**Week: 14 *Teaching date*** *:13/12/2024*

Period: 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:

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

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary**: Things and activities at Tet

**\* Grammar**: Use should/shouldn’t for advice.

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

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

**4. Competences:** Know pronounce and recognize the sounds /s/ and /∫/. how to ; Ss will be developed listening, speaking .

**III. MATERIALS**

**\* Preparation:**

**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, ….

IV. PROCEDURES: (45')

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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, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < What and where>** | | **\* Vocabulary**  - visit relatives: thăm họ hang 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 (weak sts)  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  - 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 celebrate.*  - 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 (weak sts) | - 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 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. | - 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:** ………………………………………………………………………………………………………………………………………………………………………………