**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:** ………………………………………………………………………………………………………………………………………………………………………………

**Week: 15 *Teaching date* :** 16/12/2024

Period: 45

UNIT 6: OUR TET HOLIDAY

Lesson 4 : Communication

**I. OBJECTIVES:**

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

* introduce New Year’s wishes;

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

**II. LANGUAGE ANALYSIS**

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

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

**2. Skills:** Speaking and reading

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

**4. Competences** **:** develop reading, speaking and co-operating skills.summarizing , know how to **say New Year's wishes to your friends,…..**

**III. MATERIALS**

**\* Preparation:**

**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, ….

IV. PROCEDURES: (45')

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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.**    B. Switzerland  **2.**    **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 remmember**  **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.Weak sts**  **=> 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:** | | | | |
|  | | | | |
| **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. (weak sts)  \* **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.  \* **Content:** Revise 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. | - 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:** ……………………………………………………………………………………………………………………………………………………………………………

**Week: 15 *Teaching date* :** 19/12/2024

Period: 46

UNIT 6: OUR TET HOLIDAY

Lesson 5 : Skills 1

**I. OBJECTIVES:**

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

* develop reading skill for specific information;

- express judgement about the what children should/shouldn’t do at Tet.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** lexical items related to the lesson.

**\* Grammar:** should /shouldn’t + V

**2. Skills:** Reading and speaking

**3. Attitude:** To teach SS to work hard and love Tet holiday; undestand something should /shouldn’t do at Tet holiday.

**4. Competences:** develop reading, speaking and co-operating skills; Talk about activities at Tet.

**III. MATERIALS**

**\* Preparation:**

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

- Grade 6 textbook, Unit 5, skills 1

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

IV. PROCEDURES: (45')

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| --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: To help students be excited in class.  To revise the old knowledge.  \* **Content**: Listen an English song ; matching contries with their activities.  **\* Products:** Students say the answers correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss:.**  - Have SS listen an EL song   * Teacher divides the class into 2 teams. * Teacher asks Ss match the names of countries with theactivities. * . Members from two teams take turns and matchs the names with the correct activites as fast as possible. The team matched faster and correctly is the winner. | | **\* Warm-up : Matching**   |  |  | | --- | --- | | **Countries** | **Activities** | | 1. Japan  2. Spain  3. Switzerland  4. Romania  5. Thailand | a. put 12 grapes in the mouth  b. ring bells 108 times  c. throw coins into a river  d. throw water on other people  e. drop ice cream on the floor |   1 – b: 2 – a: 3 – e: 4 – c: 5 – d: |
| **2. Pre- reading (7’)**  **Pre – teach vocab**  **\* Aim:** To provide students with some lexical items before reading the text.  To let students find out the meanings of these lexical items themselves based on provided context.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | | \* **Vocabulary**  - cheer (v) : reo hò  - strike midnight (v) : điểm nữa đêm  - light up (phrv) :chiếu sáng  - custom (n) : phong tục  - enough (determiner) : đủ  - salt (n): muối  - cry sound (phrn): tiếng khóc, tiếng kêu  - poor (adj): nghèo  **\*Checking: What and where** |
| **Pre- reading (5’)** | | |
| **\* Aims:** To introduce the topic of reading.  \* **Content:** chatting ( some questions)  **\* Products:** Ss anwer the questions correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T –Ss**  **-** T has look at the pictures and asks Ss  some questions.  - T asks Ss match 3 names of children with  3 pictures of countries.  - And then lead in reading part. | **\*Children in different countries are talking about their New Year. Weak sts**  1. What is his/ her name?  2. Where is he/ she from?  \* Matching: Name with pictures | |
| **While – reading (10’)** | | |
| **\* Aims:** To develop reading skill for specific information.  To help Ss broaden and deepen their knowledge about New Years.  \* **Content:** Read the passages and decide who says sentences 1 – 5.  **\* Products**: Ss say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss**  **-** Teacher reminds students on how to scan a text.   * Teacher asks students to work individually. * After the time is over, teacher asks students to compare their answers together, and discuss with each other if they don’t have the same answers. * Teacher checks the answers in the whole class and asks for students’ explanation. | **Task 1:Read the passages and decide who says sentences 1 – 5. (p. 64)**  \* **Scanning:**  *1. Know what you are looking for. (read the questions and underline key words in each question)*  *2. Identify the key words in text and move quickly*  *3. Read the rest of the text. (when you find key words, read the surrounding words to check your answers)*  *\* Answer key:*  1. C 2. A 3. B 4. C 5. D | |
| **Task 2(5’)**  **\* Aims:** To check students’ reading comprehension.  \* **Content:** Test your memory – grab the words game.  **\* Products:** Work in groups and give the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T –Ss**  - 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. | **Task 2**  ***\** Test your memory – grab the words game.**  + The things appear in the passages: ***a, b, c, e, f, g***  + The things don't appear in the passages: ***d, h*** | |
| **5. post -reading (5’)**  **\* Aims:** To check students’ reading comprehension  \* **Content: :** Answer some questions: *GAME: LUCKY NUMBER*  **\* Products:** Answer the questionss exactly by playing game,.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - T asks Ss to answer some questions by playing game : *lucky number*   * Class is divided into 2 groups. * Teacher prepares 8 numbers which includes 6 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. * The team which has more points will be the winner. | **EX: Answer some questions:**  ***GAME: LUCKY NUMBER***  1.Who does Russ often go to Times Square to welcome the New Year?  2. What do everybody do when the clock strikes midnight in the USA?  3. What does Wu do On New Year’s Day?  4. Does Wu go out and have a day full of fun ?  5. Where does Mai learn some customs about Tet from?  6. Are cats lucky animals in Viet Nam?  **\* Answer key:**   1. *with his parents .* 2. *Everybody cheers and sings.* 3. *dress beautifully and go to his grandparents’ houses.* 4. *Yes, he does..* 5. *Her parents.* 6. *No. they aren’t . (Dogs are lucky animals.)* | |
| **Pre –speaking (5’)** | | |
| **Task 3**  **\* Aims**: To help Ss talk about what they have read.  \* **Content:** discuss what they do/ don't do during Tet.  **\* Products:** Students write (or say) the perfect sentences on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  **-** Ask Ss to work in groups to discuss what they do/ don't do during Tet.  - Call on some Ss to report the results of their 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 t hem . | **Task 3: Work in groups. These are some activities from the reading passages in 1. Tell your group if you do them during Tet. \* Example:**  - I always watch fireworks on New Year's Eve.  - I don’t sing when the New Year comes.  - I always get lucky money at Tet.  - I usually go out and have fun with my friends.  - I always dress beautifully at Tet. | |
| **6. While –Speaking (5’)**  **\* Discussion** | | |
| **Task 4**  **\* Aims:** To help Ss express their own ideas on what children should / shouldn 't do at Tet.  \* **Content:** Read the list and discuss what you should or shouldn’t do at Tet  **\* Products:** Students’ idea on the posters and discuss in groups.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**   * Teacher draws students’ attention to the example provied, and asks 2 students to model the conversation. * Teacher tells students that to form an opinion using should/ shouldn’t, students have to decide whether each activity is good. * Teacher asks students to work in groups of 4 to talk in their groups and encourages them to use the languages from the example. * Teacher goes around the class and offers help if needed.   -Teacher calls students to share their opinions with the class. | **Task 4: Work in groups. Read the list and discuss what you should or shouldn’t do at Tet.(weak sts)**   |  |  | | --- | --- | | - break things  - make a wish  - dress beautifully  - say "Have fun!" to friends  - help decorate our houses | - play games all night  - invite friends home  - ask for lucky money  - play loud music |   **Example:**  **A:** We should dress beautifully at Tet.  **B:** I agree. Should we ask for lucky money?  **C:** No, we shouldn't.  **A***: We should help decorate our houses.*  ***B:****I agree. Should we play games all night?*  ***C:****No, we shouldn't.* | |
| **7. Post-Speaking (3’)**  **\* Aims:** To provide students to use their own knowledge and the knowledge they have gained in the lesson today to talk in groups in a less controlled way  \* **Content: *Questions****:* “What the children in the USA should or shouldn’t do during the New Year?”  **\* Products:** Students’ opinion are reported in front of the class  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * **T - Ss, Ss – Ss** * Teacher asks students whether they still remember Russ from the USA, and asks Ss to discuss freely in pair: * Teacher encourages students to freely express their opinion. * Teacher calls some students to report their opinion to the whole class.   *+ Note: There is no right or wrong for this question. Students can make guesses based on what they know.* | **\* Questions**:   * “What the children in the USA should or shouldn’t do during the New Year?” | |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.(Weak sts)  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills ( Talk about what children do/ don't do or should/ shouldn't do at Tet) | |
| **8. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| - Teacher asks students to prepare the new lesson | - Do Ex in WB  - Prepare: Skills 2 | |

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