**Week: 15 *Teaching date* :** 15/12/2024

Period: 44 UNIT 6: OUR TET HOLIDAY

**Lesson 3: A closer look 2**

**I. OBJECTIVES:**

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

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

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

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

**\* Grammar**:*should* and *shouldn’t* ; *some* and *any*

**2. Skills:** Listening and reading

**3. Attitude:** **:** To teach SS to work hard and love our Tet holiday.

**4. Competences: -**giving advice.

**III. MATERIALS**

**\* Preparation:**

**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, ….

IV. PROCEDURES: (45')

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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, explaination …..)  - 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 remmember>  **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) weak sts**  ***\* 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. weak sts**  ***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 devides 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:**. Undertand 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 bothcountable/ 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:** | | | |
|  |  | | |
| Teacher asks students to talk about what they have learnt in the lesson. | \* Grammar:  ***+ Should / shouldn’t* for advice**  +  ***Some / any* for amount** | | |
| **4. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new 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** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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