**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 food3. 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:***

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| --- | --- |
| shopping  | special  |
| spring  | wish  |
| rice | celebrate |

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| **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:** ………………………………………………………………………………………………………………………………………………………………………………