**Date of planning**: 3/12/2024

**Date of teaching:** 10/12/2024

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| **WEEK: 14**  **Peroid 42 :** | **UNIT 6 : OUR TET HOLIDAY**  **Lesson 1: GETTING STARTED**  **HAPPY NEW YEAR!** |

**I. OBJECTIVES:**

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

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.

+ Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*

+ Grammar: - Use modal verb: should/ shouldn’t for advice

- Use some any for amount

**2. Competences:** By the end of the lesson students will be able to pratice listening and reading the conversation between Linda and Phong about Tet in Viet Nam. Ss also know what they should do or shouldn’t do at Tet.

**3. Qualities :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

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

- Students: Text books, ….

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

**III. PROCEDURE:**

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| **1. Warm-up (5’)**   * \* **Aim:** To set the context for the listening and reading text.   To introduce the topic of the unit.  \* **Content:** Network – say activities about at Tet  **\* Products:** Say activities about at Tet aloud (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| **T – SS** ( Individual work)   * Teacher writes the word TET on the board and ask students to give any words relating to the topic. * Teacher may allow students to give a Vietnamese word and asks other students in the class if they know the equivalent in English. * Teacher writes on the corner of the board a list of the words which students cannot translate into English and asks them to keep a record for later reference when the unit finishes.   - Teacher lets students open their books and starts the lesson.  **+ Lead in**   * Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture: | | | **\* Warm up**: **Network**    **TET**  - decorate houses  - eat special food  - new clothes  - get lucky money  - visit relatives  ………   1. *What are there in the picture?* 2. *What do you think about when talking about Tet?*   ***\* Suggested answers:***  1. There is a peach blossom / cherry blossom tree with red envelopes.  2. Lucky money, new clothes,… |
| **2. Presentation (5’)**  **\* Pre teach vocabulary**  **\* Aim:** to introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  **- T - Ss.**  - 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 | | **\* Vocabulary**  - celebrate (v) : kỉ niệm  - decorate (v) : trang trí  - family gathering (N. phr.): sum họp gia đình  - lucky money (N. phr.): tiền lì xì  - peach flowers (n) : hoa đào  **\* Checking vocab: < Rub out and remember>** | |
| **3. Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To help students get the main idea of the text.  To help students scan the text for the information to fill the blanks.  \* **Content**: Listen and read the dialogue.  **\* Products:** Students read and understand the meaning of the dialogue.  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**   * Teacher asks students to look at the title of the conversation and the picture. * Teacher asks students some brainstorming questions like: * Teacher encourages students to give their answers, but does not confirm whether their answers are right or wrong. * Teacher plays the recording twice for students to listen and read along. * Teacher has students underline the words that are related to the topic of the unit while they are listening and reading. * Teacher invites some pairs of students to read the dialogue aloud. * Teacher has students say the words in the text that they think are related to the topic Tet. * Teacher quickly writes the words on one part of the board. | **Task 1. Listen and read**  *1. What do you think they are talking about?*  *2. When is Tet?*  *3. Is it a holiday?*  *4. What do we do at Tet?*  ***Suggested answers:***  *1. They are talking about Tet/ New Year.*  *2. It’s in January/ February.*  *3. Yes, it is.*  *4. We clean our houses, decorate them, meet relatives,…*  **\* Role play.** | | |
| **Task 2 (3’)**  **\* Aims:** To help Ss get the main idea of the text.  \* **Content:** Choose the correct key: What are Linda and Phong talking about?  **\* Products:** Students say correct key aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher asks students what exactly Phong and Linda are talking about. * Teacher lets them read the three options carefully and see the difference among them. * Teacher confirms the correct answer. (They are talking about Tet in Viet Nam.) | **Task 2. What are Linda and Phong talking about? (p. 59)**  ***\* Answer key:*** B | | |
| **Task 3:(5’)**  **\* Aims:** To help Ss scan the text for the information to fill the blanks.  \* **Content:** Complete the sentences about Tet  **\* Products:** Students’ correct answer on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 3: T-Ss, Ss-Ss**  - Teacher asks students to work independently to fill each blank with the word(s) from the conversation.  -Teacher may instruct them how to do the exercise and model with the first sentence  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. | **Task 3: Complete the sentences about Tet with the information from the conversation in 1.**  .  ***\* Answer key:*** 1. January 2. houses  3. gatherings  4. lucky money 5. break | | |
| **Task 4: (5’)**  **\* Aims:** To develop Ss' knowledge of the vocabulary relating to Tet.  \* **Content:** Match the words/ phrases in the box with the pictures.  **\* Products:** Students match the words and pictures exactly on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 4: T-Ss, Ss-Ss**  - Teacher lets students look at the pictures first to see if they know the English words for them.   * Teacher then allows students to read the words / phrases in the box and do the matching. * Teacher checks the answers as a class. | **Task 4: Match the words/ phrases in the box with the pictures.  *\* Answer key:***1. b 2. a 3. c 4. d | | |
| **4. Production:(5’)**  **\* Aims:** To allow students’ opportunities to recognize what is related to Tet through a fun game.  \* **Content:** Game – Is it about Tet?  **\* Products:** Students pratise in groups.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| ***Task 5 :T-Ss, Ss-Ss***   * Teacher allows students some time to read the instruction and the example. * Teacher demonstrates the game by saying a word/ phrase aloud and ask students if it’s about Tet or not. * Teacher lets students write down two things/ activities. * Teacher goes round and helps if needed. * Teacher divides the class into 2 or 4 teams and lets them compete each other. The teams can play Rock – Paper – Scissors to decide which team goes first.   Which team gets more correct words is the winner. | **Task 5: Game – Is it about Tet? (p. 59)**  ***Example 1:***  ***Student:*** *banh chung*  ***Class:*** *It’s about Tet.*  ***Student:*** *flying a kite.*  ***Class:*** *It’s not about Tet.* | | |
| **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work independently | - Some new words  - Read and understand content of the conversation | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

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

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| **Date of planning**:10/12/2024  **Date of teaching:** 11/12/2024  **WEEK: 15** | **Peroid 43: UNIT 6 : OUR TET HOLIDAY**  **Lesson 2 : A CLOSER LOOK -1** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

* extend and practice vocabulary related to "Tet": things, activities and practices;

- learn how to pronounce and recognize the sounds **/s/** and /∫/correctly.

a. Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*

*-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;

b. Grammar: - Use modal verb: should/ shouldn’t for advice

- Use some any for amount

**2. Competences:** To teach SS to work hard and love our Tet holiday.

**3. Quality/ behavior:** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

**1. Teacher:** Text books, pictures, planning , …

- Grade 6 textbook, Unit 6, A closer look 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURE:**

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabularies and its pronunciation  \* **Content:** *Game:* *NETWORK ( write things for Tet)*  **\* Products:** Students write correct answers on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| **- T - Ss**   * Teacher divides the class into two teams, then writes the topic “*Tet holiday”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner. | | | ***\* Game:* *NETWORK***    **Things for Tet**  **\* Suggested answer:**    - Flowers  - great food  - house decoration  - new clothes  ..... |
| **2. Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To enrich students’ vocabulary with the topic “Tet”  \* **Content:** Some vocabularies about Tet  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explanation …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < What and where>** | | **\* Vocabulary**  - visit relatives: thăm họ hàng bà con  - watch fireworks : xem pháo hoa  - give lucky money : nhận tiền lì xì  - make a wish: làm điều ước  - clean the furniture : lau chùi đồ đạc  *-* | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:** To revise/ teach the words/ phrases related to Tet.  \* **Content:** Write the words/phrases in the box under the pictures.  **\* Products:** Ss say the correct answer.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 1: T-Ss**  - Allow Ss to look at the pictures and see if they know the words *I* phrases in the box.  - Ask them to write the words *I* phrases in the box under the pictures.  Check the answers as a class. | **Task 1: Write the words/phrases in the box under the pictures. \* Answer key**  **1 fireworks**  **2. special food**  **3. fun**  **4. wish**  **5. furniture** | | | |
| **Task 2:** **(5’)**  **\* Aims:** To teach students how to combine a verb with a noun to talk about Tet activities.  \* **Content:** Match the verbs with the nouns.  **\* Products:** Ss say the correct answers ( pair work)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**  - Explain to Ss that some verbs and nouns go together and some don't:  e.g. *plant / decorate +*a *tree,*  but not *cook+* a *tree.*  *-* Write a verb on the board  (e.g. *read)*  and ask Ss to match the verb with as many nouns as they can find  - Ask Ss to look at the verbs in the *Verbs* box first and see what nouns in the *Nouns* box they can go with.  - Allow Ss to do the matching independently. Then pair Ss and allow them to share with their partner.  Check the answers as a class. | **Task 2: Match the verbs with the nouns.**  ***\*Answer key:***  1. f (have fun)  2. e (visit relatives)  3. d (give lucky money) 4. a (make a wish)  5. c (clean the furniture)  6. b (watch fireworks) | | | |
| **Practice**  **Task 3: (5’)**  **\* Aims:** To revise the words learnt in context.  \* **Content:** Complete the sentences with the words in the box**.**  **\* Products:** Ss read their correct sentences aloud.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***  -Teacher asks students to work independently or in pairs.  - Teacher encourages them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.  E.g. *In sentence 1, we need a verb after the subject we. We have two verbs in the box, clean and celebrate. Only celebrate can go with Tet. So the correct word is celebrated.*  - Teacher checks the answers as a class.  - Teacher may call on some students to read the sentences aloud. | **Task 3: Complete the sentences with the words in the box. (p. 60)**  ***\* Answer key:***  1. celebrate  2. peach  3. clean  4. shopping  5. food | | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds /s/ and /∫/**  **\* Aims:** To help students to identify how to pronounce the sounds **/**s**/** and **/**∫**/**  \* Content: PRONUNCIATION : Sounds /s/ and /∫/  **\* Products:** Read and know how to pronounce the sounds **/s/ and /∫/**.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /s/ and /∫/ to students and lets them watch a video about how to pronounce these two sounds. * Teacher asks students to give some words containing these sounds. | PRONUNCIATION  \* Sounds **/s/ and** /∫/  **\* Suggested answers:**  /s/: see, sun, say, swim,…  /∫/: show, should, shower, wash,… | | | |
| **\* Practice** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify how to pronounce the sounds /s/ and /∫/ and practise pronouncing these sounds in words.  \* Content: Listen and repeat the words  **\* Products:** Students pronounce words exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***Task 4 :T-Ss,***   * Teacher may write two Vietnamese words on the board first, e.g. *xách* and *sách*. * Teacher asks students to say the words aloud and draw their attention to the difference in the pronunciation of *x* and *s*. * Teacher writes the words see and she under the words *xách* and *sách* and read aloud the four words. * Teacher lets students elicit the difference in the two sounds /s/ and /∫/ in English. * Teacher has some students read out the words first. Then play the recording and ask students to listen and repeat. * Teacher plays the recording as many times as necessary. * Teacher calls on some students to check. | **Task 4: Listen and repeat the words. (p. 60)**  ***\*Audio script:***   |  |  | | --- | --- | | shopping | special | | spring | wish | | Rice | celebrate | | | | |
| **Task 5: (5’)**  **\* Aims:** To help students pronounce the sounds /s/ and /∫/ correctly in context.  \* Content: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.  **\* Products:** Whole class practice reading the poem exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***Task 5 :T-Ss,***  **-** Teacher plays the recording for students to listen to the poem. Then play the recording again for them to listen and repeat.   * Teacher asks students some time to practise reading the poem among themselves. * Ask them to pay attention to the underlined words with the /s/ and /∫/ sounds. * Go around and correct pronunciation if needed.   - Teacher asks for some volunteers to stand up and read the poem aloud. | **Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.**  ***\* Audio script:*** *Spring is coming! Tet is coming! She sells peach flowers. Her cheeks shine. Her eyes smile. Her smile is shy. She sells peach flowers* | | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:** game - ***Sentence race***  **\* Products:** Students pratise in groups.  **\* Organization of implementation**: | | | | |
|  |  | | | |
| * Teacher divides the class into 4 big teams. * All the teams have to produce the longest sentence that contains the most /s/ and /∫/ sounds in 5 minutes. Then, each team takes turn to present their sentence, which team has the longest sentence that has the most /s/ and /∫/ sounds wins. | **\* Game: Sentence race**  ***\* Suggested sentences:***  **The tongue twister: *Seashells***   * *She sells sea shells by the sea shore.* * *The shells she sells are surely seashells.* * *So if she sells shells on the seashore.*   *- I'm sure she sells seashore shells.* | | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /s/ and /∫/  **\* Products:** Say aloud what they remember from the lesson.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Vocabulary and how to pronounce the /s/ and /∫/ | | | |
| **5. Homework (2’)**  \* **Aim:** To revise what they have learnt and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Find 5 new words that haven’t been mentioned in the lesson with the sound /s/ and /∫/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

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

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| **Date of planning**: 10/12/2023  **Date of teaching:** 14/12/2023  **WEEK: 15** | **Peroid 44 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 3 : A CLOSERLOOK - 2** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

* use *should* and *shouldn’t* to make advice;

- use *some* and *any* to talk about quantity.

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

**\* Grammar**: - Use modal verb: should/ shouldn’t for advice

- Use some, any for amount

**2. Competence:** By the end of the lesson students will be able to learn how to use should/ shouldn’t for advice and use some, any for amount

**3. Quality/ behavior:** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

**1. Teacher:** Text books, pictures, planning, …

- Grade 6 textbook, Unit 6, A closer look 2

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURE:**

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar and to increase students interest.  \* **Content:** Game: *Pelmanism ( words and the meaning of words.)*  **\* Products:** Students’ correct choice. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| \* **Warm up (group work)**  **- T – Ss**   * 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 activities at Tet.  *Today we are going to learn about the things we should or shouldn’t do* | | | ***\**  Game: *Pelmanism***  EX 1. Fireworks 🡪 8. Pháo hoa |
| **1. Presentation 1 (10’)**  **\* Aim:** To teach some vocab related the lesson.  To introduce targeted grammar of “should / shouldn’t” and “some / any”.  \* **Content:** Some vocab and grammar : *Should / shouldn’t* for advice  **\* Products:** read and understand the meaning of words; know how to use *Should / shouldn’t*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – vocab**  **- T - Ss**  - Teacher use different techniques to teach vocab (pictures, situation, explanation …..)  - Repeat in chorus and individually  - Copy all the words  **\* Pre –teach grammar**  - T asks Ss to look at the picture and comment.  - T set the scene.  - T writes the sentences on the board. answers on the board.  - T checks the meaning, use and form of the structure | | **\* Vocabulary:**  - behave (v): cư xử  - plant (n, v): trồng cây, cây cảnh  - fight (v): đánh nhau  - break (v): làm bể, làm vỡ  \* Checking vocab: < Rub out and remember>  **I. GRAMMAR 1:**  ***+ Should / shouldn’t* for advice**  **1. Model sentences:**  *- Nam, you shouldn’t wet the floor.*  *- You should take your raincoat off first.*  **\* Note:**  **- Form: should(n’t) + bare-inf..**  **- Meaning:** should: nên, shouldn’t : không nên  **- Use: express advice** | |
| **Practice** | | | |
| **Task 1 (5 ’)**  **\* Aims:** To give students more opportunities to practise the use of *should / shouldn’t* in real context.  \* **Content:** Look at the signs at the library and complete the sentences with should or shouldn’t.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss :**   * Teacher writes the word *LIBRARY* on the board and asks students to say what they should/ shouldn’t do when they are in a library. * Teacher then asks students to look at the four signs in the library and lets them complete the sentences. * Teacher asks them to swap their answers with a partner. * Teacher calls students to read aloud the sentences and checks their answers as a class. * If there is still time, teacher asks students to refer to the notes of *In the classroom* on the board and practise saying the sentences with *should*/ *shouldn’t*.   - Teacher asks students to look at *Remember!*box and allow them one minute to memorise it. | **Task 1: Look at the signs at the library and complete the sentences with should or shouldn’t. (p. 61)**  ***\* Answer key:***  1. should  2. shouldn’t  3. should  4. shouldn’t    We use *should* for things that are good to do.  We use *shouldn’t* for things that are not good to do | | |
| **Task 2 (5)’**  **\* Aims:** To help Ss see what activity is good / not good to be done at Tet.  **\* Content**: Tick the activities children should do at Tet and cross the ones they shouldn’t.  **\* Products:** Students tick in the textbook and share the partner.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 2:T –Ss :**   * Teacher asks students to look at the pictures and read the phrases under the pictures. * Teacher then ticks (it’s good) or cross (it’s not good) each picture. The pictures help make the meanings of the phrases clear. * Teacher checks the answers as a class. | **Task 2: Tick the activities children should do at Tet and cross the ones they shouldn’t.**  ***Suggested answer:*** 1. ✓ 2. × 3. ✓ 4. × 5. ✓ 6. ✓  7. × 8. × | | |
| **Task 3 (5’)** | | | |
| **\* Aims:** To help Ss form sentences using should / shouldn't.  \* **Content:** Look at the activities. Take turns to say what you think children should/ shouldn't do.  **\* Products:** Ss play a game and say the correct sentences.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3 :T –Ss ; Ss- Ss**  - This activity allows students to produce sentences with the target language of *should* / *shouldn’t*, using the prompts in Task 2.   * Teacher asks students to do the task *by playing game: Lucky number.* * *T devices the class into 2 teams* * Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers. * Each team takes turns and chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number. | **Task 3: Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn't do.**  **\*** *Playing game : Lucky number*  **\* Answer Key:**  1. Children should plant trees.  2. Children shouldn't break things.  3. Children should go out with friends.  4-. Children should make a wish.  5. Children shouldn't fight.  6. Children should help with housework. | | |
| **Presentation.**  **GRAMMAR 2.**  **\* Aims**: To introduce targeted grammar of “some / any”.  \* **Content: Grammar:** *Some / any for amou***nt**  **\* Products:** Understand and know how to use *some/ any*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| ***\* T-Ss,***  **\* Pre –teach grammar**  - Ask Ss to read the **Remember!** box.  - Tell them to pay attention to the phrases in bold in the sentences to see how *some* and *any* are used differently (positive, negative, and question).  - Remind them that *some* and *any* can be used with both countable/ uncountable nouns. When they go with countable nouns, the nouns are always in plural. | ***\* Some / any* for amount**  \* **Some/ any : một vài, một ít**  **1. Model sentences:**  *(+) My mother bought* ***some fruits****.*  *(+) I need* ***some milk*** *for the cake.*  *(-) I can’t answer* ***any questions****.*  *(?) Do you have* ***any sugar****?*  **\* Note:**  **- Some :** *Dùng trong câu khẳng định.*  **- Any :** *Dùng trong câu phủ định và câu hỏi.*  \* Ngoại lệ câu mời : Would you like some tea? | | |
| **Practice 2**  **Task 4 ( 5’)**  **\* Aims:** To give Ss some controlled practice on the use of some / any.  \* **Content:** Complete the sentences with *some* and *any.*  **\* Products:** Students’ correct answers.  **\* Organization of implementation:** | | | |
| - Teacher applies the rules in the box. | **Content** | | |
| - Teacher asks students to look for clues  (+ or - / ? sentences) and decides whether to use *some* or *any*.  - Check their answers as a class and explain the choice. | **Task 4: Complete the sentences with *some* and *any.***  ***\* Answer key:*** 1. some, some  2. any, any  3**.** any, some | | |
| **Production**  **Task 4 ( 5’)**  **\* Aims:** To give students much freer practice with some/ any in real context.  \* **Content:** Game – What’s there in the fridge?  **\* Products:** Students say the correct sentences aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher divides the class into 4 groups. * Teacher asks students to look at the fridge and read the example. * Teacher draws students’ attention to the change of the verb be in the use with some or any (in the examples).   -Teacher reads out loud the things in the fridge, and also the things that aren’t in the fridge (to practice negative form).  - The team which raise their hands the fastest will get the chance to answer.  - Each correct answer gets 10 points.  🡪 The team with the most points in the winner | **Task 5: Game – What’s there in the fridge?**  ***\* Suggested answers:***  1. There are some eggs (in the fridge).  2. There is some fruit juice.  There are some packs of fruit juice.  3. There are not any apples.  4. There is not any bread.  5. There are some bananas.  6. There is some cheese | | |
| **Consolidation (3’):**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
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| Teacher asks students to talk about what they have learnt in the lesson. | \* Grammar:  ***+ Should / shouldn’t* for advice**  +  ***Some / any* for amount** | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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

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| **Date of planning**:13/12/2024  **Date of teaching:** 17/12/ 2024  **WEEK: 15** | **Peroid 45: UNIT 6 : OUR TET HOLIDAY**  **Lesson 4 : COMMUNICATION** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:** -

- introduce New Year’s wishes;

- introduce students to some New Year’s practices in other countries.

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

**\* Grammar**: Saying **New Year's wishes.**

**2. Competence:** By the end of the lesson students will be able to pratice listening and reading the conversation between Linda and Phong about Tet in Viet Nam. Ss also know what they should do or shouldn’t do at Tet.

**3. Quality/ behavior:** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

**1. Teacher:** Text books, pictures, planning , …

- Grade 6 textbook, Unit 6, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURE:**

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| **1.Warm-up (5’)**  **\* Aim**: To introduce the topic.  \* **Content:** Game: Matching ( flags and the names of the countries).   * **\* Products: Ss** match flags and know the names of the countries correctly .   **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  **- T – Ss**   * Teacher shows students the flags of five countries and asks them if they know the names of the countries. * Teacher divides the class into 2 teams. * Teacher shows the flags of five countries and the names of the countries * Members from two teams take turns and match the names with the correct pictures as fast as possible. * The team matched faster and correctly is the winner.   **- Lead in:**   * Teacher asks students how people in different countries celebrate their New Year. * Teacher asks students how people wish others on New Year holiday.   - Teacher sums up some common wishes. | | | **\* Game: Matching**    E. Spain  A. Romania  **1.**    **2.**  B. Switzerland  **3.**  C. Japan    D .Thailand  **4.**    **5.**  E. Spain  ***\* Suggested answers:***  ***1- C ; 2- D ; 3- A; 4- E; 5- B.*** |
| **2. Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **Saying New Year’s wishes.** | | | | |
| **Task 1: (5’)**  **\* Aim: 1. Presentation 1 (10’)**  **\* Aim:** To teach some vocab related the lesson.  To introduce New Year’s wishes.  \* **Content:** Some vocab related to the lesson.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **\* Pre- teach Vocab.**  **- T - Ss**  - Teacher use different techniques to teach vocab (pictures, situation, explaination, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking Vocab : Rub out and remember**  **Task 1**   * Teacher turns on the audio, students listen and read the New Year’s wish.   🡺 Students come up with the patterns:  Teacher asks students can they add some more wishes. | | **\* Vocabulary:**  ném nước, tạt nước  - Spain (n):  - Japan (n):  - throw water ( phrv):  - rice cakes (n):  - ice hole (n):  hố băng.  tắm  - bathe (v):  bánh gạo  Thụy Sĩ  - Switzerland (n):  Tây Ban Nha  Nhật  **Task 1: Listen and read the New Year’s wish.**  *+ Wishing you joy & laughter...from January to December!*  **\* Note:**  Wishing you/ I wish you + noun/ noun phrase.  ***\* Some common wishes on New Year holiday,***  *- Happy New Year*  *- Wish you healthy and successful.*  *-**Best wishes for the new year.* | | |
| **3. Practice (20’)** | | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice saying New Year’s wishes.  \* **Content:** Practise saying New Year’s wishes to your friends  **\* Products:** some students say the wishes aloud. In front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 2:T –Ss : Ss- Ss**  - Students work in groups and say New Year’s wishes.  - Teacher calls on some students to say the wishes aloud. | **Task 2: Practise saying New Year’s wishes to your friends, using the suggestions below or creating your own.**  **\* Suggested answer.**  *-I wish / Wishing you happy days all the year round.*  *- I wish / Wishing you good health and happiness.*  *- I wish / Wishing you success in your work and a happy New Year.*  *- I wish / Wishing you success in your study and laughter all the year round.*  *- I wish / Wishing you a year full of joy and success.*  *-I wish / Wishing you love and care from everybody around you.* | | | |
| **4. Pre – reading (5’)**  **\* NEW YEAR PRACTICES IN THE WORLD**  **\* Aims:** Introduce some New Year’s practices to students.  \* **Content:** Match the sentences with the pictures. Then match them with the countries  **\* Products:** Students’ correct answers on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 3: T – Ss**   * Teacher lets students read sentences first. * Teacher explains new words if they don’t know. (hole, throw water) * Teacher asks students to look at the pictures and do the matching. * Teacher checks their answers as a class. * Teacher then moves on to the next part, asks students if they know which country each practice is from. * Teacher asks students to look at the names of the countries and do the matching.   - Teacher checks answer as a class. | **Task 3: Match the sentences with the pictures. Then match them with the countries.**  **\* Answer key:**  1 - b- the USA  2 - c - the Russia  3 - a - Japan  4 - d - Thailand | | | |
| **While-Reading (8’)** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students have knowledge about a travel guide.  \* **Content:** Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities.  **\* Product:** Students say the correct answer key .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 3: T – Ss.**   * Teacher allows students some time to read the New Year’s practices in five countries and do the matching. * Teacher checks their answers as a class, asks students to read aloud the sentences that support their answers. | **Task 4: Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities.**  **=> Answer:**  ***1- b       2- a       3- e        4- c        5- d*** | | | |
| **6. Post-Reading**  **Task 5 (5’)**  **\* Aims:** To help Ss talk about New Year's practices around the world.  \* **Content:** Each student chooses one activity andThe group says which country he/ she is talking about.  **\* Products:** Student describe the activities exactly. ( group work)  **\* Organization of implementation:** | | | | |
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| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 5: T - Ss, Ss – Ss**   * Teacher asks students to underline all the activities they find in the passages. 🡺 Students memorize the key words to help them talk. * Teacher calls on students and ask them to describe the activities they have chosen to the group.   - The group/ The class gives the name of the country. | **Task 5: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which country he/ she is talking about.**  **\* Example:**  - They throw water on other people.  - It's Thailand.  1*/ They put 12 grapes in the mouth.*  *- It’s Spain.*  *2/ They ring bells 108 times.*  *- It’s Japan*  *3/ They throw coins into a river.*  *- It’s Romania.* | | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Ss say aloud what they have learnt .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - vocabulary related to Tet  - saying New Year’s wishes. | | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Choose a New Year celebration in the world and find out the information about it.  - To prepare for the next lesson: Unit 6 Skills 1. | | | |

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

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| **Date of planning**:14/12/2024  **Date of teaching:** 18/12/2024  **WEEK: 15** | **Peroid 46 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 5 : SKILLS-1** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*. To teach reading for general and specific information about New Years. To practice speaking about Tet, the children should/ shouldn’t do at Tet.

+ Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*

*-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;

+ Grammar: - Use modal verb: should/ shouldn’t for advice

- Use some any for amount

**2. Competences:** By the end of the lesson students will be able to practice reading for general and specific information about New Years. To practice speaking about Tet, the children should/ shouldn’t do at Tet.

**3. Quality/ behavior:** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

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

- Students: Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION(3’- 5’)** | |
| **(Pre - reading)**  **Aims:**  **- To develop student’s reading skills for specific information (scanning).**  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  \* Teach some new words in contexts if necessary.  - T follows steps to teach new words. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  -Answer the questions.  - Open their book and write the tittle of the lesson .  \* Reapeat and learn how to read and use them.  - Copy the new words. |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **While- reading**  **Aim: To help Ss develop reading for specific information (scanning);**  **\* Content:** Reading the passage for specific information  **\* Outcome:** Ss can get some information in the passage and decide who says sentences 1-5.  **\* Organisation :**Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Reading the passage and decide who says sentences 1-5.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  **\*** To help Ss broaden and deepen their knowledge about New Years.  - Ask Ss to look at the pictures so that they can focus on the countries they are going to read. Ask If they know how these countries celebrate the New Year.  - Have Ss read the passages and decide who says the sentences individually or in pairs.  - Encourage them to mark where the information for each answer appears in the passages.  - Check the answers as a class.  - Observe and help when and where necessary.  - Check the answer.  **Note:**  **Times Square** /,*taimz 'skwea/: a busy square in New York City, known for its bright lights and many theatres and cinemas. On New Year's Eve, thousands of people gather there to watch a ball lower as the new year approaches.* | **1. Reading the passage and decide who says sentences 1-5.**  **- T\_ Ss**  **\* Vocabulary**  **- welcome** (v) chào đón  **- light up** (v) làm sáng lên  **- customs** (n) phong tục  **- lucky** (adj) may mắn  **- cry sound** (c/n) tiếng khóc  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words if have  - Give the answer  **Note:**  **Key** :  1. C 2. A 3. B 4. C 5. B  **Lucky money:** *New Year lucky money is very popular in Asian countries like China, Viet Nam, Japan, and so on. The purpose of this custom is to wish for good luck, health, and fortune for everyone.* |
| ACTIVITY 2 : **While - reading**  **Aim: To test Ss' memory to see how much they concentrate on / comprehend the reading.**  **\* Content:** Doing the test memory. Remembering the things appear in the passage.  **\* Outcome:** Ss can remember the things appear in the passage  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Test your memory.**  - This job can be done ideally by asking Ss not to look back at the passages and see how many questions they answer correctly.  - T may turn it into a competition between groups. Then have them refer to the passages and check their answers. Check their answers as a class.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers. | **2. Test your memory.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers  **Key :**   1. ✓: a, b, c, e, f, g. 2. **x** : d, h |
| ACTIVITY 3 : *(Follow up activity)*  **Speaking**  **Aim: To help Ss talk about what they have read.**  **\* Content:** Telling which activities you do at Tet.  **\* Outcome:** Ss talk freely about activities at Tet using information in the passage.  **\* Organisation :**Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Work in pairs. These are some activities from the reading passages in1 . Tell your group if you do them during Tet.**  This activity helps Ss revise what they have learnt in the passages in 1 (both vocabulary and information about New Year's practices in other countries) and practise talking about them.  Ask Ss to work in groups to disscuss what they do / don't do during Tet.  Call on some Ss to report the results ofthelr group to the class.  Encourage Ss to extract more activities from the passages in 1 than the ones listed in 3, or provide more activities and see if Ss do them.  - Go round and offer help if necessary.  - Check and confirm the correct answers | **3. Work in pairs. These are some activities from the reading passages in1 . Tell your group if you do them during Tet**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in groups .**  - Give the answer . |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 4:  **Aim: To help Ss express their own what children should / shouldn't do at Tet.**  **\* Content:** Read and discuss what you should / shouldn’t do at Tet.  **\* Outcome:** Ss can express the things they should / shouldn't do at Tet.  **\* Organisation :**Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.**  - In order to form an opinion using *should or shouldn't,* Ss have to decide whether each activity is good or not good to do.  - Allow Ss some time to read the phrases, discuss and make their decisions by ticking or crossing each activity.  - Encourage Ss to think of the reasons for their choice.  - Have Ss talk in their groups. Encourage responses from others with I agree; *Yes, we should* or *I don't think so.*  - Call on some Ss to share their opinions with the class. Encourage them to express their ideas using *should / shouldn't.*  - Encourage them to give as many ideas as possible.  - Ask them to share their ideas in pairs before calling some Ss to present in front of the class.  - Then give feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary | **4. Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Work in pairs.  - Practice speaking in front of the class.  - Correct mistakes if have .  **Example:**  **A.** We shoulddress beautifully at Tet.  **B**. I agree. Should we ask for lucky money.  **A**. No, we shouldn’t  **….** |
| **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt in the lesson with the two language points: what words / phrases / sentences they can remember; what children do / don't do or *should /* *shouldn't* do at Tet  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook. | |

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| **Date of planning**:14/12/2024  **Date of teaching:** 21/12/2024  **WEEK: 16** | **Peroid 47: UNIT 6 : OUR TET HOLIDAY Lesson 6 : SKILLS-2: Listening and Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.

+ Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*

*-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;

+ Grammar: - Use modal verb : should/ shouldn’t for advice

- Use some any for amount

**2. Competences:** By the end of the lesson students will be able to pratice listening and writing an email about Tet holiday,

**3. Quality/ behavior :** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting + Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting + Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Listen and know what they are going to learn  - Open their book and write the tittle of the lesson |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Pre-listening**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Listen to Nguyen is writing to his friends..  **\* Outcome:** Ss are able to listen and tick the things they hear correctly.  **\* Organisation :**Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Nguyen is writing to his penfriend Tom**  **About how his family prepare for Tet. Listen and Tick (**✓**) the things you hear.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follow the steps to teach vocabulary  - Ask them to read aloud the list of words (which they have learnt already in the previous lessons). Make sure they pronounce them correctly. This would help them recognize the key words when they are doing the listening.  - Play the recording one or two times (as needed) and askSs to tick the answers. Check their answers as a class.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  - Confirm the answers. | **1. Nguyen is writing to his penfriend Tom**  **About how his family prepare for Tet. Listen and Tick (**✓**) the things you hear.**  **- T\_ Ss**  **……**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Do the tasks. Compare the answers.  - Give the answer.  **\*Key:** old things, peach flowers, new clothes, wishes |
| ACTIVITY 2 : **While-listening**  **Aims: To help Ss develop listening for specific information;**  **To help Ss combine listening and writing at the same time.**  **\* Content:** Listen again and answer the questions.  **\* Outcome:** Ss can answer the questions correctly. To improve listening skills.  **\* Organisation :**Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen again and answer the questions in one or two words.**  Have Ss read the questions first to determine what information is needed to answer the questions. Remind them that only the key word(s) is/are used for the answers.  Play the recording. Have Ss listen and write their answers.  Checktheiranswersasaclass.  Help correct Ss' answers so they have only 1-2 words. Write the answers on the board.  - Check and confirm the correct answers.  **\*Post-listening**  - Wrap up the Listening section by asking Ss to write down in notes what Nguyen's family does to prepare for Tet (even one note is good). Then call on some Ss to read aloud their notes.  \* T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen again and answer the questions in one or two words.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Fulfil the tasks  - Give the answers  **Key:**  **1.** Old things **2.** (Their) houses **3.** Red  **4**. (His) father **5.** Anything.  ***Audio script:***  *Dear Tom,*  *Tet is coming and I'm very happy. We do a lot of things before Tet. We throw some old things away.*  *We clean and decorate our homes. My mother goes shopping and buys food, red envelopes, and peach flowers. She also buys new clothes for us. My father makes banh chung and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break anything. It brings bad luck.*  Yours  *Nguyen*  - Tell something about Nguyen’s preparations for Tet. |
| ACTIVITY 3 : **Writing**  **Aim:** **To help Ss brainstorm ideas for their email.**  **\* Content:** Discuss and make a list the things that children should/ shouldn’t do at Tet.  **\* Outcome:** Using should/ shouldn’t correctly.  **\* Organisation:** Teacher’s instructions….. | |
| **3. Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet.**  Ask Ss to discuss and make a list of the things they think children should / shouldn't do at Tet. This is an opportunity to revise Tet vocabulary. Encourage Ss to think beyond the content covered in the previous lessons.  Guide Ss to write short phrases/notes Instead offull sentences here.  If Ss come up with any new activity or thing, T writes it on the board for other Ss to see. | **3. Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet.**  **- T\_ Ss**  - Listen carefully to the instructions  \* Ss learn how to do the tasks |
| **4. PRODUCTION/ APPLLICATION (8’-10’)** | |
| ACTIVITY 4:  **Aim:** **To help Ss complete an email talking about what people should / shouldn't do at Tet.**  **\* Content:** Complete email using the own ideas.  **\* Outcome:** Ss can complete email properly.  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Complete the email. using ideas in 3 .**  - Ask Ss to read what has been written in the incomplete email.  - Ask them to decide what will come in between the sentences.  - Have Ss work individually, referring to their notes in 3 to complete the email. Go round and offer help if needed.  - Ask one or two Ss to share their writing with the class. Check their writing.  - Collect some ofthe Ss'emails to correct at home.  \*Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  **\* Post writing**  - T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework.  - If time is limited,T may ask Ss to write the final version at home.  - Other Ss and T comment on the writing. | **4. Complete the email. using ideas in 3 .**  **- T\_ Ss**  - Listen carefully and learn how to write  - Write themselves. **Ss do it**  **\* Sample answer**  **From**: Nguyen  **To:** Tom Dear Tom,  *I will tell you more about our Tet. At Tet, we should decorate our homes with flowers and plants. We should visit our grandparents and relatives, too.*  *But we shouldn't eat too much sweet food. We shouldn't keep lucky money, either. We should put it into our piggy bank.*  *Please write and tell me about your New Year celebration.*  Yours,  Nguyen |
| **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 18/12/2024  **Date of teaching:** 22/12/2024  **WEEK: 16**  **Peroid 48 :** | **UNIT 6 : OUR TET HOLIDAY**  **Lesson 7 : LOOKING BACK AND PROJECT** |

**I. OBJECTIVES:** By the end of the lesson students will be able to

**1. Knowledge:**

- To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises. Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic

+ Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*

*-* To pronounce *the sounds* ***/s/*** *and /∫/* correctly;

+ Grammar: - Use modal verb: should/ shouldn’t for advice

- Use some any for amount

**2. Competences:**

- By the end of the lesson Ss can develop self control and self study.

- The Ss also form communication skills and team cooperation with other members.

- Ss know how to solve problems in different ways in a creative way.

**3. Quality/ behavior:** To educate the love and preservation of traditional customs and traditions Having a good behavior toward the adult and the elderly people on Tet holiday.

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’)** | |
| **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*  *Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES**  ACTIVITY 1:  **Aim : To help Ss revise the vocabulary about Tet.**  **\* Content:** Do the matching to revise vocabulary about Tet.  **\* Outcome:** Do the matching correctly. Remember the vocabulary.  **\* Organization:** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the verbs on the left with the nouns on the right.**  - Allow Ss some time to read the list of the words and do the matching Individually.  - Call on some Ss to read aloud their answers before checking them as a class.  - Have Ss do exercise individually and then compare their answers.  - Check and confirm the correct answers | **1. Match the verbs on the left with the nouns on the right.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions  **\* Key:**  **1**. d **2.** c **3**. e **4**. a **5**. b **6**. f |
| ACTIVITY 2:  **Aim: To help Ss revise the vocabulary about Tet in context.**  **\* Content:** Complete the sentences to revise the vocabulary.  **\* Outcome:** Can remember the use the words about Tet in contexts.  **\* Organization :**Teacher’s instructions.. | |
| **2. Complete the sentences with words/ phrases in the box.**  - Have Ss do this activity by themselves and write their answers in their notebooks.  Have Ss do this activity. Allow them to swap answers.  - Invite some Ss to ask and answer in front of the class  - Observe and help when and where necessary, and correct Ss' pronunciation and intonation.  - Check the answers as a class. | **2. Complete the sentences with words/ phrases in the box.**  - Ss **work individually**.  - Do the tasks  - Share the answers.  **\* Key:**  **1**. lucky money **2**. cleaning **3**. Banh chung **4**. peach **5**. gathering |
| ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise the use of should / shouldn't.**  **\* Content:** Write full sentences using should / shouldn’t.  **\* Outcome:** Can remember more the use: should / shouldn’t.  \* Organisation :Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Write full sentences using the cues given, and *should or shouldn’t***  - Highlight the new situation of visiting someone's home, a popular activity for children at Tet. Apart from revising should / shouldn't, Ss learn how to behave well at other people's homes.  - Have Ss read the phrases first. Allow them some time to write the sentences.  - Call on some Ss to say the sentences aloud and see if others agree.  - Check the answers as a class.  Ask if Ss can suggest any other behavior with should / shouldn't.  - Let Ss do the exercise individually and then compare their answers.  - Check and confirm the correct answers. | **3. Write full sentences using the cues given, and *should or shouldn’t***  **- T\_ Ss**  - Listen to the instructions clearly  - Copy  **Suggested answers:**  **1**. He / She should ask for permission before entering a room.  **2**. He / She shouldn't run about the home.  **3**. He / She shouldn't take things from a shelf.  **4**. He / She shouldn't make a lot of noise.  **5.** He / She should ask for some water if he / she feels thirsty. |
| ACTIVITY 4:  **Aim: To help Ss revise the use of some and any.**  **\* Content:** Read the passage and do the filling.  **\* Outcome:** Ss can do the filling quickly and correctly  **\* Organisation :**Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Read the passage and fill the blanks with *some or any***  Ask Ss to look for clues in each sentence to decide which word to use to fill in the blank.  Allow Ss to share answers.  - Check the answers as a class.  - Check and confirm the correct answers. | **4. Read the passage and fill the blanks with *some or any***  **- T\_ Ss**  - Listen carefully  - Check the answers  - Give the answers  \* **Key:**  **1**. some **2**. some **3.** any  **4.** any **5.** some **6.** any |
| **3. FURTHER PRACTICE/ APPLICATION(12’-15’)** | |
| **\* Aim: Further practice**  **\* Content: Revise the previous language items.**  **\* Outcome:** Ss understand more the lesson.  **\* Organisation:**Teacher’s instructions…  **\* PROJECT:**  - Use this as an in-class activity before Tet.  - Encourage Ss to say their wishes.  - Ask Ss each to get a small piece of paper. (T may prepare for them, preferably in different colours to make the tree colourful.)  - Remind Ss not to write their names on the paper.  - Allow them 3 - 5 minutes to write their wishes. - T can demonstrate by writing on the board some examples, using wish or want (e.g. I wish my parents health and happiness. or I want no war in this world.)  - Have Ss come up and hang their wishes on the tree.  - When everybody is ready, call on some Ss to come up, pick a random piece of paper, and read the wish aloud. The class guesses whose wish it is.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language.  At the end, ask Ss to make a list of the wishes they are most interested in so that they can share them with their family when they return home. | **- T\_ Ss**  **- Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks. Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons. |
| **4. WRAP-UP & HOME WORK(2’)**  \* Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  - Ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.  **\*HOME WORK**  - Do more exercises in workbook.  - Make more sentences using should/ shouldn’t | |

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