Preparing date: 03/ 09/ 2023

Teaching date: 05/ 09/ 2023

**Period 1:** **INTRODUCTION**

**1. Objectives**. By the end of the lesson, Ss will be introduced some pieces of information about the English book 6.

* Book map
* Parts of a unit
* How to study vocabulary, structure and grammar.
* The importance of English

**\*The structure of the book English 6**:

a. An English 6 book includes 12 units with 12 topics about big main contents.

b. Each unit in the book includes 8 sections:

- Getting started

- A closer look 1

- A closer look 2

- Communication

- Skills 1

- Skills 2

- Looking back

- Project

c. Abbreviations:

adj: adjective

adv: adverb

conj: conjunction

prep: preposition

pro: pronoun

v: verb

n: noun

B.E: British English

A.E: American English

*Date of preparing: 05/9/2023*

*Date of teaching: 06/9/2023*

Period 2: UNIT 1: MY NEW SCHOOL

**Lesson 1: GETTING STARTED**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- have an overview about the topic “*My new school*”

- use the vocabulary to talk about school things.

\* ***Vocabulary***: places lexical items : subject (n), uniform (n), calculator (n)…

\* ***Grammar***: The simple present.

**2. Competences:** Listening, speaking and reading

**3. Educational aim:** To teach SS to work hard, love their school and friends.

**II. TEACHING AIDS**

- Grade 6 textbook, Unit 1, Getting started

- sachmem.vn

III. PROCEDURES

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **1. Warm-up**  \* **Aim:** -To activate students’ knowledge on the topic of the unit. | |
| ***\* Network:***  pen  **school things**  -What is a special day?  -Why is it special for you?  - What makes -you remember the most? | **T -Ss**  - Teacher asks students to name school things everyday.  \* **Chatting**  - Teacher asks Ss to set the context for the listening and reading text:  - In order to know about Phong, Vy and Duy's special day. Let’s come to Unit 1 Lesson 1. |
| **2. Presentation**  **\* Aim:** To prepare students with vocabulary related to the topic *My New School;* | |
| **\* Vocabulary**   |  |  |  | | --- | --- | --- | |  |  |  | | - **cal**culator(n): máy tính  - wear (v):mặc, đội  **- 'u**niform(n):bộ đồng phục  - smart (adj):bảnh bao, nhanh trí  - '**com**pass(n): com pa, la bàn  - put on (phr v): mặc vào  - '**hea**vy (adj): nặng | | | | **Pre teach vocabulary**  **- T-Ss**  - Teacher uses different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words |
| **3. Practice** | |
| **Task 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 learnt. | |
| **Answer the questions:**  a) They are Phong, his Mum, Vy and Duy.  b) He is having breakfast.  c) They are Phong's schoolmates.  d) Because it is their fisrt day of the new school  **Task 1: Listen and read.** | **\* Set the sences: T-Ss**  Look at the picture on page 6  a) Who are they?  b) What is Phong doing?  c)Who are Vy and Duy?  d)Why is it a special day for them?  *- We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*  **Task 1: T-Ss**  - Teacher plays the recording twice.   * Students listen and read. * Teacher checks students’ prediction. * Teacher calls 3 students to read the conversation aloud. |
| **Task 2**  **\* Aims:** To have students get specific information of the text. | |
| **Task 2: Read the conversation again and tick (✔) T (True) or F (False).**  ***Answer key:***  1. T  2. F *(Duy is Vy’s friend)*  3. T  4. T  5. F *( Phong isn’t wearing a shool uniform)* | **Task 2: T-Ss, Ss-Ss, T-Ss**   * Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements. * Teacher has students pair compare before checking with the whole class.   Teacher calls some students to give the answers. |
| **Task 3**  **\* Aims:** To check students understanding of the conversation and help students use the words in context | |
| **Task 3: Write one word from the box in each gap.**  ***Answer key:***  1. wear  2. has  3. go  4. uniforms  5. subjects | ***Task 3:T-Ss, Ss-Ss***   * Teacher has students read the conversation again, work independently to put a suitable word from the box to fill in the gap. * Teacher calls one student to share his/her answer on the board. * Teacher asks students to look at the board, check their mate’s answer. |
| **Task 4**  **\* Aims:** To revise some words and learn some more words indicating school things | |
| **Task 4: Match the words with the school things. Then listen and repeat.** | ***Task 4:T-Ss, Ss-Ss***   * Teacher divides the class into 2 teams. * Teacher put two sets of cards, one includes pictures of school things and the other includes their names. Members from two teams take turns and matchs the names with the correct pictures as fast as possible. The team matched faster and correctly is the winner. |
| **Task 5**  **\* Aims:** To check students’ vocabulary and improve group work skill | |
| **Task 5: Write names of the things you can see around the class in your notebook**  *Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil,….* | ***Task 5:T-Ss, Ss-Ss***   * Students work in groups of four to look around the class and write down things they can see in the class. * Students may ask teacher if they don’t know the names of the items.   - Students share with the whole class. |
| **3. Consolidation**  \* **Aim:** To consolidate what students have learnt in the lesson. | |
| - Vocabulary about school things.  - Read and understand content of the conversation | - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently. |
| **4. Homework**  \* **Aim:** To revise the lesson and prepare for the next lesson. | |
| - Learn by heart all the new words.  - Prepare lesson 2 ( A closer look 1)*.* | - T reminds Ss to do homework and prepare the new lesson. |

**\*- Evaluation:**

\_ Revise the vocabulary (school things) (Extra lesson)

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*Date of preparing: 08/9/2023*

*Date of teaching: 09/9/2023*

Period 3 UNIT 1: MY NEW SCHOOL

Lesson 2: A closer look 1

**I. OBJECTIVES:**

**1. Knowledge:**

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

* use the lexical items related to the topic *My new school*;
* use the combinations: *to study, to have, to do, to play + N;*
* pronounce correctly the sounds /ɑː/ and /ʌ/.

**\* Vocab:** School lexical items and practising the sound /ɑː/ and /ʌ/

**\* Grammar:** The simple present.

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their school and friends

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

III. PROCEDURES

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| --- | --- | --- | --- |
| **Content** | | | **Teacher’s and Ss’activities** |
| **1.Warm-up**  **\* Aim**: -To activate students’ knowledge on the topic of the unit.  - To set the context for the listening and reading part. | | | |
| ***\* Kim's game:***    - school bag  - calculator  - compass.  …….. | | | - Look at the picture on page 8 in 20 seconds and try to remember as many words as possible.  - Teacher divides the class into two teams.  - Ss go to the board and write the words  - Teacher gets feedback -> Today we are going to learn some more combinations about school. |
| **2. 1. Presentation**  **\* Aim:** To enrich students’ vocabulary to talk about activities at school. | | | |
| **\* Vocabulary**  - science (n) : môn khoa học  - exercise (n/v): bài tập, tập luyện  - history (n) : lịch sử  - lesson (n): bài học  - school lunch: bữa trưa ở trường | | **Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | |
| **2. 2. Presentation**  **\* Aims:** To teach Ss how to pronounce the sounds /ɑː/ and /ʌ | | | |
| **\* PRONUNCIATION**  sounds /ɑː/ and /ʌ/  ***Suggested answers:***   * /ɑː/: car, start, after, party * /ʌ/: cut, one, country | | **(Pre-teach the sounds /ɑː/ and /ʌ/)**   * Teacher introduces 2 sounds /ɑː/ and /ʌ/ to students and lets them watch a video about how to pronounce these two sounds. * T gives some words and show how to pronounce these two sounds. | |
| **3. 1. Practice** | | | |
| **Task 1**  **\* Aims:**  To revise / introduce the names of school subjects, and some nouns related to school and school activities. | | | |
| **Task 1: Listen and repeat the words.** | **Task 1: T-Ss**   * Teacher asks students to listen and repeat the words. * Teacher calls some students to read the words aloud. | | |
| **Task 2**  **\* Aims:** To teach Ss how to combine a verb and a noun to talk about school activities. | | | |
| **Task 2: Work in pairs. Put the words in Task 1 in the correct columns.**  ***\*Answer key:***   |  |  | | --- | --- | | play | do | | football  music | homework  exercise | | have | study | | school lunch  lessons | English  history  science | | **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work in pairs and use the words in Task 1 to put into the correct columns. * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary). * Teacher explains which nouns go with each verb to make meaningful names of activities. * Teacher asks students to work in groups of four and add as many words into each column as possible. | | |
| **Task 3**  **\* Aims:** To help students use the vocabulary in context. | | | |
| **Task 3: Put the words in the blanks.**  ***Answer key:***   1. homework 2. football 3. lessons 4. exercise   5.science | ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work independently and put a suitable word in each blank. * Teacher allows students to share their answers before discussing as a class. * Teacher asks some students to share the answers and gives feedback. | | |
| **Task 4**  **\* Aims:** To help Ss practise pronouncing these sounds /ɑː/ and /ʌ/ in words correctly. | | | |
| **Task 4: Listen and repeat. Pay attention to the sounds /ɑː/ and /ʌ/.**  **Key:**  + /ɑː/: smart, art, carton, class.  + / ʌ /: subject, study, monday, compass | ***Task 4: T-Ss, Ss-Ss***   * Teacher asks students to listen and repeat. * Students work independently. | | |
| **Task 5**  **\* Aims:** To help students practise the sounds /ɑː/ and /ʌ/ in sentences | | | |
| **Task 5: Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/**  **1 .** My brother has a new compass.  **/ʌ/ /ʌ/**   1. **.** Our classroom is large.   **/ɑː/ /ɑː/**   1. They look smart on their first day at   **/ɑː/**  school.   1. The art lesson starts at nine o'clock.   **/ɑː/ /ɑː/**   1. **.** He goes out to have lunch every   **/ʌ/**  Sunday.  **/ʌ/** | ***Task 5:T-Ss, Ss-Ss***  Before listening, teacher let students discuss in pairs and find the words with the sounds /ɑː/ and /ʌ/.   * Teacher plays the recording for students to check and repeat the sentences.   **-**Have them work in pairs to compare their answers. Check Ss'answers.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words. | | |
| **4. Homework**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | |
| - Learn by heart all the new words. - Rewrite the sentences into notebooks.  Find 3 more school activities that have the sound /ɑː/ or /ʌ/.  - Prepare lesson 3 ( A closer look 2)*.* | - T reminds Ss to do homework and prepare the new lesson. | | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 11/9/2023*

*Date of teaching: 12/9/2023*

Period : 4 UNIT 1: MY NEW SCHOOL

Lesson 3: A closer look 2

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to use the present simple tense.

**\* Vocab:** School lexical items

**\* Grammar:** The simple present and adverbs of frequency

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their school and friends

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

III. PROCEDURES

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| **Content** | | | **Teacher’s and Ss’activities** |
| **1.Warm-up**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar of present simple tense and to increase students’ interest. | | | |
| *\**  Game: Sentence puzzling  ***Suggested sentences:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *1. Peter* | | *lives* | *near* | *his school.* | | | *2. We* | | *go* | *to* | *the same school.* | | | *3. They* | | *have* | *new* | *subjects.* | | | *4. We* | *always* | | *look* | *smart* | *in our uniforms* | | | | | **Group work**   * Teacher divides the class into 4 groups. * Teacher delivers a set of word cards which are jumbled sentences in present simple to each group. * Students will have to work in groups to create as many correct sentences from the word cards as possible. * The group with the most correct sentences will be the winner. |
| **2. Presentation**  **\* Aim:** To help students know and understand the use of the present simple tense. | | | |
| ***\* Model sentences:***   |  |  |  |  | | --- | --- | --- | --- | | *1. Peter* | *lives* | *near* | *his school.* | | *2. We* | *go* | *to* | *the same school.* |   1. the Present simple tense  \* Form:  + Positive: S + Vinf/ V(s/es) + … .  + Negative: S + don’t/ doesn’t + Vinf + … .  + Interrogative: Do/ Does + S + Vinf + … ?  ->Yes, S + do/does.  **No, S + don’t/ doesn’t.** | | **- Lead in** :Teacher draws students’ attention to the form of the sentences created in the game and asks them whether they know the target tense.**-**  - Elicit the present simple tense   * Teacher provides or confirms the answers and leads in the grammar focus of the lesson: * Teacher gives students some time to study the grammar box. | |
| **3. Practice** | | | |
| **Task 1**  **\* Aims:** To introduce the targeted grammar of the present simple tense. | | | |
| Task 1: Choose the correct answer A, B or C  *Answer key:*  1. A  2. C  3. B  4. A  5. C    **The present simple verbs with he / she / it need an s / es.** | **Task 1:T –Ss : Ss- Ss**   * Teacher has students work independently, look at the form and do Exercise 1 – page 9. * Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).   - Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular. | | |
| **Task 2:** **(5’)**  **\* Aims:** To help students know and understand the use of the present simple tense. | | | |
| Task 2: Write the correct form of the verbs  *Answer key:*   * + - 1. has       2. Do you have       3. like       4. Does Vy walk       5. ride       6. go | **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work independently.   T gsts feedback. | | |
| **Task 3**  **\* Aims:** To help Ss revise some adverbs of frequency they already learnt. | | | |
| Adverbs of frequency  ***\* Model sentences:***  *- We* ***often*** *ride our bicycles to school.*  - They don’t often go to the cinema  *\*( always, usually, sometimes, rarely, never)*  \* Note: We usually place the adverb of frequency before the main verb  Task 3 : Fill the blanks with *sometimes, usually* or *never*.  \* *Answer key:*  2. usually  3. sometimes  5. never | ***Task 3:T-Ss, Ss-Ss***  - Elicit adverbs of frequency  - Tell Ss to look at the two examples carefully.Then ask them about the position of the adverbs of frequency, and the meaning of those.Tell them to recall all the adverbs of frequency they know.  **Task 3 : T –Ss ; Ss- Ss**  - Teacher shows the graph and lets students fill in the blanks with suitable adverbs of frequency: *sometimes, usually* or *never* (Exercise 3 – page 10) | | |
| **Task 4**  **\* Aims:** To give students opportunities to use the present simple tense with adverbs of frequency correctly in context. | | | |
| Task 4: Choose the correct answer A or B to complete each sentence.  *Answer key:*  1. B 2. A  3. A 4. B  5. A | **Task 4: T - Ss, Ss - Ss**   * Teacher has students complete Exercise 4 – page 10 independently.   Teacher then asks students to exchange their textbooks to check their friends’ answers. | | |
| **4. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | | | |
| - Make 5 sentences in the present simple tense, using adverbs of frequency.  - Prepare lesson 4 ( communication) | - T reminds Ss to do homework and prepare the new lesson. | | |

**\*- Evaluation:**

Help Ss to complete the exercise and practice speaking (grammar exercise )- Extra lesson

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*Date of preparing: 12/9/2023*

*Date of teaching: 13/9/2023*

Period : 5 UNIT 1: MY NEW SCHOOL

Lesson 4 : Communication

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to:

* use the lexical items related to the topic *My new school*;
* know how to introduce someone;

**\* Vocab:** School lexical items

**\* Grammar:** The simple present.

**2. Competences:** Speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their school and friends

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

III. PROCEDURES :

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| --- | --- | --- | --- |
| **Content** | | | **Teacher’s and Ss’activities** |
| **1.Warm-up**  **\* Aim**: To introduce the topic. | | | |
| *\**  Game: : Chatting  **- *Hello, I am..... Everyday I.....***  - Whole class listen, find out mistakes (if any)  *1/ How do you often make friends ?*  *2/. What do you often say when you first meet a new friends ?*  *3. What questions do you often make ?* | | | \* Team work  - Teacher gets 2 students to talk about what he/she does everyday  - Teacher makes remarks and give the two students marks.  **\* Interviewing:**  T: Pretends to be a new classmate;  lets ss ask questions to make friend  Ss: Ask questions.  T: Comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend". |
| **2. Activity 1**  **\* EVERYDAY ENGLISH**  **Task 1**  **\* Aim: -** To prepare students with vocabulary related to the topic *My New School;*  - To introduce the structure of introducing someone. | | | | |
| 1. vocabulary:  - share (v) : chia sẻ  - classmate (n): bạn cùng lớp  - keep (v): giữ, giữ gìn  - secret (n) : bí mật  **2. Sentence structure:**  **introducing someone**  Task 1: Listen and read the dialogue.  *This is … .*  *Nice to meet/ see you.*  *Nice to meet/ see you, too* | **- Pre teach vocabulary**  - Teacher uses different techniques to teach vocab (pictures, situation, realia)  - Ss Repeat in chorus and individually  - Ss Copy all the words  \* Checking vocab: *< rub out and remmeber>*  **- Pre structure**  **Task 1:T –Ss : Ss- Ss**   * Teacher lets students listen and read the dialogue, asks them what the characters say when they first meet someone. * Teacher calls some students to share their opinions. * Teacher gives more explanations and writes down the structure of introducing someone. | | | |
| **Task 2**:  **\* Aims:** To practice the structure of introducing someone. | | | | |
| **Task 2: Work in groups. Practise introducing a friend to someone.**  Example:  Thien: Huy, this is Huong, my new friend.  Huy: Hi, Huong . Nice to meet you.  Huong: Hi, Huy. Nice to meet you, too. | | **Task 2:T –Ss : Ss- Ss**   * Teacher asks students to work in groups of four, introducing themselves to the group members, using structures above. * Teacher calls some students to introduce their new friends to the whole class.   - Teacher gives feedback and corrections (if necessary). | | |
| **3. Activity 2 (Tasks 3, 4, 5)**  **NEW FRIENDS AT SCHOOL**  **Task 3:**  **\* Aims:** To identify questions people should ask when making new friendsat school. | | | | |
| Task 3: Read and tick the questions you think are suitable to ask a new friend at school.  **1.** Are you from around here?  **2.** Do you like music?  **4 .** What is your favourite subject at school?   1. Do you play football? 2. How do you go to school every day?   ***\* Suggested answer:***   1. What’s your name? 2. Where do you live? 3. Do you like EL? 4. What’s your telephone number? | | **Task 3: T - Ss, Ss – Ss**   * Ask Ss to read and tickthe questions individually.Then let them discuss the questions in groups * T asks them to add 2 more questions to the list. * Teacher checks with the whole class. | | |
| **4. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | | | | |
| - Write down the results and feedback of the previous interviews.  - Prepare lesson 5 ( Skills 1) | | - T reminds Ss to do homework and prepare the new lesson. | | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………..

*Date of preparing: 15/9/2023*

*Date of teaching: 16/9/2023*

Period 6 UNIT 1: MY NEW SCHOOL

Lesson 5 : Skills 1

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to:

* develop reading skill for general and specific information about schools;
* talk about different types of school;

- talk about things they like and don’t like at school and the reasons for that.

**\* Vocab:** boarding school (n) playground (n) international (adj),….

**\* Grammar:** The simple present.

**2. Competences:** Speaking , reading

**3. Educational aim:** To teach SS to work hard, love their school and friends.

**II. TEACHING AIDS**

Text books, sachmem.vn

III. PROCEDURES:

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| **Content** | **Teacher’s & Ss’ activities** |
| **1.Warm-up**  **\* Aim**: To introduce the topic of reading. | |
| *\** Play a game : Chatting  1. What’s the name of your school?  2. Is your shool big or small?  3. How many students and teachers are there?  4. Do you like your new school? Why or why not? | - **T- Ss**  - Teachers asks students some questions about Ss’ school.  - Students answer the questions.  - And then lead in the new lesson. |
| **2. Pre- reading**  **\* Aim: -** To prepare students with vocabulary related to the lesson. | |
| \* vocabulary:   * a green field (n): đồng lúa * a mountain (n) : ngọn núi * computer room (n) : phòng máy tính * Join (v) : tham gia * International (adj) : quốc tế * Art club (n) : câu lạc bộ mĩ thuật   I - Reading   1. What can you see in these pictures? 2. Are these schools in the same place? 3. Which school do you think is in Viet Nam?   ***Suggested answers:***   1. I can see three different schools. 2. No, they aren’t.   3. The second school. | **- Pre teach vocabulary**  - Teacher uses different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where>  - Teacher leads students into the lesson by showing pictures of 3 schools *Sunrise, An Son* and *Dream* and asks them some questions. |
| **3. While reading** | |
| **Task 1**:  **\* Aims: -** To develop reading skill for general information.  - To help students understand activate their knowledge of the topic. | |
| Task 1: Look at the picture and quickly read the passages. Match 1-3 with A-C.  ***Answer key:***  1. C - a boarding school in Sydney  2. A - a school in Bac Giang  3. B - **.** an international school | **Task 1:T –Ss : Ss- Ss**   * Teacher asks students to open the book, read through the text and do Ex. 1 – p. 12. * Teacher calls some students to give the answer, explain which sentence give them the information. |
| **Task 2**  **\* Aims:** To help Ss develop their reading skill for specific information (scanning). | |
| Task 2: Read the passages again and complete the sentences.  ***\* Answer key:***   1. boarding 2. Sydney 3. mountains and green fields 4. Dream School 5. English-speaking teachers | **Task 2: T - Ss, Ss – Ss (**Pair work)   * Teacher asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks. * Teacher lets students work independently and find the correct answer.   - Teacher lets students pair compare before checking with the whole class. |
| **Task 3**  **\* Aims:** - To identify different features of each school. | |
| Task 3: Answer the questions.  ***Suggested answers:***   1. Sunrise is a boarding school. 2. An Son School is in Bac Giang. 3. Yes, there is.   4. They join many interesting clubs. | - Teacher asks students to read the questions and underline key words, reminds them to focus on the types of information they have to find (What/ Where/ Which school…).   * Teacher asks students to work in pairs and find the answer. |
| **4. Pre- speaking**  **\* Aims**: To help Ss prepare ideas for the speaking activity; | |
| Task 4:  Which school in Exercise 1 would you like to go to? Why/ Why not? Complete the table.   |  |  |  | | --- | --- | --- | | **Name of school** | **Reasons you like it** | **Reasons you don’t like it** | | Sunrise  An Son  Dream | I can practise English with other students.  It is in beautiful place, so it has a good view.  I can learn English with English-speaking teachers and join many interesting clubs. | It’s a boarding school, so I can’t go home everyday.  It is quite small and very remote, so it isn’t convenient to travel.  It’s an international school, so it may be expensive. | | **Task 4: T - Ss, Ss – Ss**   * Teacher asks students to work independently and complete the table. |
| **5. While-Speaking**  **\* Aims:** 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. | |
| Task 5: Discuss your choice with your friends.  \* Which school (among the three above) would you like to go? Why?  *Example:*  **A:** Which school would you like to go to?  **B:** I'd like to go to Dream School.  **A:** Why?  **B:** Because I'd like to paint in the art club | **Task 5: T - Ss, Ss - Ss**   * Teacher tells students to work in groups of four * and share the answer, reminds them to take note the information from other members.   - Teacher invites some students to share their  preparation and makes sure they speak in full sentences.  - Students share their ideas with the whole class. |
| **6. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson | |
| - Write down your opinion about a school in their notebooks.  - Prepare for the next lesson: Unit 1- Skills 2. | - Teacher asks students to write down their opinion about a school in their books.  - Teacher asks students to search for information about their school. |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

*Date of preparing: 18/9/2023*

*Date of teaching: 19//9/2023*

Period 7 UNIT 1: MY NEW SCHOOL

Lesson 6: Skills 2

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to:

* use the lexical items related to the topic *My new school*;
* listen for specific information about school activities; write a passage about their new school.

**\* Vocab:** foreign language (n) ,helpful ( adj), favourite (adj), friendly (adj), biology (n)

**\* Grammar:** The present simple

**2. Competences:** Listening, writing

**3. Educational aim:** To teach SS to work hard, love their school and friends

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURES:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content | | | | **Teacher’s and Ss’activities** |
| **1.Warm-up**  **\* Aim**: - Check students’ knowledge related the previous lesson.  - To introduce the topic of listening. | | | | |
| *\**  Game: Network    My new school schooj  teacher    **\* suggested answer:**  *- teacher, friends, subjects, shool things,…* | | | \***Individual work**  **T -Ss**  **-** T guidesstudents to name people and things about “ My school”  . | |
| **1. Pre -listening**  **\* Aim:** - To enrich students’ vocabulary  - To lead in the listening tasks. | | | | |
| \* Vocabulary:  - foreign language (n): ngôn ngữ nước ngoài  - helpful ( adj): hay giúp đỡ  - favourite (adj): yêu thích  - friendly (adj): thân thiện  - biology (n): sinh học  Do you know Palmer ?  - PALMER: is the name of a school in America.  - Janet : a student from Palmer school. | | - **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where>  **Lead in: T-Ss**  And then T leads students in the listening tasks.  \*Set the sence:  - Teacher draws students’ attention to word PALMER – the name of a school in America, lets them know they are going to listen to **Janet**, a student from Palmer school. | | |
| **Task 1**:  **\* Aims:** To help students brainstorm and have an overview about what they are going to listen to. | | | | |
| Task 1: Guess the answer to the following questions.   1. Do you think the students there wear uniforms? 2. Do they learn Vietnamese as a foreign language?   ***Suggested answers:***   1. Yes, they do.   **2. Yes, they do.** | **Task 1:T –Ss : Ss- Ss** ( pair work)   * Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses.   -Teacher plays the recording once. Students listen to check their guesses. | | | |
| **2. While -listening**  **\* Aims:** To help students develop listening skill for specific information. | | | | |
| Task 2: Listen again and choose the correct answer A or B.  ***\* Read and find the key words***  ***\* Listen and choose the correct answer***  ***Answer key:***   1. A 2. B 3. B 4. A 5. A   **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.* | **Task 2: T - Ss, Ss - Ss**  -Teacher asks students to read the statements, underline the key words, reminds them to pay attention to keywords while listening.   * Teacher plays the recording. * Teacher asks students to listen and choose the answers. * Teacher asks students to compare their answer with the partner.   - Teacher calls on some students to write their answers on the board, then play the recording once again and check with the class | | | |
| **3. Pre-Writing**  **\* Aims:** To help students have information about their school.  To help students write simple sentences for the next writing passage. | | | | |
| **Task 3: Write the answers to the following questions about your school.**    1. What is the name of your school?  🡪 **It’s ……….. Secondary school**  **2.** Where is your school?  **🡪 It’s in ….. District, …….city**  **3.** How many classes does your school have?  **🡪 It has …… classes**  **4.** What do students do at your school?  **🡪 They learn many subjects and play games at breaktime.**  **…….** | **Task 3: T - Ss, Ss – Ss** (pair work)  Teacher asks students to work independently to answer the questions.   * Teacher encourages students to write in full sentences and tells them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. * Teacher allows students to look back the reading passages. * Teacher asks students to pair compare their answers. | | | |
| **4.While-Writing**  \* **Aim:** To let students learn and help each other write a complete passage about their school. | | | | |
| Task 4: Use the answer in Task 3 to writte a paragraph of 40-50 words about your school. You can refer to the reading passages to help you  *\* Students’ writing* | * Teacher asks students to write a paragraph about their school. * Teacher asks students to pay attention to punctuation, structures, word choice, linking words, etc. | | | |
| **5.Homework**  **\* Aim:** - To revise the knowledge that students have gained in this lesson.  - To allow students finalize their versions after being checked by friends and teacher. | | | | |
| * Rewrite the paragraph in the notebooks.   - Prepare for the project. | Teacher asks students to write down the paragraph in their books.  - Teacher asks students to prepare the new lesson. | | | |

**\*- Evaluation:**

Help Ss to complete the writing task. (Extra lesson)

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*Date of preparing: 19/9/2023*

*Date of teaching: 20/9/2023*

Period 8 UNIT 1: MY NEW SCHOOL

Lesson 7: Looking back and project

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to:

* review the vocabulary and grammar of *Unit 1*;

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**\* Vocab:** revise words of unit 1

**\* Grammar:** The present simple ,adverbs of frequency.

**2. Competences:** Speaking, reading and writing.

**3. Educational aim:** To teach SS to work hard, love their school and friends

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURES

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | | | **Teacher’s and Ss’activities** |
| **1.Warm-up**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson. | | | |
| *\**  Game: \* *Brainstorming*  **\* Suggested anwser:**  *- teacher, friends, subjects, school things,…* | | | **T -Ss**   * Teacher asks Ss to name people, things related to school. * Feedback. |
| 1. **Activity 1 (Vocabulary, Grammar revision)**   **Task 1**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit. | | | |
| **Task 1: Look at the pictures. Write the correct words in the gaps.**  ***Answer key:***   1. uniform 2. pencil sharpener 3. notebook 4. compass 5. calculator 6. ruler | | - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbooks with their partners. * Teacher gives feedback as a class discussion. | |
| **Task 2** | | | |
| **\* Aims:** To help students revise the combination: *to study, to have, to do, to play + N.* | | | |
| Task 2: Match the words in A with the words/ phrases in B.  ***Answer key:***   1. e 2. d 3. b 4. a 5. c | **Task 2:T –Ss : Ss- Ss** ( individual work and pair work)   * Teacher encourages students to complete the task individually. * Students exchange their textbooks with their partners. * Teacher gives feedback as a class discussion. * Teacher encourages students to provide more school activities. | | |
| **Task 3. + Task4**  **\* Aims:** To help students revise the present simple tense. | | | |
| Task 3: Complete the sentences with the present simple.  ***Answer key:***   1. comes 2. don’t 3. walks 4. do 5. teaches   **Task 4: Complete the text with the correct form of the verbs in bracket**  **\* Answer key:**   1. is 2. has 3. walks 4. study 5. likes | **Task 3: T - Ss, Ss - Ss**   * Teacher has students complete the task individually. * Students exchange their textbooks and give feedback to each other. * Teacher gives feedback as a class discussion.   ***Task 4:T-Ss, Ss-Ss***   * Students work in pairs. * Teacher asks students to read the sentences carefully and give the answers. * Students complete the task and discuss the answers.   **-** Teacher gives feedback as a class discussion | | |
| **Task 5**  **\* Aims:** To help students revise the postion of adverbs of frequency in context. | | | |
| **Task 5: Put the adverb in brackets in the correct place in each sentence.**  ***Answer key:***   1. I always remember to do my homework. 2. Nick usually gets good marks in exams. 3. We do not often see a rabbit in town. 4. I rarely read in bed at night.   **5.** Do yousometimes sing in the shower? | ***Task 5:T-Ss, Ss-Ss***   * Students work in pairs. * Students complete the task and discuss the answers. * Teacher gives feedback as a class discussion. | | |
| **3. Activity 2 - Project *\* My dream school***  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. | | | |
| ***My dream school***    **Model writing:** *My dream school is located in Quang Ngai city. It’s new and modern. The school has a big schoolyard with many tall trees. It has a computer room music room, a library , a canteen and swimming pool… The classroom is very large with air conditional and fans. There is a big garden behind the school so that the students plant many kinds of tree, flowers, and vegetables there.* | **Project: T - Ss, Ss – Ss** (group work)   * Teacher sets the context of a School Convention that will be occurred right now in the classroom. * Teacher divides students into 4 big groups. Each group will act as a representative of a school, come to the convention to introduce and enroll new students. * Teacher lets the groups discuss and summarise the information and design A0 size posters about their school. * Teacher asks the class to listen to the reports and ask questions if they would like to. * Students will critically evaluate all the posters, then give 1 vote for the most attractive poster.   - Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most votes.  - Ss can complete the project as homework if you are short of time. | | |
| **4. Homework**  **\* Aim:** To revise the knowledge that students have gained in Unit1 and To prepare for the next lesson | | | |
| - Complete the project  - Prepare for the next lesson: Unit 2 –Lesson 1. Getting started. | * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

*Date of preparing: 21/9/2023*

*Date of teaching: 23/9/2023*

*Period 9*

UNIT 2: MY HOUSE

# **Lesson 1: Getting started – A look inside**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- use the lexical items related to the topic *My house*;

- ask and answer about where someone lives.

**a.**  Vocabulary: town house (n), country house (n), flat (n),….

**b.**  Grammar: possessive case and prepositions of place

**2. Competences:** Listening, speaking and reading

**3. Educational aim:** To teach SS to be hard- working and love their house .

**II. TEACHING AIDS:**

- Grade 6 textbook,

- sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s and Students’ Activities** |
| **1. Warm-up**  \* **Aim:** To introduce the topic and to lead in the topic of *My house.* | | |
| **\* Game: Pelmanism**  **TYPES OF HOUSE :**  **http://cdn.freshome.com/wp-content/uploads/2010/08/cheap_exterior_home.jpg**  **Villa**  1. How is your house?  2. Is your house big or small?  3. How many rooms are there in your house? | | Team work    Teacher divides class into 2 teams and asks students to choose a pair of number.  - If students choose the correct number and picture, They get 2 marks.  -The team who has more correct words is the winner.  **\* T - SS**  Lead in: These are types of house  T asks Ss some questions.  Ss answer  - T Introduces the topic of the lesson. |
| **2. Presentation**  **\* Aim:** To prepare students with vocabulary related to the topic *My house;* | | |
| **\* Vocabulary**  - flat (n) : căn hộ  - country house (phr. n): nhà ở quê  - town house (phr. n) : nhà ở phố  - behind (prep) : Ở đằng sau  - cousin (n): anh, chị, em họ  - move (v): di chuyển | | **\* Pre teach vocabulary**  - Teacher uses different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Ss repeat in chorus and individually.  - Ss copy all the words.  \* Checking vocab: < matching> |
| **Task 1**  **\* Aims:** To set the context for the listening and reading text. | | |
| **\* Chatting**   1. What are Nick and Mi doing? 2. What might they talk about?   ***Suggested answers:***   1. They are talking to / discussing with each other through the Internet.   (Students’answers)  **Task 1: Listen and read.**  + They are talking about their houses.  + Mi is describing their new flat which her family was moving to. | **\* Set the sences: T-Ss**   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   \* Now we are going to listen a conversation between Nick and Mi  **Task 1: T-Ss**   * Teacher plays the recording, asks students to underline the words related to the topic *My house*. (Teacher may check the meaning of some words if necessary.) * Teacher can play the recording more than once. * Students listen and read. * Teacher can invite some pairs of students to read aloud. * Then, teacher confirms the correct answer: | |
| **2. Practice** | | |
| **Task 2**  **\* Aims:** To help Ss understand the text. | | |
| **Task 2: Tick the correct answers.**  *“Which family members does Mi talk about?*”  *Answer key:* | **Task 2: T-Ss, Ss-Ss, T-Ss**   * Teacher asks students *“Which family members does Mi talk about?*” without reading the conversation again. * Then, teacher tells them to read it again individually and check their answers. * Teacher allows students to share their answers before discussing as a class and encourages them to give evidence. * Teacher calls some students to check. | |
| **Task 3**  **\* Aims:** To help Ss further underst and the text. | | |
| **Task 3: Complete the sentences.**  *\* Answer key:*  1. sister  2. TV  3. town  4. country  5. three | ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work independently to fill each blank with the word from the conversation. * Teacher allows students to share their answers before discussing as a class. * Teacher calls some students to check. Teacher confirms the right answers. | |
| **3. Consolidation**  \* **Aim:** To consolidate what students have learnt in the lesson. | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Vocab about house and know types of house.  - Read and understand content of the conversation | |
| **4. Homework**  \* **Aim:** To review the lesson and prepare for the next lesson. | | |
| - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | - T reminds Ss to do homework and prepare the new lesson. | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 25/9/2023*

*Date of teaching: 27/9/2023*

Period 10 Unit 2: My house

Lesson 2: A closer look 1

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to:

* use the lexical items related to the topic *My house*;
* use the vocabulary and structures to talk about the names of rooms and furniture pieces in the house;

- pronounce and recognize the sounds /s/ and /z/.

**\* Vocab:** house lexical items and practising the sound /s/ and /z/.

**\* Grammar:** simple present.

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to be hard- working, love, keep and treasure their house .

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | | | **Teacher’s and Ss’ activities** |
| **\* Warm-up**  **\* Aim**: -To activate students’ knowledge on the topic of the unit and vocabulary related to the topic, the targeted vocabulary and its pronunciation | | | |
| **\* Chat chatting**  1. How many rooms are there in your house?  2. What are they?  3. What is there in each room? | | | - T ask students some questions  - Ss answer  - T leads in the lesson about vocabulary and pronunciation  that “In today lesson, we are going to learn more words to describes rooms and furniture and two sounds /s/ and /z/.” |
| **2. Presentation 1**  **\* Aim:** To revise and teach the names of rooms in the house. | | | | |
| **\* Vocabulary**  - hall (n): hội trường, phòng lớn  - chest of drawers (n): ngăn kéo tủ  - sink (n): bồn rửa  - dishwasher (n): máy rửa chén  - cupboard (n): tư đựng bình ly  - poster (n): tấm áp phích  - ceiling fan (n) : quạt trần  - light (n): đèn diện | | **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | | |
| **2. Practice 1** | | | | |
| **Task 1**:  **\* Aims:**  To revise / teach the names of furniture pieces. | | | | |
| **Task 1: Name the things in each room in Ex. 1.**  ***Suggested answers:***   * Bedroom: lamp, picture, chest of drawers * Living room: lamp, sofa, picture * Hall: picture * Kitchen: fridge, cupboard, dishwasher, sink * Bathroom: shower, sink, toilet   Other words: chair, fan, air conditioner, cooker, etc. | **Task 1: T-Ss**   * Teacher asks students to work in pairs to do this activity. * Teacher writes the names of the rooms on the board in different places, then calls on students from different pairs to go to the board and write the name of the furniture under these rooms. * Remind students that one piece of furniture can belong to more than one room. * Teacher asks other students to comment and asks them if they can add some more things to each room. | | | |
| **Task 2**  **\* Aims:** To help Ss practise asking and answering about the furniture in a room | | | | |
| **Task 2: Guessing game**  **Example:**  *Ss 1: What’s in your room?*  *Ss 2: A lamp and a chest of drawers.*  *Ss 1: Is it the bedroom?*  *Ss 2: Yes.* | **Task 2: T - Ss, Ss - Ss**   * Teacher models this activity with a student. * Teacher asks students to work in pairs: one student thinks of a room in his / her house; the other asks questions to guess the room. * Teacher calls some pairs to practise in front of the class. * Teacher comments on their performance. | | | |
| **PRONUNCIATION**  **3. Presentation 2 (Pre-teach the sounds /s/ and /z/ )**  **\* Aims:** To help students identify how to pronounce the final sounds /s/ and /z/ at the end of the words. | | | | |
| **\* Rules:**  +Final *–s* is pronounced **/s/** after voiceless **sounds (/t/, /p/, /k/, /f/, /θ/).**  + Final –*s* is pronounced **/z/** after voiced sounds **(/b/, /d/, /g/, /n/, /m/, /l/,** etc.) and any vowel sounds.  ***Suggested answers:***   * /s/: cats, lamps, books, months   /z/: beds, dogs, cans, rooms, videos, cookers, bees | * Teacher introduces 2 sounds s/ and /z/ to students and lets them listen and repeat the words in Ex. 4 (p. 18). * Teacher has students comment on how to pronounce these two sounds at the end of the words. * Teacher quickly explains the rules: * Teacher asks students to give some words they know containing these sounds. | | | |
| **4. Practice 2** | | | | |
| **Task 3**  **\* Aims:** To help students practise pronouncing these sounds in words. | | | | |
| Task 3: Listen and write the words in the correct column. Then listen and repeat.  *Answer key:*   |  |  | | --- | --- | | /s/ | /z/ | | lamps, sinks, flats, toilets, | cupboards, sofas, kitchens, rooms | | **-** Teacher asks students to read and listen again the words, then put them in the correct column.   * Students work individually. * Teacher plays the recording for students to listen, repeat and check their answers. | | | |
| **Task 4**  **\* Aims:** To help students pronounce the final sounds /s/ and /z/ correctly in context. | | | | |
| **Task 4: Listen to the conversation. Underline the final “s” in the words and put them into the correct column. (p. 18)**  *Answer key:*  /s/: chopsticks, lamps  /z/: bowls, things, homes | ***Task 4:T-Ss, Ss-Ss***   * Have students quickly read the conversation and underline the final “*s*” in the words. Now play the recording for students to listen to the conversation and write /s/ or /z/ under each “*s*” that they have underlined. * Tell them to put the words with the final “s” in the correct column according to the sound of “*s*”. * Ss work in pairs to compare their answers. Check students’ answers. Ask them to explain their answers.   - Play the recording again for students to repeat each line of the conversation.  - Ask students to work in pairs to practice the conversation. | | | |
| **5.** **Consolidation**  \* **Aim:** To consolidate what students have learnt in the lesson. | | | | |
| - Vocabulary about the things in room and house how to pronounce the sound /s/ and /z/. | - Teacher asks students to talk about what they have learnt in the lesson. | | | |
| **6. Homework**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | | |
| - Learn by heart all the new words. - Find 5 more words with the sound /s/ and 5 more words with the sound /z/.  - Prepare lesson 3 ( A closer look 2)*.* | - T reminds Ss to do homework and prepare the new lesson. | | | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 26/9/2023*

*Date of teaching*: 27/9/2023

Period 11 UNIT 2: MY HOUSE

Lesson 3: A closer look 2

**I. OBJECTIVES:**

**1.Knowledge:** By the end of the lesson, students will be able to know how to use the possessive case and prepositions of place correctly.

**\* Vocab:** School lexical items

**\* Grammar:** Possessive case and prepositions of place

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their house .

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s & Students’ activities** |
| **1. Warm-up**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students interest. | | |
| ***\**  Game**: ***Memory game***      ***Answer keys:***  1. Whose ball is it?  - It’s Jack’s ball.    2. Whose T-shirt is it?  – It’s Greg‘s T-shirt.  3. Whose bike is it?  Xe Đạp Địa Hình FASCINO FS324 | Tiki  - It’s Greg’s bike  4. Whose sock is it?  – It’s Polly’s sock. | | **-** Teacher tells students the rules of the game:  + Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks.  + After 30 seconds, teacher shows the things of Jack, Polly and Greg and a member of each team has to answer quickly the question “Whose is it?”  **🡪Lead in**  Teacher says: “This lesson today is going to tell you one way to express the possessive and how to use the preposition of place correctly.” |
| **2. Presentation 1**  **\* Aim:** To introduce students the form of possessive case. | | |
| **The possessive case**  *( Dạng sở hữu cách)*  🡪 We use “ ’s ” to show possession.  🡪 **name’s + noun**  Ex: Polly’s sock.  🡪 singular noun’s + noun  **Ex:** teacher’s book**.** | | - Teacher draws students’ attention to the words in the answers from the Warm-up “Greg ‘s T- shirt, Jack’s ball, Polly’s sock” and asks them whether they know the meanings of these words.   * Teacher provides or confirms the answers and lead in the grammar focus of the lesson: * Teacher writes the form of the possessive case on the board: |
| **3. Practice 1** | | |
| **Task 1**  **\* Aims:** To help students identify the correct form of possessive case. | | |
| **Task 1: Choose the correct answer.**  ***\* Answer key:***  1. grandmother’s  2. sister’s 3. cousin’s  4. Nam’s 5. An’s | **Task 1:T –Ss : Ss- Ss**   * Teacher asks students to do the exercise individually and then compare their answers with a classmate. * Check the answers as a class.   Teacher confirms the correct answers | |
| **Task 2**  **\* Aims:** To help students practise forming the correct form of possessive case. | | |
| **Task 2: Complete the sentences with the correct possessive forms.**  ***\*Answer key:***  1. Mi’s 2. teacher’s  3. Nick’s 4. father’s  5. brother’s | **Task 2: T - Ss, Ss – Ss**   * Teacher has students do this exercise individually. * Teacher confirms the correct answers. | |
| **4. Presentation 2**  **Prepositions of place**  **\* Aims:** To help students identify different prepositions of place and use them correctly to describe where people or things are. | | |
| **Prepositions of place**  ( Giới từ chỉ nơi chốn)  **🡪 We use prepositions of place to describe where people or things are.** | ***\* T-Ss, Ss-Ss***  - Teacher asks students what prepositions of place they know.  Encourage students to say as many as possible.   * Have them look at the Remember box to see if the prepositions they have mentioned are the same. * Teacher confirms how to use prepositions of place. | |
| **5. Practice 2** | | |
| **Task 3**  **\* Aims:** To help students practice using prepositions of place correctly to describe where people or things are. | | |
| **Task 3: Write the correct preposition in the box under each picture.**  **+ *Game: Lucky number***  ***Answer key:***  1. on 2. next to  3. behind 4. in  5. in front of 6. between  7. under  1. The dog is on the chair.  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 kennel / doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table. | **Task 3: T - Ss, Ss - Ss**   * Teacher divides the class into 2 teams. * Each team chooses the number they like, then tries to make the sentencecorrectly. * The team which chooses a lucky number will get two points without answering any questions. * The team which has more points will be the winner. | |
| **Task 4** | | |
| **Task 4: Decide True or False statements.**  ***Answer 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.) | * Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them 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.   - Teacher has students do this exercise individually before they share their answers with a partner.   * Ask some students to read out their answers. * Teacher confirms the correct ones. | |
| **6. Consolidation**  \* **Aim:** To consolidate what students have learnt in the lesson. | | |
| - Possessive case  - Prepositions of place  - Make sentences about them. | Teacher asks students to talk about what they have learnt in the lesson. | |
| **7. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson | | |
| - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | - T reminds Ss to do homework and prepare the new lesson. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 28/9/2023*

*Date of teaching: 30/09/202*

Period 12 UNIT 2: MY HOUSE

Lesson 4 : Communication

**I. OBJECTIVES:**

**1.Knowledge:**  By the end of the lesson, students will be able to:

* learn how to give suggestions;

- practise using some grammar points and vocabulary related to the topic.

**\* Vocab:** house lexical items

\* Grammar: The simple present.

Giving suggestions: How about + V-ing?

**Let’s + V.**

**2. Competences:** Speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their house

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s and Ss’ activities** |
| **1.Warm-up**  **\* Aim**: To introduce the lesson and to lead in the lesson. | | |
| *\**  Game:  ***\* Pictures describing***    \* ***Suggested answers:***   * This is Nam’s house. * There are 4 rooms in his house. * In the living room, there is a lamp, a picture, a table and a sofa. * In the kitchen, there is a fridge, a dishwasher and a sink.   …. | | \* **Warm up**   * Teacher shows the picture of Nam’s house and asks students to describe as many things in the picture as possible. * Students give their answers. * Teacher checks the answers.   🡪 **Lead in**  Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give suggestions and practice describing a house”. |
| **2. Activity 1**  **\* EVERYDAY ENGLISH** | | | |
| **Task 1:**  **\* Aim:** To introduce two ways to give suggestions. | | | |
| **Task 1: Listen and read a dialogue.**  **\* Giving suggestions:**  **+ Structure:**  **🡪 How about + V-ing?**  **🡪 Let’s + V.**  ***Audio script:***  *Elena: My bedroom isn't nice.*  *Mum: How about putting apicture on the wall?*  *Elena:Great idea, Mum.*  *Mum: Let's go to the department store to buy one.* | **Task 1:T –Ss : Ss- Ss**  **- Pre structure**   * Teacher plays the recording for students to listen and read the dialogue between Elena and her mum at the same time. * Teacher asks students to pay attention to the highlighted sentences. * Teacher elicits the structures to give suggestions from students.   - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. | | |
| **Task 2**:  **\* Aims:** To help students practise giving suggestions. | | | |
| **Task 2: Make similar dialogues.**  ***\* Suggested answers:***  **1/ A:** The kitchen is dirty and messy.  **B:** How about cleaning it and rearranging things?  **A:** Great idea, Elena.  **B:** Let’s do it right now.  2/ A: I am so bored.  B: How about going to the cinema this weekend?  A: Great idea!  **……** | **Task 2:T –Ss : Ss- Ss**   * Teacher give students some situations to practice:   Situation 1: You want to clean something in your home.  Situation 2: You want to do some activities at the weekend with your friend.  Situation 3: You want to buy some new school things   * Teacher asks students to work in pairs. * Teacher moves around to observe and provide help.   Teacher calls some pairs to practise in front of the class, then comments on their performance. | | |
| **3. Activity 2**  **\* LIVING PLACES** | | | |
| **Task 3:**  **\* Aims:** To give students a sample of a house description  To help students practise using some grammar points and vocabulary related to the topic | | | |
| **Task 3: Complete the sentences.**    ***Answer key***:  1. country 2. are 3. Is 4. chairs 5. on | **Task 3: T - Ss, Ss – Ss**   * Teacher has students look at the picture and try describing Mi’s grandparents’ country house. * Teacher encourages students to say full sentences. * Then ask students to work in pairs to complete the given sentences. * Teacher moves around to observe and provide help. * After that, teacher invites students to share their answers. * Teacher confirms the correct answer. | | |
| **Task 4 (Homework)**  **\* Aims:** To help students practise asking and answering about the differences between two houses. | | | |
| **Task 4: Find the differences between the two houses.**    T: Nick lives in a country house. Where does Mi live?  S s: : She lives in a town house.  T: How many rooms are there in Mi's house?  Ss: There are six rooms.  What about in Nick's house?  How many rooms are there? etc.. | **Task 4: T - Ss, Ss – Ss**  - Have Ss work in pairs to find the differences betwen the two houses.  - Before Ss do t his activity, model the way to do this with a stu dent.  - T (look at Nick's house):  - Student (look at Mi's house):  **Ss practice in pairs at home.** | | |
| **Task 5 (Homework)**  **\* Aims:** To help students practise describing their house | | | |
| **Task 5: Drawing a simple picture of your house.**  ***\*Model writing***  Mẫu Tranh Tô Màu Hình Ngôi Nhà đẹp Nhất Dành Cho Bé từ 1-5 tuổi  *This is my house .  It is a small house in the country. There are 5 rooms in my house such as living room, bathroom, dining room, my room and my parent’s room. There is a sofa, a coffee table and two stools in the living room. There are six chairs and a table, and a fridge in the dining room. The kitchen is big and fully equipped. There is a bed , a table, a chair and a bookshelf in the bedroom. There is a sink and a toilet in the bathroom….. I love my house..* | **Ss - Ss**   * **Teacher gives instructions. Ss practice at home.** | | |
| **4. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1. | | | |
| - Write down the task 1,2,3 | - T reminds Ss to do homework. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 02/10/2023*

*Date of teaching: 04/10/2023*

Period 13 UNIT 2: MY HOUSE

Lesson 5 : Skills 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* understand the description of a room at the Crazy House Hotel in Da Lat;

describe one room (in their imagination) in that hotel.

**\* Vocab:** strange (adj), shape (n) ,mess (adj) ,….

**\* Grammar:** The simple present.

**2. Competences:** Speaking , reading

**3. Educational aim:** To teach SS to work hard, love their house.

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s and Ss’ activities** |
| **1.Warm-up**  **\* Aim**: To introduce the topic of reading | | |
| *\** Play a game : Chatting  1.What type of house is this?  Country house, town house, villa, stilt, flat  2.How are these houses?  They are strange (crazy) houses. | | - **T- Ss**  - Teachers have students look at some pictures and asks students some questions about houses  - Students answer the questions  - And then lead in the new lesson. |
| Lead in  **\* Aim:** To lead in the lesson about Skills 1. **(Task 1)** | | |
| **Predicting**      ***Answer key:***  1. It’s an email.  2. The text is about Nick’s room at the Crazy House Hotel. | | * **T - Ss** * Teacher asks students to read the “Reading skill” box and explains any words that Ss do not know. * Teacher tells students that predicting is an important reading skill that can help them have a general understanding of the text.   \* **Set the scene:**  -Teacher tells students to quickly look at the text, the pictures and answer the questions.   * Teacher asks for students’ answers. * Then teacher tells them to read the text quickly to check their prediction. * After that, teacher confirms the correct answers. |
| **2. Pre- reading**  **\* Aim:** To provide students with some lexical items before reading the text again. | | |
| \* vocabulary:  - strange (adj) = crazy : kì lạ, lạ thường  - shape (n) : hình dạng  - mess (adj) : lộn xộn, bừa bộn | | **T –Ss :**  **- Pre teach vocabulary**  - Teacher uses different techniques to teach vocab (pictures, situation, …..)  - Ss repeat in chorus and individually  - Ss copy all the words  \* Checking vocab: < *Rub out and remember>* |
| **3. While reading** | | |
| **Task 2**:  **\* Aims:** To help students develop their reading skill for specific information (scanning). | | |
| **Task 2: Read the text and answer the questions. (Ex. 2, p. 22)**   * .   ***Answer 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. | **Task 2:T –Ss : Ss- Ss**  Teacher lets students look at Ex. 2 on p. 22 and tells  them how to do this kind of exercise:  + Read the questions.  + Underline the key words.  + Locate the key words in the text.  + Read that part and answering the questions.   * Teacher has students read the text in detail to answer the questions and tells them to underline parts of the email that help them with the answers.   -Teacher asks them to give evidence when giving the answers. | |
| **Task 3**  **\* Aims:** To help students further develop their reading skill for specific information (scanning). | | |
| **Task 3:** **Circle the things in the Tiger Room.**  **(Ex. 3, p. 22)**  .  ***\* Answer key:***  a window  a lamp  a wardrobe  a desk  a tiger | **Task 3: T - Ss, Ss – Ss**   * Teacher asks students to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. * Teacher has students compare their answers.   - Teacher checks and confirms the correct answers | |
| **4. Pre- speaking**  **\* Aims:** To help Ss prepare ideas for the speaking activity; | | |
| - Where is your bed?  (under the window / next to the door / in the corner / in the middle of the room / …)  - What are there in your room?  (a TV / a fridge / air-conditioner / a piano, …)  - How is your room?  (big / bright with a lot of windows / cool / clean / dirty / messy / tidy / nice / …) | **T - Ss, Ss – Ss**   * Teacher asks students to describe their own room. | |
| **5. While-Speaking**  **\* Aims:** To provide an opportunity for students to talk about their room. | | |
| Ex: My room is not big, but it is beautiful. There is a bed, a desk, a chair, and a wardrobe in my room. …….. | Ss practice talking their own room.  T gives feedback. | |
| **6. Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | | |
| - Prepare for the next lesson: Unit 2-Skills 2. | - Teacher asks students to prepare the new lesson | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing:05/10/2023*

*Date of teaching: 06/10/2023*

Period 14 UNIT 2: MY HOUSE

Lesson 6: Skills 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* use the lexical items related to the topic *My house*;
* listen to get information about rooms and houses;

- write an e-mail to a friend.

**\* Vocab:** revise some words

**\* Grammar:** The present simple.

**2. Competences:** Listening, speaking , reading and writing .

**3. Educational aim:** To teach SS to work hard, love their house.

**II.TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s and Ss’ activities** |
| **1. Warm up**  **\* Aim**: To revise the content of the previous lesson and to introduce the new lesson. | | |
| \* Describe your room.  *Hello every body. Today I want to talk about my room…….* | | **Individual work**  - T calls some students and asks them to describe their room.  **- Lead in**  - Teacher introduces students the content of the lesson today: *“You have just talked about your room. In the listening le*sson *today, we are going to listen to Mai talking about her house.*” |
| **1. Pre-Listening** | | |
| - **Task 1**  **\* Aim:** To prepare students for the listening text. | | |
| **Task 1: Name the pieces of furniture.**  ***\* Answer key:***  1. bookshelf  2. sofa  3. desk  4. clock  5. window    ***\*Answer key:***  Things mentioned in the listening text: bookshelf, desk, clock, window. | | **-** Ask students to look at the pieces of furniture and parts of the house and name them.   * Call on some students to read the words out loud. * Ask some students to write the words on the board. * Have students guess if 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 students to check their guesses.  - Teacher confirms the correct answers for their prediction. |
| **3. While -listening**  **\* Aims:** To help students develop listening skill for specific information. | | |
| **Task 2** | | |
| Task 2: True or False statements. (Ex. 2, p. 23)  \* ***\*Answer key:***  1. F (There are three people.)  2. F (There are six rooms.)  3. T  4. T  5. F (She reads books.)  **\* 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 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.* | **Task 2: T - Ss, Ss - Ss**   * Have students 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 sentences, 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 students to do Exercise 2. For a better class, ask students to take notes of the information to explain why a sentence is false. * Have students share their answers in pairs. * Invite some pairs to give their answers and confirm the correct ones. * Play the recording again if needed, stopping at the place where students find it difficult to hear. * For a better class, ask students to correct the false sentences. | |
| **4. Pre-Writing**  **\* Aims:** To help students identify the form of an email. | | |
| ***\* Necessary parts of an email***  *1. How many parts are there in the email?  (5 parts)*  *2. What is the subject of the email? Where can you find it? (My house – We can find it in the “Subject line”)*  *3. What does An write about in the first paragraph of the  email? (The introduction)*  *4. What does An write about in the second paragraph? (The subject(s) of the email)*  ***\* How to write email to friend?***  ***1.*** *In the**subject line, write briefly, what the email is about.*  ***2.*** *Begin the email with a greeting (Dear/Hi/Hello).*  ***3.*** *The introduction is the first paragraph. Ask about his/her health, thank him/her for the previous email or write the reasons for the email, etc.*  ***4.*** *In the body, write the subject(s) of the email. Write each subject in a new paragraph.*  ***5.*** *The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc.* | ***- T - Ss***   * *Show this sample email on the slide / on the board or give each student a handout with this sample.* * *Ask them several questions:* | |
| **5. While-Writing**  \* **Aim:** To help students brainstorm ideas for their email. | | |
| **Task 3** | | |
| **Task 3: Answer the questions. (Ex. 3, p. 23)**  \* Suggested answer.  1. I live in a small house in the countryside  2.There are 5 rooms in my house. Living room, two bedrooms,….  3. I like the living room best because I can watch TV with my parents and my younger sister. | Tell students 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 students answer the questions individually, encouraging them to write the answers in full sentences. * Move around to offer help. * Invite some students to share their answers to the class. Comment on their answers. | |
| **Task 4** | | |
| **\* Sample email:**  From: Huong@fastmail.com  To: Mira@quickmail.com  Subject: My house.  *Hi Mira,*  *Thank for your email. Now, I’ll tell you about my house.*  *I live with my parents and younger brother in a town house.*  *It's big. There are six rooms: a living room, a kitchen, two bedrooms*  *and two bathrooms. I like the living room best*  *because I can watch TV with*  *my parents and younger brother together.*  *What about you? Where do you live?*  *Tell me in your next e-mail.*  *Best wishes,* | * T asks students to write the body of their email individually. | |
| **6. Post-Writing**  \* **Aim:** To help Ss practise writing an email to their friend telling about their house. | | |
|  | - T feedbacks and gives mark. | |
| **7. Homework**  **\* Aim:** To review the knowledge that students have gained in this lesson. | | |
| * Rewrite the email   - Prepare “ Looking back and project” | * Teacher asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

*Date of preparing: 05/10/2023*

*Date of teaching: 07/10/2023*

Period 15: UNIT 2: MY HOUSE

Lesson 7: Looking back and project

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* review the vocabulary and grammar of Unit 2;

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**\* Vocab:** revise some words of unit 2.

\* Grammar: The possessive case and Prepositions of place.

**2. Competences:** Speaking , reading and writing.

**3. Educational aim:** To teach SS to work hard, love their house.

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |  |
| --- | --- | --- |
| **Content** | | **Teacher’s and Ss’ activities** |
| **1.Warm-up**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit. | | |
| *\**  Game: Kim’s game  **\* suggested answer:**  - town house, country house, stilt house, villa, living room, bedroom, bathroom, kitchen, dining room, …. | | \* **Team work**  **T -Ss**   * Teacher asks students to look at the pictures on the screen and asks them to memorise the pictures in 1 minute. * Teacher hides the pictures and asks Ss write the name of the pictures. The team who has more correct answers is the winner. |
| **2. Activity 1 (Vocabulary, Grammar revision)** | | |
| **Task 1**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit. | | |
| **Task 1: Put the words into the correct group. Add a new word to each group.**   |  |  |  | | --- | --- | --- | | **Types of house** | **Rooms** | **Furniture** | | flat ,town house,  country house | living room, bedroom, bathroom, kitchen, | chest of drawers, sink, fridge, dishwasher, cupboard, | | | - **T –Ss :**  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his/ her answer on the board.  - Confirm the correct answers. |
| **Task 2**  **\* Aims:** To help Ss revise the possessive case. | | |
| **Task 2: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)**  ***Answer key:***  1. teacher’s  2. brother’s  3. Elena’s  4. grandfather’s  5. Vy’s | - **T –Ss ; Ss - Ss**  . Have students say how to form the possessive form with proper names and singular nouns.   * Ask students to do the exercise individually and then exchange their answers with a classmate. * Call on some students to write their answers on the board. Other Ss give comments. * Confirm the correct answers. | |
| **Task 3.**  **\* Aims:** To help students revise the prepositions of place. | | |
| Task 3: Make sentences using prepositions of place. (Ex. 3, p. 24)  ***\* Answer key:***  1. The cat is on the table.  2. The dog is in front of the kennel / doghouse.  3. The cat is between the bookshelf and the sofa.  4. The cat is behind the computer.  5. The girl is on the sofa.  6. The boy is next to the sofa. | **Task 3: T - Ss, Ss - Ss**   * Ask students to say the prepositions of place they have learnt. * Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board. * Check students’ answers.   + T can have Ss play a game : Lucky number | |
| **Task 4**  **\* Aims:** To help Ss revise describing their favourite room using the prepositions of place. | | |
| **Task 4: Write three sentences to describe your favourite room. (Ex. 4, p. 24)**    *Ex:*  *- There’s a big bed next to the door.*  *- There is a clock on the wall.*  *- There are books on the bookshelf.* | ***Task 4:T-Ss, Ss-Ss***   * Ask one student what room in the house is his / her favourite. * Encourage him / her to say one or two sentences about it. * Have students write three sentences to describe their favourite room. * Remind students to use prepositions of place. * Students share their sentences with their partners. * Some students are asked to write their sentences on the board.   - Teacher and other students give feedback. | |
| **3. Activity 2 - Project**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. | | |
| * Where is the house? * Is it big or small? * How many rooms are there? * Which room in the house do you like the best? | **Project: T - Ss, Ss – Ss** (group work)   * Students work in individually. Ss describe their house. | |
| **\* Homework**  **\* Aim:** To revise the knowledge that students have gained in Unit 2 and to prepare for the next lesson | | |
| - Complete the project  - Prepare for the next lesson: Unit 3 –Lesson 1. Getting started. | Teacher asks students to revise old lesson and to do exercise in workbook.  - Teacher asks students to complete the project and prepare the new lesson. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

*Date of preparing: 10/10/2023*

*Date of teaching: 11/10/2023*

Period 16 UNIT 3: MY FRIENDS

# **Lesson 1: Getting started**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

use lexical items about body parts and appearance; describe people’s appearance.

**\* Vocabulary**: glasses (n), cheek (n), foot/feet (n), buiscuit (n), magazine (n),…

**\* Grammar**: Verbs be and have, the present contunious.

**2. Competences:** Listening, speaking and reading

**3. Educational aim:** To teach SS to be hard- working, love their school and friends..

**II. TEACHING AIDS:**

- Grade 6 textbook, sachmem.vn

III. PROCEDURE:

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | | | **Teacher’s and Ss’activities** |
| **Activity 1: Warm-up**  \* **Aim:** To revise old lesson and to introduce the new lesson | | | |
| **Game:** Listen an EL song and fill in the blanks  **MY ROOM AND MY FRIEND**  *Inside my beautiful room. I have a bed and a (1)………*  *And a mirror. I have many (2)……… .*  *And they (3)………come. We(4)………, we play, we have(5)……...*  *In my room, In my room.*  *Me and my friend in my room.*  **\* Suggested answer:**  *1. wardrobe 2. Friend 2. Often 4.eat 5. fun*  1.Do you have a lot of friends?  *🡪****Yes / No***  2. What can you do with your friends?  - *We can eat and drink together.*  *- We can play some games.*  *- We sing some songs.* | | | **T – SS**  Individual work   * Teacher plays the song on speakers. * Teacher asks Ss look at the song and listen carefully; and then fill in the blanks.   - T feedbacks and give marks  **Lead in:**  T asks Ss some questions to lead in the new lesson  Ss answer  - T introduces the topic of the lesson.  *Today we are going to learn about “My friend”* |
| **Activity 2: Presentation**  **\* Aim:** To prepare students with vocabulary related to the topic *My friends* | | | |
| **\* Vocabulary**  - picnic (n) : dã ngoại  - biscuit (n): bánh quy  - pass (v) : đưa qua, chuyển qua  - glasses (n): cặp mắt kính  - Magazine (n): Tạp chí  - surprise (adj): ngạc nhiên | | **\* Pre teach vocabulary**  - Teacher uses different techniques to teach vocab (pictures, situation, realia)  ( Follow the seven steps of teaching vacab)  - Ss repeat in chorus and individually.  - Copy all the words  \* Checking vocab: < what and where> | |
| **Activity 3: Practice** | | | |
| **Task 1**  **\* Aims:** To set the context for the introductory text; To introduce the topic of the unit. | | | |
| **Task 1. Listen and read**  1. What are Phong and Nam doing?  2.What is Phong favourite magazine?  3. Who do Phong and Nam see?  4. Where are the two girls going?  ***\* Suggested answers:***   1. *They are having a picnic.* 2. *It’s …* 3. *They see …*   *They are going to …* | **\* Set the sences: T-Ss**   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   \* *Now we are going to listen a conversation between Phong, Nam and Mai , Chau*   * Teacher plays the recording, asks students to underline the words they have learnt in the vocabulary part. * Teacher can play the recording more than once. * Students listen and read. | | |
| **Task 2**  **\* Aims:** To help Ss deeply understand th e text. | | | |
| **Task 2: Listen to the conversations again and fill in the blanks**  ***\* Answer key:***  1. picnic  2. favourite magazine  3. Mai and Chau  4. glasses; long black hair  5. are going to | **Task 2: T-Ss, Ss-Ss, T-Ss**   * Students work in pairs. * Teacher asks students to share their answers before discussing as a class.   Teacher asks students to explain where they can find the answer. | | |
| **Task 3**  **\* Aims:** To revise and provide Ss with some vocabulary related to parts of the body. | | | |
| **Task 3: Label the body parts with the words in the box.**  ***\* Answer key:***   |  |  | | --- | --- | | 1. eye  2. nose  3. shoulder  4. hand  5. leg | 6. foot  7. arm  8. mouth  9. cheek  10. hair |   **\* Another words for body parts:** ear, head, eyebrow, finger, butt, chest,... | ***Task 3:T-Ss, Ss-Ss***   * Teacher has students go to the board to stick the right stickers with the body part names to the right place on the picture. * Students work independently to do Ex. 3 * Teacher asks students to give out more names of body parts that they have known.   T has Ss read all words in chorus. | | |
| **Task 4**  **\* Aims:** To revise and provide Ss with some vocabulary to describe part s of the body | | | |
| **Task 4: Work in groups. Complete the word webs.**  ***Answer key*:**  1. Long/short: hair, arms, legs, fingers, … Ex: She has long hair.  2. Big/small: nose, eye, hand, feet, mouth, … Ex: She has big eyes.  3. Hair: blonde, curly, wavy, straight, short, long, dark, … Ex: He has short curly hair. | * Students can work in groups to complete this task. * Teacher introduces examples and structures for students to make sentences to describe a friend.   **(Homework)** | | |
| **Activity 4: Homework**  \* **Aim:** To review the lesson and prepare for the next lesson. | | | |
| - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | - T reminds Ss to do homework and prepare the new lesson. | | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………….

*Date of preparing: 10/10/2023*

*Date of teaching: 13/10/2023*

Period 17 **UNIT 3: MY FRIENDS**

Lesson 2: A closer look 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- use vocabulary and structures about body parts, appearance and personality;

- pronounce correctly the sound /p/ and /b/ in isolation and in context.

**\* Vocab:** friend lexical items and practising the sound /p/ and /b/

**\* Grammar:** Verbs be and have, the present contunious

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to be hard- working, love their friends.

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm-up**  **\* Aim**: To review on people’s body parts, recall students vocabulary. | |
| ***Networking :***  words to describe parts of the body  words for body parts  **\* Suggested answer**.  1. eyes, nose, hair, head….  2. long, short, fat, slim | - Teacher divides the class into two teams, thenw rites the topic “words for body parts*”* on the board and gives them two minutes to discuss.  **- Lead in :** Today we are going to learn some personality adjectives; |
| **Activity 2: Presentation 1**  **\* Aim:** To teach Ss some personality adjectives**;** | |
| **\* Vocabulary**  - confident (adj): tự tin  - caring (adj):quan tâm, lo lắng  - active (adj): năng động  - careful (adj): cẩn thận  - creative (adj): sáng tạo  - shy (adj): e thẹn, nhút nhát  - kind (adj): tốt bụng  - clever (adj): thông minh | **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** |
| **Activity 3: Practice 1** | |
| **Task**  **\* Aims:** To teach Ss some personality adjectives; To give Ss practice with these adjectives. | |
| **Task 1:** Match the adjectives to the pictures  ***Answer key:***  1. c (caring)  2. e (active)  3. d (hard-working)  4. a (funny)  5. b (confident) | **Task 1: T-Ss**  **-** Students work in pairs to match the words with the correct pictures:  - Teacher can help students by describing the pictures.  - Check and confirm the correct answers |
| **Task 2**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge. | |
| **Task 2: Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words/phrases**  ***Answer key:***  1. creative  2. kind  3. friendly  4. careful  5. clever | **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work individually. * Ss find the correct adjectives to fill the blank in each sentence. * Then discuss with a partner. * Teacher checks and corrects (if needed) |
| **Task 3**  **\* Aims:** To provide Ss with freer practice with personality adjectives. | |
| **Task 3:** **Game: Why do I love my friends?**  ***\* Suggested answer:***  1. I love Trang because she is kind, creative and funny.  2. I love Minh because he is smart, caring and friendly.  3. … | ***Task 3:T-Ss, Ss-Ss***  - Have Ss work in groups and play the game.   * Students work in groups. * Teacher asks students to write at least 2-3 personalities to describe each members.   Teacher asks students to read out, beginning with *I love … because he/she is …, … and* |
| **Activity 4: Presentation 2 (PRONUNCIATION /b/ and /p/ )**  **Aims**: To help Ss practise pronouncing these sounds correctly in words. | |
| **Task 4**  **\* Aims:** To help students identify how to pronounce the sounds /b/ and /p/. | |
| PRONUNCIATION  Task 4: Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear.  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: A closer look 1  **=> Answer:**1. pig     2. pear    3. buy    4. rope | ***Task 4:T-Ss, Ss-Ss***   * Teacher has students listen to the recordings and stops to let students repeat each word. * Students work independently to circle the words they have listened. |
| **Activity 5: Practice 2** | |
| **Task 5**  **\* Aims:** To help Ss pronounce the sounds /b/ and / p / in context. | |
| Task 5: Listen. Practice the chant. | ***Task 5 :T-Ss,***  - Ask Ss to listen while T plays the recording.  Clap or use an instrument like a tambourine to help Ss notice the rhyme.  - 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 the rhyme. |
| **Activity 6: Homework**  \* **Aim:** To review the lesson and prepare for the next lesson. | |
| - Learn by heart all the new words.  - Prepare lesson 3 ( A closer look 2)*.* | - T reminds Ss to do homework and prepare the new lesson. |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

Date of prepring: 16/10/2023

Date of teaching: 18/10/2023

Period 18 UNIT 3: MY FRIENDS

Lesson 3: A closer look 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to use the present continuous to talk about things happening now.

**\* Vocab:** friends lexical items

**\* Grammar:** the present continuous; revise the present simple

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their friends.

**II. TEACHING AIDS**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm-up**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of present continuous and to increase students interest. | |
| *\**  Game: Chatting  ***%7B4AF487BB-0403-4B14-B977-9BD07983DB8D%7D***  1.What are these boys doing?  -They are playing football.  Child-watching-TV-006  2. What is this girl doing?  -. She is watching TV. | **- T - Ss**  - T has students look at some pictures and asks them some questions.  - Students look at the P, listen and and answer the questions.  - T feedback and lead in the new lesson.  **🡪Lead in**  Teacher says: “This lesson today we are going to use the present continuous to talk about things happening now ” |
| **Activity 2: Presentation**  **\* Aim:** To introduce targeted grammar of present continuous. | |
| **\* Grammar : The present continuous**  ***(Thì hiện tại tiếp diễn)***  **+** We use the present continuous for actions happening now.  **Example: -** She**’s talking.**  **-** They**’re not talking.**  **\* Form: S + am/ is/ are + V-ing**  + We can use the present continuous with *now*, *at present*, or *at the moment*.  **Example:**  **-** I’m doing my homework **at present**.  **- *A:*** Are you reading **now**?  ***B:*** Yes, I am | **\* Pre – grammar.**  **- T -- Ss**  - Teacher draws students’ attention to the form of the sentences from chatting and ask them whether they know the target tense.  - Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  - T explains the usage and the form.  - Ss listen and copy down. |
| **Activity 3: Practice** | |
| **Task 1** + **Task 2**  **\* Aims:** To help students get to know the use of present continuous.  To help Ss practise with the correct form of the present continuous. | |
| **Task 1: Put the verbs in the brackets in the present continuous.**  ***\* Answer key:***  1. is reading  2. are playing  3. isn’t making  4. am going  5. are; talking    **Task 2.** **Look at the pictures. Write sentences like the example. Use positive or negative present continous verbs**  ***\* Answer 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 is not / isn’t drawing a picture. | **Task 1: T –Ss : Ss- Ss**   * Teacher has students complete Ex. 1 +2  (p. 29). * Teacher then asks students to exchange their textbooks to check their friends’ answers.   - T reminds Ss to pay attention to the subject of each sentence.  - Some Ss read aloud their answers. – T checks and confirms the correct ones.  - T ssks Ss to look at the pictures and briefly describe what the person is / people are doing.  - T asks ss to write sentences, using positive or negative present continuous verbs.  Ss write sentences and compare their answers.  T invites some Ss to write their answers on the board.  - T checks and confirms the correct ones. |
| **Task 3:**  **\* Aims:** To give students opportunities to use present continuous correctly in context. | |
| **Task 3: Work in pairs. Look at the pictures. Ask and answer**  ***Answer 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.) | **Task 2: T - Ss, Ss – Ss**  T asks Ss to work in pairs, ask and answer.  Feedback. |
| **Activity 4. Production**  **Task 5**  **\* Aims:** To help students distinguish and use correctly present simple and present continuous. | |
| \* signals of the present simple *(every day, every afternoon, always, usually,* etc.)  \* signals of the present continuous *(now, at the moment, at present,* etc.).  **Task 4. Put the verbs in brackets in the present simple or present continuous.**  **=> Answer:**  *1. doesn't walk/ cycles      2. is he playing*  *3. Does.... study*  *4. am writing              5. isn't doing/ is reading* | **T - Ss, Ss – Ss**  - 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 and the present continuous  - 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. |
| **Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson | |
| - Copy the exercises.  - Prepare lesson 4 ( communication) | - T reminds Ss to do homework and prepare the new lesson. |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

*Date of preparing: 18/10/2023*

*Date of teaching: 20/10/2023*

Period 19 UNIT 3: MY FRIENDS

Lesson 4 : Communication

**I. OBJECTIVES:**

**1. Knowledge:**  By the end of the lesson, students will be able to ask and answer about people’s appearance and personalities;

**\* Vocab:** friends lexical items

\* Grammar: The present continuous.

**2. Competences:** Speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their friends

**II. TEACHING AIDS:**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm-up**  **\* Aim**: To revise some about appearance and personality and to introduce the lesson and to lead in the lesson. | |
| *\**  Game: Pelmanism  Ex:  **1**  Kind  **5**  Tốt bụng | * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes word and the meaning of words. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner   🡪 **Lead in**  *These are some adj about appearance and personalities and today we are going to learn*: “How to ask and answer about people’s appearance and personalities”. |
| **Activity 2: EVERYDAY ENGLISH**  **Task 1:**  **\* Aim:** To introduce question to ask about people appearance and personalities. | |
| **Task 1: Listen and read the dialogue between Linda and Mi. Payattention to the highlighted questions.**  ***Audio script:***  *Linda:* What does your best friend look like?  *Mi:* She's short with long black hair. She has bright brown eyes.  *Linda:What's* she like?  *Mi:* She's very kind and creative.  **\* Notes:**  ***What does your best friend look like?*** *(*- to ask about appearance*)*  ***What's she like?****(* - to ask about personality) | **Task 1:T –Ss**   * Play the recording for students to listen and read the dialogue between Linda and Mi at the same time. * Ask students to pay attention to the highlighted questions. * Have students practise the dialogue in pairs.   🡪 Call some pairs to practise the dialogue in front of the class.   * Elicit the structure : * T has Ss copy down the notes: |
| **Task 2**:  **\* Aims:** To practice talking about appearance and personalities. | |
| **Task 2: Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.**  ***Tuan:*** What does your best friend look like?  ***Hoa :*** She’s (He’s)………………………….  She(he) has bright brown eyes.  ***Tuan:*** What’s she like?  ***Hoa :*** She’s( He’s)……………………………… | **Task 2:T –Ss : Ss- Ss**  - Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt.  Call on some pairs to practise in front of the class. |
| **Activity 3:**  **Task 3**  **\* Aims:** To provide Ss with some input and set the scene for other activities. | |
| **Task 3:** **Read about these students in 4Teen magazine. Use one or two adjectives to describe them.**  ***\* Suggested answers:***   * Vinh: clever, hard-working * John: creative, kind   **Task 4: Read the descriptions in pairs and find out if they match your friend’s personalities**  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: Communication | **Task 3: T - Ss, Ss – Ss**  . Introduce the two friends Vinh and John to Ss.  - Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.  - Tell Ss to underline the words that help them decide which adjectives to use for each friend.  T helps Ss to do the task.   * Teacher tells students that each person has a star sign, depending on his / her birthday, and the star sign may decide a person’s personality.   - Ss do this exercise at home. |
| **Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson Skills 1. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 18/10/2023*

*Date of teaching: 20/10/2023*

Period 20 UNIT 3: MY FRIENDS

Lesson 5 : Skills 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to read for specific information about friends and summer camps; talk about friends and summer camps.

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

**\* Grammar:** The simple present.

**2. Competences:** Speaking , reading

**3. Educational aim:** To teach SS to work hard, love their friends.

**II. TEACHING AIDS**

Text books, sachmem.vn

III. PROCEDURE:

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1. Warm-up**  **\* Aim**: To introduce the topic of reading and to lead in the lesson about Skills 1. | |
| *\** Play a game : Chatting  1. Do you like to go camping?  2. Where do you like to camp?  3. Who do you like to go with?  4. What things will you bring?  5. What skills do you need to have?  **Task 1: Lead in questions: Look at the advertisement, discuss in pairs and answer.**  1. Who is the superb summer camp for?  2. What can people do at this summer camp?  ***\* Suggested answers:***  1. It’s for kids between 10 and 15 years old.  2. They can play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. | - **T- Ss**  - Teachers asks students some questions about go camping.  - Students answer the questions  And then lead in the new lesson.  - T asks Ss look at **the advertisement above and answer the questions.**  **- Ss answer individually.** |
| **Activity 2: Pre-reading**  **\* Aim:**To provide students with some lexical items before reading the text. | |
| \* vocabulary:  - superb (adj) : tuyệt vời  - perfect (adj) : hoàn hảo  - sporty (adj) : yêu thể thao  - leadership (n): sự lãnh đạo  - field trip (n) : chuyến đi thực địa | **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab: < Rub out and remmember** |
| **Activity 3: While -reading**  **Task 2**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge. | |
| **Task 2: Read the email and decide the sentences T or F.**  ***Answer key:***  1. F (They speak English only.)  2. F (He has three.)  3. F (Jimmy likes taking photos.)  4. T  5. T | **Task 2:T –Ss : Ss- Ss**   * Ask students how to do the exercise. Instruct them to do the exercise if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false). * Teacher ask students to note where they found the information that helped them complete the activity. * Have students work in pairs and compare their answers before having them discuss as a class. |
| **Activity 4: Homework**  \* **Aim:** To revise the knowledge that students have gained in this lesson. | |
| * Tasks 3,4. | - Teacher asks students to complete tasks 3,4 and prepare the new lesson. (Skills 2) |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 20/10/2023*

*Date of preparing: 22/10/2023*

Period 21 UNIT 3: MY FRIENDS

Lesson 6: Skills 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* listen for specific information about best friends; write a diary entry about best friends.

**\* Vocabulary:** revise some words

**\* Grammar:** The present continuous.

**2. Competences:** Listening, speaking , reading and writing

**3. Educational aim:** To teach SS to work hard, love their friends

**II. TEACHING AIDS:**

- Text books , sachmem.vn

III. PROCEDURE:

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1.Warm –up**  **\* Aim**: To review the vocabulary. | |
| *\* Game: Jumbled words*  **LFIEDRNY**    **TACIEV**  **UNFNY**  **TOFCNDITEN**  **RCUFEAL**  ***\* Answer key:***   1. ACTIVE 2. FRIENDLY 3. FUNNY 4. CAREFUL 5. CONFIDENT | \* **Individual work**   * Teacher sticks some jumbled **words** * T feedbacks . |
| **2. Pre-Listening**  **Task 1:**  **\* Aim:** To help students recall knowledge of present continuous. | |
| **Task 1: Look at the pictures. Guess the activity. Check as a class discussion.**  **\* *Answer key:***  a. They are talking.  b. They are playing football.  c. They are walking. | **-** Have Ss look at the pictures and answer the question. Elicit the answers from Ss.  - Teacher plays the recording. Students listen and check their predictions. |
| **3. While -listening** | |
| **Task 2: Work in pairs. Note down to describe the two girls. Underline keywords. Listen and** find out who is Lan and Chi.  *\*Descriptions*  *\* Listen and decide who is Lan and Chi*  ***\* Answer key:***  Lan is the girl wearing a red and white jacket and a red cap.  Chi is the girl wearing a white T-shirt and a blue skirt. | **Task 2: T - Ss, Ss - Ss**  - Teacher asks students to look at the pictures and note down some descriptions about the 2 girls.  Teacher asks students to underline the keywords 🡪 Tell students to pay attention to the key words while listening  Teacher plays the recording.  Teacher asks students to listen and choose the answers.  Teacher asks students to compare their answers with the prediction made previously.  Teacher checks students’ answers as a class. |
| **Task 3:** | |
| **Task 3: Listen again and fill in the blanks.**  ***\* Answer key:***  1. 6A  2. black; mouth  3. friendly  4. big  5. kind  **\* Audio script:**  ***Mi****: My best friend is Quyen. 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’s short with long 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.* | ***- T-Ss, Ss-Ss( work group)***   * Teacher asks students to read the questions carefully and determine what information they need to fill the gaps (numbers, words). * Teacher plays the recording for students to fill the gaps. * Teacher asks them to swap their answers in pairs before checking their answers as a class. |
| **4. Pre-Writing**  **\* Aims:** To help students talk about a friend. | |
| **\* Task 4: Work in pairs. Ask and answer about your best friend.**  **Example:**  1. His name is Huy.  2. He is tall and sporty.  3. He likes playing soccer and drawing.  4. I like him because he is kind, he always helps friends. Besides, he is careful, when I get sick, he buys medicine for me. | ***- T-Ss, Ss-Ss***   * Teacher asks students to work in pairs. * Teacher asks students to take short notes of the answers for later use.   - Teacher goes around and helps if needed |
| **5. While-Writing** \* **Aim:** To teach students how to write a diary entry about a friend. | |
| **Task 5: Write a diary entry about your best friend. Cross check.** | ***- T-Ss, Ss-Ss***   * Ask students to write the diary entry individually. * Ask one or two students to write their entry on the board.   - Other students and teacher comment on the entries on the board. |
| **6. Post-Writing**  \* **Aim:** To peer check, cross check and final check students’ writing. | |
| **\* Model writing.**  *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. I like being with her. I hope that in the future we’ll still be best friends.* | ***- T-Ss, Ss-Ss***   * Teacher asks students to exchange their textbooks to check their friends’ writing.   Teacher then gives feedback as a class discussion. |
| **\* Homework**  **\* Aim:** To revise the knowledge that students have gained in this lesson. | |
| * Unit 3 – Looking back, project | * Teacher asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………

*Date of preparing: 26/10/2023*

*Date of teaching: 28/10/2023*

Period 22 UNIT 3: MY FRIEND

Lesson 7: Looking back and project

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- review the vocabulary and grammar of Unit 3;

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**\* Vocabulary:** revise some words of unit 3

\* Grammar: The present simple and present continuous.

**2. Competences:** Speaking , reading and writing.

**3. Educational aim:** To teach SS to work hard, love their friends.

**II. TEACHING AIDS:**

- sachmem.vn, text books

III. PROCEDURE:

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  \* **Content:** Game *Brainstorming*( some adj about appearance and personalities)  **\* Products:** Write correct words on the board ( team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T -Ss**   * Teacher divides the board, and divides the class into 2 big groups. * Each group will be assigned a category: APPEARANCE & PERSONALITIES * Teacher asks students to brainstorm all adjectives related to people’s appearance and personalities. * The group having the most suitable answers is the winner. | | | ***\**  Game:** **\* *Brainstorming:***  ***\* Suggested answers:***   * **Appearance:** tall, short, beautiful, smart, …   Personalities: confident, careful, clever, funny, … |
| **\* VOCABULARY**  **1. Task 1**  **\* Aim:**To help students revise the adjectives describing people.  \* **Content:** Choose the best options to complete the sentences.  **\* Products:** Students say the correct key aloud ( individual work**).**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Students exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.   - Teacher gives feedback as a class discussion | **Task 1: Task 1: Choose the best options to complete the sentences. (Ex. 1, p. 34)**  ***\* Answer key:***  1. B  2. A  3. C  4. A  5. C | | |
| **Task 2**: | | | |
| **\* Aims: To help Ss revise the possessive case.**  \* **Content: Answer questions about your classmates.( game: lucky number)**  **\* Products:** Students ask and answer in groups by playing game.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher divides the class into 2 groups. * Teacher asks students to choose the number and answer the questions quickly in 3 seconds.   - If students choose the lucky number, they don’t have to answer | | **Task 2: Answer questions about your classmates.**  **Game: Lucky Numbers. (Ex 2, p. 34)**   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 | | 4 | 5 | 6 |   1. Who has long hair in your class?  2. Who has a small nose?  3. Who has a round face?  4. Does the classmate next to you have long hair?  5. Does the classmate next to you have big eyes?  6. LUCKY NUMBER | |
| **\* GRAMMAR**  **Task 3.**  **\* Aims:** To help students revise present tenses in context  \* **Content:** Put the verbs in the brackets in correct forms.  **\* Products:** Students’ correct answers on the board. (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students complete the task individually. * Students exchange their textbooks to discuss the reasons about their choices. * Students should record their original answers to guide their self-assessment later.   - Teacher gives feedback as a class discussion | | **Task 3: Put the verbs in the brackets in correct forms. (Ex. 3-4, p. 34)**  ***\* Answer key:***  **Ex. 3:**  1. are running  2. are talking  3. are not talking / aren’t talking  4. are drawing  5. is not teaching / isn’t teaching  **Ex. 4:**  1. are you doing; am writing / ’m writing  Ex. 4:  1. are you doing; am writing / ’m writing  2. cycles; don’t cycle; walk  3. Is he doing; is reading / ’s reading | |
| **5. Project**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** make project “My class yearbook”  \* **Products:** Students’ answers on the posters  Giaoandethitienganh.info  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher sets the context and asks students to bring a photo of his/her friend to class. * Teacher asks students to write a draft (using the clues) * Teacher checks and sets time for students to make a year-book page.   - Teacher gives comments and feedback. | | **\* My class yearbook:** | |
| **\* Consolidation**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 3  - make Project: “My class yearbook” | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 3 and To prepare for the next lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare for the next lesson: Review 1. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….