairs to compare their ansvvers.  - Check Ss'answers.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words. | **5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and */Λ /***  **- T\_Ss**  **-** Listen to the instructions carefully then do the tasks.  **- Work in pairs**  - Do the tasks |
| **5. WRAP-UP & HOME WORK (2’)** | |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to summarise what they have learnt in this period  **\* HOME WORK**  - practice reading the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 14/9/2021  **Date of teaching:** 15/9/2021 | **Peroid 4 : UNIT 1: MY NEW SCHOOL**  **Lesson 2: A CLOSER LOOK -2** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To teach the form and use the present simple tense and the use the adverbs of frequency. Do some practice exercises

+ Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and ***/Λ/*** correctly;

+ Grammar: - use the present simple;

- use the adverbs of frequency;

- use the combinations: to play, to do, to have, to study + Noun;

**2. Competence:** By the end of the lesson students will be able to revise/ introduce the names of school subjects.

**3. Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim:**  **- To revise/ introduce GRAMMAR : The present simple tense.**  **\* Content:** To review/ introduce the use and the form of the present simple tense.  **\* Outcome:** Ss know the use and form of the present simple tense .  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  **The present simple**  \* T prepare the following lines from the conversation in **GETTING STARTED** … and show them to Ss.   |  | | --- | | ***Duy***: Hi, Phong. I Ịịve near here, and we go to the same school!  ***Phong***: Good. Hmm, your school bag looks heavy.  ***Duy:*** Yes! I have new books, and we have new subjects to study.  ***Phong*:** And a new uniform, Duy! You look smart!  ***Duy***: Thanks, Phong. We always look smart in our uniforms. |   - 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.  - 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** | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write .  **- T\_Ss**     |  | | --- | | **The present simple**  **Positive**  + I/You/We/They + V (work/study)  + He / She / It + V-s / V-es (works / studies)  **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)  **Questions and short answers**  ? 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/itdoes.  - No, he / she / it doesn't. |   **- Remember how to form and use the present simple tense.** |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim:** **To give Ss practice in using the present simple tense in sentences.**  **\* Content:** To pracice using the present simple in context.  **\* Outcome:** Ss learn how to form anduse of the present simple correctly by choosing correct answer.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Choose the correct answer A, B, or C**  **\*Pre-teach vocabulary:**  + Teacher uses different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  \*Ask Ss to do the task 1/ page 9  - Have Ss do this exercise individually before they share their answers with their partners.  - Ask some Ss to read out their ansvvers.  - Confirm the correct ones.  - T gives explanations if necessary. | **1.** **Choose the correct answer A, B, or C**  **\*Vocabulary:**  - interview (v) phỏng vấn  - playground (n) sân chơi  …..  + Students(Ss)listen to the instructions carefully and learn how to do the tasks**.(S)**  - Answer the teacher’s questions  **- T\_Ss**  - Listen carefully and read aloud.  **\* Key**: 1. A 2.C 3. B 4.A 5.C |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim:**  **To help Ss practise using verbs in the present simple in sentences and in context.**  **\* Content:** To practice using the present simple in context.  **\* Outcome:** Practicing the use of the present simple by giving the correct form of the verbs.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**  - Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. –  - Ask Ss to share their answers with a partner.  - T contirms the correct ansvvers.  + 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. | **2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**    - Ss **work individually.\_**S  - Do the tasks  - Share the answers.  - Learn how to do.  **\* Key:**  **1**. has **2**. Do you have **3**. like  **4**. Does Vy walk **5**. ride **6**. go |
| ACTIVITY 3: **Adverbs of Frequency**  Aim:  - **To help Ss revise some adverbs of frequency they already learnt.**  **\* Content:** To review/ introduce the use of adverbs of frequency.  **\* Outcome:** Ss can use of adverbs of frequency correctly by making sentences.  **\* Organisation :** T\_ Ss , Individual, Pair work, group works,…  - Tell Ss to look at the two examples carefully.  - Ask Ss about the position of the adverbs of frequencỵ, and the meaning of those.  - Ask Ss to recall all the adverbs of frequency they know.  + 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. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Put one of these words in each blank.**  - This is a very easy activity, so just ask Ss to give the answers as a class.  - T confirms the answers.  - T encourages Ss to give as many sentences with these adverbs as possible. | **3. Put one of these words in each blank.**  - Listen to the instructions clearly  - Ss to **work independently**  - Share the answers  - Copy them  **Key:** 2. Usually 3. Sometimes 5. never |
| ACTIVITY 4:  **Aim: To help Ss practise using adverbs of frequency in context.**  **\* Content:** Practise using adverbs of frequency in context by choosing the correct answer.  **\* Outcome:** Understanding more using adverbs of frequency in context.  **\* Organisation :** Teacher’s instructions …. | |
| **4. Choose the correct answer Aor B to complete each sentence** .  - Let Ss work in pairs.  - Call on some Ss to read aloud the sentences and give their answers.  - Check and confirm the correct answers | **4. Choose the correct answer Aor B to complete each sentence.**  - Listen carefully. **Pair Work**  - Check the answers  - Listen and repeat  **\* Key:** 1. B 2.A 3.A 4. B 5.A |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aims: To help Ss practise asking and answering questions about the topic of school, using the present simple tense and adverbs of frequency.**  **\* Content:** Making questions; Interview partners using the cues words.  **\* Outcome:** Making questions correctly. Then interview partners.  \* Organisation : Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in pairs. Make questions, and then interview your partners**  **-** Ask Ss to work in pairs to make questions using prompt.  - Have them take turns to ask questions and give answers.  - 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. | **5. Work in pairs. Make questions, and then interview your partners**  **- Work** **in pairs** to make questions.  + **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 íriends alvvays go to school with you?  5. Do you usually do your homevvork after school? |
| **5. WRAP-UP & HOME WORK (2’)**  \* Summarise the main points.  - Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.  E.g.  Student A: I usually get up late on Sunday.  Student B: ……………………………….…  **\* HOME WORK**  - Read again the conversation on page 9.  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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| **Date of planning**: 17/9 / 2021  **Date of teaching:** 22/9 / 2021  **WEEK: 2** | **Peroid 5 : UNIT 1: MY NEW SCHOOL**  **Lesson 6: SKILLS\_1/ Reading and Speaking** |

**THIS UNIT INCLUDES:**

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| --- | --- |
| **Vocabulary**  - School things and activities  - Verb (*play, do, have, study*)+ Noun  **Pronunciation:**  Sounds: /a:/ and / /  **Grammar**  - Present simple.  - Adverbs of frequency | **Skills:**  - Reading about schools.  - Talking about the type of school one would like to go to.  - Listening about school activities  - Writing a paragraph about one’s school  Everyday English  Introduce some one |

**I. OBJECTIVES:**

**1. Knowledge:**

- To teach reading for general and specific information about school . To help Ss to get acquainted with a reading skills.To practice speaking. Ss have an opportunity to practice making their choice of type of school they would like to go.

+ Vocabulary: use the words related to the topic *My New School.*

+ Grammar: - use the present simple.

- use the adverbs of frequency.

- use the combinations: to play, to do, to have, to study + Noun.

**2. Competence:** By the end of the lesson students will be able to get acquainted with a reading skills.Ss understand and activate their knowledge of the lessons. Ss will have an opportunity to practice making their choice of type of school they would like to go.

**3. Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| --- | --- |
| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aim: Pre - reading**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.**  **\* Content:** Revision the old lesson.Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - Ask the class to look at three pictures first. Encourage Ss to give their ideas (as many sentences as possible) E.g. in picture 1, 2 : *What can you see? How is the school ? Where are they?...*  - T leads in the lesson. | **+ Greeting**  **+ Chatting. T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Look at the pictures and answer the teacher’s questions : *I can see three schools. I can see many students in the school yar. The school in the first picture is very big nad nice* ….  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **While- reading**  **Aims: To get Ss acqainted with a reading skills.**  **- To help Ss understand and activate their knowledge of the topic of the lesson.**  **\* Content:** Looking at three pictures and read three passages to get used to reading skills.  **\* Outcome:** Developing reading skills by looking at the pictures and doing the matching.  **\* Organisation :** Teacher’s instructions …. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Look at the pictures and quickly read the passages. Match 1-3 with A-C.**  **\*Pre-teach vocabulary:**  + Teacher use different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  \*Ask Ss to do the task 1 on page 12.  - Teacher gives instructions.  **-** Tell ss to read the three passages quickly and check their ideas.  - Set a strick time limit to read .  - Tell Ss a tip: *Ss read the first sentence of each paragraph. This sentence often gives you the topic of the paragraph.*  - Paragraph 1: ***Sunrise* :** a boarding school in Sydney.  - Paragraph 2: ***Anson* :**a lower secondary school in Bac Giang;  - Paragraph 3: ***Dream*:**an International school  - T may call Ss to read aloud each paragraph  - Observe and help when and where necessary.  - Check the answer. | **1.** **Look at the pictures and quickly read the passages. Match 1-3 with A-C.**  **\*Vocabulary:**  **- boarding school** (c-n) trường nội trú  **- mountain** (n) núi, ngọn núi  **- international(**adj) quốc tế  **- art** (n) nghệ thuật  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **- T\_ Ss; S\_s**  - Ss learn how to read the passages.  - Ss read three passage quickly  - Ss know the name . It is in ….  - Read each paragraph if possible  - Give the answer  **\* Key: 1. C 2. A 3. b** |
| ACTIVITY 2 :  **Aim:To help Ss develop their reading skills for specific information (scanning).**  **\* Content:** Reading the passages again and complete sentences.  **\* Outcome:** Understanding more about content of the texts.  **\* Organisation :** Teacher’s instructions..…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the passages again and complete these sentences.**  - Ask Ss to read the passages again, then find the words and phrases to complete the sentences  - T help Ss to give the meaning of the words or explanations, or examples, or the Vietnamese equivalent.  - T tells Ss to pay attention to the context of the words.  - Ask Ss to note where they found the information, then help Ss to complete the sentnecs.  - Check and confirm the correct answers. | **2. Read the passages again and complete these sentences.**  + Ss do the tasks  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers  **Key:**   1. boarding 2. Sydney 3. Mountains and green fields 4. Dream School. 5. English- speaking teachers. |
| ACTIVITY 3:  **Aim: To help Ss further develop their reading skills for specific information (scanning)**  **\* Content:** Answer the questions for more information to develop their reading skills  **\* Outcome:** Getting more information to understand the three passages.  **\* Organisation :** Teacher’s instructions … | |
| **3. Answer the questions:**  - Ask Ss to read the passages in detail to answer the questions.  - T gives instructions how to do this kind of exercise.  - Explain the strategies (chien luoc) if necessary [*e.g. reading the questions, understanding the key words, locating the key words in the text, and then reading that part and answering the questions..]*.  - Set the longer time limit for Ss to find the answers to the questions.  - Let ss compare the answers with partners before discussing them in class.  - Work in pairs ask and answer the questions.  - Allow Ss to read the three passages in chorus once.  - Call on some Ss to read aloud three passages to the class.  - Check their pronunciation and intonation.  - Check and confirm the correct answers | **3. Answer the questions:**  - Listen carefully to the instructions  - Answer questions individually.  **- Ss \_ Ss**  - Follow the strategies carefully  - Find the answer.  - Compare the answers  - Work **in pairs** ask ans answer the questions.  **Key:**   1. Sunrise (is). 2. (It is ) in Bac Giang. 3. Yes, there is. 4. They join many interesting clubs. |
| **4. FURTHER PRACTICE: (8’)/ Speaking** | |
| ACTIVITY 4:  **Aims:- To help Ss prepare ideas for the speaking activity;**  **- To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons**.  **\* Content:** Ask and answer the questions to complete the table  **\* Outcome:** To practice speaking by asking and discussing the choicesof the type of school…  **\* Organisation :** Teacher’s instructions.… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table.**  - Ask Ss to refer back to the passages in 1.  - Ask them to give some background of the three schools: *Sunrise School, An Son School, and Dream School.*  - Allow Ss time to answer the questions: Which school (among the three above) would you like to go to? Why?  -Ask Ss to complete the table in their notebooks.  Then arrange Ss in pairs.  - Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar.  - Discuss any common errors and provide further practice if necessary.  **\* Discuss your choice with a friend**  - May ask Ss to work in groups to do project/15 | **4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table.**  - Listen to the teacher’s instructions carefully and follow them.  **- T- Ss**  - Work individually  - Choose the answer .Answer the questions  - Complete the table.  - Talk in front of the class one of the school they would like to go to.  - Correct mistakes. |
| **5. WRAP-UP & HOME WORK (2’)**  \* - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice asking friends questions about the school you would like to choose? Why?  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |

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| **Date of planning**:20/9/2021  **Date of teaching:** 20/9/2021 | **Peroid 6 : UNIT 1: MY NEW SCHOOL**  **Lesson 6: SKILLS\_2/ Listening and Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Listening for specific information about schools. Write a paragraph about one’s school.

+ Vocabulary: use the words related to the topic *My New School.*

+ Grammar: - use the present simple.

- use the adverbs of frequency.

- use the combinations: to play, to do, to have, to study + Noun.

**2. Competence:** By the end of the lesson students will be able to listen for specific information about schools. Write a paragraph about one’s school.

**3. Quality/ behavior:** To teach Ssthe loveof English; the loveof their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aim:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or penpalls.**  **\* Content: Revision :** Describe *a school they would like to go to.*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson. Describe *a school they would like to go to.*  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  - Students(Ss)listen and answer the teacher’s or friend’s questions  **- T\_ Ss**  - Talk about one school they would like to go to.  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (10’)** | |
| ACTIVITY 1: **(Pre-listening)**  **Aim: To get Ss acqainted with listening skills.**  **- To help develop Ss’ skills of listening for specific information.**  **\* Content:** Listening a student talking about her school to get used to listening skills  **\* Outcome:** Guessing the answers to the questions. To improve listening skills.  **\* Organisation :** Teacher’s instructions..…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.**  **\*Pre-teach vocabulary:**  + Teacher use different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  + Answer the two question before listening  - Ask Ss the questions: Who's Janet? What's the name of her school?  - Ss work in pairs and guess the answers to the two questions.  - Encourage them to speak English and feel free to make guesses.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Play the recording. Let Ss listen once and check their guesses. | **1.** **Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.**  **\*Vocabulary:**  - uniform (n) bộ đồng phục  - wear (v) măc, đeo, đội …..  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **- T\_ Ss**  + Ss look at the key words before answering the questions (e.g. Janet, student, Palmer School, America).  - Ss answer the questions  - Compare the answers. |
| ACTIVITY 2 : **While-listening**  **Aim:To help develop Ss' skill of listening for specific information.**  **\* Content:** Listen again to get more information about schools in America.  **\* Outcome:** Choose the correct answer correctly.  **\* Organisation :** Teacher’s instructions …. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen again and choose the correct answer A or B.**  - Have Ss look at the sentences. Tell them how to do it.  - Give them some strategies to do the exercise,  (*e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).*  - Play the recording twice and allow Ss to choose the correct answers as they listen.  - Ss can share their answers before listening to the recording a final time to check.  - Get feedback.  - Check and confirm the correct answers.  **\* Post-listening**  **- Students tell about Janet’s school freely**  - T gives instructions and encourage Ss to tell about Janet’s school, using information in Audio Script.  - Give some clues: *her name, age, the name of her school. Teacher, she studies Vietnamese , wear uniforms everyday,…..*  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen again and choose the correct answer A or B.**  - Listen to the teacher’s instructions carefully and learn how to do it.  **- T\_ Ss**  - Check the meaning if necessary  ***Audio script:***  *Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly.*  *The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths.*  *I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.*  \* **Key:**  **1**. A **2**. B  **3**. B **4**. A **5.** A  - Free talk  *Her name is Janet. She is eleven years old. She is in grade/ year 6 at Palmer School. Her friends are friendly. The teacher in her school are nice and very helpful.Her favourte teacher is Math teacher….* |
| **4. Writing (12’)** | |
| ACTIVITY 3:  **Aim: To help Ss prepare ideas for their writing in 4.**  **\* Content:** Write the answers to the questions about your own school  **\* Outcome:** Answer the questions about your own school to improve writing skills.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Write the answers to the folowing questions about your school.**  - Let Ss work individually.  - Guide them to write the answers to these questions in full sentences.  - Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation.  - Allow Ss to refer back to the reading for useful language.  - Model with some Ss. | **3. Write the answers to the folowing questions about your school.**  - **Work individually**  - Answer the questions about the schools.  - Give the answers. |
| ACTIVITY 4:  **Aim: To help Ss practise writing a paragraph about their school.**  **\* Content:** Use the information above to write a paragraph about your own school  **\* Outcome:** Using information above to write a paragraph about your school.  **\* Organisation :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3.  - Tell Ss that they can add their own ideas.  - Ask them to pay attention to punctuation, structures, word choice, linking words, etc.  - T goes round helping if necessary.  - Ask one or two Ss ***to write their paragraph on the board.***  - Other Ss and T comment on the writing.  - T collects some Ss' paragraphs to correct at home. | **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Ss **work individually**. Write a paragraph using answer the questions in 3  - Write themselves.  ***Sample paragraph:***  *My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games duringbreak time. My teachers are friendly, and my friends are helpful. I like my school. (53 words)* |
| **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK:**  - Finish writing the paragraph. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning:**28/9/2021  **Date of teaching:** 29/9/2021 | **Peroid 7 : UNIT 2: MY HOUSE**  **Lesson 1: GETTING STARTED**  ***A look inside*** |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to: (***Over all***)**

*- use the words for types of house, rooms, and furniture;*

*- pronounce the final sounds /s/ and / z/ correctly;*

*- use possesive case to describe possesion;*

*- use prepositions of place to describe where people or things are;*

*- give suggestions;*

*- read for specific information about rooms and furniture;*

*- describe hourses, rooms and furniture;*

*- listen for specific information about someone’s house;*

*- write an email to a friend describing a house.*

**1. Knowledge:**

- To introduce topic of the lesson *My house*. To teach listening and reading.

+ Vocabulary: - use the words related to the topic *My house.*

*-* To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possesive case to describe possesion; using prepositions of place to describe where people or things are;

**3. Quality/ behavior :** To teach Ssthe loveof English, the loveof their own room and house .

The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipment….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| 1. **WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims:**   * **To create an active atmosphere in the class before the lesson;** * **To lead into the new unit.**   **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title *My house* on the board. | **+ Greeting**  **+ Chatting. - T\_ Ss**  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . |
| 1. **NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims:**   * **To set the context for the introductory text;** * **To introduce the topic of the unit.**   **\* Content:** To listen to conversation to get used to the topic; the vocabulary; the grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**  - Set the context for the listening and reading. Introduce Mi and Nick: they are pen friends.  - Have Ss look at the pictures and answer some questions, *e.g. What are Nick and Mi doing? What might they talk about?*  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.  - Ask them to talk a bit about the place where they live.  - Play the recording twice for Ss to listen and read along.  - Ask Ss to underline the words that are related to the topic of the unit while they are listening and reading.  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  - Invite some pairs of Ss to read the dialogue aloud.  - Ask Ss what exactly Mi and Nick talked about.  - Confirm the correct answer.  - Have Ss say the words in the text that they think are related to the topic My house.  - Quickly write the words on one part of the board. - Comment on Ss'answers. | **1. Listen and read.**    **- T\_ Ss**  - Listen carefully to the context  - Answer the teacher’s questions.  *(They talked about their houses. Mi shared that her family was moving to a new flat and she briefly described her new flat...)*  **\*Vocabulary:**  **- town house (c-n)** nhà phố  **- country house (n)** nhà ở vùng quê  **- flat (n)** căn hộ  **- bedroom (n)** phòng ngủ  **- bathroom(n)** phòng tắm **….**  - Listen carefully and read aloud.  - Find out the words related to the topic. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim:** **To help Ss understand the text.**  **\* Content:** To listen and read the convaersation and tick the column.  **\* Outcome:** Practice reading the conversation and tick the correct column.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Which family members does Mi talk about? Put a (√)**  - First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers.  - Have Ss highlight the sentences that have the answers.  - Invite some Ss to give answers and their evidence.  - Confirm the correct answers.  - Allow them to share their answers before discussing them in groups or as aclass.  - Call on Ss to give th answers  - T gives the correct answers. | **2. Which family members does Mi talk about? Put a (√)**  - Listen carefully to the instructions  - Follow the teacher’s instructions  **- Ss**   |  | | --- | |  |   - Give the answers and check. |
| ACTIVITY 3:  Aim: - To help Ss further understand the text.  **\* Content:** To listen and read the conversation again complete the sentences.  **\* Outcome:** Understanding more about the text . Complete the sentneces.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the conversation again. Complete each sentence with ONE word.**  - Ask Ss to work independently to fill each blank with the word from the conversation.  - T may instruct them how to do the exercise:  (1) read the sentence and identify the kind of information to fill the blank.  e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill the blank; (2) read the conversation and locate the place to find the word to fill the blank.  e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1.  - Model with the first sentence. “*sister*”  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer | **3. Read the conversation again. Complete each sentence with ONE word.**  - Listen to the instructions clearly  - Learn how to do it  - Ss to **work independently**  - Share the answers  - Copy them  **Key:**  1. sister 2. TV  3. town 4. country  5. three  - Practice saying the sentneces.Give the answers. |
| ACTIVITY 4:  Aim: To develop Ss knowledge of the vocabulary about types of house.  **\* Content:** To complete the word web, using the words from the convarsation.  **\* Outcome:** Remember and use the words correctly.  **\* Organisation :** Teacher’s instructions….…... | |
| **4. Complete the word web. Use the words from the conversation and the ones you know.**  - Ask Ss to work in pairs to complete the word web about types of house.  - Tell them that they should read the text again to get the words and use the words they know.  - Ask them to draw the word web in their notebooks and do the task in five minutes.  - Have pairs exchange their word webs.  - Invite two pairs with the most number of words to draw their word webs on the board.  - Other pairs look, comment and add any words they know.  - Introduce some other types of house if needed.  \* *This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible.*  - The group with the most answers wins.  - Show the winner | **4. Complete the word web. Use the words from the conversation and the ones you know.**  - Listen carefully and learn how to do.  **- Work in pairs**  - Ss do themselves. Give the answers    **- Suggested answers:**   |  | | --- | |  | |
| **4. PRODUCTION/ APPLICATION ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise asking and answering about where they live.**  **\* Content:** To ask your friends where they live. Report the answers.  **\* Outcome:** Asking friends where they live. To improve speaking and listening skills.  **\* Organisation :** Teacher’s instructions….... | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in groups. Ask your friends where they live. Then report their answers.**  - Have Ss work in groups to take turns to ask and answer about where they live.  - Model with one student to make sure Ss know how to ask and answer.  - Ask one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class.  - Give examples of how to report the finding (*e.g. In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.).*  - Move around to observe and offer help needed.  - Invite some Ss to ask ans answer in front of the class.  - Ask group secretaries to report their findings. | **5. Work in groups. Ask your friends where they live. Then report their answers.**  **-** Listen to the instructions carefully then do the tasks. **Work in groups**  **A**. Where do you live?  **B.** I live in a flat / in a country house.  **A**. How many rooms are there?  **B**. There are seven rooms.  **A**. Seven? What are they?  **B .**There is a living room, three bedrooms, a kitchen and two bath rooms.  A. Thank you very much.  B You’re welcome.  - Ask and answer |
| **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.  - It would be helpful if T highlights the present continuous and the words with the sounds /s/ and /z/ and tells Ss that they will learn these language points in the following lessons.  **\* HOMEWORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lessons. | |

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| **Date of planning**:5/10/2021  **Date of teaching:** 6/10/2021 | **Peroid 9: UNIT 1: MY HOUSE**  **Lesson 2: A CL0SER LOOK -2** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Type of house  - Rooms and furniture  **Pronunciation:**  Final sounds: /s / and / z /  **Grammar**  - Possessive case  - Prepositions of place | **Skills:**  - Reading about rooms and furniture  - Describing houses, rooms, and furniture  - Listening about someone’s house  - Writing an email to a friend .  Describing a house  **Everyday English**  Giving suggestions |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My house*. To introduce / teach possessive case. To identify the correct form of possessive case . Also identify different prepositions of place and use them correctly.

+ Vocabulary: use the words related to the topic *My house.*

* To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to know how to use and form the possessive case. Use prepositions of place correctly.

**3. Quality/ behavior :** To teach Ssthe loveof English, the loveof their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

**Grammar.**

**Possessive case**

- Have Ss look at the **Remember** box about possessive case . Explain to them that there are afew different way to show possession, and this unit just focus on one.

- Ask Ss to read **Remember** box. Tell them that we only need to put **’s** ( an apostrophe ans an s ) after a proper name or singular noun to show possession.

- Take a pen from a student in the class , say e.g *“This is Nam’s pen.”* And write the sentence on the board so that Ss can easily understand. Call on one or two Students take one or two things from other Ss and make similar sentences. Then give a student your book and ask him/ her how to say a sentence to show possession. If he/ she makes a mistake, say out loud *“This is my teacher’s book.”*

- Give another student your ruler for him/ her to make another sentnec.

- Write the sentence on the board : **name’s + noun= Nam’s pen/ singular noun’s+ noun = teacher’s book.**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims:**  **- To introduce / teach possessive case.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’)** | |
| ACTIVITY 1:  **Aims: To help Ss identify the correct form of possessive case**  **\* Content:** To introduce / teach possessive case.Use **’s** after propername or singular noun.  **\* Outcome:** Learning how to form and use possessive case by choosing the correct answer.  **\* Organisation :** T\_ Ss , …….  **Remember!**   1. **We use ’s after a proper name.**   Example: This is Elena’s room   1. **We use ’s after a singular noun.**   Example : This is my mum’s book. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Choose the correct answer**  - Ask Ss to do exercise individually and then compare their answers with a classmate.  - Check the answers as a class.  - Confirm the correct answers | **1.** **Choose the correct answer**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - **Work Individually**  - Answer the teacher’s questions and enquirements.  - Listen carefully and read aloud.  **\* Key**:  **1.** grandmother’s **2.** sister’s **3**. cousin’s  **4**. Nam’s **5**. An’s |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aims:**  **To help Ss practise forming the correct form of possessive case.**  **\* Content:** Forming the correct form of possessive case.  **\* Outcome:** The way to form possessive case.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Complete the sentences with the correct possessive case.**  - Have Ss do this exercise .  - Call on two Ss to write their answers on the board  - Draw all Ss’ attention to the board and check the answers together.  - T confirms the correct answers.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **2. Complete the sentences with the correct possessive case.**  - Ss **work individually**  - Do the tasks  - Share the answers.  - Learn how to do.  **\* Key:**  1. Mi’s 2. teacher’s 3. Nick’s 4. father’s  5. brother’s |
| ACTIVITY 3: **Prepositions of place**  Aims:   * To help Ss identify different prepositions of place and use them correctly to describe where people or things are.   **\* Content:** Write different prepositions of place and use them to do the tasks.  **\* Outcome:** Write the correct preposition in the box. Use the prepositions of place correctly  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  - Check vocab  - Copy all the words   |  | | --- | |  |   - Ask Ss what prepositions of place they know.  - Encourage Ss to say as many as possible.  - Have them look at the Remember! box to see if the prepositions they have mentioned are the same.  - Ask Ss to look at 3 and explain what they have to do.  - Have Ss do this exercise in pairs. Ask for Ss' answers.  - Confirm the correct answers.  - Have Ss work in pairs to say sentences describing the pictures.  - Move around to offer help if needed.  - Call on some Ss to say their sentences.  - If there is time, ask some Ss to write their sentences on the board. | **3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**  **\* Vocabulary:**  - in front of (prep.)  - next to (prep.)  - behind (prep.)  - between (prep.)  - under (prep.)   |  | | --- | | in on next to behind  in front of under between |       - Listen to the instructions clearly  - Ss to **work independently**  - Share the answers  - Copy them  **Key:**   1. next to 3. behind 4.in   5. in front of 6. between 7.under  2. The dog is next to the armchair.  3. The cat is behind the TV.  4. The cat is in the wardrobe.  5. The dog is in front of the doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table. |
| ACTIVITY 4:  **Aims: To give Ss further practice in using prepositions of place.**  **\* Content:** To write True or False for each sentence **.**  **\* Outcome:** Decide if each sentence is true or false. To correct the false sentence.  **\* Organisation :** Teacher’s instructions….. | |
| **4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence**.  - Have Ss look at the picture of the room and ask them to describe the room briefly.  - Ask them to read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.  - Have Ss do this exercise individually before they share their answers with a partner.  - Ask some Ss to read out their answers.  - Check and confirm the correct answers | **4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence**.    - Listen carefully  - Check the answers  - Listen and repeat  **Key:**  **1**. T  **2**. F (The school bag is under the table.)  **3**. F (The clock is between the two pictures.)  **4**. T  **5**. F (The cap is on the pillow.) |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aims: To help Ss practice describing their house.**  **\* Content:** Playing GAME **Memory challenge .**  **\* Outcome:** Know how to play game.Showing the winning team.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. GAME: Memory challenge**  - Have Ss **work in pairs** to play the game  ***Memory challenge*** . *Ss look at the picture in 4 for 30 seconds and then cover it . They ask and answer questions about position of the thing in the picture.*  *- Invite some pairs to perform in front of the class.*  *- This activity can be organised as a competative game. The class is devided into teams A and B .*  *- Have the teams look at the picture for 30 seconds.*  *- Ask to close their books.*  *- Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.*  - T goes round and corrects mistakes or gives help when and where necessary.  - Show the winner. | **5. GAME: Memory challenge**  - Work **in two teams .**  + Listen to the teacher’s instructions carefully and play games in teams  - Play game |
| **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points of the lesson. Take a book from a student and ask another student to make sentence with the possessive case.  - Put a pencil on a book and ask a student to make sentence or ask Ss to make sentences to describe the position of things in the classroom.  **HOME WORK**  - Revise the use and form of possessive case.  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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| **Date of planning**: 5/10/2021  **Date of teaching:** 6/10/2021  **WEEK:** | **Peroid 10: UNIT 2: MY HOUSE**  **Lesson 6: SKILLS\_1/ Reading** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Type of house  - Rooms and furniture  **Pronunciation:**  Final sounds: /s / and / z /  **Grammar**  - Possessive case  - Prepositions of place | **Skills:**  - Reading about rooms and furniture  - Describing houses, rooms, and furniture  - Listening about someone’s house  - Writing an email to a friend .  Describing a house  **Everyday English**  Giving suggestions |

**I. OBJECTIVES:**

**1. Knowledge:**

- To teach reading for general and specific information about houses. Students get acquainted with a reading skills. To learn how to predict for reading . Also to practice speaking. To practice describing the rooms.

+ Vocabulary: use the words related to the topic *My house.*To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possesive case to describe possesion; using prepositions of place to describe where people or things are;Describing the rooms they have designed.

**3. Quality/ behavior :** The loveof learning English. The loveof their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’-5’)**  **A ROOM AT THE CRAZY HOUSE HOTEL, DALAT** | |
| **Aims: Pre - reading**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English and focus on the new lesson..  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **While- reading**  **Aim: To get Ss acqainted with a reading skills.**   * **To help Ss understand and activate their knowledge of the topic of the lesson.**   **\* Content:** Reading to get some information about house hotel . Students get acquainted with a reading skills. To learn how to predict for reading .  **\* Outcome:** Developing reading skills by predicting.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Look at the text. Answer the questions.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Copy all the words  + Ask ss to read the reading skill box.  - Explain any words that Ss do not know.  - Tell Ss that predicting is an important reading skill that can help them gain a general understanding of the text.  - Now quickly look at the text, the pictures answer the questions.  - Ask for Ss’ answers.  - Confirm the correct answer to Question 1 and  - Ask Ss to do the task 1 on page 12.  - Teacher gives instructions.  **-** Tell ss to read the three passages quickly and check their ideas.  - Set a strick time limit to read .  - T may call Ss to read aloud each paragraph  - Observe and help when and where necessary.  - Check the answer. | **1. Look at the text. Answer the questions.**  **- T\_Ss**  **\* Vocabulary:**  - crazy (n) lười biếng  - shelf (n) giá sách  - cupboard (n) tủ đựng chén, bát  - strange shape (c/n) hình kì lạ.  ***Reading skill : Predicting***  ***- Predicting makes reading easy.***  ***- Before reading look at the pictures, designed and title.***  ***- Describe what the text about.***  ***- Think about what you know about the topic.***  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read the passages.  - Give the answer  **Key:**   1. *It’s an email.* 2. *The text is about Nick’s room at the Crazy House Hotel* |
| **3. While- reading (15’)** | |
| ACTIVITY 2 :  **Aim: To help Ss develop the reading skills of reading for specific information (scanning).**  **\* Content:** Develop reading skills of reading for specific information (scanning).  **\* Outcome:** Answering the questions correctly  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the text again and answer the questions**  + Have Ss read the text in detail to answer the questions.  - Ask Ss how to do this exercis. Explain the strategies if necessary E.g. Reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions. Tel Ss to underline part of email that help them with answers. Limit the time for Ss to ensure them read the text quickly.  - Ask Ss to compare their answers in pairs before they give the answers.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers. | **2. Read the text again and answer the questions**  + Ss do the tasks  - Listen to the teacher’s instructions carefully and learn how to do.  **- T\_ Ss**  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers  **\*Key:**   1. He’s in Da Lat with his parents. 2. There are ten rooms. 3. Because there’s a big tiger on the wall. 4. It’s under the bed. |
| ACTIVITY 3:  **Aims: To help Ss further develop the skills of reading for specific information (scanning).**  **\* Content:** Further develop the skills of reading  **\* Outcome:** Ss can read and circle things in Tiger Room.  **\* Organisation :** Teacher’s instructions… | |
| **3. Circle the things in the Tiger Room.**  - Ask Ss to do the task.  - Ask them to read through the words given and locate them in the text. If they find a similar word in the text, they should circle it in the list.  - Have Ss time compare the answers  - Check and confirm the correct answers.  - Discuss any common errors and provide further practice if necessary.  **\*Post-Reading**  + Ask Ss what to include when they want to describe a room in the hotel. Here are some things:  *- Name of the room.*  *- Reason for the room.*  *- Position of thing in the room…*  + Write these points on board to prepare for the next activities.  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers | **3. Circle the things in the Tiger Room.**  - Listen carefully to the instructions  - Answer questions **individually.**  **- T\_ Ss**  - Follow the instructions carefully  - Find the answer.  - Compare the answers  **\*Key :**  a window a wardrobe a cooker a cupboard  a shelf a lamp a desk a tiger |
| **4. FURTHER PRACTICE (8’) Speaking** | |
| ACTIVITY 4 + 5 :  **Aims:- To help Ss prepare ideas for the next activity;**  **- To provide an opportunity for Ss to practise describing the hotel room they have designed.**  **\* Content:** Creat a new room for hotel ;Practise describing the hotel room they have designed  **\* Outcome:** Drawing a plan for the room . Describing it to improve speaking skills.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Creat a new room for the hotel. Draw a plan for the room.**  Tell each student to create a new room for the hotel and draw a plan for the room.  Set a time limit for Ss to do it.  Ask Ss to give the room a name and bear in mind the things in the room and their position. Have them quickly note down these ideas.  **5. Show your plan to your partner and dscribe it**  - Ask Ss to do activity.  - Have Ss work in pairs and show the plan to their partner.  - Ask Ss to take turns to describe their rooms.  - Remind Ss to focus on the three points on the board.  - Move around to observe and offer help.  - Call on some Ss to show their plan to the whole class and describe it.  - T and other Ss listen and vote for the best plan.  **Example:** *This is the Shark Room. There is a big shark at the door. Thereis a table and a sofa in the middle of the room ….* | **4. Creat a new room for the hotel. Draw a plan for the room.**  - Listen to the teacher’s instructions carefully and follow them.  **- Work individually**  - Choose the answer .  - Talk in front of the class’  - Correct mistakes if have .  **5. Show your plan to your partner and dscribe it**  - Listen carefully in the instructions.  **- Work in pair**  - Show the plans |
| 1. **WRAP-UP & HOME WORK (2’)**   \* Have Ss summarise what they have learnt in the lesson with two skills.  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |

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| **Date of planning**: 10/10/2021  **Date of teaching:** 13/10/2021 | **Peroid 11: UNIT 2: MY HOUSE**  **Lesson 6 : SKILLS\_2/ Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Listening for specific information about the room and furniture in the room. Write an email to tell Mira, a penfriend about the houses.Students learn how to write an email to a friend

+ Vocabulary: use the words related to the topic *My house.*To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to pratice listening for specific information about the room and furniture in the room. Pracice writing an email to a penfriend about the houses. Students also learn how to write an email to a friend or penfriends.

**3. Quality/ behavior :** The loveof learning English. The loveof their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (3’)** | |
| **Aim:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or penpalls.**  **\* Content:** As Ssabout the content of the previous lesson. Describe Nick’s room in the hotel again  **\* Outcome:** Ss revise the lesson by telling ; describing Nick’s room in the hotel.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson. Describe Nick’s room in the hotel again.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **- T\_Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Talk about one school they would like to go to.  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (10’)** | |
| ACTIVITY 1: **Pre-listening**  **Aims: To get Ss acqainted with listening skills.**  **- To help Ss prepare for listening text.**  **\* Content:** Looking at the pictures. Name each of them; Guess the content.  **\* Outcome:** Look and speak.Name the things  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.**  **- T\_Ss**  - Ask Ss to look at the pieces of furniture and name them.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  If have new words  - Call on some Ss to read the words out loud.  - Ask some Ss to write the words on the board.  - Have Ss guess of these things are mentioned in the listening text. If they say yes for a thing. Put a tick next to the word.  - Play the recording once for Ss to check their guess.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Let Ss listen once and check their guesses. | **1.** **Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  | |  | |   - Give the answer.  **Key :**  1. bookself 2. sofa 3. desk  4. clock 5. window  *+ Things mentioned in the listening text: bookself, desk, clock, window*. |
| **3. While-listening (12’)** | |
| ACTIVITY 2 : **While-listening**  **Aim:To help develop Ss' skill of listening for specific information.**  **\* Content:** Listening skills for specific information. It also provides input for the writing skills  **\* Outcome:** Ss can listen to get some specific information  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen to Mai talking about her house. Tick** (✓) **T (True) or F (False).**  - Have Ss look at the sentences. Tell them how to do it.  - Give them some strategies to do the exercise,  (*e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding if each sentence is true or false).*  - Play the recording twice for the Ss to do exercise **2** for strongerclasses, ask Ss to take notes of the information to explain why a sentence is false.  - Ss can share their answers in pairs  - Invite some pairs to give their answers and confirm the correct ones. | **2. Listen to Mai talking about her house. Tick** (✓) **T (True) or F (False).**  - Listen to the teacher’s instructions carefully and learn how to do it.  **- T\_Ss**  - Check the meaning if necessary  - Give the answers   * ***Audio script:***   *My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall.I often read books in my bedroom.* |
| - Play the recording again if needed, stopping at the place where Ss find it difficult to understand.  - For stronger classes, ask Ss to correct the false sentences.  - Get feedback.  - Check and confirm the correct answers. | * **Key:**  1. F (There are three people.) 2. F (There are six rooms.) 3. T 4. T 5. F (She reads books.) |
| **\*Post-listening**  **Students tell about Mai’s house.**  - T gives instructions and encourage Ss to tell about Janet’s school, using information in Audio Script.  *\* Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.*  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation. | - Listen to the teacher’s instructions carefully and tell about Mai’s house.  - Free talk |
| **Writing (8’)** | |
| ACTIVITY 3 :  **Aims: To help Ss brainstorm ideas for their email**  **\* Content:** Ask and answer questions  **\* Outcome:** Answer the questions correctly  **\* Organisation :** Teacher’s instructions…  - Ss are asked to write an email to tell Mira, a pen friend, about their house.  - Show this sample email on the slide /on the board or give each student a handout with this sample.  - Ask them several questions (*e.g. How many parts are there in an email to your friend? What are they? What should you include when writing each part?).*  **+ Picture 1: (3)**  \*T can use the information in this box when expaining how to write an email to Ss.  **+ Picture 2: (3)** | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Answer the questions**  - Let Ss write the email.  - Guide them to write the email  - Tell Ss that now they are going to focus on the body of the email only.  Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing.  - Have Ss answer the questions individually, encouraging them to write the answers in full sentences.  - Move around to offer help  \*T can use the information in this box when expaining how to write an email to Ss.  - Invite some ss to share their answers to the class.  - T Comments on their answers | **3. Answer the questions**  - Listen carefully to the instructions  **+ Picture (1) . - T\_Ss**      \* Ss learn how to write an email to a friend.  **+ Picture (2)** |
| **4. APPLLICATION (8’)** | |
| ACTIVITY 4:  **Aims: To help Ss practise writing an email to their friend telling about their house.**  **\* Content:** Write an email.  **\* Outcome:** Ss can write an email to their friend telling about their house.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Ask Ss to write the body of their email individually.  - Ask one or two Ss to write their email on the board.  - Other Ss and T comment on the emails on the board.  - T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson  - Ask them to pay attention to punctuation, structures, word choice, linking words, etc.  - T goes round helping if necessary.  - Other Ss and T comment on the writing. | **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Ss **work individually.**  - Write an email  - **Write themselves.**  - **To:** [mira@webmail.com](mailto:mira@webmail.com).  **Subject:** My house  **Dear Mira,**  Thanks for your email. Now I’ll tell you about my house  *My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall. I often read books in my bedroom.*  What about you? Where do you live?  Tell me in your next email  All the best  **Nguyen Quynh Anh** |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **HOME WORK**  - Finish writing an email. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 12/10/2021  **Date of teaching:** 13/10/2021 | **Peroid 12 : UNIT 3 : MY FRIENDS**  **Lesson 1: GETTING STARTED**  **A surprise guest** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Body parts and appearance  - Personality adjectives  **Pronunciation:**  Pronunciation: Sounds: /b/ and /p/  **Grammar**  - Present continuous | **Skills:**  - Reading about friends and summer camps  - Talking about friends and summer camps  - Listening about best friends.  - Writing a diary entry about best friends.  **Everyday English**  Asking about appearance and personality |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to: (***Over all***)**

*- use the words for body parts, appearance and personality;*

*- pronounce the sounds /b/ and /p/ correctly;*

*- use the present continuous to talk about things happening now;*

*- ask about appearance and personality;*

*- read for specific information about friends and summer camps;*

*- talk about friends and summer camps;*

*- listen for specific information about best friends;*

*- write a diary entry about best friends*.

**1. Knowledge:**

- To introduce topic of the lesson *My friends*. To teach listening and reading.

+ Vocabulary: - use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| --- | --- |
| 1. **WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims: - To creat an active atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title *My house* on the board. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . |
| 1. **PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims: - To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions….… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**  - Set the context for the listening and reading.  - Ask Ss questions about the picture, e.g. What is Phong doing? What are they eating and drinking?  - T can also ask Ss to share any recent experiences of going on a picnic.  - Play the recording twice for Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note.  **\* Vocabulary:**  - pass (v) đưa, chuyển  - biscuit (n) bánh bích qui  - magazine (n) tạp chí  - shoulder (n) vai  - blond (adj) màu hoe vàng  - Invite some pairs of Ss to read the dialogue aloud.  - Have Ss say the words in the text that they think are related to the topic My friends.  - Quickly write the words on one part of the board.  - Comment on Ss'answers.  - Confirm the correct answer. | **1. Listen and read.**  **- T\_Ss**      - Listen carefully and read aloud.  - Take note |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aims:** **To help Ss deelply understand the text.**  **\* Content:** Filling the blanks to understand more about the text.  **\* Outcome:** Understanding more about the text.  **\* Organisation :** Teacher’s instructions….… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2.** **Fill the blanks with the words from the conversation**  - Ask Ss to read the conversation again and do this activity independently.  - Ask them how to do the activity.  - Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify  the kind of information to fill the blank;  (2) read the conversation and locate the place to find the word(s) to fill the blank).  - Allow them to share answers before discussing as a class.  - Confirm and write the correct answers on the board.  - T gives the correct answers. | **2.** **Fill the blanks with the words from the conversation**  - Listen carefully to the instructions  **- Ss\_ Ss**  - Follow the teacher’s instructions  - Give the answers and check.  **Key ;** 1. picnic 2. favourite programme 3. Mai ; Chau 4. glasses; long balack hair 5. are going to |
| ACTIVITY 3:  **Aim: To revise and provide Ss with some vocabulary related to parts of the body.**  **\* Content:** Labelwords related to body parts.  **\* Outcome:** Knowing more new words and using it correctly.  **\* Organisation :** Teacher’s instructions….… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Label the body parts with the words in the box.**  - Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given.  - Have Ss compare their answers with a classmate.  If possible, show the picture on the slide / on the board and have Ss point at each body part and say its name.  - Check Ss'answers and confirm the correct ones.  If there are any body parts Ss do not know, quickly point to them and teach these.  - Have Ss work in groups and brainstorm all other words for body parts.  - T can ask them to write the words down on small boards or pieces of paper.  Then set a time limit for groups to write the words.  - Finally, invite the group with the most words to share their words.  Other teams add any different words  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer | **3. Label the body parts with the words in the box.**  - Listen to the instructions clearly  **- T\_ Ss**  - Learn how to do it  - Ss to **work independently**  - Share the answers  - Copy them |
| ACTIVITY 4:  **Aim: To revise and provide Ss with some vocabulary to describe parts of the body.**  **\* Content:** Complete thewords related to body parts.  **\* Outcome:** Knowing more new words and using it correctly.  **\* Organisation :** Teacher’s instructions….… | |
| **4. Work in groups. Complete the word webs**  - Explain that some words go together, e.g. long + hair, but some don't, e.g. long + eye.  - Have Ss work in groups and complete the word webs in a few minutes.  - Check and confirm the correct answers.  - Other pairs look, comment and add any words they know.  - Introduce some other types of house if needed. | **4. Work in groups. Complete the word webs**  **- T\_ Ss**  - Listen carefully and learn how to do.  - Ss do themselves. Give the answers  **Suggested answers:**  - long / short: legs, arms, hair, etc.  - big / small: head, hands, ears, feet, eyes, nose, etc.  - hair: black, straight, fair, curly, wavy, long / short, etc. |
| **4. PRODUCTION/ APPLICATION (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise using words for body parts and appearance through a guessing game.**  **\* Content:** Playing game to describe a classmate.  **\* Outcome:** Learning how to describe a classmate using the new words  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. GAME- Guessing**  - Explain the rules of the game: Ss work in groups.  - They take turns to describe a classmate for other group members to guess.  - Move around to observe and offer help.  - Invite one or two Ss to describe a classmate in front of the class. Other Ss guess. | **5. GAME- Guessing**  **- T\_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Ask and answer |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* Home work**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lessons. | |

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| **Date of planning**12/10/2021  **Date of teaching:** 12/10/2021 | **Peroid 13: UNIT 3: MY FRIENDS**  **Lesson 2: A CL0SER LOOK -1** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Body parts and appearance  - Personality adjectives  **Pronunciation:**  Pronunciation: Sounds: /b/ and /p/  **Grammar**  - Present continuous | **Skills:**  - Reading about friends and summer camps  - Talking about friends and summer camps  - Listening about best friends.  - Writing a diary entry about best friends.  **Everyday English**  Asking about appearance and personality |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My house*. To teach personal adjective. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

+ Vocabulary: use the words related to the topic *My friends( hard-working, confident, funny, caring,active, careful, clever, shy, kind, friendly,ect.*

* To pronounce the final sounds /b / and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to know some personal adjectives. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, work book ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims: Vocabulary: Rooms and furniture**  **- To revise/ teach the names of the rooms in the house.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims:- To teach Ss some personality adjectives;**  **- To give Ss practice with these adjectives**.  **\* Content:** Do the matching  **\* Outcome:** Knowing more personality adjectives;  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the adjectives to the pictures**  **- T\_Ss**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check Vocabulary  - Copy all the words  - Ask Ss to look at the pictures and briefly describe them.  T can ask: *What can you see in the picture?*  - Have Ss look at the personality adjectives given.  - Check if they understand the meaning of each word.  - Instruct them to pronounce the words and define each word if necessary.  - Ask them to do the matching individually and then compare their answers in pairs.  - Check and confirm the correct answers  - Check the answers  - Correct their pronunciation.  - Give the comments. | **1. Match the adjectives to the pictures**  **\* Vocabulary:**  - confident (adj) tự tin  - caring (adj) chu đáo.  - active (adj) năng động  - shy (adj) xấu hổ  - creative (adj) sáng tạo  - clever (adj) thông minh, khéo léo…  - Listen carefully to the instructions  - Answer the teacher’s questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions . |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aims:**  **- To teach Ss some other personality adjectives;**  **- To give Ss practice with these adjectives.**  **\* Content:** Pratice using personality adjectives to complete the sentences  **\* Outcome:** Using personality adjectives correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases.**  - Have Ss look at the pictures and briefly describe what they see.  - Ask Ss to read the adjectives in the box.  - Help explain the meaning of each adjective if necessary.  - Ask Ss to read each sentence.  - Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence.  - Tell Ss they will only need five of the six adjectives to complete this activity.  - Ask them to do the exercise individually and then compare their answers in pairs.  - Check and confirm the correct answers  - Ask other Ss to comment. Ask Ss if they can add more things to each room. | **2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases.**  - **Work in pairs** to do this activity  - Listen carefully and learn how to do.  - Ss work in pairs .  - Follow the teacher’s instructions  - Give the answers  - Ss do the tasks.  **Key: 1. creative 2. kind 3. friendly 4. careful 5. clever** |
| ACTIVITY 3:  **Aim: To provide Ss with freer practice with personality adjectives.**  **\* Content:** Playing games to further practice using personality adjectives.  **\* Outcome:** Learning new words about personality adjectives.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **GAME : Friendship flower**  - Ask Ss to shout out all of the personality adjectives they know.  Quickly write them on the board.  - Have Ss work in groups and play the game.  - Ask Ss to draw a flower with the number of petals equal to the number of their group members.  - T may model how to do the game first.  - Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups.  - Move around to observe and provide help if needed.  Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.  - Call on some pairs to practise in front of the class.  - Comment on their performance. | **GAME : Friendship flower**  **- T\_Ss**  - Listen to the instructions clearly  *- Learn how to do it*  - Ss to work in pairs  - Ss do themselves.  *- Copy them* |
| **II. PRONUNCIATION: /b/and /p/**  ACTIVITY 4:  **Aims:**  **To help Ss identify how to pronounce the sounds /b/ and /p/;**  **To help Ss practise pronouncing these sounds correctly in words.**  **\* Content:** Pronounce the sounds /b/ and /p/;  **\* Outcome:** Learn how to pronounce the sounds /b/ and /p/ correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **4. Listen and circle the words you**  Have Ss practise reading the word pairs first.  Then ask them to listen to the recording and circle the word they hear in each pair.  Play the recording again for them to repeat the words  - Play the recording as many times as necessary.  - Have Ss comment on the way to pronounce s at the end of the words.  - Check the meanings if necessary, | **4. Listen and circle the words you**  **- T\_Ss**  *- Listen carefully*  *- Check the answers*  *- Listen and repeat*  ***\* Audio script:*** |
| **4. PRODUCTION/ APPLICATION (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss pronounce the sounds /b/ and /p/ in context**  **\* Content:** Practice the chance.  **\* Outcome:** Practice pronouncing the sounds /b/ and /p/ correctly  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Listen. Then practise the chant.**  - Have Ss look at the chant. Make sure theynunderstand the meaning of the chant.  - Ask Ss to listen wile T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the Rhym. Play the recording again and ask - Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and / P/ and rhym. Provide further practice by diving the class into two groups. Have the groups sing alternate lines.  - Call on some pairs to practise the chant  - Comment on their pronunciation of the final. | **5. Listen. Then practise the chant.**  **- T\_Ss**  **-** Listen to the instructions carefully then do the tasks.  - Listen again and reppeat  **\* We’re playing together**  Notice the rhyme  We’re having a picnic  We’re having a picnic  Fun! Fun! Fun!  We’re bringing some biscuits  We’re bringing some biscuits  Yum! Yum! Yum!  We’re playing together  Hurrah! Hurrah! Hurrah! |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice asking and answer about friends.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning:**12/10/2021  **Date of teaching:** 12/10/2021 | **Peroid 14 : UNIT 3 : MY FRIEND**  **Lesson 4 : A CLOSER LOOK \_2** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Body parts and appearance  - Personality adjectives  **Pronunciation:**  Pronunciation: Sounds: /b/ and /p/  **Grammar**  - Present continuous | **Skills:**  - Reading about friends and summer camps  - Talking about friends and summer camps  - Listening about best friends.  - Writing a diary entry about best friends.  **Everyday English**  Asking about appearance and personality |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My friends*. Asking about appearance and personality. Practice asking about appearance and personality.

+ Vocabulary: - Use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to know how to ask about appearance and personality. Practice asking about appearance and personality.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

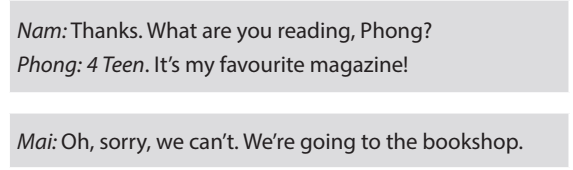
- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

**Grammar.**

**The present continuous tense**

**-** Elicit and write the following lines from the GETTING STARTED on slide / on the board. Show them to Ss.



- Highlight/ Underline the present continuous structure in these lines. Ask Ss to look at the usage and examples of the present continuous tense in the **Remember!** box. Explain to Ss that this tense is used to describe actions that are happening now.

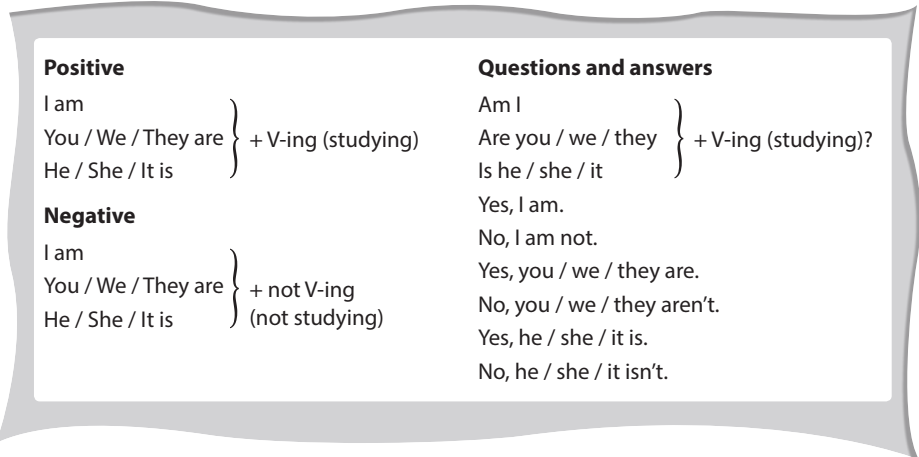
- Ask Ss to say the form of the tense after they have read the examples. Now write the form of the

auxiliary verb “be” (*i.e. He is / He’s*).

– Then draw Ss’ attention to the **Remember!** box again that shows the time signals.

– Have them give some examples with the tense.

- This table shows the form of the present continuous. T can prepare a handout for Ss or ask them to quickly write the form in their notebooks.

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim:**  **- To introduce / teach present continuous tense.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (15’)** | |
| ACTIVITY 1:  **Aim: To help Ss practise with the correct form of the present continuous.**  **\* Content:** Revise/ teach the form and use of the present continuous.  **\* Outcome:** Learning how to form and use of the present continuous and put the verbs in the P.C.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** **Put the verbs inbrackets in the present continuous tense. Page 29**  - Ask Ss to read the sentences and write the correct answers individually.  - Remind them to pay attention to the subject of each sentence.  - Call on some Ss to read aloud their answers.  - Check and confirm the correct ones.  - Ask Ss to do exercise individually and then compare their answers with a lassmate.  - Check the answers as a class.  - Confirm the correct answers | **1.** **Put the verbs inbrackets in the present continuous tense . Page 29**  **- T\_Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Remember!/ P. 29**  **We use the present continuous for actions happening now.**  Examples: – **She’s talking.**  – **They’re not talking**.  We can use the present continuous *with now, at present, or at the moment.*  Examples:  – I’m doing my homework **at present.**  – A: Are you reading **now**?  B: Yes, I am.  **Key:**  **1**. is reading **2**. are playing **3**. isn’t making  **4**. am going **5**. Are they talking |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aims:To help Ss practise using the correct form of the present continuous based on context.**  **\* Content:** Practise using the correct form of the present continuous by completing the sentences  **\* Outcome:** Undertanding more the use of the present continuous.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.**  - Ask Ss to look at the pictures and briefly describe what the person is / people are doing.  - Ask them to write sentences, using positive or negative present continuous verbs.  - Have Ss compare their answers.  - Invite some Ss to write their answers on the board.  - If time allows, have Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous.  (E.g. *7. Nam and Ba are not eating ice cream. They are talking*.)  - Check and confirm the correct answers  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.**  **- T\_Ss**  - Ss work individually  - Do the tasks  - Share the answers.  - Learn how to do.  **Key:**  **1**. Nam and Ba are not / aren’t eating ice cream.  **2**. Lan and Trang are taking photos.  **3**. Ha is / Ha’s writing a letter.  **4**. Duong and Hung are not / aren’t playing badminton  **5**. Phong isnot/ isn’t drawing a picture |
| ACTIVITY 3  **Aims : To help Ss practise asking and answering questions using the present continuous.**  **\* Content:** Ask and answer questions using the present continuous.  **\* Outcome:** Practicing using the present continuous tense.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Work in pairs. Look at the pictures. Ask and answer.**  - Have Ss read the example carefully. Check if they understand how to do the exercis.  - Ask them to do this exercise in pairs. One asks and the other answers.  - Remind them to write their questions and answers in their notebooks. For a stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is **No**.  - Move around to observe and offer help if necessary.  - Invite some pairs to practice their conversations.  - Check and confirm the correct answers.  \***Remember!**  ***- When something often happens or is fixed, we use the present simple.***  ***- When something is happening now, we use the present continuous*.** | **3. Work in pairs. Look at the pictures. Ask and answer.**  **- Work in pairs**  - Listen to the instructions clearly  - Ss to work independently   |  | | --- | |  |   - Share the answers  - Copy them  **Key:**  **1.** Is your friend swimming? – Yes, he is.  **2**. Are they listening to music? – No, they aren’t. (They’re / They are having a picnic.)  **3.** Is Mi playing the piano? – No, she isn’t. (She’s / She is doing karate.)  **4.** Are they learning English? – Yes, they are.  **5**. Are your friends cycling to school? – No, they aren’t. (They’re / They are walking to school |
| ACTIVITY 4:  **Aims : To help Ss identify the differences between the present simple and the present continuous**  **\* Content:** Comparisons the differences between the present simple and the present continuous  **\* Outcome:** Knowing the difference between the two tenses.  **\* Organisation :** Teacher’s instructions….. | |
| **4. Put the verbs in brackets in the present simple or present continuous**  - Have Ss read the **Remember**! box in the book. Ask Ss to give the form and usage of the present simple.  - Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous *(now, at the moment, at present, etc.)*  - Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board.Confirm the correct answers  - Ask some Ss to read out their answers.  - Check and confirm the correct answers. | **4. Put the verbs in brackets in the present simple or present continuous**  - Listen carefully  **- T\_ Ss**  - Check the answers  - Listen and repeat  **Key:**  **1.** does not / doesn’t walk; cycles  **2**. is he playing **3**. Do your friends study  **4**. am / ’m writing **5**. is not / isn’t doing; is / ’s reading |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise using the present continuous.**  **\* Content:** Practise using the present continuous by playing game ***Charades.***  **\* Outcome:** Understading more about using the P.C .  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. GAME: Charades**  **Take turns to mime different actions. Others guess what you are doing**  - Have Ss play the game **in groups**. Move around to observe and provide help if needed.  - Make sure Ss use English when they play the game. This can be organised as a class competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess.  - The group with a correct answer gets one point.  - The group with the most points wins.  - Continue the game until the time is up  - T goes round and corrects mistakes or gives help when and where necessary.  - Show the winner. | **5. GAME: Charades**  **Take turns to mime different actions. Others guess what you are doing**  **- Work in groups**  + Listen to the teacher’s instructions carefully and play games in groups/ teams  - Play game   |  | | --- | |  | |
| **5. WRAP-UP & HOME WORK (2’)**  – Summarise the main points of the lesson.  – Ask Ss to give sentences about themselves, using the present continuous.  **\* HOME WORK**  - Revise the use and form of present continuous tense.  - Do more exercises in workbook.  - Make more sentences using present continuous tense. | |

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| **Date of planning**: 26/10/2021  **Date of teaching:** 27/10/2021 | **Peroid 15: UNIT 3 : MY FRIENDS**  **Lesson 6: SKILLS\_1/ Reading** |

**THIS UNIT INCLUDES:**

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| --- | --- |
| **Vocabulary**  - Body parts and appearance  - Personality adjectives  **Pronunciation:**  Pronunciation: Sounds: /b/ and /p/  **Grammar**  - Present continuous | **Skills:**  - Reading about friends and summer camps  - Talking about friends and summer camps  - Listening about best friends.  - Writing a diary entry about best friends.  **Everyday English**  Asking about appearance and personality |

**I. OBJECTIVES:**

**1. Knowledge:**

- To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict for reading . Also to practice speaking. To explaine how The Superb Summer Camp is suitable for students.

+ Vocabulary: - use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)**  **THE SUPERB SUMMER CAMP** | |
| **Aims: ( Pre – reading )**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **(While- reading)**  **Aims: - To activate Ss’ knowledge of the topic in the reading text.**  **\* Content:** Look at advertisement and answer the questions  **\* Outcome:** Learn some new words. Knowing about the ad of The superb summer camp  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Look at the advertisement above and answer the questions.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Copy all the words  - Have Ss read the advertisement about Superb Summer Camp and discuss the two questions in pairs.  - T may have to explain some words / phrases before having Ss do this activity (e.g. *hands-on:* obtained by doing something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away from their school, etc.). Invite some Ss to give their answers.  - Ask for Ss’ answers.  - Confirm the correct answer to Question 1 and  - Set a strick time limit to read .  - Observe and help when and where necessary. | **1. Look at the advertisement above and answer the questions.**  **- T\_ Ss**  **\*Vocabulary:**  - camp (n) cắm trại  - sporty (adj) ham thể thao  - curly (adj) tóc xoăn  …..  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Suggested answers:**  It’s for kids between 10 and 15 years old.  They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. |
| ACTIVITY 2 :  **Aim: To develop Ss’ skill of reading for specific information.**  **\* Content:** Read the text . Write T/ F  **\* Outcome:** getting some information about the text.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the text and write T (True) or F (False). Correct the fale statements.**  - Ask Ss how to do the exercise.  - Instruct them to do exercise again 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).* Set a time limit for them to read the text and answer true or false. Ss need to correct the false statements.  - Ask Ss to note where they found the information that helped them complete the activity. Have Ss work in pairs and compare their answers before having them discuss as a class. Ask Ss to support their answers with information from the text.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers. | **2. Read the text and write T (True) or F (False). Correct the fale statements**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Ss **work individually** first.  **\*Key:**   1. F (They speak English only.) 2. F (He has three.) 3. F (Jimmy likes taking photos.) 4. T 5. T |
| ACTIVITY 3: **(Post - reading)** **Speaking**  **Aim:To help Ss explain how the Superb Summer Camp is suitable for certain students**  **\* Content:** Read and discuss the Superb Summer Camp is suitable for certain students  **\* Outcome:** Understanding more about the Superb Summer Camp.  **\* Organisation :** Teacher’s instructions…... | |
| **3. Work in groups. Read about the three students below. Is the** **Superb Summer Camp suitable for all of them? Why or why not?**  - Have Ss look at the advertisement for Superb Summer Camp again and underline the requiements for the Students if they want to join the camp (e.g. betwenn 10 and 15 yaers old; all in English, etc.) and the types of activity students can do at the camp.  – Ask Ss to read the information about the three students Mi, Nam and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement.  - Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers.  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers | **3. Work in groups. Read about the three students below. Is the** **Superb Summer Camp suitable for all of them? Why or why not?**  - Listen carefully to the instructions  **- T\_ Ss**  - Answer questions individually.  **\*Key :**  **Suggested answers:**  **1**. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp.  **2**. The camp does not seem to suit Nam. 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. |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 4 :  **Aim:To help Ss explain how the Superb Summer Camp suits them.**  **\* Content:** Think. Explain how the Superb Summer Camp suits them.  **\* Outcome:** Discussing . Why? Why not?  **\* Organisation :** Teacher’s instructions….... | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Think about yourself. Do you want to go to this kind of camp? Why or why not?**  - Have Ss think about themselves and decide if the camp suits them.  - Encourage them to give reasons for their answers.  - Ask Ss 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.  - Set a time limit for Ss to do it.  - Have them quickly note down these ideas.  - Check and confirm the correct answers | **4. Think about yourself. Do you want to go to this kind of camp? Why or why not?**  - Listen to the teacher’s instructions carefully and follow them.  - **Work individually** |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt in the lesson with two skills.  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.** | |

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| **Date of planning**: 26/10/2021  **Date of teaching:** 27/10/2021 | **Peroid 21 : UNIT 3: MY FRIENDS**  **Lesson 6 : SKILLS\_2/ Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Listening for specific information about best friends. Practicing writing a diary entry about their best friends.

+ Vocabulary:- Use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar: - Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to pratice listening for specific information about best friends . Practicing writing a diary entry about their best friends.

**3. Quality/ behavior :** Having a good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson .  **\* Outcome:** Having a chance to speak English and focus on the new lesson.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (10’)** | |
| ACTIVITY 1: **Pre-listening**  **Aim: To activate Ss’ knowledge of the topic of the listening text.**  **\* Content:** Ask and answer questions.  **\* Outcome:** Practice asking and answering questions.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.What are the students doing in each picture.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  – Have Ss look at the pictures and answer the question.  – Elicit the answers from Ss.  – Lead to the listening part which is about best friends.  - Play the recording once for Ss to check their guess.  - Encourage Ss to give their answers,  - Confirm the answers.  - Let Ss listen once and check. | **1.What are the students doing in each picture**  **\* Vocabulary:**  - active (adj.) năng động  - confident (adj.) tự tin  - hard-working (adj.) chăm chỉ  - slim (adj.) mảnh mai    **Key:**  **a**. They are talking  **b**. They are playing football.  **c.** They are walking. |
| **3. While-listening/ (10’-12’)** | |
| ACTIVITY 2 :  **Aim: To develop Ss’ skill of listening for specific information.**  **\* Content:** Listen and say which is Lan and which is Chi.  **\* Outcome:** Knowing more about best friends.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture below and say which one is Lan and which one is Chi**  - Ask Ss to look at the picture in the book and brifly describe the two girl. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who is Lan and who is Chi.  - Have Ss give the answers explain their reasons.Play the recording the second time, stopping at different places for Ss to explain their reasons.  - Check and confirm the correct answers. | **2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture below and say which one is Lan and which one is Chi**  - Listen to the teacher’s instructions carefully and learn how to do it.   |  | | --- | |  |   - Give the answers |
| ACTIVITY 3 :  **Aim: To develop Ss’ skill of listening for specific information.**  **\* Content:** Listen again to a talk . Do the filling  **\* Outcome:** Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Listen to the talk again. Fill each blank with a word/ number you hear**  – Have Ss read the sentences and fill each blank with a word / number from the recording.  - Let them do the exercise without listening to the recording.  - Ask them to compare their answers with their  - Move around to offer help  - Invite some ss to share their answers to the class.  - T Comments on their answers  - Ask Ss what they focus on when talking about their best friends (e.g. *name, appearance, personality and the reason why they like him / her*).  **\*Post-listening**  **Students tell about a best friend, Mi**  - T gives instructions and encourage Ss to tell about Mi, using information in Audio Script.  \* Invite one or two Ssto talk about Mi  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  - Lead to the writing part. | **3. Listen to the talk again. Fill each blank with a word/ number you hear**  - Listen carefully to the instructions  **- T\_ Ss**  \* Ss learn how to do the tasks  **Key:**  **1**. 6A **2**. black; mouth **3**. friendly  **4**. big **5**. kind  **Audio script:**  ***Mi:*** *My best friend is Lan. She studies with me in class 6A. She’s tall and slim. She has short black hair and a small mouth. She’s very active and friendly. She likes playing sports and has many friends. Look, she’s playing football over there!*  ***Minh****: Chi is my best friend. We’re in Class 6B . She has short black hair and a big nose. I like her because she’s kind to me. She helps me with my English. She’s also hard-working. She always does her homework before class. Look, she’s going to the library.*    - Listen to the teacher’s instructions carefully and tell about Mi  - Free talk |
| ACTIVITY 4: **Writing**  **Aims: To help Ss brainstorm ideas for their writing.**  **\* Content:** Ask and answer about the best friends  **\* Outcome:** getting some ideas for the writing.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.**  – Tell Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing.  – Allow Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board.  – Have Ss answer the questions individually in full sentences, using the useful language written on the board.  - T goes round helping if necessary.  - Other Ss and T comment on the writing. | **4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.**  **- T\_ Ss**  - Ss **work in pairs** ask and answer about your best friends,     1. What’s his/ her name? 2. What does he/ she look like? 3. How old is he/ she? 4. What is he/ she like? 5. What does he/ she like / dislike?.. 6. Why do you like him/ her?  * Ask and answer about the best friends. |
| **4. PRODUCTION/ APPLLICATION (10’)** | |
| **ACTIVITY 5:**  **Aim :To help Ss practise writing a diary entry about their best friends.**  **\* Content:** Write a diary entry about their best friends.  **\* Outcome:** Ss can write a diary entry.  **\* Organisation :** Teacher’s instructions….. | |
| **5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  – Ask Ss to write the diary entry individually, using information in 4  **\* Post writing**  - Ask one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board.  - T collects some to correct at home.  - Ask Ss to revise their entries at home based on the comments given and submit them at the next lesson | **5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn ow to write.  - Ss **work individually.**  - Write themselves  \* ***Suggested writing:***  *My best friend is Lan . We are in class 6A. She is short with long back hair . she has big clear eyes. Sheis kind and friendly. She is always help her Mum do the house work at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmates now !* |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 2/112021  **Date of teaching:** 2/2/2021 | **Peroid 23 : UNIT : REVIEW1 (UNIT 1-2-3)**  **Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **1-2-3.**

a) Vocabulary: Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

b) Grammar : - Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

c) Writing : - Writing a paragraph about one’s school; Writing an email to a friend describing a home; Writing a diary entry about best friends.

d) Speaking: talking about the type of school; Describing houses, rooms furnoture; Talking about friends, summer camps.

**2. Competence:** By the end of the lesson students will be able to revised the language they have learnt and the skills they have practised in Units 1 – 3. They have learnt so far in terms of language and skills . Practising doing exercises.

**3. Quality/ behavior :** Having the serious attitude to studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  - T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES**  **A. LANGUAGE:**   * **Pronunciation**   ACTIVITY 1:  **Aim : Aim: To help Ss review the pronunciation of the sounds learnt in Units 1 – 3: /a:/ and */Λ/*/ ; /s/ and /z/ correctly.**  **\* Content:** Review the pronunciation of the sounds. Choose the words …  **\* Outcome:** Pronouncing the sounds correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Choose the word whose underlined part is pronounced differently**  - Elicit the rulers of pronoucing final sound -s if needed. Ss do this exercise individually then share their answers with their partners before telling T the answers.  Write the correct answers on the board.  - Check and confirm the correct answers  - Check their pronunciation | **1. Choose the word whose underlined part is pronounced differently**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key : 1. C 2. A 3. B 4. A 5. B** |
| ACTIVITY 2:  **Aim: To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.**  **\* Content:** Review the pronunciation , the vocab. Write the names of school things and furniture.  **\* Outcome:** Remember the words, write it .  **\* Organisation :** Teacher’s instructions… | |
| **2. Write the names of school things and furniture in the house which begin with /b/ and / p/.**  - T can organize this as a game. Ss do this in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may add more words.  - Write other words on the board.  - Invite some pairs to ask and answer in front of the class  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **2. Write the names of school things and furniture in the house which begin with /b/ and / p/.**  - Ss **work individually.**  - Do the tasks  - Share the answers.  **\* Key:** |
| ACTIVITY 3 + 4 : **Vocabulary**  **Aim: To help Ss review the word groups used with play, have, do and study.**  **To help Ss review the personality adjectives, the words related to body parts, rooms and types of house.**  **\* Content:** Review the word groups used with play, have, do and study. Vocabulary have learnt in the units.  **\* Outcome:** Call out the vocabulary. Revision. Do exercises correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Complete the words.**  **-** Have Ss do this individually and then share their answers with their partners.  - Call on or two Ss to write their answers on the board.  - Check and confirm the correct answers.  **4. Solve the crossword puzzle.**  - This can be done as a competition. Otherwise, ask Ss to do this in pairs.  - Check Ss'answers.   * **Write the words in the correct groups.**   play: sports, badminton have: lunch  do: homework study: English | **3. Complete the words.**  **- T\_ Ss**  - Listen to the instructions clearly  - Fulfil the tasks  - Copy  **Key**: **1**. English **2**. Homework **3**. lunch  **4**. sports **5**. badminton  **4. Solve the crossword puzzle.**  - Listen to the instructions clearly  - Fufil the tasks,    - Give the answers |
| **3. APPLICATION (10’)** | |
| ACTIVITY 5: **Grammar**  **Aim: To help Ss review grammar elements taught in Units 1-3: prepositions of place, possessive case and present continuous.**  **\* Content:** Review grammar elements taught in Units 1-3.  **\* Outcome:** Remember how to form and use them. Do exercises correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  - Have Ss look at the picture of a classroom and complete the sentences.  - Have Ss compare their answers with a classmate.  - Check and confirm the correct answers. | **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  **- T\_ Ss**    **Key:** **1.** B **2**. A **3**. A **4**. B **5**. C |
| ACTIVITY 6 :  **Aims: - To help Ss review the use of the present simple and the present continuous.**  **\* Content:** Review the use of the present simple and the present continuous.  **\* Outcome:** Remember the form and use of the two tenses.  **\* Organisation :** Teacher’s instructions… | |
| **6. Complete the sentences with the present simple or present continuous form of the verbs in brackets.**  - Elicit form and usage of the present simple and the present continuous.  - Ask Ss to do the exercise individually before calling one or two Ss to write their answers on the board.  - Check Ss'answers. Ask them for explanation if necessary. | **6. Complete the sentences with the present simple or present continuous form of the verbs in brackets.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Give the answers  **Key:** **1.** is /'s raining **2**. do you have  **3.** Is she studying  **4**. likes  **5**. is not / isn't cooking; is /'s reading |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases . Vocab; The grammar points.  **HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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| **Date of planning:**2/11/2021  **Date of teaching:** 2/11/2021 | **Peroid 24 : UNIT : REVIEW1 (UNIT 1-2-3)**  **Lesson 2 : SKILLS / reading- - - Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit 1-2-3.

a) Vocabulary: Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

b) Grammar : - Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

c) Writing : - Writing a paragraph about one’s school; Writing an email to a friend describing a home; Writing a diary entry about best friends.

d) Speaking: talking about the type of school; Describing houses, rooms furnoture; Talking about friends, summer camps.

**2. Competence:** By the end of the lesson students will be able to revised the language they have learnt and the skills they have practised in Units 1 – 3. They have learnt so far in terms of language and skills . Practising doing exercises.

**3. Quality/ behavior :** Having the serious attitude to studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aims: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  - T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting. - T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES ­- SKILLS**  ACTIVITY 1+2 : **Reading**  **Aim : To help Ss practise reading for general and specific information.**  **\* Content:** Practise reading. Choose A, B, C for each blank.  **\* Outcome:** get more information, content of the email and the text.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Choose A, B, or C for each blank in the email below.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary if have  …..  - Have Ss do exercise 1 –Page 37  - Ss do these exercises individually, check their answers with their partners before giving the answers.  - Check their pronunciation  - Confirm the correct answers | **1. Choose A, B, or C for each blank in the email below.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key:**  **1. 1.A 2. C 3. C 4. B 5. B** |
|  |  |
| **2. Read the text and answer the quetions**  - Have Ss do this activity by themselves  - Have Ss work in pairs to ask and answer the questions.  - Invite some pairs to ask and answer in front of the class  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **2. Read the text and answer the quetions**  - Ss **work individually** first then work in pairs ask and answer the questions  - Do the tasks  - Share the answers.  **\* Key:**  1. It's in a quiet place not far from the city centre.  2. They are hard-working and kind.  3. They are helpful and friendly.  4. There are five clubs.  5 . Because it's a good school |
| ACTIVITY 3 : **Speaking**  **Aim: To help Ss practise asking and answering about what they like and dislike about their school and their reasons.**  **\* Content:** Interview classmates about what they like and dislike about their school.  **\* Outcome:** Likes and dislikes about their schools.  **\* Organisation :** Teacher’s instructions..….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Interview two of your classmates about what they like and dislike about your school. Report their answer.**  - Have Ss work in groups of three. One interviews the other two about what they like and dislike about their school and their reasons why.  - Tell Ss to write their group members’ answers in their notebooks and report them to the class.  - Summarise Ss’ ideas.  - Let Ss do the exercise individually and then compare their answers.  - Check and confirm the correct answers. | **3. Interview two of your classmates about what they like and dislike about your school. Report their answer**  **- T\_ Ss**  - Listen to the instructions clearly  - Work in groups of three .  - Ss’s answers. |
| ACTIVITY 4: **Listening**  **Aim: To help Ss review listening for specific information.**  **\* Content:** Listen and fill .  **\* Outcome:** Listen and fill the correct word for each bank.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. An and Mi are talking on the phone . Listen and fill each blank with ONE word**  - Have Ss read the sentences. Play the recording the first time.  - Ask Ss to listen and complete the sentences.  - Ask for their answers and write them on the board.  - Play the recording the second time for Ss to check their answers.  - Check Ss'answers.  - Play the recording the last time if necessary, stopping at different places where Ss got the wrong answers  - Compare their answers.  - Check and confirm the correct answers.  **Audio script:**  *An: Why is it so quiet, Mi? Are you home alone?*  *Mi: No. Everybody is here, but they are in different rooms.*  *An: Where's your mum? Is she cooking in the kitchen?*  *Mi: No. She's watering the plants in the garden.*  *An: And where's your dad?*  *Mi: He’s in the living room…* | **4. An and Mi are talking on the phone . Listen and fill each blank with ONE word**  - Listen to the teacher’s instructions carefully.  **- T\_ Ss**  - Check the answers  - Give the answers  \* **Key:**  **1. home 2. plants 3. living 4. sleeping 5. TV**  *…….*  *An: What’s he doing?*  *Mi: He’s listening to the radio.*  *An: What about your younger brother? Is he with your mum?*  *Mi: No. He’s sleeping in my bedroom. My cousin, Vi, is here too.*  *An: What’s she doing?*  *Mi: She’s watching TV* |
| ACTIVITY 5 : **Writing**  **Aim:To help Ss complete an email of 40-45 words about a student’s family member.**  **\* Content:** Write an email to friend , telling him/ her about a family member.  **\* Outcome:** Ss can write an email, using given questions.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions:**  - Elicit the parts of an email.  - Ask Ss to discuss and answer the questions in pairs. Then have them write their emails individually.  - Ask one student to write the email on the board. Other Ss and T comment on the email on the board.  - T collects some emails to give feedback at home.  - Get feedback. | **5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions:**  **- T\_ Ss**   1. Who is the person? 2. How old is he / she? 3. What does he/ she look like? 4. What is/ she like? … |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to friends…  **HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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| **Date of planning: 8**/11/2021  **Date of teaching:** 9/11/2021 | **Peroid 27 : UNIT 4: MY NEIGHBOURHOOD**  **Lesson 1: GETTING STARTED**  **LOST IN THE OLD TOWN!** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Places in a neighbourhood  **Pronunciation:**  Pronunciation: Sounds: ***/I/****and /i:/*  **Grammar**  - Comparative adjectives: smaller; more expensive | **Skills:**  - Reading about a neighbourhood  - Talking about a neighbourhood  - Listening about a neighbourhood  - Writing a paragragh to describe a neighbourhood  **Everyday English**  Asking for and giving directions |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to: (***Over all***)**

*- use the words for places in a neighbourhood;*

*- pronounce the sounds* ***/I/****and /i:/ correctly;*

*- compare two people or things using comparative adjectives;*

*- ask for and give directions to some places;*

*- read for specific information about a neighbourhood;*

*- talk about a neighbourhood;*

*- listen for specific information about a neighbourhood;*

*- write a paragraph to describe a neighbourhood.*

**1. Knowledge:**

- To introduce topic of the lesson *My neighbourhood*. To teach listening and reading. Practice giving directions.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

**2. Competece:** By the end of the lesson students will be able to pratice reading and listening the conversation between Nick, Phong and Khang . They have arrived in Hoi An and they’ve got lost on their way to tan Ky House.

**3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims: To create an active atmosphere in the class before the lesson;**  **To lead into the new unit.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 3*. For example, T can organise *Alphabet Race* (read page 41 for the steps to play the game) or *Slap the Board.*  - Lead to the new unit. Write the unit title *My neighbourhood* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 38. Draw their attention to the box and introduce what they are going to learn in this unit.  - Write the unit title *My neighbourhood* on the board. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’)** | |
| ACTIVITY 1:  **Aims: To set the context for the introductory text;**  **To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions….… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**  - Set the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. *What are Nick, Phong and Khang doing*? *What might be happening to them ?* T can also ask Ss to share any recent experiences of being lost, e.g. *Have you ever got lost? Where and when? How did you feel then? What did you do?* Elicit answers, but do not confirm whether their answers are right or wrong.  - Ask Ss to talk a bit about the place where Nick, Phong and Khang are standing.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  Invite some Ss to read the conversation aloud.  - Ask Ss what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. *(They have arrived in Hoi An and they've got lost on their way to Tan Ky House.)*  - Have Ss say the words in the text that they think are related to the topic My neighbourhood.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check cocabulary  - Take note all the new words  - Quickly write the words on one part of the board. - Comment on Ss'answers. | **1. Listen and read.**  **- T\_ Ss**   |  | | --- | |  |   - Listen carefully to the context  **\* Vocabulary**  **- excited** (adj) phấn khích  **- cross** (v) đi qua  **- famous** (adj) nồi tiếng  **- turn left >< turn right** rẽ phải  **- to be lost** (v) bị lạc  **- go straight** (v) đi thẳng  **- ….** |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: To help Ss know how to use let's and shall we to make suggestions.**  **\* Content:** Make suggestions. We can use : Shall we…./ Let’s …. to make suggestions  **\* Outcome:** Know how to make suggestions.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2.** **Find in the conversation the sentences used to make suggestions.**  - Tell Ss to refer back to the conversation to find the sentences used to make suggestions.  - Ask Ss to compare their answers before checking as a class.  Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary).  - Confirm the correct answers.  - Call on Ss to give the answers  - T gives the correct answers. | **2.** **Find in the conversation the sentences used to make suggestions.**  **- T\_ Ss**  - Listen carefully to the instructions  - Follow the teacher’s instructions  - Give the answers and check.  **Key:**  **1.** Let's go to Chua Cau.  **2**. Shall we go there first?  **3**. First, cross the road, and then turn left.  **4**. Fine, let's go.  **5**. Let's ask her. |
| ACTIVITY 3:  **Aim:** **To help Ss deeply understand the text.**  **\* Content:** Read conversation again . Put the actions in order  **\* Outcome:** Order the actions correctly .  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the conversation again. Put the actions in order.**  - Ask Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation.  - T may instruct them how to do the exercise: (1) read each sentence and refer back to  the conversation to find the action it refers to; (2) order the actions. T may model using the first sentence.  - Allow Ss to share answers before discussing as a class.  - Write the correct answers on the board.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer | **3. Read the conversation again. Put the actions in order.**  **- Ss\_ Ss**  - Listen to the instructions clearly  - Share the answers  - Copy them  **Key :**  **1**.b **2.** c **3**.d **4**. e **5**. a |
| ACTIVITY 4:  **Aim: To help Ss know how to give directions through the conversation**  **\* Content:** Find and underline the directions .Asking for and giving directions  **\* Outcome:** Know how to give directions. *Can you tell me the way to the post office near here?..*  **\* Organisation :** Teacher’s instructions…... | |
| **4. Find and underline the following directions in the conversation.**  – Ask Ss to work individually to find and underline the phrases used to give directions in the conversation. T may move around the class to check if Ss do exactly what is required and offer help when needed.  - Have Ss quickly match each direction with the diagram. Check their answers as a class. If ss do not understand the phrases, use the diagrams to work the meaning out from the context. For weak classes, ask for translation to make sure they understand. With stronger classes, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?,* etc. | **4. Find and underline the following directions in the conversation.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - Ss do themselves. Give the answers    ***Key:***  **1.**B **2.** A **3.** E **4.C 5.** D |
| **4. PRODUCTION/ APPLICATION ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise giving directions.**  **\* Content:** Practise giving directions.Playing Game. Find places  **\* Outcome:** Give directions correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. GAME- Find places**  – Demonstrate the game with a strong student.  – Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.  – Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A give directions and Team B guess the place. If their guess is correct, they get one point. Then change roles. The group with the most points is the winner. | **5. GAME- Find Places**  **- T\_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Ask and answer |
| **5. WRAP-UP & HOME WORK (2’)**  – Ask one or two Ss to tell the class what they have learnt.  – Ask Ss to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the comparative adjectives and phrases of giving directions and tells Ss that they will learn these language points in the following lessons  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOMEWORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lessons. | |

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| **Date of planning: 6/11/2021**  **Date of teaching:** **: 911/2021** | **Peroid 28,29 : UNIT 4: MY NEIBOURHOOD**  **Lesson 2: A CL0SER LOOK -1** |

**THIS UNIT INCLUDES:**

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| --- | --- |
| **Vocabulary**  - Places in a neighbourhood  **Pronunciation:**  Pronunciation: Sounds: ***/I/****and /i:/*  **Grammar**  - Comparative adjectives: smaller; more expensive | **Skills:**  - Reading about a neighbourhood  - Talking about a neighbourhood  - Listening about a neighbourhood  - Writing a paragragh to describe a neighbourhood  **Everyday English**  Asking for and giving directions |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My neighbourhood*. To teach the names of places in a neighburhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the sounds /b/ and /p/ correctly in contexts.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

**2. Competence:** By the end of the lesson students will be able to know the names of places in a neighburhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

**3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (3’- 5’)** | |
| **Aims: Vocabulary**  **- To revise old lesson.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :**Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To revise / teach the names of places in a neighbourhood.**  **\* Content:** Match the places with the pictures. The names of places in a neighbourhood**.**  **\* Outcome:** Know more the name of places in a neighbourhood**.**  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the places below with the pictures. Then listen, check and reapeat the words.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the words  – Have Ss quickly match each place (in each picture) with its name .  - T plays the recording for them to listen and check their answers with their partners.  - T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually  - Correct Ss’ pronunciation. Ask Ss to name some places in their neighborhood  - With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?*  - Check the answers  - Correct their pronunciation.  - Check and confirm the answers. | **1. Match the places below with the pictures. Then listen, check and reapeat the words.**  **- T\_ Ss**  **\* Vocabulary**  **- square** (n) quảng trường  **- cathedral** (n) nhà thờ  **- art gallery** (n) triển lãm , các tác phẩm…  **- railway** (n) xe lửa  **- station** (n) nhà ga  **- busy** (adj) bận rôn, sầm uất  **- crowded**…(adj) đông đúc.    - Listen carefully to the instructions  - Answer the teacher’s questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key:**  **1.** c **2.** e  **3.** d  **4.** a **5.** b  **Audio script**  1. square 2.art gallery  3. cathedral  4. temple 5. railway station |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss practise asking and answering questions about where they live.**  **\* Content:** Ask and answer questions about where they live.  **\* Outcome:** Asking and answering questions correctly. Improve speaking skills.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Work in pairs. Ask and answer questions about where you live**  – Model this activity with a more able student.  - Ask Ss to work in pairs to ask and answer questions about where they live .  - Remind Ss that they can use the places in **1** or any places they want to ask.  - T may go around to observe and o er help if necessary.  - Call on some pairs to practise in front of the class. | **2. Work in pairs. Ask and answer questions about where you live**  - **Work in pairs** to do this activity  - Listen carefully and learn how to do.  - Ss work in pairs .  - Follow the teacher’s instructions  - Give the answers  - Ss do the tasks. |
| ACTIVITY 3:  **Aims:**  **– To revise the adjectives Ss learnt in primary school;**  **– To help Ss practise asking and answering about their neighbourhood.**  **\* Content:** Ask and answer questions using adjectives they have learnt.  **\* Outcome:** Asking and answering questions about neighborhood correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.**  - Model this activity with strong student. Remind Ss that they can use adjectives in the box or other adjective they know to talk about their village, town or city.   * Ask Ss to work in pairs. Go around to observe and offer help if necessary. * Call on some pairs to practise in front of the class. * T may ask other Ss to give comments | **3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.**  - Listen to the instructions clearly  - Learn how to do it  - Ss to work in pairs  - Ss do themselves.  - Copy them |
| **II. PRONUNCIATION: /I/ and /i:/**  ACTIVITY 4:  **Aim: To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.**  **\* Content:** Pronounce the sound /ɪ/ and /i:/  **\* Outcome:** Pronounce the sound /ɪ/ and /i:/ correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**  – T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one is shorter.  – Ask Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat.  - Play the recording as many times as necessary  - Ask Ss to work inpairs and put the words in the correct column while they listen .  - Call on some pairs to write their answers on the board before checking their answers with the whole class. | **4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**  - Listen to the teacher’s instructions carefully  - Check the answers  - Listen and repeat  **Key:** |
| **4. PRODUCTION/ APPLICATION (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss identify how to pronounce the sounds /I/ and /i:/ and practise singing the chant.**  **\* Content:** Listen and practice the chance notice the sound **/I/** and /i:/  **\* Outcome:** Pronounce the sounds /I/ and /i:/ and practise singing the chant.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Listen and practice the chant. Notice the sounds /I/ and /i:/**  - Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant a long.  - Provide further pracice by dividing the class into two groups. Have groups sing alternate lines.  - Call on some Ss to practise the chant if possible  - Comment on their pronunciation. | **5. Listen and practice the chant. Notice the sounds /I/ and /i:/**  **-** Listen to the instructions carefully then do the tasks.  **- T\_ Ss**  - Do the tasks  - Listen again and reppeat  - Practice the chant.  **MY NEIGHBOURHOOD**  *My city is very noisy.*  *There are lots of trees growing.*  *The people here are busy.*  *It’s a lively place to live in.*  *My village is very pretty.*  *There are lots of places to see.*  *The people here are friendly.*  *It’s a fantastic place to be.* |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the names of rooms and the names of the furniture in the house.  - Do more exercises in workbook.  - Prepare new lesson.   |  |  | | --- | --- | | **Date of planning: 15/11/2021**  **Date of teaching:** **15/11/2021** | **Peroid 30,31 : UNIT 4 : MY NEIGHBOURHOOD**  **Lesson 3: A CLOSERLOOK 2** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Places in a neighbourhood  **Pronunciation:**  Pronunciation: Sounds: ***/I/****and /i:/*  **Grammar**  - Comparative adjectives: smaller; more expensive | **Skills:**  - Reading about a neighbourhood  - Talking about a neighbourhood  - Listening about a neighbourhood  - Writing a paragragh to describe a neighbourhood  **Everyday English**  Asking for and giving directions |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *My neighbourhood*. To teach the comparative adjectives. Practicing forming and using the comparative adjectives.  + Vocabulary: - Use the words related to the topic *My neighbourhood*  *-* To pronounce the sounds **/I/**and /i:/correctly;  + Grammar: - Compare two people or things using comparative adjectives;  - Asking for directions  **2. Competence:** By the end of the lesson students will be able to know the form and usage of comparative adjectives. Practicing forming and using the comparative adjectives. Ss also learn how to pronounce the the sounds **/I/**and /i:/correctly;  **3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**  **Grammar**  **\*Comparative adjectives**  - Choose two Ss of very different heights and ask them to stand up. T asks the class: *Who is taller?* Indicate tall and taller with your hands and arms. T may give another example, e.g. two rulers or desks: *long – longer*. Ask Ss to say what t*aller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ).  – Focus Ss’ attention on comparative forms by pointing to the rulers and desks and saying: *This ruler / desk* is long, *but that ruler / desk is longer*. Explain that comparative adjectives are constructed in several di erent ways in English, and that some of those ways are presented in the **Grammar box** below. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary    ***than***is used to make comparisons:  **Example :**  - This green ruler is longer **than** the blue ruler.  - My TV is more expensive **than** her TV   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aim: To introduce the comparative form of adjectives. (\*)**  **\* Content:** Revise old lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - Lead in the new lesson/ | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Grammar : Comparative adjectives**  **Aim: To help Ss identify the correct comparative form of adjectives.**  **\* Content:** Learn how to form and use comparative form of adjectives.  **\* Outcome:** Know how to form and use comparative form of adjectives correctly.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **1. Complete the following sentences with the comparativeform of adjectives in brackets.**    - Tom is **taller than** Mary  - A house in a city is **more expensive than** a house in the countryside  – Ask Ss to read the instruction.  - Tell Ss what they should do. (With a weaker class, do the first sentence as an example ) .  - Remind Ss to pay attention to the number of the syllables in each adjective.  - Ask Ss to do the exercise individually and then compare their answers with a classmate .  - Check the answers as a class.  - Confirm the correct answers. | **1. Complete the following sentences with the comparative form od adjective.**  **- T\_ Ss**    - Tom is **taller than** Mary  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Listen carefully and read aloud.  **\* Key**:  **2.**noisier **3.** bigger  **4.** more peaceful **5.** more exciting | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim:****To help Ss practise forming the correct comparative form of adjectives.**  **\* Content:** Forming the correct comparative form of adjectives by completing the sentences.  **\* Outcome:** Understanding more the form and use the comparative.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Use the correct form of the words in brackets to complete the letter.**  Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an *example*).  - Ask Ss to read and complete the letter individually.  - Remind them to pay attention to the number of the syllables in each adjective.  - Have Ss compare their answers in pairs before checking with the whole class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Confirm the correct answers. | **2. Use the correct form of the words in brackets to complete the letter.**  **- T\_ Ss**  - Ss **work individually**  - Do the tasks  - Share the answers.  - Learn how to do.  **\* Key:**  **2**. smaller. **3**. older **4**. wider  **5**. more delicious **6**. cheaper | | ACTIVITY 3  **Aim: To help Ss practise using comparative adjectives.**  **\* Content:** Ask and Answer questions to further practice on using comparative adjectives  **\* Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .**  **Compare two neighbourhoods using the adjectives .**    - Ask Ss to look at the pictures of the two neighbourhoods.  - Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them.  - Have Ss compare their sentences in pairs before showing some of their sentences to the whole class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Move around to offer help if needed.  - If there is time, ask some Ss to write their sentences on the board. | **3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .**  **Compare two neighbourhoods using the adjectives .**  **- T\_ Ss**    - Listen to the instructions clearly  - Ss to **work independently**  - Share the answers  - Copy them | | **4. FURTHER PRACTICE/APPLICATION (8’)** | | | ACTIVITY 4:  **Aim: To give Ss further practice on using comparative adjectives.**  **\* Content:** Ask and Answer questions to further practice on using comparative adjectives  **\* Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3**  - Model this activity with a stronger student.  - Tell Ss that they can use the information from the sentences they have written in **3**  to ask and answer questions about the two neighbourhoods.  - Ask Ss to work in pairs.  - Go around to observe and offer help if necessary.  - Call some pairs to practise in front of the class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Check and confirm the correct answers | **4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3**  **- T\_ Ss**  - Listen to the instructions carefully  - Work in pairs.  - Do themselves  - Give the answers  **Example :**  **A**. Is Binh Minh noisier than Long Son?  **B**. Yes, it is.  **A.** Is Long Son more modern than Binh Minh?  **B**. No, it isn’t | | **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points of the lesson.  - Ask Ss to make sentences to compare people and things in their classroom, using comparative adjectives.  **\* HOME WORK**  - Revise the form and use of comparative adj.  - Do more exercises in workbook.  - Prepatre new lessons. | |   **=====================**   |  |  | | --- | --- | | **Date of planning**:18/11/2021  **Date of teaching:** 19/11/2021 | **Peroid 33: UNIT 4 : MY NEIGHBOURHOOD**  **Lesson 6: SKILLS\_1/ Reading and Speaking** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Places in a neighbourhood  **Pronunciation:**  Pronunciation: Sounds: ***/I/****and /i:/*  **Grammar**  - Comparative adjectives: smaller; more expensive | **Skills:**  - Reading about a neighbourhood  - Talking about a neighbourhood  - Listening about a neighbourhood  - Writing a paragragh to describe a neighbourhood  **Everyday English**  Asking for and giving directions |   **I. OBJECTIVES:**  **1. Knowledge:**  - To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict the meaning of new vocabulary using the context. Also to practice speaking. To practice asking and answering about what they like and dislike about their neighbourhood.  + Vocabulary: - Use the words related to the topic *My neighbourhood*  *-* To pronounce the sounds **/I/**and /i:/correctly;  + Grammar: - Compare two people or things using comparative adjectives;  - Asking for directions  **2. Competence:** By the end of the lesson students will be able to pratice reading and speaking skills. To practice asking and answering about what they like and dislike about their neighbourhood.  **3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION(5’)** | | | **Aim: (Pre - reading)**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.**  **\* Content:** Have Ss look at picture and answer the questions.  **\* Outcome:** Answer the questions about Khang’s neighbourhood .Having a chance to speak English  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss to look at the pictures of Khang's neighbourhood.  - Ask Ss the questions: *Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why?/Why not?*  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting/ T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Answer the questions.  - Open their book and write the tittle of the lesson . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **While- reading**  **Aim: To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.**  **\* Content:** Read Khang’s blog anf find the words in the text.  **\* Outcome:** Reading ; find the words correctly. Improve reading skills.  **\* Organisation :** Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check cocabulary  - Take note the words  - Ask Ss to scan the passage to find where the words *suburbs*, *dislike,* and *outdoor* are in the passage.  - T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding.  - Observe and help when and where necessary.  - Check the answer. | **1. Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  **- T\_ Ss**  **\* Vocabulary**  **+ suburbs** (n) vùng ngoại ô  **- outdoor** (a) ngoauf trời  **- dislike** (v) không thích  **….**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words.  - Give the answer | | ACTIVITY 2 :  **Aim: To help Ss further develop their reading skill for specific information (scanning).**  **\* Content**: Read Khang’s blog again and fill the table.  **\* Outcome:** Understanding more the content of the text . Complete the task.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Read Khang’s blog again and fill the table with the information.**  - Ask Ss to scan the passage again and find the information to complete the table.  Ask Ss to note where they found the information.When finishing, Ss can compare their answers before discussing them as a class.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers.  - Wrap up the Reading section by asking Ss what to include when they want to describe their neighbourhood.  - Here are some things:  - Location  What they like about it  What they dislike about it  ...  - Write these points on the board for the next activity | **2. Read Khang’s blog again and fill the table with the information.**  -  **- T\_ Ss**  -Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers | | ACTIVITY 3:  **Aim: To help Ss develop their reading skill for specific information (scanning).**  **\* Content**: Read Khang’s blog again and answer the questions.  **\* Outcome:** Understanding more the content of the text. Complete the task.  **\* Organisation :** Teacher’s instructions…... | | | **3. Read Khang’s blog again. Then answer the questions.**  - Have Ss read the text in detail to answer the questions.  - Ask them how to do this kind of exercise.  - Explain the strategies if necessary *(e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions).*  - Tell them to underline parts of the blog related to the answers.  - Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before giving the answers to T.  - Ask them to give evidence to support their answers  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers | **3. Read Khang’s blog again. Then answer the questions.**  **- T\_ Ss**  - Listen carefully to the instructions  - Answer **questions individually.**  - Follow the instructions carefully  - Find the answer.  - Compare the answers  **\*Key :** | | ACTIVITY 4 : **(Post - reading)** **Speaking**  **Aim: To help Ss prepare ideas for the next speaking activity.**  **\* Content:** Make note about yourneighbourhood to prepare ideas for the next speaking activity.  **\* Outcome:** Making note . Think about what you like / dislike it.  **\* Organisation :** Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  - Tell each student to make notes. Set a time limit for Ss to complete it.  - Ask Ss to think about what they like and dislike about their neighbourhood.  - Have them quickly note down these ideas.  - Check and confirm the correct answers | **4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  - Listen to the teacher’s instructions carefully and follow them.  **- T\_ Ss**  - Work individually  - Give the answer .  **Likes** : scenery- beautiful; modern shops, people- kind/ friendly….  **Dislikes:** high buildings, offices. streets- busy , crowded ……. | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 5:  **Aim: To provide an opportunity for Ss to practise asking and answering about what they like and dislike about their neighbourhood.**  **\* Content:** Ask and answer about what you like and dislike about your neighbourhood.  **\* Outcome:** Likes and dislikes about your neighbourhood.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  - While Ss are practising their dialogues, T circulates and monitors.  - T notes some common errors and discusses them with the whole class.  - Select some strong pairs to act out their dialogues in front of the class.  - Then give feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary | **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs.**  - Practice speaking in front of the class.  - Correct mistakes if have .  **Example:**  **A**. Where do you live?  **B**. I live in the suburbs of Da Nang City.  **A**. What do you like about it?  **B**. The weather is f‡ne. The people are friendly and the food is good.  **A**. What do you dislike about it?  **B.** The streets are busy and crowded. | | **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt in the lesson with two skills.  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |   **=============**   |  |  | | --- | --- | | **Date of planning**: 22/11/2021  **Date of teaching:** 23/11/2021 | **Peroid 34 : UNIT 4: MY NEIGHBOURHOOD**  **Lesson 6 : SKILLS\_2/ Listening and Writing** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Places in a neighbourhood  **Pronunciation:**  Pronunciation: Sounds: ***/I/****and /i:/*  **Grammar**  - Comparative adjectives: smaller; more expensive | **Skills:**  - Reading about a neighbourhood  - Talking about a neighbourhood  - Listening about a neighbourhood  - Writing a paragragh to describe a neighbourhood  **Everyday English**  Asking for and giving directions |   **I. OBJECTIVES:**  **1. Knowledge:**  - To develop listening and writing skills. Listening for specific information about Vy’s neighbourhood. Practicing writing a paragraph about one’s neighbourhood.  + Vocabulary: - Use the words related to the topic *My neighbourhood*  *-* To pronounce the sounds **/I/**and /i:/correctly;  + Grammar: - Compare two people or things using comparative adjectives;  - Asking for directions  **2. Competence:** By the end of the lesson students will be able to pratice listening and writing about one’s neighbourhood, saying what they like and dislike about it.  **3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting + Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting + Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **(Pre-listening)**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Listen conversation and tick T/ F. Having some strategies to do the reading exercise.  **\* Outcome:** Listen and tick T/F the statement correctly.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note the words  **\* Vocabulary**  **- faraway** (adj) xa xôi  **- narrow** (adj) chật hẹp  **- workshop** (n) sản xuất, sửa chữa  **…..**  - Have Ss look at the sentences in this activity.  - Ask them how to do it. Give them some strategies to do the exercise (*e.g. reading the question, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).*  - Play the recording twice for Ss to do exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.  - Have Ss share their answers in pairs. Invite some pairs. Invite some pairs to give their answers and confirm the correct ones.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  -Also, ask Ss to correct the false sentences.  - Confirm the answers. | **1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  **- T\_ Ss**    + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Do the tasks. Compare the answers.  - Give the answer.  **Key:**  **1.F 2. T 3. F 4. T 5. T** | | ACTIVITY 2 : **While-listening**  **Aim: To help Ss develop the skill of listening for specific information.**  **\* Content:** Listen again and fill the blanks  **\* Outcome:** Understanding more about content of the conversation between Khang and Vy.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen to the conversation again and fill the blanks**  - Ask Ss to study the phrases with the blanks carefully. Ss may work in pairs to discuss the answers from the information they have listened in 1.  - Play the recording again and have Ss write the answers as they listen.  - Ss can share their answers with their partners. With a weaker class,  - T may play the recording many times until Ss have written down all their answers.  - Call on some Ss to write their answers on the board.  - Play the recording again for Ss to check the answers..  - Tmay pause at the sentences that include the information Ss need for their answers.  - Check and confirm the correct answers.  **\*Post-listening**  - Students tell about Vy’s neighbourhood  - T gives instructions and encourage Ss to tell Vy’s neighbourhood , using information in Audio Script.  \* Invite one or two Ss to talk about Vy’s neighbourhood.  - T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen to the conversation again and fill the blanks**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Fulfil the tasks  - Give the answers  **Key:**  **1**. art galleries **2.** wide  **3.** friendly  **4.** faraway **5.** crowded  **Audio script:**  **Khang :** Where do you live?  **Vy :** I live in the surburbs of Ho Chi Minh city  **Khang :**What do you like about it?  **Vy :** Thereare manythings I like about it. There’s a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly.  **Khang :** What do you dislike about it?  **Vy :** The shools are too faraway. There are also some factories near here, so the air isn’t very clean and the streets are noisy and crowded.  \* Listen to the teacher’s instructions carefully and tell about Vy’s neighbourhood.  - Free talk | | ACTIVITY 3 : **Writing**  **Aim: To provide Ss some ideas for the next writing activity**  **\* Content:** Read the statements and tick what you like or dislike about a neighbourhood  **\* Outcome:** Things you like or dislike about a neighbourhood.  **\* Organisation :** Teacher’s instructions…... | | | **3. Tick (✓) what you like or dislike about a neighbourhood**.  - Ask Ss to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners. Ss count how many things they have in common with their partners.  - T Comments on their answers | **3. Tick (✓) what you like or dislike about a neighbourhood.**  **- T\_ Ss**  - Listen carefully to the instructions  \* Ss learn how to do the tasks | | **4. PRODUCTION/ APPLLICATION (8’-10’)** | | | ACTIVITY 4:  **Aim: To help Ss practise writing a paragraph about their neighbourhood.**  **\* Content:** Write a paragraph about their neighbourhood.  **\* Outcome:** Write a paragraph about their neighbourhood saying they like or dislike about it .  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model**.  - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write.  - Ss can use the ideas they have ticked in 3.  - T asks Ss to brainstorm for the ideas and the  language necessary for writing.  - T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  - Then have them write their final version.  - T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework.  - If time is limited,T may ask Ss to write the final version at home  - T goes round helping if necessary.  - Other Ss and T comment on the writing. | **4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model.**  **- T\_ Ss**  - Listen carefullyand learn how to write  - Write themselves  **\* Suggested writing:**  *I live in Long Son Town. There are many things I like about my neighbourhood.*  *It is convenient because there s a big supermarket near my house. There are also many shops, restaurants, nad café here. The streets are wide and clean. The people are very friendly and helpful. The food is very fresh and delicious. However there are some things I dislike about it. I love my hometown very much.* | | **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |   **====**   |  |  | | --- | --- | | **Date of planning**:22/11/2021  **Date of teaching:** 22/11/2021 | **Peroid35 : UNIT 5 : NATURAL WONDERS OF VIETNAM**  **Lesson 1: GETTING STARTED**  **GEOGRAPHY CLUB** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - things in nature  - travel items  **Pronunciation:**  Sounds: ***/t /****and /d/*  **Grammar**  - Countable and uncountale nouns.  - Modal verbs: Must / Mustn’t | **Skills:**  - Reading about natural wonders.  - Talking about famous places, and what you must/ mustn’t do there.  - Listening about a natural wonder.  - Writing a paragragh about a natural wonder.  **Everyday English**  Making and accepting appointments. |   **I. OBJECTIVES:**  **\* By the end of this unit, students will be able to: (***Over all***)**  *– use the words related to things in nature and travel items;*  *– pronounce the sounds /t/ and /d/ correctly;*  *– use countable and uncountable nouns;*  *– use the modal verb must / mustn’t to give orders;*  *– make and accept appointments;*  *– read for specific information about natural wonders;*  *– talk about famous places, and what you must / mustn’t do there;*  *– listen for specific information about a natural wonder;*  *– write a paragraph about a natural wonder.*  **1. Knowledge:**  - To introduce topic of the lesson *natural wonders of Viet Nam*. To teach listening and reading.  + Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.  *-* To pronounce *the sounds /t/ and /d/* correctly;  + Grammar: - use countable and uncountale nouns.  - use modal verbs must/ musn’t to give order;.  **2. Competence:** By the end of the lesson students will be able to pratice listening and reading the conversation between Alice, Elena, Nick and Tommy , who are in the Geography Club, talking about natural wonders of Viet Nam.  **3. Quality/ behavior :** Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **– To create an active atmosphere in the class at the start of the lesson;**  **– To lead into the new unit.**  **\* Content:** Revise old lesson**.** Having somewarm-up activities to creat a friendly atmostphere to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Review the previuous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 4.*  For example , T can organise a Comparative quiz.  -Divide the class onto halves. One student from first half calls out an an adjective from *Unit 4*. One student from the second half has to give the comparative form of the adjective (1 point), another has to make a sentence with that word (2 points):  - Student 1 from group one: quiet  - Student 2 from group two: quieter  - Student 3 from group two: My neighbourhood is quieter than your neighbourhood.  ……………  The game continues until the time is up.  Lead to the new unit. Write the unit title *Natural Wonders of Viet Nam* on the board. Ask Ss to guess what they are going to learn about in this unit. After respond, ask them to open their books to page 48. Draw their attention to the yellow box and introduce what they are going to learn in this unit. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it .  **- T\_ Ss**  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 12’)** | | | ACTIVITY 1:  **Aims:**  **- To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read the conversation to learn new words ; grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Listen and read.**  - Ask Ss to look at the picture and describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where are they? Do you know these places?*  Tell Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as Ganh Da Dia and Ha Long Bay, and that they are going to listen to their talk.  Play the recording two or three times, or more if necessary for Ss to listen and read along.  - Have Ss underline the words related to the topic of the unit while they are listening and reading.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note the words  - Call on some pairs of Ss to read the conversation aloud.  - Quickly teach / introduce the new words if have  - Comment on Ss'answers. | **1. Listen and read.**   |  | | --- | |  |   **- T\_ Ss**  **\* Vocabulary**  **- natural** (adj) thiên nhiên  **- wonder** (adj) kì quan  **- amazing** (adj) tuyệt vời  **- islands** (n) đảo, hòn đảo  **- scenery** (n) phong cảnh  **- desert** (n) sa mạc  **- mountain…**(n) núi  - Listen carefully to the context  - Answer the teacher’s questions.  - Listen carefully and read aloud. | | **3. PRACTICE ( 18’)** | | | ACTIVITY 2:  **Aims:**  **To help Ss understand the conversation better;**  **To help Ss practise using words to describe things in nature.**  **\* Content:** Read again the conversation and complete the sentences.  **\* Outcome:** Understanding more content of the conversation / Geography Club.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Complete the following sentences with the words from the box.**  - Ask Ss to do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed: read the sentences carefully, read the words given in the box and identify the kind of word to fill each blank.  - Ss may refer back to the conversation for the context of the words they need to fill the blanks. Allow them to share their answers before discussing them in pairs or as a class.  - Write the correct answers on the board.  - Explain the meaning of some words if necessary. Ss practise saying the sentences together.  - T gives the correct answers.  - Confirm the correct answers. | **2. Complete the following sentences with the words from the box.**  **- T\_ Ss**  - Listen carefully to the instructions  - Follow the teacher’s instructions  - Give the answers and check.  **Key:**  1. natural 2. islands 3. scenery  4. amazing 5. wonders | | ACTIVITY 3:  **Aim: To help Ss revise and learn more nouns for things in nature through pictures and listening exercise.**  **\* Content:** Listen and repeat the words and label the pictures.  **\* Outcome:** Understanding and learning more new words.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **3. Listen and repeat the words, then label the picture.**  - Play the recording and ask Ss to listen.  - Play the recording again, pausing after each item and asking them to repeat chorally and individually.  - Call on some Ss to read the words aloud. Correct pronunciation if necessary.  - Ask Ss to label the pictures with the words given.  - Ss can work in pairs.  - Show picture cards of the vocabulary.  - Elicit Ss' answers. Then provide the correct words.  - Allow Ss to share answers before discussing as a class.  - T gives correct answer | **3. Listen and repeat the words, then label the picture.**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - Ss to work independently  - Compare the answers  - Give the answers.  - Copy them  Key :  a. desert b. island c. cave  **d.** river  e. waterfall f. mountain g. forest h. beach  **Audio script**  **1**. mountain 2. river **3**. waterfall  **4**. forest 5.cave 6. desert  **7**. beach **8**. island | | **4. PRODUCTION/ APPLICATION (8’)** | | | ACTIVITY 4:  **Aim: To help Ss revise and learn about some natural wonders through a quiz.**  **\* Content:** Do the QUIZ . Choose the correct answer to each of the questions.  **\* Outcome:** Further practice and learn about some natural wonders through a quiz.  **\* Organisation :** Teacher’s instructions…... | | | **4. QUIZ: Work in groups . Choose the correct answer to each of questions.**  - T may begin by brainstorming natural wonders of Viet Nam and other places.  Encourage Ss to exploit their knowledge of geography.  Then divide the class into groups of five or six.  Let them choose the answers to the questions.  Call on some Ss to read the answers aloud.  Confirm the correct answers.  Give Ss information about these wonders to interest them in the topic of the unit | **4. QUIZ: Work in groups . Choose the correct answer to each of questions.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - Ss do themselves. Give the answers    **Key: 1. A 2. A 3. B 4. B 5. B** | | **Notes:**  *Ganh Da Dia*: a natural wonder in Tuy An, Phu Yen Province  *Ha Long Bay*: a UNESCO World Heritage Site and popular travel destination in Quangr Ninh Pronince.  *Con Dao:* a large island belonging to Ba Ria - Vung Tau Province  *Son Doong*: the world's largest natural cave, in Phong Nha-Ke Bang National Park, Quang Binh Province  *Mount Fansipan*: 3,147 metres, the highest mountain in mainland SE Asia, in Lao Cai Province  *Thong Nhat Park*: a large and lovely park in Ha Noi  *Cat Tien Park*: a national park located in the south of Viet Nam, about 150 km north of Ho Chi Minh City  *Cuc Phuong*: a national park in Ninh Binh Province (Viet Nam's first national park, the country's largest nature reserve)  *Phong Nha*: a cave in Phong Nha-Ke Bang National Park, a UNESCO World Heritage Site in Quang Binh Province  *Giang Dien Waterfall*: a very beautiful waterfall in Dong Nai Province, about 50 km from the centre of Ho Chi Minh City  *Ban Gioc Waterfall*: an impressive waterfall in Cao Bang Province. It is one of the 10 most spectacular waterfalls in the world, according to Touropia travel site. | | | **5. WRAP-UP & HOMEWORK (2’)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOMEWORK**  - Read again the conversation on page 48.  - Do more exercises in workbook.  - Prepare new lessons. | |   **=====================**   |  |  | | --- | --- | | **Date of planning**:22/11/2021  **Date of teaching:** 24/11/2021 | **Peroid 36,37: UNIT 5 : NATURAL WONDERS OF VIETNAM**  **Lesson 2 : A CLOSERLOOK - 1** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - things in nature  - travel items  **Pronunciation:**  Sounds: ***/t /****and /d/*  **Grammar**  - Countable and uncountale nouns.  - Modal verbs: Must / Mustn’t | **Skills:**  - Reading about natural wonders.  - Talking about famous places, and what you must/ mustn’t do there.  - Listening about a natural wonder.  - Writing a paragragh about a natural wonder.  **Everyday English**  Making and accepting appointments. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *Natural wonders of Viet Nam*. To introduce/ teach the names of some travel items.Ss also learn how to pronounce the sounds ***/t /****and /d/*correctly in contexts.  + Vocabulary: - Use the words related to the topic *Natural wonders of Viet Nam*.  *-* To pronounce the sounds ***/t /****and /d/*correctly;  + Grammar: - use countable and uncountale nouns.  - use modal verbs must/ musn’t to give order;.  **2. Competence:** By the end of the lesson students will be able to know the names of some travel items. Ss also learn how to pronounce the sounds ***/t /****and /d/*correctly in contexts.  **3. Quality/ behavior :** Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’- 5’)** | | | **Aims: Vocabulary**  **- To revise/ teach the names of some travel items**  **\* Content:** Revise old lesson. Having somewarm-up activities to creat a friendly and relaxed atmostphere to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :**Teacher’s instructions.... | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Bring some travel items to class, e.g. sleeping bag, compass, suncream, backpack, etc. Write some of the places in the previous activity, e.g. *desert, mountain, beach* on the board. Ask whether the places are hot / cold, wet / dry, etc. Show the objects. Ask Ss if the object fits the place, e.g. *Do I need a backpack in the desert? Why do you think so?*  - Brainstorm some other things that might be needed in each place.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.    - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (35’ – 37’)** | | | ACTIVITY 1:  **Aim: To revise / teach the names of travel items.**  **\* Content:** Learning some newwords. write the words under pictures.  **\* Outcome:** Knowing more new words about travel items.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Write a word under each picture. Practice saying the words.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  \*Ss work independently. Ask Ss to look at the pictures and match each word / phrase given in the box with the right picture. Allow them to share their answers before discussing them it as a class. - Have Ss practise saying the words.  Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, etc.  - Ask Ss to call out the name for the object.  - Check the answers  - Correct their pronunciation.  - Check and confirm the answers. | **1. Write a word under each picture. Practice saying the words.**  **- T\_ Ss**  **\* Vocabulary**  - backpack (n) ba lô  - compass (n) la- bàn  - plaster (n) băng, gạc y tế.  - rock (n) tảng đá  - suncream (n) kem chống nắng  - scissors (n) cái kéo  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions.  **Key:**  **1**. plaster **2**. suncream **3**. sleeping bag  **4**. scissors **5**. backpack **6**. compass | | **3. PRACTICE** | | | ACTIVITY 2:  **Aim: To help Ss practise using the travel items in 1 in context**  **\* Content:** Complete the sentences using the words in 1 to practise using the travel items.  **\* Outcome:** Using the words in context.Understanding more vocabulary.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **2. Complete the following sentences. Use the words in 1.**  - Ask Ss to read the sentences and find the right words in 1 to fill the blanks.  - Have them read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.  - For less able Ss, T may read and act out the sentences. Elicit ideas for sentence 1.  - Allow Ss to complete the remaining sentences. -  - T may go around to observe and o er help if necessary.  - Check their ideas. | **2. Complete the following sentences. Use the words in 1.**  - **Work individually** to do this activity  - Listen carefully and learn how to do.  - Follow the teacher’s instructions  - Give the answers  **Key: 1**. compass **2**. suncream  **3**. sleeping bag **4**. backpack **5**. plaster | | ACTIVITY 3:  **Aim : To help Ss practice ordering travel items according to their importantance for a holiday**  **\* Content:** Ordering travel items according to their importantance for a holiday  **\* Outcome:** Understanding more using the words.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **3. Now put the items inorder of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday**  - Remind Ss that in the introduction they thought about useful things for places (beach, desert, mountain, etc).  - Tell Ss they are going to on holiday. Now they need to order the items from the most useful (No.1) to the least useful (No.6).  - Allow pairs to work together to form their lists. Ask pairs to join other groups and compare their lists. Remember that there is no “right” or “wrong” order. This order is subjective.  - Encourage more able Ss to give reasons for their choices.  **Extension:** *Can you put them in order for a camping trip in the forest?*  - Ask Ss to rank the items again for a different environment: a camping trip, a beach holiday,...  - T may ask other Ss to give comments | **3. Now put the items inorder of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - Ss to work in pairs  - Ss do themselves.  - Copy them | | **II. PRONUNCIATION: /t / and /d/**  ACTIVITY 4:  **Aims: To help Ss identify how to pronounce the sounds /t/ and /d/;**  **To help Ss practise pronouncing these sounds in words.**  **\* Content:** Liten and repeat to pronounce the sounds /t/ and /d/.  **\* Outcome:** Know how to pronounce the sounds /t/ and /d/ correctly.  **\* Organisation :**Teacher’s instructions…. | | | **4. Listen and repeat the words.**  Let Ss practise the sounds /t/ and /d/ together. Ask Ss to observe T's mouth for these two sounds.  Have some Ss read out the words first.  Then play the recording for them to listen and repeat the words.  Play the recording as many times as necessary.  Correct Ss' pronunciation.  - Call on some pairs to write their answers on the board before checking their answers with the whole class. | **4. Listen and repeat the words.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully  - Check the answers  - Listen and repeat  **Audio script:**  **- /t/** mountain waterfall  desert plaster  **- /d/** wonder island  guide holiday | | **4. PRODUCTION/ APPLICATION** | | | ACTIVITY 5:  **Aim:** **Aim: To help Ss pronounce the sounds /t/ and /d/ in context.**  **\* Content:** Listen and repeat to pay attention the bold-typed parts.  **\* Outcome:** Pronouncing the word with the sounds /t/ and /d/correctly.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **5. Listen and repeat . Pay attention to the bold-typed parts of the words.**  - Play the recording of the sentences.  - Ask Ss to listen carefully and raise their hands when they hear the /t/ or /d/ sounds.  - Alternatively, divide the class into a /t/ group and a /d/ group, and ask them to listen and raise their hands when they hear their assigned sounds.  - Play the recording again. Pause after each sentence and ask Ss to repeat.  - After that have Ss read the sentences in chorus.  - Correct pronunciation if necessary.  - Comment on their pronunciation. | **5. Listen and repeat . Pay attention to the bold-typed parts of the words.**  **- T\_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Practice the chant.  **Audio script:**  1- Where's my ha**t**?  - Oh, it's on your hea**d.**  2. Where **d**o they stay on their holi**d**ay?  3. I nee**d** some mea**t** for my ca**t.**  4. The Sahara is a very ho**t** deser**t**.  5. wan**t** to explore the islan**d** by boa**t.** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the names of rooms and the names of the furniture in the house.  - Do more exercises in workbook.  - Prepare new lesson. | |   **=========================**   |  |  | | --- | --- | | **Date of planning**:29/11/2021  **Date of teaching:** 29/11/2021 | **Peroid.38,39: UNIT 5 : NATURAL WONDERS OF VIETNAM**  **Lesson 3 : A CLOSERLOOK - 2** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - things in nature  - travel items  **Pronunciation:**  Sounds: ***/t /****and /d/*  **Grammar**  - Countable and uncountale nouns.  - Modal verbs: Must / Mustn’t | **Skills:**  - Reading about natural wonders.  - Talking about famous places, and what you must/ mustn’t do there.  - Listening about a natural wonder.  - Writing a paragragh about a natural wonder.  **Everyday English**  Making and accepting appointments. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *My neighbourhood*. To teach countable and uncountable nouns. Modal verb must/ musn’t. Using a,n, some, any. many, much.  + Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.  *-* To pronounce *the sounds /t/ and /d/* correctly;  + Grammar: - use countable and uncountale nouns.  - use modal verbs must/ musn’t to give order;.  **2. Competence:** By the end of the lesson students will be able to learn how to use countable and uncountable nouns. Modal verb must/ musn’t. Using a,n, some, any. many, much.  **3. Quality/ behavior :** Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**  **Grammar**  **Countable and uncountable nouns**  - Countable nouns are for the people or things we can count using numbers. Countable nouns can be singular : *a rock, an island* …, or plural : *rocks, islands…*  - Uncoutable nouns are the things that we cannot count with numbers. They usually do not have a plural forms: *cream, chocolate…*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aim: To introduce the topic of the lesson**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - Lead in the new lesson. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Grammar : Countable and uncountable nouns (see above)**  **Aim: To help Ss recognise the form and use of countable and uncountable nouns in sentences.**  **\* Content:** The use of C and U nouns. Write the correct answer C or U.  **\* Outcome:** Using the C and U nouns correctly.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable).**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follow the steps to teach vocabulary  **……**  *\* Have Ss read the grammar box. Elicit the rules or / and explain to them the rules. Ask them to give some countable and uncountable nouns they know (i.e. nouns to name the things around them, or the names of the things in nature).*  - Have Ss pronounce the words countable and uncountable (to count → countable – uncountable).  - Have Ss read the sentences first and make sure they know all the underlined words.  - Ask Ss work independently.  - Have Ss read the sentences.  - Check their answers as a class.  - Have Ss read the sentences.  - Confirm the correct answers. | **1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable).**  **- T\_ Ss**    - Listen carefully to the teacher’s instructions and learn how to use C and U nouns  - Ss work individually  - Do the tasks  - Compare the answers.  - Give the answers  \* **Key :** **1**. C **2**. U **3**. U **4.** C **5**. U | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim: To help Ss practise using countable and uncountable nouns in context.**  **\* Content:** Practise using countable and uncountable nouns by choosing the correct option.  **\* Outcome:** Understanding more the use of C and U nouns in contexts.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **2. Choose the correct option for each sentence.**  – *Have Ss study the* ***Remember!*** *box. T explains and gives examples. Ask Ss to say the nouns in sentences 1-5 using some, many, much, a few, a little. (For a better class, T may ask Ss to give more examples.)*  - Ss do the task individually or in pairs.  Remind Ss to look at the noun after each blank to see if it is a coutable or uncoutable noun sothat they can choose the correct option.  Check Ss’ answers as a class.  Give further explanations or more examples if necessary  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Confirm the correct answers. | **2. Choose the correct option for each sentence.**  **- T\_ Ss**  **\* Remember!**  ***- We use some, many,a few with countable nouns.***  ***- We use some, much, a little with uncountable nouns.***  - Ss work individually  - Do the tasks  - Compare the answers.  - Learn how to do.  **\* Key : 1.** A **2.** B  **3.** A **4.** B **5.** A | | ACTIVITY 3  **Aim: To help Ss practise using a, any, some, much, or many with countable and uncountable nouns in context.**  **\* Content:** Practise using a, any, some, much, or many with countable and uncountable nouns  **\* Outcome:** Using the a, an, some, any, many, much with C and U nouns correctly.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **3. Fill each blank with a, any, some, much, or many,**  Explain to Ss the meaning and use of *a, any, some, much, or many.*  – Ss work in pairs.  Tell them to read the sentences carefully and find the right words to complete the sentences.  - Check the answers as a class.  - Move around to offer help if needed.  - Ask other Ss to give comments and correct any mistakes if possible.  - Confirm the correct answers | **3. Fill each blank with a, any, some, much, or many,**  **- T\_ Ss**  - Listen to the instructions clearly  - Ss to work in pairs  - Compare the answers  - Copy them  **Key:** **1**. many **2.** any **3.** much  **4**. some **5**. a | | ACTIVITY 4:  **Aim: To help Ss practise using must / mustn't in context.**  **\* Content:** To use must/ mustn’t – Something is necessary or very important…..  **\* Outcome:** Learn how to use must/ mustn’t correctly. Filling each blank with must/ mustn’t.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **Grammar**  Modal verbs: **must/ musn’t**  **- We use must to say that something is very necessay or very important**  **- We use mustn’t to say that something is not allowed.**  - Ask Ss to recall the conversation from **GETTING STARTED**: Alice - the leader of the Geography Club tells Elena: But remember you must always be on time.  - Alternatively, T may ask Ss such questions:*Are you sometimes late for class? What does your teacher say?*  - Encourage Ss to answer, using must/ mustn't.  For a weaker class,  - T may call on some Ss to  give the Vietnamese equivalent of must / mustn't.  - Tell Ss to study the Remember!, then give the rules of the modal verb must/mustn't.  - T may give some examples to clarify the use of must / mustn't to Ss.  - Call some pairs to practise in front of the class.  - Ask other Ss to give comments  - Check and confirm the correct answers | **4. Fill each blank with must or musn’t.**  **- T\_ Ss**  **Note:**  I/ you/ we/ they / she/ he/ it + **must/ musn’t** + **Vo**  - Listen to the instructions carefully  - Work in pairs.  - Do themselves  - Give the answers  **Key:** **l.**must **2**. mustn't **3**. must  **4**. mustn't **5**. must | | **4. FURTHER PRACTICE/APPLICATION (8’)** | | | ACTIVITY 5  **Aim: To give Ss more practice on using must / mustn't in the real context of their classroom.**  **\* Content:** Practice on using must / mustn't in the real context.  **\* Outcome:** Further practice using must / mustn't in the real context.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **5. Read the classroom rules below. Write some more rules for you and your class mates**  - Ask Ss to study sentence 1 (positive), and sentence 2 (negative).  - Ask them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5.  - Ss can share their ideas in pairs, and give as many sentences as possible.  - Call on some Ss to read their sentences in front of the class.  - Discuss answers as a class. For less able Ss, T can give hints by saying some verbs / phrases such as:  listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc. As an extension, Ss can act out the sentences among themselves. | **5. Read the classroom rules below. Write some more rules for you and your class mates**  **- T\_ Ss**  - Listen to the instructions carefully  **- Work in pairs.**  - Compare the answers.  - Give the answers | | **5. WRAP-UP & HOME WORK(2’)**  \* Summarise the main points of the lesson.  - Ask Ss to make sentences, using must/mustn't.  **\* HOME WORK**  - Revise the form and use of comparative adj.  - Do more exercises in workbook.  - Prepatre new lessons. | |   **=================**   |  |  | | --- | --- | | **Date of planning**29/11/2021  **Dateofteaching:**29/11/2021.… | **Peroid 40: UNIT 5 : NATURAL WONDERS OF VIETNAM**  **Lesson 5 : SKILLS-1/ Reading** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - things in nature  - travel items  **Pronunciation:**  Sounds: ***/t /****and /d/*  **Grammar**  - Countable and uncountale nouns.  - Modal verbs: Must / Mustn’t | **Skills:**  - Reading about natural wonders.  - Talking about famous places, and what you must/ mustn’t do there.  - Listening about a natural wonder.  - Writing a paragragh about a natural wonder.  **Everyday English**  Making and accepting appointments. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To teach reading for general and specific information about natural wonders in Viet Nam.To learn how to use of new vocabulary in different context. Also to practice speaking. To practice describing the tourist attraction or famous/ interesting places.  + Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.  *-* To pronounce *the sounds /t/ and /d/* correctly;  + Grammar: - use countable and uncountale nouns.  - use modal verbs must/ musn’t to give order;.  **2. Competence:** By the end of the lesson students will be able to practice reading and speaking about the tourist attraction or famous/ interesting places.  **3. Quality/ behavior :** To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION( 3’- 5’)** | | | **Pre - reading**  **Aim:**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the following tasks.**  - Ask Ss to compare the texts in **Communication** and **Skills 1**. Encourage Ss to think of the purpose of the texts and where they might see them.  (These texts are a kind of travel guide. They may appear in travel brochures that give information about a place for visitors. They also advertise specific destinations, hotels, tours, etc., providing travelers with the details they need to make the most of their trips.)  **\* Content:** Revision on old lesson **.** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  \* Teach some new words if necessary.  T follows steps to teach new words.  *Island; amazing; landscape; desert; slope;* | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  -Answer the questions.  - Open their book and write the tittle of the lesson .  \* Reapeat and learn how to read and use them.  - Copy the new words. | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **While- reading**  **Aim: To activate Ss’ knowledge of the topic in the reading text**  **\* Content:** Make predictions about reading. Read and check the ideas.  **\* Outcome:** Predicting the questions before reading about Ha Long Bay and Mui ne.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Look at the pictures. Make predictions about the contents of the text. -T\_ Ss**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  - Ask Ss to look at the pictures and guess what the texts are about and what they know about the places.  - Ask Ss to read the texts quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before conducting a class feedback session.  - Ask some Ss to give their answers.  - Observe and help when and where necessary. | **1. Look at the pictures. Make predictions about the contents of the text.**  **\* Vocabulary**  **- cave** (n) hang động  **- beach** (n) bãi biển  **- tourist** (n) khách du lịch  **- attraction** (n) lôi cuốn  **- landscape** (n) phong cảnh  **- slope** (n) độ dốc (- sườn núi)….  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words if have  - Give the answer  **Note:**  *Tuan Chau*: a large island in Ha Long Bay, a popular tourist destination .  *MuiNe:* a tourist attraction In Blnh Thuan Province | | ACTIVITY 2 :  **Aim:To develop Ss’ skill of using vocabulary in different contexts.**  **\* Content:** Read and check the ideas. Complete the sentences using the words given.  **\* Outcome:** Understanding more the using the words in context.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **2. Complete the sentences, using the words from the box.**  Have Ss read the words first. These words all appear in the texts, but now they are in di erent contexts. Ss then read the sentences and fill the blanks.  T checks as a class.  T may call on some Ss to read the sentences  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers.  **Note:** *Ly Son Island: an island district off the central coast of Viet Nam, belonging to Quang Ngai province.* | **2. Complete the sentences, using the words from the box.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers  **Key :**  **1**. islands **2.** wonder **3**. desert  **4.** Remember **5**. visit | | ACTIVITY 3:  **Aim: To develop Ss’ skill of reading for specific information.**  **\* Content:** Read again the text . Answer the questions.  **\* Outcome:** Getting more specific information about the text.  **\* Organisation :** Teacher’s instructions…. | | | **3. Read the text again.Answer the following questions.**  Set a longer time limit for Ss to reread the texts and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity.  Ss can compare answers before discussing them as a class.  Encourage Ss to support their answers with reasons.  - Ask them to give evidence to support their answers  - Check and confirm the correct answers  \*Ask Ss what to include when they talk about a tourist attraction.  - Here are some points:  + Name of the attraction  + Its special features / beauty / interesting things /  + What you can do there  ……….  – Write these points on the board to prepare for the next activities. | **3. Read the text again.Answer the following questions.**  **- T\_ Ss**  - Listen carefully to the instructions  - **Answer questions individually.**  - Follow the instructions carefully  - Find the answer.  - Compare the answers  **\*Key :**  **1**. It is in Quang Ninh  **2**. We can enjoy (great) seafood and join in exciting activities  **3**. No, there isn’t  **4**. By the beach  **5**. Early morning or late afternoon. | | ACTIVITY 4 : **(Post - reading)** **Speaking**  **Aim: Aim: To provide an opportunity for Ss to practise describing the tourist attraction they choose.**  **\* Content:** Make notes about one of the places in the reading.Have an opportunity for Ss to practise describing the tourist attraction.  **\* Outcome:** Impove speaking skills. Practice speaking with partners.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas.**  – Discuss with Ss which things they find special about Ha Long Bay and Mui Ne. Brainstorm ideas onto the board. Ask Ss to close their books.  – Divide Ss into group A and group B. Tell group A to describe Ha Long Bay. Tell group B to describe Mui Ne.  - Ss use the notes only to help them tell their partner about their place  - Ask them to practice their description together before they rejoin with their partners .  - Go round and offer help if necessary.  - Check and confirm the correct answers | **4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Work individually  - Give the answer . | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 5:  **Aim: To provide an opportunity for Ss to talk about famous / interesting places, and what one must / mustn’t do there.**  **\* Content:** Tell some interesting things aboutabout famous / interesting places…  **\* Outcome:** Telling about the interesting places. Developing speaking skills.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn’t do there.**  - Tell Ss to review interesting features of their city / town / area.  - Ask them to think of the things tourists must / mustn’t do.  - Encourage them to give as many ideas as possible.  - Ask them to share their ideas in pairs before calling some Ss to present in front of the class.  - Then give feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary  - Ss present  - Practice speaking in front of the class.  - Correct mistakes if have . | **5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn’t do there.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Work in pairs.  **Example:**  *Trang An in Ninh Binh is a charming and fantastic site in Viet Nam. The whole picture of Trang An has limestone mountains, forests, and golden rice fields. The valleys here are amazingly beautiful like colourful carpets. There are rivers running along these valleys. Making a boat trips is a perfect way to enjoy the scenery here. There are also tens of wonderful natural caves that you should explore on foot. Many world traveller call Trang an “Ha Long Bay on the land”* | | **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt in the lesson with two skills.  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |   **============**   |  |  | | --- | --- | | **Date of planning**: 4/12/2021  **Date of teaching:** 7/12/2021  **WEEK: …** | **Peroid 41: UNIT 5 : NATURAL WONDERS OF VIETNAM**  **Lesson 6 : SKILLS-2/ Writing** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - things in nature  - travel items  **Pronunciation:**  Sounds: ***/t /****and /d/*  **Grammar**  - Countable and uncountale nouns.  - Modal verbs: Must / Mustn’t | **Skills:**  - Reading about natural wonders.  - Talking about famous places, and what you must/ mustn’t do there.  - Listening about a natural wonder.  - Writing a paragragh about a natural wonder.  **Everyday English**  Making and accepting appointments. |   **I. OBJECTIVES:**  **1. Knowledge:**  - Develop listening and writing skills. Listening for specific information about Phu Quoc island. Practicing writing a paragraph about the place that they have made notes.  + Vocabulary: - Use the words related to the topic : *Natural wonders of Viet Nam*.  *-* To pronounce *the sounds /t/ and /d/* correctly;  + Grammar: - use countable and uncountale nouns.  - use modal verbs must/ musn’t to give order;.  **2. Competence:** By the end of the lesson students will be able to practice listening and writing about famous/ interesting places.  **3. Quality/ behavior :** To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills.**  **\* Content:** Revision old lesson orhaving somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting + Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - First, write Phu Quoc Island on the board, or tell them to look at the picture of the island in the book . Then elicit what Ss know about Phu Quoc Island.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting + Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Listen and know what they are going to learn  - Open their book and write the tittle of the lesson | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre-listening**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Discussing and answering quetios about Phu Quoc island.  **\* Outcome:** Knowing something about Phu Quoc island.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Work in groups. Discuss the questions**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have.  + Follow the steps to teach vocabulary  ***? What do you know about Phu Quoc island?***  - Ss work in groups. Have them look at the picture and discuss the question. Ask them to talk about anything they know or give prediction. T may give some hints:  + the location of Phu Quoc Island  + the climate  + interesting / special features  + what you can do there .  ……..  - Play the recording one or two times for Ss to check their answers.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  - Confirm the answers. | **1. Work in groups. Discuss the questions**  **- T\_ Ss**  ***…….***  **- Group work.**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Do the tasks. Compare the answers.  - Give the answer. | | ACTIVITY 2 : **While-listening**  **Aim:****To develop Ss' skill of listening for specific information.**  **\* Content:** Listen and tick T/ F.  **\* Outcome:** Understanding more about Phu Quoc island.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen again and tick** (✓) **T (True) of F (False)**  - Ask Ss to read through the questions carefully before they attempt to give the answers.  - Play the recording two or three times for Ss to do the activity and check their answers. Ss can share their answers before T confirms the correct ones.  - Encourage Ss to identify the parts of the recording that helped them answer the questions.  - Play the recording again for Ss to check the answers..  - T may pause at the sentences that include the information Ss need for their answers.  - Check and confirm the correct answers.  **\*(Post-listening)**  - Students tell something about Phu Quoc  - T gives instructions and encourage Ss to tell about Phu Quoc, using information in Audio Script.  - T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen again and tick** (✓) **T (True) of F (False)**  **- T\_ Ss**  - Fulfil the tasks  - Give the answers  **Key:**  **1.**T **2.** F **3.**T **4.** F **5.**T  **Audio script:**  *- Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.*  - Tell something about Phu Quoc if possible.  **- Ss do it** | | ACTIVITY 3 : **Writing**  **Aim: To help Ss brainstorm ideas for their writing.**  - As preparation, ask Ss to bring pictures of places they have been to or find interesting.  Alternatively, they can draw pictures / maps. Remind Ss of the steps of the writing process: outline, draft and check.  **\* Content:** Brainstorming. Fill the network with the information about travel attraction.  **\* Outcome:** Giving some ideas about travel attractions . Filling the network.  **\* Organisation :** Teacher’s instructions…... | | | **3. Fill each blank in the network with the information about a travel attraction you know.**  Ss present their chosen places using photos / drawings / maps.  - Ask Ss to show their places to the class.  - Take one place as an example and get Ss to give information about the place, using the given questions.  - Ask some questions to prepare the class for the activity *E.g. What is the travel attraction? Where is it? How far is it? How can you go there? What is it like? What is special about it? What can you do there?*  - Ask Ss to make notes about their chosen places, using the questions given in the network.  - Remind them that they do not have to write full sentences. | **3. Fill each blank in the network with the information about a travel attraction you know.**  **- T\_ Ss**  - Listen carefully to the instructions  \* Ss learn how to do the tasks   * It’s Ha Long Bay. * It is in Quang Ninh province. * It’s about 100km from my hometown * It’s very fantastic/ wonderful. * You can take a boat ride * you can enjoy the seafood * sail around the islands ….. | | **4. PRODUCTION/ APPLLICATION (8’)** | | | ACTIVITY 4:  **Aim: To help Ss practise writing a paragraph about the place that they have made notes about.**  **\* Content:** Write a paragraph about travel attraction you know.  **\* Outcome:** Ss can write a paragraph about travel attraction completely.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **4. Use the notes in 3 to write a paragraph of about 50 words.**  - Ask Ss to share their notes with their partners.  - T may ask more able Ss to read out the notes to the whole class.  - Ask Ss to use their notes to write a paragraph about their chosen places.  - Ss can use the reading texts as their model.  - Ss can exchange and read each other's drafts to give some comments.  - Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home, and hand them in at the next lesson.  \*Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  **\* Post writing**  - T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework.  - If time is limited,T may ask Ss to write the final version at home.  - Other Ss and T comment on the writing. | **4. Use the notes in 3 to write a paragraph of about 50 words.**  **- T\_ Ss**    - Listen carefullyand learn how to write  **- Ss do it.**  - Write themselves  ***You can begin your paragragh:***  *I am writing about Ha Long Bay is in Quang Ninh Province. It is fantastic. It has many islands and caves. Tuan Chau, with its beautiful beaches, is a popular tourist attraction in Ha Long Bay. There you can enjoy great seafood. And you can join in exciting activities . Ha Long Bay is viet Nam ‘s best natural wonder.*   |  | | --- | |  | | | **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |   **====================**   |  |  | | --- | --- | | **Date of planning**: 5/12/2021  **Date of teaching:** 5/12/2021 | **Peroid 42 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 1: GETTING STARTED**  **HAPPY NEW YEAR!** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **Grammar**  - *Should/ shouldn’t* for advice  - *Some/ any* for amount | **Skills:**  - Reading about New Year’s practices  - Talking about what children should/ shouldn’t do at Tet.  - Listening about preparations for Tet.  - Writing an email about what children should/ shouldn’t do at Tet.  **Everyday English**  Saying New Year’s wishes. |   **I. OBJECTIVES:**  **\* By the end of this unit, students will be able to: (***Over all***)**  *- use the words related to things and activities atTet;*  *- pronounce the sounds* ***/s/*** *and /∫/ correctly;*  *- use should / shouldn't for advice;*  *- use some/ any for amount;*  *- say New Year's wishes;*  *- read for specific information about New Year's practices;*  *- talk about what children should / shouldn't do at Tet;*  *- listen for general and specific information about preparations for Tet;*  *- write an email about what children should / shouldn't do atTet.*  **1. Knowledge:**  - To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.  + Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*  *-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;  + Grammar: - Use modal verb : should/ shouldn’t for advice  - Use some any for amount  **2. Competence:** By the end of the lesson students will be able to pratice listening and reading the conversation between Linda and Phong about Tet in Viet Nam. Ss also know what they should do or shouldn’t do at Tet.  **3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | | **Aims:**  **– To create an active atmosphere in the class at the start of the lesson;**  **– To lead into the new unit.**  **\* Content:** Revision on old lesson.Telling about a Natural Wonder in Viet Nam  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions…. | | | | **Teacher’s Student’s activities** | **Content** | | | **+ Greeting**  **+ Chatting**  - Review the previous unit before Ss open their books.  - Organise a short *Natural Wonder* game to revise the wonders Ss learnt in Unit 5.  For example, T can say a name (Ha Long Bay) and Ss respond by saying something about it: *( It's in Quang Ninh / It has many islands/Its scenery is beautiful).* Continue for 2 - 3 more wonders from *Unit 5.*  - Lead to the new unit. Show Ss some photos related to Tet. Then write the word TET on the board and ask Ss to give any word related to the topic.  - T may allow them to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English.  - T can list the words in a corner of the board.  - Ask Ss to open their books to page 58. Draw their attention to the yellow box and introduce what they are going to learn in this unit. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it .  **- T \_ Ss**  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . | | | **2. PRESENTATION/ NEW LESSON (12’)** | | | | ACTIVITY 1:  **Aims:**  **- To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions….… | | | | **Teacher’s Student’s activities** | **Content** | | | **1. Listen and read.**  - Set the context for the listening and reading: ask Ss to look at the title of the conversation and the picture. Ask them some questions like:  *What do you think they are talking about?*  *When is Tet?*  *Is it a holiday?*  *What do we do at Tet?*  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the dialogue aloud.  - Have Ss say the words in the text that they think are related to the topic Tet. Quickly write the words on one part of the board  **\*) Teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  - Quickly teach / introduce the new words if have .  - Call on some pairs of Ss to read the conversation aloud.  - Comment on Ss'answers. | 1. **Listen and read.**  |  |  | | --- | --- | |  |  |   **- T \_ Ss**  - Listen carefully to the context  - Listen carefully and read aloud.  **\* Vocabulary**  **- celebarate (v)** kỉ niệm  **- clean** (v) lau, chùi  **- decorate** (v) trang trí  **- gathering** (v) tập trung  **- get** (v) lấy  **- lucky money** (n) tiền lì xì  **- break**(v) làm vỡ  **- peach flowers** (n) hoa đào  - Take notes. | | | **3. PRACTICE (18’)** | | | | ACTIVITY 2:  **Aim: To help Ss get the main idea of the text.**  **\* Content:** Read again the conversation and answer the question.  **\* Outcome:** Understanding more main idea of the text.  **\* Organisation :** Teacher’s instructions…... | | | | **Teacher’s Student’s activities** | **Content** | | | **2. What are Linda and Phong talking about?**  - Ask Ss what exactly Phong and Linda talked about. Have them read the three options carefully and see the difference among them.  - Confirm the correct answer. (They talked about Tet In Viet Nam.)  - Explain the meaning of some words if necessary. Ss practise saying the sentences together.  - T gives the correct answers.  - Confirm the correct answers. | **2. What are Linda and Phong talking about?**  **- T \_ Ss**  - Listen carefully to the instructions  **- Ss**  - Follow the teacher’s instructions  - Give the answers and check.  **\* Key: B** | | | ACTIVITY 3:  **Aim:** **To help Ss scan the text for the information to fill the blanks.**  **\* Content:** Read again the conversation and complete the sentences.  **\* Outcome:** Improving the reading skills to get information to fill the blanks.  **\* Organisation :** Teacher’s instructions…. | | | | **3. Complete the sentences about Tet with information from conversation 1.**  - Ask Ss to work Independently to use to fill each blank with the word(s) from the conversation.  - T may Instruct them how to do the exercise and model the first sentence. (1) read the sentence and identify what information to use to fill the blank, e.g. In sentence 1, we need to write the time of Tet this year; (2) read the conversation and locate the place to find the word(s) to fill the blank, e.g. Line 4 in the conversation. So the answer is January.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - Allow Ss to share answers before discussing as a class.  - T gives correct answer | **3. Complete the sentences about Tet with information from conversation 1.**  - Listen to the instructions clearly  - Learn how to do it  - Ss to **work independently**  - Compare the answers  - Give the answers.  - Copy them  Key :  **1**. January **2**. homes **3**. gatherings  **4**. lucky money **5**. break | | | ACTIVITY 4:  **Aim: To develop Ss’ knowledge of the vocabulary relating to Tet.**  **\* Content:** Learn more words about Tet . Do the matching.  **\* Outcome:** Learning more words relating to Tet .  **\* Organisation :** Teacher’s instructions…... | | | | **4. Match the words/ phrases in the box with pictures.**  - Have Ss look at the pictures first to see if they know the English words for them. Then allow Ss to read the words / phrases in the box and do the matching.  Check the answers as a class.  Call on some Ss to read the answers aloud.  Confirm the correct answers.  Give Ss information about these wonders to interest them in the topic of the unit | **4. Match the words/ phrases in the box with pictures.**  **- T \_ Ss**  - Listen carefully and learn how to do.  - Ss do themselves. Give the answers    **Key: 1.** b **2**.a **3**.c **4**.d | | | **4. PRODUCTION/ APPLICATION (8’)** | | | | ACTIVITY 5:  **Aim: To allow Ss opportunities to recognise what is related to Tet through a fun game.**  **\* Content:** Playing game . Write two things or activitiesrelating to Tet.  **\* Outcome:** Understading more things or activitiesat Tet / on Tet holiday.  **\* Organisation :** Teacher’s instructions…... | | | | **Teacher’s Student’s activities** | **Content** | | | **5. GAME: Is it about Tet?**  **+ Write two things or activities and share them with class. The Class listen and decide whether they are about or not about Tet.**  - Allow Ss some time to read the instructions and the example.  - Demonstrate the game by saying a word / phrase and ask Ss if it's related to Tet or not.  - Have Ss write down two things / activities.  - Go round and help if needed.  - Call on some Ss to stand up and read their words.  - The class listens and says if it's related to Tet or not. | | **5. GAME: Is it about Tet?**  **+ Write two things or activities and share them with class. The Class listen and decide whether they are about or not about Tet.**  **- T \_ Ss**  - Listen carefully and learn how to do.  - Ss play game  **- T \_ Ss**  - Fulfil the tasks. | | **5. WRAP-UP & HOMEWORK (2’)**  \*Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  - If there is a visualizer in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue and tells Ss that they will learn these language points in the following lessons.  **\* HOMEWORK**  - Read again the conversation  - Do more exercises in workbook.  - Prepare new lessons. | | |   **==============**   |  |  | | --- | --- | | **Date of planning**:12/12/2021  **Date of teaching:** 14/12/2021 | **Peroid 43,44: UNIT 6 : OUR TET HOLIDAY**  **Lesson 2 : A CLOSER LOOK -1** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **Grammar**  - *Should/ shouldn’t* for advice  - *Some/ any* for amount | **Skills:**  - Reading about New Year’s practices  - Talking about what children should/ shouldn’t do at Tet.  - Listening about preparations for Tet.  - Writing an email about what children should/ shouldn’t do at Tet.  **Everyday English**  Saying New Year’s wishes. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *Our Tet holiday*. To teach/ introduce how to combine a verb with a noun. Ss also learn how to pronounce the sounds **/s/** and /∫/correctly.  + Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*  *-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;  + Grammar: - Use modal verb : should/ shouldn’t for advice  - Use some any for amount  **2. Competence:** By the end of the lesson students will be able to know how to combine a verb with a noun and learn how to pronounce the sounds **/s/** and /∫/correctly.To practice pronouncing these sounds.  **3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’- 5’)** | | | **Aims: Vocabulary**  **- To revise/ teach some words/ phrases related to Tet.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Brainstorm some words/ things that might be related to Tet.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Repeat these words.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **Aim: To revise/ teach some words/ phrases related to Tet.**  **\* Content:** Revise some new words related to Tet. Do the matching  **\* Outcome:** Learning some new words about Tet: wish; fireworks; special food…  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Write the words / phrases in the box under the pictures.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  **\* Vocabulary**  **- wish** (v) ước  **- firework** (n) pháo hoa  **- special** (adj) đặc biệt  **- furniture** (n) đồ đạc  **- relative** (n) người thân  - Allow Ss to look at the pictures and see if they know the words / phrases in the box.  - Ask them to write the words / phrases in the box under the pictures.  - Check the answers as a class.  - Ss work independently. Ask Ss to look at the pictures and match each word / phrase given in the box with the right picture.  - Allow them to share their answers before discussing them it as a class. Then have Ss practise saying the words.  - Check and confirm the answers. | **1. Write the words / phrases in the box under the pictures.**  **- T \_ Ss**    - Listen carefully to the instructions  - Answer the teacher’s questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Key:**  **1**. fireworks **2**. special food **3**. fun  **4**. wish **5**. furniture | | **3. PRACTICE (10’)** | | | ACTIVITY 2:  **Aim: To teach Ss how to combine a verb with a noun to talk about Tet activities.**  **\* Content: Do the matching. Combine a verb with a noun**  **\* Outcome:** Having ability to use the word/ phrases correctly.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **2. Match the verbs with the nouns**  - Explain to Ss that some verbs and nouns go together and some don't,  e.g*. plant/decorate + a tree*, but *not cook + a tree.*  - Write a verb on the board (e.g. read) and ask Ss to match the verb with as many nouns as they can find (e.g. *read a book/novel/magazine/story/etc.)*  - Ask Ss to look at the verbs in the Verbs box first and see what nouns in the Nouns box they can go with.  - Allow Ss to do the matching independently. Then pair Ss and allow them to share with their partner.  - Check the answers as a class.  - T may go around to observe and offer help if necessary. | **2. Match the verbs with the nouns**  **- T \_ Ss**  - **Work individually** to do this activity  - Listen carefully and learn how to do.  - Follow the teacher’s instructions  - Give the answers  **Key:**  **l**.f (have fun)  **2**. e (visit relatives)  **3**. d (give lucky money)  **4**. a (make a wish)  **5**. c (clean the furniture)  **6**. b (watch fireworks) | | ACTIVITY 3:  **Aim:** **To revise the words learnt in context.**  **\* Content:** Doing more exercises to revise the words.  **\* Outcome:** Ss can use the words correctly in contexts.  **\* Organisation :**Teacher’s instructions…... | | | **3. Complete the sentences with the words in the box**  - Ss to work independently or in pairs.  - Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.  E.g. In sentence 1, we need a verb after subject we. We have two verbs in the box, clean and celebrate. Only celebrate can go with Tet. So the correct word is celebrate.  - Check the answers as a class.  - T may call on some Ss to read the sentences aloud.  - T may ask other Ss to give comments | **3. Complete the sentences with the words in the box.**  **- T \_ Ss**  - Listen to the instructions clearly  - Learn how to do it  - Ss to **work independently or in pairs.**  - Ss do themselves.  - Copy them  **Key:**  **1**. celebrate **2.** peach **3.** clean  **4**. shopping **5.** food | | **II. PRONUNCIATION: /s/ and /∫/ (10’)**  ACTIVITY 4:  **Aim: To help Ss identify how to pronounce the sounds /s/ and /∫/ and practice pronouncing these sounds.**  **\* Content:** Pronounce the sounds /s/ and /∫/ correctly by listening and repeating words.  **\* Outcome:** Ss can pronounce the sounds /s/ and /∫/ correctly.  **\* Organisation :**Teacher’s instructions….. | | | **4. Listen and repeat the words**  - T may write two Vietnamese words on the board first, e.g. *xach* and *sach.*  - Ask Ss to say the words aloud and draw their attention to the difference in the pronunciation of /x/ and /s /**.** Then write the words see and she underthe words *xach* and *sach* and read aloud the four words.  - Have Ss elicit the difference in the two sounds /s/ and /∫/in English.  - Have some Ss read out the words first.  - Play the recording and askSs to listen and repeat.  - Call on some Ss to check.  - Correct Ss' pronunciation.  - Call on some pairs to write their answers on the board before checking their answers with the whole class. | **4. Listen and repeat the words**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully  - Check the answers  - Listen and repeat  **Audio script:**  shopping special rice spring  wish celebrate | | **4. PRODUCTION/ APPLICATION (8’)** | | | ACTIVITY 5:  **Aim: To help Ss pronounce the sounds /s/ and /∫/ correctly in context.**  **\* Content:** Pronounce the sounds /s/ and /∫/ correctly by repeating words in sentences  **\* Outcome:** Ss can pronounce the sounds /s/ and /∫/ correctly in sentences.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **5. Listen and repeat the poem. Pay attention to the sounds /s/ and /∫/ in the underlined words.**  - This activity is designed to make learning pronunciation more fun.  - Play the recording for Ss to listen to the poem.  - Then play the recording again for them to listen and repeat.  - Allow Ss some time to practise reading the poem among themselves.  - Ask them to pay attention to the underlined words with the /s / and / J / sounds.  - Go around and correct the pronunciation if needed.  - Ask for some volunteers to stand up and read the poem aloud.  - Comment on their pronunciation.  **Note**: This activity may also be turned into a competition to see who / which group  can read the poem best and with the most expression. | **5. Listen and repeat the poem. Pay attention to the sounds /s/ and /∫/ in the underlined words.**  **- T\_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Do the tasks  - Listen again and reppeat  - Practice the chant.  **Audio script:**  Spring is coming!  Tet is coming!  She sells peach flowers.  Her cheeks shine.  Her eyes smile.  Her smile is shy.  She sells peach flowers. | | **5. WRAP-UP & HOME WORK (2’)**  \*Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice making sentences with new words  - Do more exercises in workbook.  - Prepare new lesson. | |   **=========================**   |  |  | | --- | --- | | **Date of planning**:12/12/2021  **Date of teaching:** 15/12/2021 | **Peroid 45,46: UNIT 6 : OUR TET HOLIDAY**  **Lesson 3 : A CLOSERLOOK - 2** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **Grammar**  - *Should/ shouldn’t* for advice  - *Some/ any* for amount | **Skills:**  - Reading about New Year’s practices  - Talking about what children should/ shouldn’t do at Tet.  - Listening about preparations for Tet.  - Writing an email about what children should/ shouldn’t do at Tet.  **Everyday English**  Saying New Year’s wishes. |   **I. OBJECTIVES:**  **1. Knowledge:** - To introduce topic of the lesson *Our Tet holiday*. To teach grammar, modal verb: should/ shouldn’t for advice and use some, any for amount.  + Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*  *-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;  + Grammar: - Use modal verb : should/ shouldn’t for advice  - Use some , any for amount  **2. Competence:** By the end of the lesson students will be able to learn how to use should/ shouldn’t for advice and use some, any for amount  **3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, ….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**  **Grammar**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aim: To introduce the topic of the lesson**  **Should / shouldn't for advice**  - Ask Ss to look at the picture and ask them some questions to focus their attention to the situation before focusing on the use of *should / shouldn't, e.g. Where are they? Why is Nam wearing a raincoat?* *What will happen if Nam comes into the kitchen with his raincoat still on?*write the mother's response on the board and underline the word *shouldn't.*  - Write *In the classroom* on the board. Write the words *run, keep quiet, make noise*, etc.  on the board and ask Ss for simply *Yes* (to show it can be done in the classroom) or *No* if not. If the answer is *Yes,* tick the word. If *No,* cross the word. Keep them on the board for later use.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - Lead in the new lesson. | **+ Greeting**  **+ Chatting**  **- T\_Ss**  - Students **(Ss)** listen and learn how to do it.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Grammar : Should / shouldn't for advice**  **Aim:** **To give Ss more opportunities to practise the use of *should / shouldn't* in real context.**  **\* Content:** Using the modal verb *should / shouldn't* for advice  **\* Outcome:** Ss can use modal verb *should / shouldn't* to give advice .  **\* Organisation :**Teacher’s instructions……. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Look at the signs at the library and complete the sentences with *should or shouldn't.***  - Write the word LIBRARY on the board and ask Ss to say what they should / shouldn't do when they are in a library.  Then ask Ss to look at the four signs in the book and have them complete the sentences. Allow them to share their answers with a partner.  - Call on some Ss to read aloud the sentences and checkthelr answers as a class.  If there Is still time, ask Ss to refer to the notes of In the classroom on the board and practise saying the sentences with *should / shouldn't*.  - Ask Ss work independently.  - Have Ss read the sentences.  - Check their answers as a class.  - Confirm the correct answers.  - Ask Ss to look at **Remember!** box and allow them one minute to memorise it. | **1. Look at the signs at the library and complete the sentences with *should or shouldn't.***  **- T\_Ss**  - Listen carefully to the teacher’s instructions and learn how to use the verb.  - Ss work individually  - Do the tasks  - Compare the answers.  - Give the answers  **Key :**  **1.** should **2**. shouldn't **3**. should  **4.** shouldn't. | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim: To help Ss see what activity is good / not good to be done at Tet.**  **\* Content:** Doing exercise using should/ shouldn’t for advice by looking at the signs at the library.  **\* Outcome:** Ss can use the verb should/ shouldn’t correctly. **Remember**\*\*  **\* Organisation :**Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **2. Tick** (✓)  **the activities children should do at Tet and cross (x) the ones they shouldn’t**  – *Have Ss study the* ***Remember!*** *box. T explains and gives examples.*  *(For a better class, T may ask Ss to give more examples.)*  - Ask Ss to look at the pictures and read the phrases under the pictures. Then tick (it's good) or cross (it's not good) each picture. The pictures help make the meanings of the phrases clear.  - Check the answers as a class  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Confirm the correct answers. | **2. Tick** (✓)  **the activities children should do at Tet and cross (x) the ones they shouldn’t**  **Remember!**  ***- We use should for things that are good to do***  ***- We use shouldn’t for things that are not good to do***  **- Ss work individually**  - Do the tasks  - Compare the answers.  **- T\_Ss**  **\* Key :**    **-** Copy into notebook. | | ACTIVITY 3  **Aim:** **To help Ss form sentences using should / shouldn't.**  **\* Content:** To make sentences using should / shouldn't : what children should / shouldn't do.  **\* Outcome:** Ss understand more about the using should / shouldn't.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **3. Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn’t do.**  - This activity allows Ss to produce sentences with the target language of should / shouldn't, using the prompts in **2**.  - Ask Ss to use ticks and crosses for activities in **2** and the examples on the board to help.  - Go round and give help If needed.  - Make sure Ss combine should / shouldn't and the main verb correctly.  - Make sure they pronounce the words should and shouldn't correctly too.  - Check the answers as a class. | **3. Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn’t do.**  **- T\_Ss**  - Listen to the instructions clearly  **- Ss to work in pairs**  **- T\_Ss**  - Ss learn how to use them | | ACTIVITY 4:  **Aim: To give Ss some controlled practice on the use of some/ any.**  **\* Content:** The use of **some and any**. Doing exercise using **some and any.**  **\* Outcome:** Leaning how to use **some and any** correctly. ***Remember!***  **\* Organisation :**Teacher’s instructions….  **\* Explain to Ss the meaning and use of *some/ any…***  ***Remember! / On page 62***  + By this time, Ss have seen / used some and any already. This is just a summary of their use. – Ask Ss to read the **remember grammar box.** – Tell them to pay attention to the phrases in bold in the sentences to see how some and any are used di­fferently (positive, negative, and question). – Remind them that some and any can be used with both countable / uncountable nouns. When they go with countable nouns, the nouns are always in plural. | | | **Teacher’s & Student’s activities** | **Content** | | **Some /any for amount**  ***Remember!***  **\* Ask Ss learn how to use : Some , any.**  **+ Some :**  **(+)** My mother bought **some fruits**  **(+)** I need **some milk** for the cake.  **+ any**  **(-)** I can’t answer **any questions**  **(-)** Do you have **any sugar?**  **4. Complete the sentences with *some* or *any***  - Apply the rules in the box. Ask Ss to look for  clues (+ or - / ? sentences) and decide whether to use some or any.  - Check their answers as a class and explain the choice.  - Ask other Ss to give comments  - Check and confirm the correct answers | **4. Complete the sentences with *some* or *any***  **- T\_Ss**  - Listen to the instructions carefully  - Work in pairs.  - Do themselves  - Give the answers  **- T\_Ss**  **Key:**  **1.** some, some **2.** any **3**. any, some | | **4. FURTHER PRACTICE/APPLICATION (8’)** | | | ACTIVITY 5  **Aim: To give Ss much freer practice with some / any in real context.**  **\* Content:** Make sentences with words provided using **some or any**  **\* Outcome:** Ss can use **some or any** correctly in real contexts.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **5. Work in pairs . Look at the fridge. Make sentences with the words/ phrases provided, using *some or any.***  - This activity allows Ss to use some and any for speaking in a more authentic situation.  - Ask Ss to look at the fridge and read the examples. Draw Ss' attention to the change of the verb be in the use with some or any (in the examples).  - Have Ss do this activity in pairs. Go round and help if needed.  - Call on some pairs to read their sentences. Don't correct their mistake whether It Is a vocabulary or grammar mistake. Ask other Ss to listen and say if they agree (yes) or don't agree (no) and correct it by themselves.  - Checkthelranswersasaclass.  - If there is enough time, encourage Ss to expand to the other items in the fridge or ask them to describe things in their fridges at home.  - Discuss answers as a class. For less able Ss, T can give hints by saying some verbs / phrases such as:  listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc. As an extension, Ss can act out the sentences among themselves. | **5. Work in pairs . Look at the fridge. Make sentences with the words/ phrases provided, using *some or any.***  **- T\_Ss**  - Listen to the instructions carefully  **- Work in pairs.**  - Compare the answers.  - Give the answers.  \***Key:**  **1**. There are some eggs (in the fridge).  **2**. There is some fruit juice. / There are some packs of fruit juice.  **3**. There aren't any apples.  **4**. There isn't any bread.  **5.** There are some bananas.  **6**. There is some cheese. | | **5. WRAP-UP & HOME WORK (2’)**  \* Summarisise the main grammar points of the lesson.  - Use the classroom to demonstrate some actions and Ss comment, using should/shouldn't. E.g. open the door and window when the air conditioner is on, put your feet on the table, play loud music... Ss respond: You shouldn't put your feet on the table, etc.  - Take some books to show to Ss. Ss respond by saying: You have some books. Put all the books down and show your hands without any books. Ss respond by saying: You don't have any books.    **\* HOME WORK**  - Revise the form and use of comparative adj.  - Do more exercises in workbook.  - Prepatre new lessons. | |   **=====================**   |  |  | | --- | --- | | **Date of planning**:12/12/2021  **Date of teaching:** 28/12/2021 | **Peroid 47 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 5 : SKILLS-1/ Reading** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **Grammar**  - *Should/ shouldn’t* for advice  - *Some/ any* for amount | **Skills:**  - Reading about New Year’s practices  - Talking about what children should/ shouldn’t do at Tet.  - Listening about preparations for Tet.  - Writing an email about what children should/ shouldn’t do at Tet.  **Everyday English**  Saying New Year’s wishes. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *Our Tet holiday*. To teach reading for general and specific information about New Years . To practice speaking about Tet, the children should/ shouldn’t do at Tet.  + Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*  *-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;  + Grammar: - Use modal verb : should/ shouldn’t for advice  - Use some any for amount  **2. Competence:** By the end of the lesson students will be able to practice reading for general and specific information about New Years . To practice speaking about Tet, the children should/ shouldn’t do at Tet.  **3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION(3’- 5’)** | | | **(Pre - reading)**  **Aims:**  **- To develop student’s reading skills for specific information (scanning).**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  \* Teach some new words in contexts if necessary.  - T follows steps to teach new words. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  -Answer the questions.  - Open their book and write the tittle of the lesson .  \* Reapeat and learn how to read and use them.  - Copy the new words. | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **While- reading**  **Aim: To help Ss develop reading for specific information (scanning);**  **\* Content:** Reading the passage for specific information  **\* Outcome:** Ss can get some information in the passage and decide who says sentences 1-5.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Reading the passage and decide who says sentences 1-5.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  **\*** To help Ss broaden and deepen their knowledge about New Years.  - Ask Ss to look at the pictures so that they can focus on the countries they are going to read. Ask If they know how these countries celebrate the New Year.  - Have Ss read the passages and decide who says the sentences individually or in pairs.  - Encourage them to mark where the information for each answer appears in the passages.  - Check the answers as a class.  - Observe and help when and where necessary.  - Check the answer.  **Note:**  **Times Square** /,*taimz 'skwea/: a busy square in New York City, known for its bright lights and many theatres and cinemas. On New Year's Eve, thousands of people gather there to watch a ball lower as the new year approaches.* | **1. Reading the passage and decide who says sentences 1-5.**  **- T\_ Ss**  **\* Vocabulary**  **- welcome** (v) chào đón  **- light up** (v) làm sáng lên  **- customs** (n) phong tục  **- lucky** (adj) may mắn  **- cry sound** (c/n) tiếng khóc  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words if have  - Give the answer  **Note:**  **Key** :  1. C 2. A 3. B 4. C 5. B  **Lucky money:** *New Year lucky money is very popular in Asian countries like China, Viet Nam, Japan, and so on. The purpose of this custom is to wish for good luck, health, and fortune for everyone.* | | ACTIVITY 2 : **While - reading**  **Aim: To test Ss' memory to see how much they concentrate on / comprehend the reading.**  **\* Content:** Doing the test memory. Remebering the things appear in the passage.  **\* Outcome:** Ss can remember the things appear in the passage  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **2. Test your memory.**  - This job can be done ideally by asking Ss not to look back at the passages and see how many questions they answer correctly.  - T may turn it into a competition between groups. Then have them refer to the passages and check their answers. Check their answers as a class.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers. | **2. Test your memory.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers  **Key :**   1. ✓: a, b, c, e, f, g. 2. **x** : d, h | | ACTIVITY 3 : *(Follow up activity)*  **Speaking**  **Aim: To help Ss talk about what they have read.**  **\* Content:** Telling which activities you do at Tet.  **\* Outcome:** Ss talk freely about activities at Tet using information in the passage.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **3. Work in pairs. These are some activities from the reading passages in1 . Tell your group if you do them during Tet.**  This activity helps Ss revise what they have learnt in the passages in 1 (both vocabulary and information about New Year's practices in other countries) and practise talking about them.  Ask Ss to work in groups to disscuss what they do / don't do during Tet.  Call on some Ss to report the results ofthelr group to the class.  Encourage Ss to extract more activities from the passages in 1 than the ones listed in 3, or provide more activities and see if Ss do them.  - Go round and offer help if necessary.  - Check and confirm the correct answers | **3. Work in pairs. These are some activities from the reading passages in1 . Tell your group if you do them during Tet**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in groups .**  - Give the answer . | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 4:  **Aim: To help Ss express their own what children should / shouldn't do at Tet.**  **\* Content:** Read and discuss what you should / shouldn’t do at Tet.  **\* Outcome:** Ss can express the things they should / shouldn't do at Tet.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.**  - In order to form an opinion using *should or shouldn't,* Ss have to decide whether each activity is good or not good to do.  - Allow Ss some time to read the phrases, discuss and make their decisions by ticking or crossing each activity.  - Encourage Ss to think of the reasons for their choice.  - Have Ss talk in their groups. Encourage responses from others with I agree; *Yes, we should* or *I don't think so.*  - Call on some Ss to share their opinions with the class. Encourage them to express their ideas using *should / shouldn't.*  - Encourage them to give as many ideas as possible.  - Ask them to share their ideas in pairs before calling some Ss to present in front of the class.  - Then give feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary | **4. Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Work in pairs.  - Practice speaking in front of the class.  - Correct mistakes if have .  **Example:**  **A.** We shoulddress beautifully at Tet.  **B**. I agree. Should we ask for lucky money.  **A**. No, we shouldn’t  **….** | | **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt in the lesson with the two language points: what words / phrases / sentences they can remember; what children do / don't do or *should /* *shouldn't* do at Tet  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook. | |   **===================**   |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..… | **Peroid 48: UNIT 6 : OUR TET HOLIDAY Lesson 6 : SKILLS-2/ Listening and Writing** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **Grammar**  - *Should/ shouldn’t* for advice  - *Some/ any* for amount | **Skills:**  - Reading about New Year’s practices  - Talking about what children should/ shouldn’t do at Tet.  - Listening about preparations for Tet.  - Writing an email about what children should/ shouldn’t do at Tet.  **Everyday English**  Saying New Year’s wishes. |   **I. OBJECTIVES:**  **1. Knowledge:**  - To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.  + Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*  *-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;  + Grammar: - Use modal verb : should/ shouldn’t for advice  - Use some any for amount  **2. Competence:** By the end of the lesson students will be able to pratice listening and writing an email about Tet holiday,  **3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.  **II. TEACHING AIDS:**  - Teacher: Text book, laptop, louspeaker, projector…  - Students : Text books, studying equipments….  - Method;: T-WC; group works; individual ……  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting + Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting + Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Listen and know what they are going to learn  - Open their book and write the tittle of the lesson | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre-listening**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Listen to Nguyen is writing to his friends..  **\* Outcome:** Ss are able to listen and tick the things they hear correctly.  **\* Organisation :**Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Nguyen is writing to his penfriend Tom**  **About how his family prepare for Tet. Listen and Tick (**✓**) the things you hear.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follow the steps to teach vocabulary  - Ask them to read aloud the list of words (which they have learnt already in the previous lessons). Make sure they pronounce them correctly. This would help them recognize the key words when they are doing the listening.  - Play the recording one or two times (as needed) and askSs to tick the answers. Check their answers as a class.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  - Confirm the answers. | **1. Nguyen is writing to his penfriend Tom**  **About how his family prepare for Tet. Listen and Tick (**✓**) the things you hear.**  **- T\_ Ss**  **……**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Do the tasks. Compare the answers.  - Give the answer.  **\*Key:** old things, peach flowers, new clothes, wishes | | ACTIVITY 2 : **While-listening**  **Aims: To help Ss develop listening for specific information;**  **To help Ss combine listening and writing at the same time.**  **\* Content:** Listen again and answer the questions.  **\* Outcome:** Ss can answer the questions correctly. To improve listening skills.  **\* Organisation :**Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen again and answer the questions in one or two words.**  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.  Checktheiranswersasaclass.  Help correct Ss' answers so they have only 1-2 words. Write the answers on the board.  - Check and confirm the correct answers.  **\*Post-listening**  - Wrap up the Listening section by asking Ss to write down in notes what Nguyen's family does to prepare for Tet (even one note is good). Then call on some Ss to read aloud their notes.  \* T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen again and answer the questions in one or two words.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Fulfil the tasks  - Give the answers  **Key:**  **1.** Old things **2.** (Their) houses **3.** Red  **4**. (His) father **5.** Anything.  ***Audio script:***  *Dear Tom,*  *Tet is coming and I'm very happy. We do a lot of things before Tet. 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.*  Yours  *Nguyen*  - Tell something about Nguyen’s preparations for Tet. | | ACTIVITY 3 : **Writing**  **Aim:** **To help Ss brainstorm ideas for their email.**  **\* Content:** Discuss and make a list the things that children should/ shouldn’t do at Tet.  **\* Outcome:** Using should/ shouldn’t correctly .  **\* Organisation :**Teacher’s instructions….. | | | **3. Work in groups. Discuss and make a list of four things that you think chldren should and shouldn’t do at Tet.**  Ask Ss to discuss and make a list of the things they think children should / shouldn't do at Tet. This is an opportunity to revise Tet vocabulary. Encourage Ss to think beyond the content covered in the previous lessons.  Guide Ss to write short phrases/notes Instead offull sentences here.  If Ss come up with any new activity or thing, T writes it on the board for other Ss to see. | **3. Work in groups. Discuss and make a list of four things that you think chldren should and shouldn’t do at Tet.**  **- T\_ Ss**  - Listen carefully to the instructions  \* Ss learn how to do the tasks | | **4. PRODUCTION/ APPLLICATION (8’-10’)** | | | ACTIVITY 4:  **Aim: To help Ss complete an email talking about what people should / shouldn't do at Tet.**  **\* Content:** Complete email using the own ideas.  **\* Outcome:** Ss can complete email properly.  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **4. Complete the email. using ideas in 3 .**  - Ask Ss to read what has been written in the incomplete email.  - Ask them to decide what will come in between the sentences.  - Have Ss work individually, referring to their notes in 3 to complete the email. Go round and offer help if needed.  - Ask one or two Ss to share their writing with the class. Check their writing.  - Collect some ofthe Ss'emails to correct at home.  \*Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  **\* Post writing**  - T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework.  - If time is limited,T may ask Ss to write the final version at home.  - Other Ss and T comment on the writing. | **4. Complete the email. using ideas in 3 .**  **- T\_ Ss**  - Listen carefully and learn how to write  - Write themselves. **Ss do it**  **\* Sample answer**  **From**: Nguyen  **To:** Tom Dear Tom,  *I will tell you more about our Tet. At Tet, we should decorate our homes with flowers and plants. We should visit our grandparents and relatives, too.*  *But we shouldn't eat too much sweet food. We shouldn't keep lucky money, either. We should put it into our piggy bank.*  *Please write and tell me about your New Year celebration.*  Yours,  Nguyen | | **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |   **=========================** | |