***Date of planning* :** 25 / 8 / 2023

ENGLISH 6

Period 1: **INTRODUCTION**

INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS

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

1. Knowledge:

- Recognize new English 6 textbook's format.
- Identify something about United Kingdom, England and English.

2. Skills:

- Memorize new English 6 textbook's format.

3. Attitude:

- Raise Ss' love for English and Ss' love for their new school.
- Enhance Ss' good attitude to work in groups, individual work, pair work.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector…
- Students: Text books, studying equipment….
- Method: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP (5')

Aims:

- To create a friendly and atmosphere in the class before the lesson;

- To give T and Ss a chance to introduce themselves;

- To lead into the unit

*** Content:** Have some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the new class.

*** 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)** introduces himself/ herself - T may introduce some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the new class… - Have Ss to introduce themselves. - T encourages Ss to talk in English as much as possible + Lead to the first unit of the new school year. - Write the unit title on the board and ask Ss guest what they are going to learn this unit … - Ask Ss to open their book and introduce what	**+ Greeting** **+ Chatting.** **T_Ss** - Students **(Ss)** listen and learn how to introduce themselves. - Introduce themselves **(*name; age; address; likes; dislikes ….friends…*)** + Students **(Ss)** listen and learn how to do the tasks.

they are going to study….	- Answer the teacher's questions - Open their book and write.
2. PRESENTATION (10')	
ACTIVITY 1+ 2: **Aims: - To set the context for the introductory;** **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.** *** Content:** Some brief notes; Something about England, English**.** Introduce New Tieng Anh 6 *** Outcome:** Ss learn something about England, English; Learn how to use New Tieng Anh 6 *** Organisation**: Teacher's instructions….	
Teacher's & Student's activities	**Content**
1. T. asks sts some questions about England. - What do you know about England? - T. gives sts something about England and English. - It located in North-west coast of Europe with very mild weather not too hot but not too cold. - It consists of four parts: England, Wales, Scotland and Ireland. - It's official name is the UK - Each part has its own flag of UK. **2. English**: - How many people speak English as their mother tongue? - How many people speak English as their first language? - How many people speak English as their second language or first foreign language? - Why do you learn English? - Is it important? Difficult? Useful? Interesting? => It's very important, useful, interesting. It is the means of communication to one another. **3/ New English 6 text book**: - How many units are there in English 6 text book? - What are they about? * There are 12 units, each unit has eight sections, providing materials for 7 classroom lessons of 45 minutes. ***- Section 1:*** *GETTING STARTED. Introduce the topic of the unit. Present the vocabulary and*	 **- T_Ss** - Listen carefully and read aloud. - Fulfil teacher's requirements - Give the answers - Ss answer if possible - Listen carefully and read aloud. - Find out the words related to the topic. - There are many interesting things of England and you'll gradually know about them in the progress of learning English. **2/** Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world's computers use program in English. ¾ of all international correspondence is in English. **3/ English 6 has 12 Units.** **- T_Ss** **- Each unit has 7 lessons.** ***- Section 6:*** *SKILL 2: LISTENING AND WRITING. The listening activity follows the oral practice in speaking to provide Ss an opportunity to listen.... Writing focuses on developing Ss' wring skills* ***- Section 7:*** *LOOKING BACK & PROJECT. Recycle language from previous sections,*

the grammar items. ***- Section 2:*** *A CLOSER LOOK 1. Present and practice the vocabulary and pronunciation of the unit. Grammar items may also be included in this section.* ***- Section 3:*** *A CLOSER LOOK 2. Deal with the main grammar point(s) of the unit. The new language point is presented in short text or a talk./ interview. Both a closer look 1, 2 mainly give language focus and practice of receptive skills.* ***- Section 4****: COMMUNICATION. Help Ss to use the functional language in everyday life context and consolidate what they have learnt....* ***- Section 5:*** *SKILL 1. READING AND SPEAKING. Develop Ss reading abilities And provide further practice which supports Ss in their production of speaking English freely.*	*consolidate and apply what they have learnt in the unit. The project helps Ss to improve their ability to work by themselves and in team, and extend their imagination in a field related to the unit subject. (Extra-curricular activity/ or homework).* - English is not too difficult but it requires you working hard. - Sts need learn by heart all vocabulary and their usage. - Review the lesson every day. - Learn English every day.

3. PRACTICE (20')

ACTIVITY 3:

Aims: To help Ss understand the lesson. Class room language

*** Content:** Some brief notes; Something about England, English**.** Classroom language…

*** Outcome:** Ss learn something about England, English; Classroom languages…

*** Organisation**: Teacher's instructions….

Teacher's & Student's activities	Content
3. How to learn English best? - Tell us how you learn best? - Tell us how you can learn English best? * Some useful classroom languages: - Who is the monitor? - Who is absent today? - Who is on duty today? - May I go out? - May I come in?..... - How to improve your English : - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading every day. … - Ss should work hard every day to improve their English. **" Hard work is the key to success"**	 **- T_Ss** - Listen carefully - Practice saying classroom languages. - Work in groups; in pairs; present the projects….

4. PRODUCTION (8')	
ACTIVITY 4: **Aims: To revise / teach classroom languages.** *** Content:** Some brief notes; Something about England, English**.** Classroom languages… *** Outcome:** Ss know something about England, English; Classroom languages… * Organisation**:** Teacher's instructions…..	
Teacher's & Student's activities	**Content**
- T_Ss - T gives some questions to introduce the class expressions. - Have Ss listen and repeat. - Teacher says " go out, please"→Go out - Teacher says "No" → Don't go out - Call on some pairs to practice in front of the class.	- The greetings : - good morning - Good afternoon - Good morning - Good bye …. - We can say " May I go out" - You can say "Stand up, please. - Listen, please - Read after me - Repeat please…..

*** HOME WORK (2')**

- Learn classroom languages.
- Prepare new lesson Unit one

Date of planning: 27/8/2023

<u>Period 2</u>: UNIT 1: MY NEW SCHOOL

Lesson 1: GETTING STARTED

A special day

I. OBJECTIVES:

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

1. Knowledge:

-Recognize the topic of the lesson *My New School*.

-Identify some words related to school things

2. Skills: master the names of the things in the classroom

3. Attitude:

- Raise Ss' love for English and Ss' love for their new school.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector…
- Students: Text books, studying equipment….
- Method: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP (5')
Aims: **- To create a friendly and atmosphere in the class before the lesson;** **- To give T and Ss a chance to introduce themselves;** **- To lead into the unit**

*** Content:** To have some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the subject and new lesson.
*** Outcome:** Introducing themselves to make more new friends.
*** Organisation :** Teacher's instructions …

Teacher's Student's activities	Content
+ Greeting **+ Chatting** - Teacher **(T)** introduces himself/ herself - T may introduce some warm-up activities to create a friendly and relaxed atmospheres to inspire Ss to warm up to the subject and new class… - Have Ss to introduce themselves. - T encourages Ss to talk in English as much as possible + Lead to the first unit of the new school year. - Write the unit title *My New School* on the board and ask Ss guest what they are going to learn this unit … - Ask Ss to open their book to page 6 and introduce what they are going to study….	**+ Greeting** **+ Chatting.** **- T_Ss** - Students **(Ss)** listen and learn how to introduce themselves. - Introduce themselves (*name; age; address; likes; dislikes ….friends…*) + Students **(Ss)** listen and learn how to do the tasks. - Answer the teacher's questions and requirements. - Open their book and write.

2. PRESENTATION (10')

ACTIVITY 1: **Aims:**
- To set the context for the introductory;
- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.
*** Content:** Learn some new words. Read the conversation and find out new words.
*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…
*** Organisation:** Teacher's instructions

Teacher's Student's activities	Content
- T sets the scene/ context for the listening and reading. - T introduces Vy and Phong: They are friends, and Duy Vy's new friend. - Have Ss look at the picture. Ask Ss questions about the picture: *Where are they? Who are Vy and Duy? ect..* - Ask Ss why it is a special day… - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.	**- T_Ss** - Listen carefully to the context - Listen carefully and read aloud. **- Pair Work** *** Vocabulary** **- calculator** (n): máy tính

- Ask them to talk a bit about their feelings on the day. - Play the recording twice or more for the Ss listen and read along. - Ask Ss underline the new words or the word related to the topic while they are listening and reading. ***Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)	**- uniform** (n): đồng phục **- smart** (adj): thông minh **- wear** (v): mang, mặc, đội. - Listen carefully and read aloud. + Follow the seven steps of teaching vocab. + Check vocabulary. **+ Take note** - Call on some groups of Ss **to read the conversation aloud.**

3. PRACTICE (20')

ACTIVITY 2:

Aim: To help Ss understand the conversation.

*** Content:** Listen and read the conversation. True/ false activitiy, filling in the gaps.

*** Outcome:** Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points…

*** Organisation:** Teacher's instructions……

Teacher's Student's activities	Content
2. Read the conversation again and tick (√) T (True) or F (F)/ - Ask Ss to read the conversation again and tick (√) T (True) or F (F)/ Page 7 - Play the recording once more for Ss to understand the conversation better. - Explain the strategies of doing True - False exercise to Ss: *Read each statement carefully, identify and underline the key words in the statement, locate the key vvords or similar words in the text, and then evaluate if they are the same, or the opposites of the intormation in the given statements*. If the information is the same, it's True (T). If it is opposite or different, it's False (F). - Ss work independently. Tell them to refer back to the conversation if necessary. - Allow them to share their answers before discussing them in groups or as aclass. - T gives the correct ansvvers.	**2. Read the conversation again and tick (√) T (True) or F (F)/** **- T_Ss** - Do the tasks. - Listen carefully - Follow the teacher's instructions. - Do True/ False **- Work independently.** - Give the answers *Key:* **1.T 2.F 3.T 4.T 5.F**

ACTIVITY 3: Aims:

- To introduce some vocabulary related to the topic of the unit;

- To introduce the grammar point of this unit: the present simple.

*** Content:** Understand the conversation; grammar points; present simple tense..

*** Outcome:** SS know more about the topic of the lesson, Vocab, grammar points.

*** Organisation:** Teacher's instructions …

3. Write ONE word from the box in each gap. - T may instruct Ss how to do the exercise: Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun *uniforms* to fill the blank. - Model with the first sentence."Wear" - Ask Ss to work independently to fill each blank with the right word. - Allow Ss to share answers before discussing them as a class. - Ask Ss to write the correct ansvvers on the board. - T explains the meaning of some words if necessary. - Ss practise saying the sentences together. - T then asks Ss to identify the tense used in these sentences.Tell them that it is the present simple tense, and they are going to learn it in this unit.	**3. Write ONE word from the box in each gap.** **- T_ Ss** - Listen to the instructions clearly - Learn how to do it - **Ss to work independently** - Share the answers - Copy them **Key:** 1. wear 2. has 3. go 4. uniform 5. subjects - Practice saying the sentences - Give the answers.
ACTIVITY 4: **Aim: To help Ss revise some words and learn some more words indicating school things.** *** Content:** To learn some more words indicating school things. Matching *** Outcome:** Ss know more some words about school things. *** Organisation:** Teacher's instructions ….	
4. Match the words with the school things. Then listen and repeat. - Ask Ss to match the words with the school things. - Play the recording for Ss to listen and check their matching. - Ss listen again and repeat. Then let them practise saying the names of school things. - Explain the meanings if necessary, e.g. use visual aids in the classroom.	**4. Match the words with the school things. Then listen and repeat.** **- T_ Ss.** - Ss do the matching. **Ss do themselves** - Listen carefully- Check the answers - Listen and repeat **** Key + Audio script:*** 1. school bag 2. compass 3. pencil sharpener 4. rubber 5. pencil case 6. calculator
4. PRODUCTION (8')	
ACTIVITY 5: **Aim: To revise / teach the names of the things in the classroom.** *** Content:** Name the words about school things around class *** Outcome:** Ss can name the things in the classroom. Learn more new words. *** Organisation :** Teacher's instructions	
Teacher's Student's activities	**Content**
5. Look around the class. Write the names of school things you see in your notebook.	**5. Look around the class. Write the names of school things you see in your notebook.`** **- T_Ss ; Ss _ Ss**

- Tell Ss to look around the class. - Point to each student and ask what he / she sees / has around him / her (e.g. *table, desks, notice board, pictures,* etc.). - Let them practise the words, write them in their notebook and make sentences with the words if there is time.	- Listen to the instructions carefully then do the tasks. - *desks, notice board, pictures…..* - Take note

*** HOME WORK (2')**

- Read again the conversation on page 6.
- Do more exercises in workbook.
- If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and */ʌ/* in the conversation and tells Ss that they will learn these language points in the upcoming lessons…..

*****

Teacher's &Student's activities	Content
+ Greeting : Chatting - Teacher **(T)** asks Ss some questions about them and class. - Ask Ss to open their book to page 6 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 (10')

ACTIVITY 1:

Aims:

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

*** Content:** To introduce the names of school subjects, nouns by listening , repeating the words

*** Outcome:** Know more some new words.

*** Organisation :** Teacher's instructions …

Teacher's & Student's activities	Content
1. Listen and repeat the words. - Ask Ss to listen and repeat the words/ Page 8. - Have Ss look at the pictures and think about the meaning of the words. ***Pre-teach vocabulary:** + Teacher use different techniques to teach vocabulary (situation, realia, translation….) + Follow the seven steps of teaching vocab. * Checking vocab: Slap the board + Play the recording and let the Ss listen. - Play it twice or more with pauses for them to repeat each word. - Correct their pronunciation. - Give the comments. - Call on some Ss **to read the words aloud.** **Note: Don't teach the words in this activity yet**	**1. Listen and repeat the words.** **- T_Ss** + Students **(Ss)** listen to the instructions carefully and learn how to do the tasks. *** Vocabulary:** - **science** (n): môn khoa học - **history** (n): môn lich sử - **exercise** (n): bài tập - Repeat in chorus and individually. - Take note all the words. - Ss check the meanings of the words *** Audio script:** school lunch exercise English science history football homework, lessons music

3. PRACTICE (20')

ACTIVITY 2:

Aims: To teach Ss how to combine a verb and a noun to talk about school activities.

*** Content:** Pair work to put the words in the correct columns

*** Outcome:** Ss can combination a verb and a noun correctly.

*** Organisation :** Teacher's instructions …

Teacher's &Student's activities	Content

2. Work in pairs. Put the words in 1 in the correct columns./P.8 **- T_Ss** - Ask Ss to look at the table and learn how to do it. - Explain to Ss that in English some verbs and nouns go together and some don't. - Ss work in pairs.. Tell them to put the words in **1** into groups. - Check the answers. - Explain to them which words go with each verb. - Allow them to share their answers - T gives the correct ansvvers. - T encourages Ss to extend their vocabulary by adding as many words as possible to the groups.	**2. Work in pairs. Put the words in 1 in the correct columns./P.8** - Listen carefully and learn how to do. **- Ss work in pairs .** - Give the answers **play do have study** football homework school luch English music exercise lesson history/science *(play sports, do the housework, have a rest, study new words……)*

ACTIVITY 3:

Aim:

- To revise the words that Ss have learnt in context.

*** Content:** To use present simple to do the exercises. Filling the words.

*** Outcome:**Ss understand more about using the words in contexts.

*** Organisation :** Teacher's instructions …

Teacher's &Student's activities	Content
3. Put one of these words in each blank. - Ask Ss to do activity 3 - Ask Ss to work independently or in pairs to fill each blank with the right word. - Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence - Model with the first sentence. - Allow Ss to share answers before discussing them as a class. - Check the answers in a class. - T may call on some Ss to read the sentences aloud. **Extension:** - lf time allows, ask Ss to write sentences about themselves in their notebooks, using the combinations in **2.** They should write as many sentences as possible. E.g. // We *have*	**3. Put one of these words in each blank.** **- T_Ss** - Listen to the instructions clearly - *Learn how to do it* - Ss to work independently - Ss do themselves. - Ss take note - Practice saying the sentences. Give the answers. -Ss practise saying the sentences. - Ss take note *** Key:** **1.** homework **2.** football **3.** lessons **4.** exercise **5.** science

English lessons on Tuesday and Thursday.	

II. PRONUNCIATION: / a:/ and /ʌ/

ACTIVITY 4:

Aim: To help Ss pronounce the sounds / a:/ and /ʌ/ and practice pronouncing these sounds in words correctly.

*** Content:** To pronounce the sounds /a:/ and /ʌ/ correctly; Listen and repeat.

*** Outcome:** Pronouncing the sounds /a:/ and /ʌ/ correctly;

*** Organisation :** Teacher's instructions ….

4. Listen and repeat. Pay attention to the sounds /a:/ and /ʌ/ . - Let Ss practise the sounds /a:/ and /ʌ/ together. Ask Ss to observe the T's mouth when pronouncing two sounds. - Play the recording and ask Ss to listen to these words and repeat. - Play the recording as many times as necessary. - Check the meanings if necessary,	**4. Listen and repeat. Pay attention to the sounds /a:/ and** /ʌ/. **- T_Ss** - *Listen carefully- Check the answers* - *Listen and repeat* ** Audio script:* **1.** /a:/: smart art carton class **2.** /ʌ/ subject study Monday compass

4. PRODUCTION (8')

ACTIVITY 5:

Aims: To help Ss pronounce the sounds /a:/ and /ʌ/ correctly in context.

*** Content:** To pronounce the sounds /a:/ and /ʌ/ correctly; Listen and repeat

*** Outcome:** Pronouncing the sounds correctly in the sentences.

*** Organisation:** Teacher's instructions ….

Teacher's &Student's activities	Content
5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and /ʌ/ - Have Ss quickly read the sentences and underline the words having the sounds /a:/and /ʌ/ - Play the recording for Ss to listen and check the words that they have underlined. - Have them work in pairs to compare their ansvvers.	**5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and /ʌ/** **- T_Ss** - Listen to the instructions carefully then do the tasks. **- Work in pairs** -Do the tasks - Check Ss'answers. - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.

*** HOME WORK (2')**

- practice reading the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lesson.

Date of planning: 31/8/2023

Period 4 : UNIT 1: MY NEW SCHOOL

Lesson 3: A CLOSER LOOK -2

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

1. Knowledge:

-Understand the form and the usage of the present simple tense and adverbs of frequency

2. Skills:

-Apply the form and the usage of the present simple tense and adverbs of frequency to do exercises correctly.

3. Attitude:

- Raise Ss' love for English and Ss' love for their new school.
- Raise Ss' awareness about importance of learning English.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector…
- Students: Text books, studying equipment….
- Method: T-WC; group works; individual ……

III. PROCEDURE:

<table>
<tr><th colspan="2">1. WARM UP (5')</th></tr>
<tr><td colspan="2">Aim:
- To revise/ introduce GRAMMAR: The present simple tense.
* Content: To review/ introduce the use and the form of the present simple tense.
* Outcome: Ss know the use and form of the present simple tense.
* Organization : Teacher's instructions</td></tr>
<tr><th>Teacher's & Student's activities</th><th>Content</th></tr>
<tr><td>+ 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….
The present simple
* T prepare the following lines from the conversation in GETTING STARTED … and show them to Ss.
Duy: Hi, Phong. I ḷịve near here, and we go to the same school!
Phong: Good. Hmm, your school bag looks heavy.
Duy: Yes! I have new books, and we have new subjects to study.
Phong: And a new uniform, Duy! You look smart!
Duy: Thanks, Phong. We always look smart</td><td>+ Greeting
+ Chatting
- Students (Ss) listen and learn how to do.
- Open their book and write
- T_Ss

The present simple
Positive
+ I/You/We/They + V (work/study)
+ He / She / It + V-s / V-es (works / studies)
Negative
- I/You/We/They + don't/do not + v (don't/do not work/study)
- He / She / It + doesn't / does not + V (doesn't / does not work / study)
Questions and short answers</td></tr>
</table>

in our uniforms. - Highlight / Underline the present simple structures in these lines. - Ask Ss to look at the sentences in the **Remember!** box. Remember to introduce all the positive, negative and question forms of the tense. - Explain to Ss that we use the present simple to talk about actions or events that often happen, or are fixed. - Have Ss give some examples. - T may give them some verbs to make sentences (e.g.: live, like, play, walk, etc.).	? Do I/ you / we/they + V (work/study)? ? Yes, I / you / we / they do. - No, I / you / we / they don't. ? Does he / she/it + V (work/study)? - Yes, he/she/it does. - No, he / she / it doesn't. **- Remember how to form and use the present simple tense.** * Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular./ **Page 9**

2. PRESENTATION (10')

ACTIVITY 1:

Aim: To give Ss practice in using the present simple tense in sentences.

*** Content:** To pracice using the present simple in context.

*** Outcome:** Ss learn how to form and use of the present simple correctly by choosing correct answer.

*** Organisation:** Teacher's instructions

Teacher's & Student's activities	Content
1. Choose the correct answer A, B, or C ***Pre-teach vocabulary:** + Teacher uses different techniques to teach vocabulary (situation, realia….) + Follow the seven steps of teaching vocab. + Check vocabulary. *Ask Ss to do the task 1/ page 9 - Have Ss do this exercise individually before they share their answers with their partners. - Ask some Ss to read out their answers. - Confirm the correct ones. - T gives explanations if necessary.	**1. Choose the correct answer A, B, or C** ***Vocabulary:** - interview (v) phỏng vấn - playground (n) sân chơi ….. + Students (Ss) listen to the instructions carefully and learn how to do the tasks**.(S)** - Answer the teacher's questions **- T_Ss** - Listen carefully and read aloud. *** Key**: 1. A 2.C 3. B 4.A 5.C

3. PRACTICE (20')

ACTIVITY 2:

Aim:

To help Ss practise using verbs in the present simple in sentences and in context.

*** Content:** To practice using the present simple in context.

*** Outcome:** Practicing the use of the present simple by giving the correct form of the verbs.

*** Organisation :** Teacher's instructions

Teacher's & Student's activities	Content
2. Miss Nguyet is interviewing Duy for the	**2. Miss Nguyet is interviewing Duy for the**

school newsletter. Write the correct form of the verbs. - Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. – - Ask Ss to share their answers with a partner. - T confirms the correct answers. + If there is time, let Ss work in pairs to role-play the interview. - Observe and help when and where necessary, and correct Ss 'pronunciation and intonation.	**school newsletter. Write the correct form of the verbs.** - Ss **work individually** - Do the tasks - Share the answers. - Learn how to do. *** Key:** **1**. has **2**. Do you have **3**. like **4**. Does Vy walk **5**. ride **6**. Go

ACTIVITY 3: **Adverbs of Frequency**

Aim:

- **To help Ss revise some adverbs of frequency they already learnt.**

*** Content:** To review/ introduce the use of adverbs of frequency.

*** Outcome:** Ss can use of adverbs of frequency correctly by making sentences.

*** Organisation:** T_ Ss , Individual, Pair work, group works, …

- Tell Ss to look at the two examples carefully.
- Ask Ss about the position of the adverbs of frequency, and the meaning of those.
- Ask Ss to recall all the adverbs of frequency they know.

+ We use adverbs of frequency to show how often something happens.

- **We often use them with the present simple.**
- **We usually place the adverb of frequency before main verb.**

Example:

- Tom **usually** takes the bus to school.
- They **don't** often go to the cinema.

Teacher's & Student's activities	**Content**
3. Put one of these words in each blank. - This is a very easy activity, so just ask Ss to give the answers as a class. - T confirms the answers. - T encourages Ss to give as many sentences with these adverbs as possible.	**3. Put one of these words in each blank.** - Listen to the instructions clearly - Ss to **work independently** - Share the answers - Copy them **Key:** 2. Usually 3. Sometimes 5. Never

ACTIVITY 4:

Aim: To help Ss practise using adverbs of frequency in context.

*** Content:** Practise using adverbs of frequency in context by choosing the correct answer.

*** Outcome:** Understanding more using adverbs of frequency in context.

*** Organisation:** Teacher's instructions ….

4. Choose the correct answer A or B to complete each sentence. - Let Ss work in pairs. - Call on some Ss to read aloud the sentences	**4. Choose the correct answer A or B to complete each sentence.** - Listen carefully. **Pair Work** - Check the answers

and give their answers. - Check and confirm the correct answers	- Listen and repeat **<u>* Key:</u>** 1. B 2.A 3.A 4. B 5.A
4. PRODUCTION (8')	
ACTIVITY 5: **Aims: To help Ss practise asking and answering questions about the topic of school, using the present simple tense and adverbs of frequency.** *** Content:** Making questions; Interview partners using the cues words. *** Outcome:** Making questions correctly. Then interview partners. *** Organisation :** Teacher's instructions	
Teacher's & Student's activities	**Content**
5. Work in pairs. Make questions, and then interview your partners - Ask Ss to work in pairs to make questions using prompt. - Have them take turns to ask questions and give answers. - T goes round and corrects mistakes or gives help when and where necessary. + Note that Ss' answers may vary. Accept all answers which are grammatically and logically correct.	**5. Work in pairs. Make questions, and then interview your partners** - **Work in pairs** to make questions. + **Key:** 1. Do you often ride your bicycle to school? 2. Do you sometimes study in the school library? 3. Do you like your new school? 4. Do your friends always go to school with you? 5. Do you usually do your homework after school?

*** HOME WORK (2')**

- Read again the conversation on page 9.
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.

Date of planning: 1/9/2023

<u>Period 5</u> : UNIT 1: MY NEW SCHOOL

Lesson 4: COMMUNICATION

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

1. Knowledge:

- Identify how to introduce someone to someone else in English
- Understand some everyday English phrases and expressions
- Recognize some communication culture

2. Skills:

- Apply some everyday English phrases and expressions to do exercises and practice them in the real situations in daily life.
- Introduce someone to someone else in English

3. Attitude:

- Raise Ss' love for English and Ss' love for their new school.
- Raise Ss' awareness about importance of learning English.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector…
- Students: Text books, studying equipment….
- Method: T-WC; group works; individual ……

III. PROCEDURE:

<table>
<tr><th colspan="2">1. WARM UP (5')</th></tr>
<tr><td colspan="2">Aims:
- Students use every day English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.
* Everyday English
Introducing someone
* Content: Use everyday expressions to develop the language skills.
* Outcome: Developing the language skills by asking and answering questions about themselves.
* Organisation: Teacher's instructions</td></tr>
<tr><th>Teacher's &Student's activities</th><th>Content</th></tr>
<tr><td>+ 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….
- T leads in the lesson.</td><td>+ Greeting
+ Chatting. T_ Ss
- Students (Ss) listen and answer the teacher's or friend's questions
- Open their book and write the tittle of the lesson</td></tr>
<tr><th colspan="2">2. PRESENTATION (10')</th></tr>
<tr><td colspan="2">ACTIVITY 1 + 2:
Aim: To teach Ss how to introduce someone to someone else in English.
* Content: Greeting and introduce someone to someone else
* Outcome: Learning how to introduce the name, age, job, likes, dislikes to make friends….
* Organisation : Teacher's instructions …</td></tr>
<tr><th>Teacher's &Student's activities</th><th>Content</th></tr>
<tr><td>1. Listen and read the dialogue. Pay attention to the highlighted parts.
- Ask Ss to do the task 1/ page 11.
- Teacher gives instructions.
- Play the recording and let Ss listen.
- Ask some Ss to read aloud the dialogue.
- Ask the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction.
- Have Ss practise the dialogue in groups.
- Call on some groups to practise the dialogue</td><td>1. Listen and read the dialogue. Pay attention to the highlighted parts.
- T_ Ss
+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.
-Ss work in groups and Read aloud the dialogue.

- Ss practise the dialogue in groups.
- Ss may use every day English to talk to each other.
- Ss work in pairs.</td></tr>
</table>

in front of the class. +T may also begin by brainstorming ways of introducing someone that they know. - Observe and help when and where necessary, and correct Ss' pronunciation and intonation. **2. Work in groups. Practice introducing a friend to someone else.** - Let Ss work in groups and practise introducing a friend to the others. - Move around to observe and provide help. - Call on some groups to practise in front of the class. - Comment on their performances	**2. Work in groups. Practice introducing a friend to someone else.** - Work **in groups** and practise introducing a friend to the others. + Ss do the tasks *Suggestions:* **Vy:** Phong, this is Duy, my new friend. **Phong:** Hi, Duy. Nice to meet you. **Duy**: Hi, Phong. Nice to meet you, too.

3. PRACTICE (20')

ACTIVITY 3: **New friends at school**

Aim: To help Ss practise asking questions when making new friends at school.

*** Content:** Asking questions when making new friends at school by ticking the questions.

*** Outcome:** Learning how to make new friends at school.

*** Organisation :** Teacher's instructions …

Teacher's &Student's activities	Content
3. Read and tick the questions you think are suitable to ask a new friend at school ***Pre-teach vocabulary:** + Teacher use different techniques to teach vocabulary (situation, realia, translation….) + Follow the seven steps of teaching vocab. + Check vocabulary. * This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language. *First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.* - T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc. - Ask Ss to read and tick the questions individually. - Let them discuss the questions in groups. - T may ask them to explain their answers.	**3. Read and tick the questions you think are suitable to ask a new friend at school** ***Vocabulary:** **- favourite** (adj) được yêu thích **- quiz (n)** cuộc thi đố **- remember(v)** nhớ **- share (v)** chia sẻ ….. * Ss **work pairs** - Listen to the teacher's instructions carefully and learn how to do. - Ask Ss to **work in pairs** to ask and tick the questions. - Give the answers *** Suggested answers:** **1.** Are you from around here? **2.** Do you like music? **3.** What is your favourite subject at school? **4.** Do you play football? **5.** How do you go to school every day?

- Observe and help when and where necessary, and correct Ss' pronunciation and intonation. *** Write one or two more questions on piece of paper. Then share them with the class.**	- Do the tasks if possible
ACTIVITY 4: **Aims: To help Ss practise asking and answering questions about friends.** **- To help Ss revise yes/ no questions with the present tense.** *** Content:** Revise the use of present simple by asking and answering questions. *** Outcome:** Confirm questions by answering Yes/ No correctly. *** Organisation :** Teacher's instructions …	
4. There is a quiz for students in the new school newsletter. Answer the questions. + First ask Ss to give qualities of a good friend at school. Encourage them to give as many words as possible. (Eg: friendly, generous, helpful, cheerful, etc.) - Ask Ss to answer questions individually - Call on some Ss to read aloud the sentences and give their answers. - Check and confirm the correct answers	**4. There is a quiz for students in the new school newsletter. Answer the questions**. - Listen carefully. **S_S** - Answer questions individually. - Do the tasks
4. PRODUCTION (8')	
ACTIVITY 5: **Aim: To help Ss ask and answer questions about friends, and practice making a presentation.** *** Content:** Interview friends using questions above. Present in front of the class. *** Outcome:** Talking to friends to develop speaking skills. *** Organisation:** Teacher's instructions	
Teacher's &Student's activities	**Content**
5. Work in groups. Takes turns to interview the others. Use the questions above. - Ask Ss to work in groups to ask questions and answer. - Divide the class into groups of 4 or 5. Ss take turns to interview the other members. Using questions in **4** - Encourage Ss to give more information about friendship [eg. Friends are forever] - Choose some Ss to give a presentation to the class about their good friends [and why they are good friends]	**5. Work in groups. Takes turns to interview the others. Use the questions above.** - Work **in groups** to ask questions and answer. - **Group work**

*** HOME WORK (2')**

- Practice asking friends questions about good friends.
- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

****

Date of planning: 3/9/2023

Period 6 : UNIT 1: MY NEW SCHOOL

Lesson 6: SKILLS_1/ Reading and Speaking

THIS UNIT INCLUDES:

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

1. Knowledge:

-Identify scanning technique to get specific information in a short paragraph

-Recognize how to make a simple dialogue to ask and answer about the choice of type of school they would like to go.

2. Skills:

- Understand scanning reading skill to get specific information in a short paragraph to do exercises

- Make a simple dialogue to ask and answer about the choice of type of school they would like to

3. Attitude

- Raise Ss' love for English and Ss' love for their new school.

- Raise Ss' awareness about importance of learning English.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

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

- Students: Text books, studying equipment….

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

III. PROCEDURE:

<table>
<tr><th colspan="2">1. WARM UP (5')</th></tr>
<tr><td colspan="2">Aim: Pre – reading
- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.
* Content: Revision the old lesson. Having some warm-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…</td></tr>
<tr><th>Teacher's & Student's activities</th><th>Content</th></tr>
<tr><td>+ 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….
- Ask the class to look at three pictures first. Encourage Ss to give their ideas (as many</td><td>+ Greeting
+ Chatting. T_ Ss
- Students (Ss) listen and answer the teacher's or friend's questions
- Look at the pictures and answer the teacher's questions: I can see three schools. I can see many students in the school yar. The school in</td></tr>
</table>

sentences as possible) E.g. in picture 1, 2: *What can you see? How is the school? Where are they?...* - T leads in the lesson.	*the first picture is very big nad nice ….* - Open their book and write the tittle of the lesson

2. PRESENTATION (10')

ACTIVITY 1: **While- reading**

Aims: To get Ss acqainted with a reading skills.

- To help Ss understand and activate their knowledge of the topic of the lesson.

*** Content:** Looking at three pictures and read three passages to get used to reading skills.

*** Outcome:** Developing reading skills by looking at the pictures and doing the matching.

*** Organisation:** Teacher's instructions ….

Teacher's & Student's activities	Content
1. Look at the pictures and quickly read the passages. Match 1-3 with A-C. ***Pre-teach vocabulary:** + Teacher use different techniques to teach vocabulary (situation, realia….) + Follow the seven steps of teaching vocab. + Check vocabualry. *Ask Ss to do the task 1 on page 12. - Teacher gives instructions. - Tell ss to read the three passages quickly and check their ideas. - Set a strick time limit to read - Tell Ss a tip: *Ss read the first sentence of each paragraph. This sentence often gives you the topic of the paragraph.* - Paragraph 1: ***Sunrise*:** a boarding school in Sydney. - Paragraph 2: ***Anson* :**a lower secondary school in Bac Giang; - Paragraph 3: ***Dream*:**an International school - T may call Ss to read aloud each paragraph - Observe and help when and where necessary. - Check the answer.	**1. Look at the pictures and quickly read the passages. Match 1-3 with A-C.** ***Vocabulary:** **- boarding school** (c-n) trường nội trú **- mountain** (n) núi, ngọn núi **- international(**adj) quốc tế **- art** (n) nghệ thuật + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **- T_ Ss; S_s** - Ss learn how to read the passages. - Ss read three passage quickly - Ss know the name. It is in …. - Read each paragraph if possible - Give the answer *** Key: 1. C 2. A 3. b**

3.PRACTICE (20')

ACTIVITY 2 :

Aim: To help Ss develop their reading skills for specific information (scanning).

*** Content:** Reading the passages again and complete sentences.

*** Outcome:** Understanding more about content of the texts.

*** Organisation:** Teacher's instructions..….

Teacher's & Student's activities	Content

2. Read the passages again and complete these sentences. - Ask Ss to read the passages again, then find the words and phrases to complete the sentences - T help Ss to give the meaning of the words or explanations, or examples, or the Vietnamese equivalent. - T tells Ss to pay attention to the context of the words. - Ask Ss to note where they found the information, then help Ss to complete the sentnecs. - Check and confirm the correct answers.	**2. Read the passages again and complete these sentences.** + Ss do the tasks **- 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:** **6.** boarding **7.** Sydney **8.** Mountains and green fields **9.** Dream School. **10.** English- speaking teachers.
ACTIVITY 3: **Aim: To help Ss further develop their reading skills for specific information (scanning)** *** Content:** Answer the questions for more information to develop their reading skills *** Outcome:** Getting more information to understand the three passages. *** Organisation :** Teacher's instructions …	
3. Answer the questions: - Ask Ss to read the passages in detail to answer the questions. - T gives instructions how to do this kind of exercise. - Explain the strategies (chien luoc) if necessary [*e.g. reading the questions, understanding the key words, locating the key words in the text, and then reading that part and answering the questions..]*. - Set the longer time limit for Ss to find the answers to the questions. - Let ss compare the answers with partners before discussing them in class. - Work in pairs ask and answer the questions. - Allow Ss to read the three passages in chorus once. - Call on some Ss to read aloud three passages to the class. - Check their pronunciation and intonation. - Check and confirm the correct answers	**3. Answer the questions:** - Listen carefully to the instructions - Answer questions individually. **- Ss _ Ss** - Follow the strategies carefully - Find the answer. - Compare the answers - Work **in pairs** ask ans answer the questions. **Key:** 1. Sunrise (is). 2. (It is) in Bac Giang. 3. Yes, there is. 4. They join many interesting clubs.

4. PRODUCTION (8')	
ACTIVITY 4: **Aims:- To help Ss prepare ideas for the speaking activity;** **- To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons**. *** Content:** Ask and answer the questions to complete the table *** Outcome:** To practice speaking by asking and discussing the choices of the type of school… *** Organisation :** Teacher's instructions.…	
Teacher's & Student's activities	**Content**
4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table. - Ask Ss to refer back to the passages in 1. - Ask them to give some background of the three schools: *Sunrise School, An Son School, and Dream School.* - Allow Ss time to answer the questions: Which school (among the three above) would you like to go to? Why? -Ask Ss to complete the table in their notebooks. Then arrange Ss in pairs. - Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar. - Discuss any common errors and provide further practice if necessary. *** Discuss your choice with a friend** - May ask Ss to work in groups to do project/15	**4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table.** - Listen to the teacher's instructions carefully and follow them. **- T- Ss** - Work individually - Choose the answer .Answer the questions - Complete the table. - Talk in front of the class one of the school they would like to go to. - Correct mistakes.

*** HOME WORK (2')**

- Practice asking friends questions about the school you would like to choose? Why?
- Do more exercises in workbook.
- Prepare new lesson. **Skills 2**

****

Date of planning:……..

Peroid 7 : UNIT 1: MY NEW SCHOOL

Lesson 6: SKILLS_2/ Listening and Writing

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

1. Knowledge

-Identify listening skill for specific information

-Understand how to write a paragraph

2. Skills

- Use listening skill for specific information to do exercise about schools.
- Apply the paragraph writing skill to write a paragraph of 40 to 50 words about one's school.

3. Attitude

- Raise Ss' love for English and Ss' love for their new school.
- Raise Ss' awareness about importance of learning English.

4. Competences: Develop competences of communication, co- operation and self -management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector…
- Students: Text books, studying equipment….
- Method: T-WC; group works; individual ……

III. PROCEDURE:

<table>
<tr><th colspan="2">1. WARM UP (5')</th></tr>
<tr><td colspan="2">Aim:
- To develop students' listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or pen palls.
* Content: Revision: Describe a school they would like to go to.
- Having some warm-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…</td></tr>
<tr><th>Teacher's & Student's activities</th><th>Content</th></tr>
<tr><td>+ Greeting
+ Chatting
- Teacher (T) asks Ss some questions about them and class.
- Ask Ss about the content of the previous lesson. Describe a school they would like to go to.
- Ask Ss to open their book and introduce what they are going to study….
- T leads in the lesson.</td><td>+ Greeting
+ Chatting
- Students (Ss) listen and answer the teacher's or friend's questions
- T_ Ss
- Talk about one school they would like to go to.
- Open their book and write the tittle of the lesson</td></tr>
<tr><th colspan="2">2. PRESENTATION (10')</th></tr>
<tr><td colspan="2">ACTIVITY 1: (Pre-listening)
Aim: To get Ss acquainted with listening skills.
- To help develop Ss' skills of listening for specific information.
* Content: Listening a student talking about her school to get used to listening skills
* Outcome: Guessing the answers to the questions. To improve listening skills.
* Organisation: Teacher's instructions..….</td></tr>
<tr><th>Teacher's & Student's activities</th><th>Content</th></tr>
</table>

1. Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions. ***Pre-teach vocabulary:** + Teacher use different techniques to teach vocabulary (situation, realia….) + Follow the seven steps of teaching vocab. + Check vocabulary. + Answer the two question before listening - Ask Ss the questions: Who's Janet? What's the name of her school? - Ss work in pairs and guess the answers to the two questions. - Encourage them to speak English and feel free to make guesses. - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong. - Play the recording. Let Ss listen once and check their guesses.	**1. Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.** ***Vocabulary:** - uniform (n) bộ đồng phục - wear (v) măc, đeo, đội ….. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **- T_ Ss** + Ss look at the key words before answering the questions (e.g. Janet, student, Palmer School, America). - Ss answer the questions - Compare the answers.

3. PRACTICE (20')

ACTIVITY 2 : **While-listening**

Aim: To help develop Ss' skill of listening for specific information.

*** Content:** Listen again to get more information about schools in America.

*** Outcome:** Choose the correct answer correctly.

*** Organisation:** Teacher's instructions ….

Teacher's & Student's activities	Content
2. Listen again and choose the correct answer A or B. - Have Ss look at the sentences. Tell them how to do it. - Give them some strategies to do the exercise, (*e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).* - Play the recording twice and allow Ss to choose the correct answers as they listen. - Ss can share their answers before listening	**2. Listen again and choose the correct answer A or B.** - Listen to the teacher's instructions carefully and learn how to do it. **- T_ Ss** - Check the meaning if necessary ***Audio script:*** *Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly.* *The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths.*

to the recording a final time to check. - Get feedback. - Check and confirm the correct answers. *** Post-listening** **- Students tell about Janet's school freely** - T gives instructions and encourage Ss to tell about Janet's school, using information in Audio Script. - Give some clues: *her name, age, the name of her school. Teacher, she studies Vietnamese, wear uniforms every day,…..* - Call on some Ss to talk freely. - Correct pronunciations, grammar, vocab, intonation.	*I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.* * **Key:** **1**. A **2**. B **3**. B **4**. A **5.** A - Free talk *Her name is Janet. She is eleven years old. She is in grade/ year 6 at Palmer School. Her friends are friendly. The teacher in her school are nice and very helpful. Her favourte teacher is Math teacher….*
ACTIVITY 3: **Aim: To help Ss prepare ideas for their writing in 4.** *** Content:** Write the answers to the questions about your own school *** Outcome:** Answer the questions about your own school to improve writing skills. *** Organisation :** Teacher's instructions	
Teacher's & Student's activities	**Content**
3. Write the answers to the following questions about your school. - Let Ss work individually. - Guide them to write the answers to these questions in full sentences. - Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. - Allow Ss to refer back to the reading for useful language. - Model with some Ss.	**3. Write the answers to the following questions about your school.** - **Work individually** - Answer the questions about the schools. - Give the answers.
4. PRODUCTION (8')	
ACTIVITY 4: **Aim: To help Ss practise writing a paragraph about their school.** *** Content:** Use the information above to write a paragraph about your own school *** Outcome:** Using information above to write a paragraph about your school. *** Organisation :** Teacher's instructions	
Teacher's & Student's activities	**Content**

4. Use the answers in 3 to write a paragraph of 40- 50 words about your school. - Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3. - Tell Ss that they can add their own ideas. - Ask them to pay attention to punctuation, structures, word choice, linking words, etc. - T goes round helping if necessary. - Ask one or two Ss ***to write their paragraph on the board.*** - Other Ss and T comment on the writing. - T collects some Ss' paragraphs to correct at home.	**4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.** - Ss **work individually**. Write a paragraph using answer the questions in 3 - Write themselves. ***Sample paragraph:*** *My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school. (53 words)*
*** HOME WORK (2')** - Finish writing the paragraph. Copy in the note books. - Do more exercises in workbook. - Prepare new lesson.	

Date of planning:……..

Date of teaching: ……..…

WEEK: 3

Peroid 8 : UNIT 2: MY NEW SCHOOL

Lesson 7: LOOKING BACK

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. 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. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and /ʌ/ correctly;

+ Grammar: - use the present simple;

- use the adverbs of frequency;
- use the combinations: to play, to do, to have, to study + Noun;

2. Competence: By the end of the lesson students will be able to recycle the language from the previous sections. Ss can consolidate and apply what they have learnt in the unit.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector… .
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION(3'-5')

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.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English and focus on the new 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 give Ss practice in using the present simple tense in sentences.

*** Content:** Revise what they have learnt during the unit to write the correct answer.

*** Outcome:** Remember the words and the use of the present simple tense.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
1. Look at the pictures. Write the correct words in the gaps. - Have Ss do this activity individually then compare their answers with their partners. - Tell Ss to write the words in their notebooks. - Ask some Ss to write the answers on the board. - Check and correct the mistakes. - Have Ss say the words. - Check their pronunciation	**1. Look at the pictures. Write the correct words in the gaps.** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **- Work individually** - Answer the teacher's questions and enquirements. - Listen carefully and read aloud. **Key:** 1. uniform 2. pencilsharpener 3. notebook 4. compass 5. calculator 6. ruler

ACTIVITY 2:

Aim: To help Ss revise the vocabulary items they have learnt.

*** Content:** Revise the vocabulary items they have learnt to do the matching.

*** Outcome:** Remember the use the verbs: have, play, do, study…

*** Organisation :** Teacher's instructions….

2. Match the words in A with th words/ phrases in B. - Have Ss do this activity by themselves and write their answers in their notebooks. - Call on one or two Ss to write their answers on the board, then check their answers as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	**2. Match the words in A with th words/ phrases in B.** - Ss **work individually**. Do the tasks - Share the answers. *** Key:** **1. e 2. d 3. b 4. a 5. c**

ACTIVITY 3 + 4:

Aims: To help Ss revise the present simple tense.

*** Content:** Review grammar point: Present simple tense; further practice to do exercises.

*** Outcome:** Remember more the use and form of Present simple tense by doing exercises.

*** Organisation :** Teacher's instructions…	
3. Complete the sentences with the present simple. - For these two exercises, ask Ss to do them individually first. - Ask Ss to check their answers with their partners before discussing the answers as a class. - Tell Ss to keep a record of their original answers so they can use that information in their **4. Complete the text with the correct form of the verbs in brackets.** - Ask Ss to do them **individually** first. - Ask Ss to check their answers with their partners before discussing the answers as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - G et feedback	**3. Complete the sentences with the present simple.** - Listen to the instructions clearly - Ss to **work independently** - Share the answers - *Copy them* **Key:** **4. Complete the text with the correct form of the verbs in brackets.** - Do exercises_ S_ **Work individually** - Give the answers **Key :** **1.is 2. has 3. walks 4. study 5. likes**

3. FURTHER PRACTICE (12')

ACTIVITY 5:

Aim: To help Ss to revise the position of adverbs of frequency in sentences.

*** Content:** Review grammar point: Adverb of frequency; To do exercises.

*** Outcome:** Remember more the use and form of adverb of frequency.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
5. Put the adverb in brackets in the correct place in each sentence. - Ask Ss to read the sentences by themselves carefully, then recall the position of adverbs of frequency in sentences (before the main verb). - Have them write down the sentences with the	**5. Put the adverb in brackets in the correct place in each sentence.** - ***Students do themselves*** - *Check the answers* - Give the answers

adverbs of frequency in their notebooks. - Let Ss do it. - Call on some Ss to read the sentences aloud. - T checks their answers. - Correct their pronunciation - Check and confirm the correct answers	*** Key:** 1. I always remember to do my homework. 2. Nick usually gets good marks in exams. 3. We do not often see a rabbit in town. 4. I rarely read in bed at night. 5. Do you sometimes sing in the shower?

4. WRAP-UP & HOME WORK (5')

- Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to school;

+ Sounds /a:/ and /ʌ/.

+ The present simple;

+ Adverbs of frequency.

PROJECT.

- The section aims at introducing to Ss a new way of learning and practising the language and knowledge they have gained to do a project inside or outside the classroom.

- This also prepares Ss to learn to work in the teams effectively.

- Ask Ss to collect or draw pictures of different types of school at home and then bring them to class.

- Show the class some more examples of different types of schools if possible

- Divide the class into groups of 5 or 6.

- Have them discuss their dream schools, using the questions given, pictures and their imagination.

- Each group then presents their dream school in front of the class.

- They can illustrate it with pictures or posters.

T and other Ss ask questions and make comments.

- Ss can complete the project as homework if you are short of time.

*** HOME WORK**

- Read again the conversation on page 9.

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

Date of planning:……..

Date of teaching: ……..…

WEEK: 3

Peroid 9 : UNIT 2: MY HOUSE

Lesson 1: GETTING STARTED

A look inside

I. OBJECTIVES:

*** By the end of this unit, students will be able to: (***Over all***)**

- *use the words for types of house, rooms, and furniture;*
- *pronounce the final sounds /s/ and / z/ correctly;*
- *use possesive case to describe possesion;*
- *use prepositions of place to describe where people or things are;*
- *give suggestions;*
- *read for specific information about rooms and furniture;*
- *describe hourses, rooms and furniture;*
- *listen for specific information about someone's house;*
- *write an email to a friend describing a house.*

1. Knowledge:

- To introduce topic of the lesson *My house*. To teach listening and reading.

+ Vocabulary: - use the words related to the topic *My house.*
- To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;
- use prepositions of place to describe where people or things are;
- give suggestions;

2. Competence: By the end of the lesson students will be able to pratice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possesive case to describe possesion; using prepositions of place to describe where people or things are;

3. Quality/ behavior : To teach Ss the love of English, the love of their own room and house . The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipment….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire

Ss to warm up to the subject and new class

*** 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 the previous lessons, - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class… - T encourages Ss to talk in English as much as possible + Lead to the first unit of the new school year. - Write the unit title *My house* on the board.	**+ Greeting** **+ Chatting. - T_ Ss** - Students **(Ss)** listen and learn how to do it . - Answer the teacher's questions and enquirements. + Students **(Ss)** listen and learn how to do the tasks. - Open their book and write .

2. NEW LESSON (12')

ACTIVITY 1:

Aims:

- **To set the context for the introductory text;**
- **To introduce the topic of the unit.**

*** Content:** To listen to conversation to get used to the topic; the vocabulary; the grammar points.

*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Listen and read. - Set the context for the listening and reading. Introduce Mi and Nick: they are pen friends. - Have Ss look at the pictures and answer some questions, *e.g. What are Nick and Mi doing? What*	**1. Listen and read.**

might they talk about? - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. - Ask them to talk a bit about the place where they live. - Play the recording twice for Ss to listen and read along. - Ask Ss to underline the words that are related to the topic of the unit while they are listening and reading. ***Teach vocabulary:** + Teacher uses different techniques to teach vocabulary (situation, realia….) + Follow the seven steps of teaching vocab. + Check vocabualry. - Invite some pairs of Ss to read the dialogue aloud. - Ask Ss what exactly Mi and Nick talked about. - Confirm the correct answer. - Have Ss say the words in the text that they think are related to the topic My house. - Quickly write the words on one part of the board. - Comment on Ss'answers.	 **- T_ Ss** - Listen carefully to the context - Answer the teacher's questions. *(They talked about their houses. Mi shared that her family was moving to a new flat and she briefly described her new flat...)* ***Vocabulary:** **- town house (c-n)** nhà phố **- country house (n)** nhà ở vùng quê **- flat (n)** căn hộ **- bedroom (n)** phòng ngủ **- bathroom(n)** phòng tắm **….** - Listen carefully and read aloud. - Find out the words related to the topic.

3. PRACTICE (15')

ACTIVITY 2:

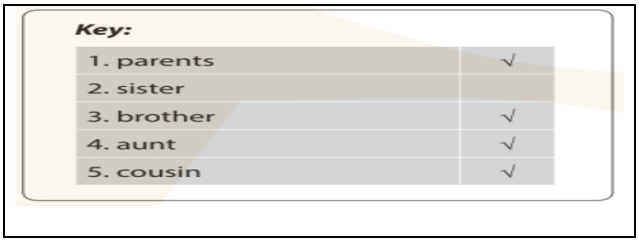
Aim: To help Ss understand the text.

*** Content:** To listen and read the convaersation and tick the column.

*** Outcome:** Practice reading the conversation and tick the correct column.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
2. Which family members does Mi talk about?	**2. Which family members does Mi talk**

Put a (√) - First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers. - Have Ss highlight the sentences that have the answers. - Invite some Ss to give answers and their evidence. - Confirm the correct answers. - Allow them to share their answers before discussing them in groups or as aclass. - Call on Ss to give th answers - T gives the correct answers.	**about? Put a (√)** - Listen carefully to the instructions - Follow the teacher's instructions  **Key:** 1. parents √ 2. sister 3. brother √ 4. aunt √ 5. cousin √ - Give the answers and check.

ACTIVITY 3:

Aim: - To help Ss further understand the text.
*** Content:** To listen and read the conversation again complete the sentences.

*** Outcome:** Understanding more about the text . Complete the sentneces.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
3. Read the conversation again. Complete each sentence with ONE word. - Ask Ss to work independently to fill each blank with the word from the conversation. - T may instruct them how to do the exercise: (1) read the sentence and identify the kind of information to fill the blank. e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill the blank; (2) read the conversation and locate the place to find the word to fill the blank. e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1. - Model with the first sentence. "*sister*" - Allow Ss to share answers before discussing as a	**3. Read the conversation again. Complete each sentence with ONE word.** - Listen to the instructions clearly - *Learn how to do it* - Ss to **work independently** - Share the answers - *Copy them* ***Key:*** 1. sister 2. TV 3. town 4. country 5. three - Practice saying the sentneces.Give the answers.

class. Write the correct answers on the board. - T gives correct answer	

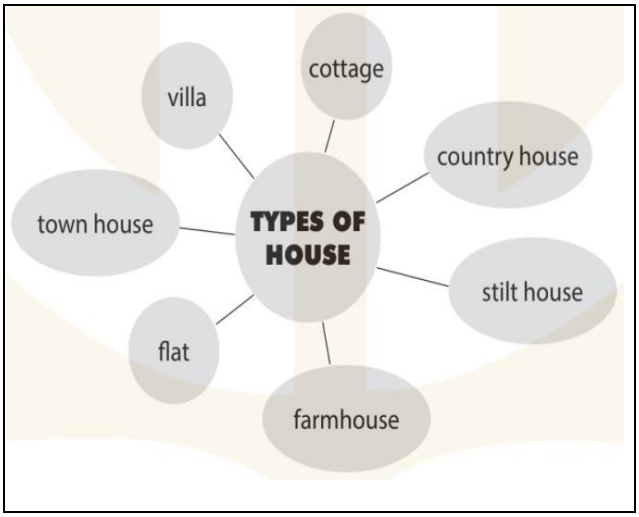
ACTIVITY 4:

Aim: To develop Ss knowledge of the vocabulary about types of house.

*** Content:** To complete the word web, using the words from the convarsation.

*** Outcome:** Remember and use the words correctly.

*** Organisation :** Teacher's instructions……...

4. Complete the word web. Use the words from the conversation and the ones you know. - Ask Ss to work in pairs to complete the word web about types of house. - Tell them that they should read the text again to get the words and use the words they know. - Ask them to draw the word web in their notebooks and do the task in five minutes. - Have pairs exchange their word webs. - Invite two pairs with the most number of words to draw their word webs on the board. - Other pairs look, comment and add any words they know. - Introduce some other types of house if needed. * *This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible.* - The group with the most answers wins. - Show the winner	**4. Complete the word web. Use the words from the conversation and the ones you know.** *- Listen carefully and learn how to do.* **- Work in pairs** *- Ss do themselves. Give the answers* ***- Suggested answers:*** 

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss practise asking and answering about where they live.

*** Content:** To ask your friends where they live. Report the answers.

*** Outcome:** Asking friends where they live. To improve speaking and listening skills.

* **Organisation :** Teacher's instructions….....	
Teacher's & Student's activities	**Content**
5. Work in groups. Ask your friends where they live. Then report their answers. - Have Ss work in groups to take turns to ask and answer about where they live. - Model with one student to make sure Ss know how to ask and answer. - Ask one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class. - Give examples of how to report the finding (*e.g. In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.).* - Move around to observe and offer help needed. - Invite some Ss to ask ans answer in front of the class. - Ask group secretaries to report their findings.	**5. Work in groups. Ask your friends where they live. Then report their answers.** - Listen to the instructions carefully then do the tasks. **Work in groups** **A**. Where do you live? **B.** I live in a flat / in a country house. **A**. How many rooms are there? **B**. There are seven rooms. **A**. Seven? What are they? **B .**There is a living room, three bedrooms, a kitchen and two bath rooms. A. Thank you very much. B You're welcome. - Ask and answer

5. WRAP-UP & HOME WORK (2')

* Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words they remember from the lesson.If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

- It would be helpful if T highlights the present continuous and the words with the sounds /s/ and /z/ and tells Ss that they will learn these language points in the following lessons.

*** HOMEWORK**

- Read again the conversation on page 6.

- Do more exercises in workbook.

- Prepare new lessons.

Date of planning:…….. **Period 10 : UNIT2: MY HOUSE**

Date of teaching: ……..… **Lesson 2: A CL0SER LOOK -1**

THIS UNIT INCLUDES:

Vocabulary	**Skills:**
- Type of house	- Reading about rooms and furniture
- Rooms and furniture	- Describing houses, rooms, and furniture
Pronunciation:	- Listening about someone's house
Final sounds: /s / and / z /	- Writing an email to a friend .
Grammar	Describing a house
- Possessive case	**Everyday English**
- Prepositions of place	Giving suggestions

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

+ Vocabulary: use the words related to the topic *My house.*

- To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;
- give suggestions;

2. Competence: By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

3. Quality: To teach Ss the love of English, the love of their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')
Aims: Vocabulary: Rooms and furniture *** Content:** Revise the lesson. Do some activities to creat a friendly and relaxed

atmostphere to warm up to the new class…

*** Outcome:** Having a chance to speak English and focus on the topic of the lesson..

*** Organisation :** Teacher's instructions……...

Teacher's activities	Student's activities
+ 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To revise/ teach the names of the rooms in the house.

*** Content:** Name some rooms in a house. To know more words about rooms in the house.

*** Outcome:** To know more names the rooms in the house.

*** Organisation :** Teacher's instructions

Teacher's & Student's activities	Content
1. Look at the house. Name the rooms in it. ***) 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 - Copy all the words *** Vocabulary:**	**1. Look at the house. Name the rooms in it.** ***Vocabulary:** **- hall (n)** **- livingroom (n)** phòng khách **- dishwasher(n)** máy rửa chén, bát **- chest of drawers (n)** tủ có ngăn kéo **- fridge (n)** tủ lạnh **- sink (n)** bồn rửa

- Ask Ss to say the names of the rooms in a house they know. - Have Ss quickly look at the rooms and name them. -T can explain the meaning of "hall"(hall = a space or passage inside the entrance or front door of a building/ house). - Check the answer - Correct their pronunciation - Give the comments.	- Listen carefully to the instructions **- T_Ss** - Answer the teacher's questions. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. **Key :** **b**. living room **c**. bedroom **d**. bathroom **e**. kitchen.

3. PRACTICE (15')

ACTIVITY 2:

Aims: To revise/ teach the names of furniture pieces.

*** Content:** Name of the things / furniture in each room

*** Outcome:** Understanding more some furniture in each room

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.) - Ask Ss to work in pairs to do this activity. - Write the names of the rooms on board in different places. *Check the meaning of words if necessary - Call on Ss from different pairs to go to the board and write the names of the furniture under these rooms. - Remind Ss that one piece of furniture can belong to more than one room. - Ask other Ss to comment. Ask Ss if they can add more things to each room.	**2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)** - Work **in pairs** to do this activity - Listen carefully and learn how to do. - Give the answers *** Key:** **Bed room:** *Lamp, chest of drawers, picture.* **Living room**: *Lamp, picture, sofa.* **Hall**: *picture* **Kitchen**: *cupboard, dishwasher, sink,*

- This activity can also be organised as a game. The first pair to finish the activity wins and goes to the board to write their answer.	*fridge.* **Bathroom***: toilet, shower, sink.* - Ss do the tasks.

ACTIVITY 3:

Aims:

- To help Ss to practice asking and answering about the furniture in a room.

*** Content:** Asking and answering about the furniture in a room

*** Outcome:** Understanding some more things in the room.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. Think of a room in your house. In pairs, ask and answer questions to guess it. - Model this activity with a student. - Ask Ss to work in pairs. - One student thinks of a room in his / her house; the other asks questions to guess the room. - Call on some pairs to practise in front of the class. - Comment on their performance.	**3. Think of a room in your house. In pairs, ask and answer questions to guess it.** - Listen to the instructions clearly - *Learn how to do it* - Ss to **work in pairs** - Ss do themselves. - *Copy them*

II. PRONUNCIATION: / s/ and /z /

ACTIVITY 4:

Aims: To help Ss identify how to pronounce the final sounds /s/ and /z/ .

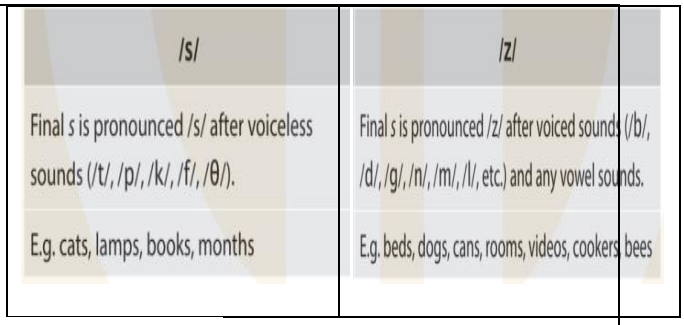
- **To help practice pronouncing these sounds in words.**

*** Content:** To pronounce the final sounds **/s / and /z/** correctly;

*** Outcome:** Identify how to pronounce the final sounds **/s/ and /z/**. Practice pronouncing .

*** Organisation :** Teacher's instructions….

4. Listen and repeat these words - Have some Ss read out the words first. - Then play the recording for them to listen and repeat the words.	**4. Listen and repeat these words** - *Listen carefully.* **T_Ss** - *Check the answers* - *Listen and repeat*

- Play the recording as many times as necessary. - Have Ss comment on the way to pronounce s at the end of the words. - Quickly explain the rules. - Check the meanings if necessary,	 **** Audio script:*** Lamps sinks flats toilets cupboards sofas kitchens romms.

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss pronounce the sounds /s / and /z/ **correctly in context.**

*** Content:** To pronounce the final sounds /s / and /z/ correctly;

*** Outcome:** To pronounce the final sounds /s/ and /z/ correctly in contexts. Practice pronouncing .

*** Organisation :** Teacher's instructions…

Teacher's activities	Student's activities
5. Listen the conversation . Underline the final in the words and put them into the correct column. - Have Ss quickly read the conversation and underline the final s in the words. - T plays the recording for Ss to listen to the conversation and write /s/ or /z/ under each 's' that they have underlined. - Tell them to put the words with the final 's ' in the correct column according to the sound of 's '. - Have them work in pairs to compare their answers. - Check Ss'answers. Ask them to explain their	**5. Listen the conversation . Underline the final in the words and put them into the correct column.** - Listen to the instructions carefully then do the tasks. - Do the tasks **- T_Ss** **Key :** **/s/:** chopstics, lamps. **/z/:** bowls, things, homes - Listen again and reppeat

answers. - Play the recording again for Ss to repeat each line of the conversation. - Ask Ss to work in pairs to practise the conversation. - Call on some pairs to practise the conversation. - Comment on their pronunciation of the final s.	- Work inpairs - Practice the conversation **Audio script :** **Mi:** Mum . Are you home? **Mum:** Yes, honey. I'm in the kitchen. I've bought these bowls and chopsticks. **Mi:** They are beautiful. Where did they buy them? **Mum:** In the departement store near our house. They have a lot of things for homes. **Mi:** Don't forget we need two lamps for my bedrooms, Mum. **Mum**: Let's go there this weekend.

***HOME WORK (2')**

- Ask Ss to summarise what they have learnt in the lesson.
- Practice speaking the names of rooms and the names of the furniture in the house.
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:…….

Peroid 11 : UNIT 1: MY HOUSE

Lesson 2: A CL0SER LOOK - 2

THIS UNIT INCLUDES:

Vocabulary - Type of house - Rooms and furniture **Pronunciation:** Final sounds: /s / and / z / **Grammar** - Possessive case - Prepositions of place	**Skills:** - Reading about rooms and furniture - Describing houses, rooms, and furniture - Listening about someone's house - Writing an email to a friend . Describing a house **Everyday English** Giving suggestions

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My house*. To introduce / teach possessive case. To identify the correct form of possessive case . Also identify different prepositions of place and use them correctly.

+ Vocabulary: use the words related to the topic *My house*.

- To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;
- give suggestions;

2. Competence: By the end of the lesson students will be able to know how to use and form the possessive case. Use prepositions of place correctly.

3. Quality/ behavior : To teach Ss the love of English, the love of their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

Grammar.

Possessive case

- Have Ss look at the **Remember** box about possessive case . Explain to them that there are afew different way to show possession, and this unit just focus on one.
- Ask Ss to read **Remember** box. Tell them that we only need to put **'s** (an apostrophe ans an s) after a proper name or singular noun to show possession.
- Take a pen from a student in the class , say e.g *"This is Nam's pen."* And write the sentence on the board so that Ss can easily understand. Call on one or two Students take one or two things from other Ss and make similar sentences. Then give a student your book and ask him/ her how to say a sentence to show possession. If he/ she makes a mistake, say out loud *"This is my teacher's book."*
- Give another student your ruler for him/ her to make another sentnec.
- Write the sentence on the board : **name's + noun= Nam's pen/ singular noun's+ noun = teacher's book.**

1. WARM UP & INTRODUCTION (3'-5')

Aims:

- To introduce / teach possessive case.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims: To help Ss identify the correct form of possessive case

*** Content:** To introduce / teach possessive case.Use **'s** after propername or singular noun.

*** Outcome:** Learning how to form and use possessive case by choosing the correct answer.

*** Organisation :** T_ Ss , …….

Remember!

1. **We use 's after a proper name.**
   Example: This is Elena's room
2. **We use 's after a singular noun.**
   Example : This is my mum's book.

Teacher's & Student's activities	Content
1. Choose the correct answer - Ask Ss to do exercise individually and then compare their answers with a classmate. - Check the answers as a class. - Confirm the correct answers	**1. Choose the correct answer** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - **Work Individually** - Answer the teacher's questions and enquirements. - Listen carefully and read aloud. *** Key**: **1.** grandmother's **2.** sister's **3**. cousin's **4**. Nam's **5**. An's

3. PRACTICE (15')

ACTIVITY 2:

Aims:

To help Ss practise forming the correct form of possessive case.

*** Content:** Forming the correct form of possessive case.

*** Outcome:** The way to form possessive case.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content

2. Complete the sentences with the correct possessive case. - Have Ss do this exercise . - Call on two Ss to write their answers on the board - Draw all Ss' attention to the board and check the answers together. - T confirms the correct answers. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	**2. Complete the sentences with the correct possessive case.** - Ss **work individually** - Do the tasks - Share the answers. - Learn how to do. *** Key:** 1. Mi's 2. teacher's 3. Nick's 4. father's 5. brother's

ACTIVITY 3: **Prepositions of place**

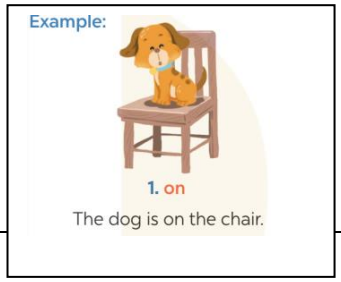
Aims:

- **To help Ss identify different prepositions of place and use them correctly to describe where people or things are.**

*** Content:** Write different prepositions of place and use them to do the tasks.

*** Outcome:** Write the correct preposition in the box. Use the prepositions of place correctly

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture. ***) 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 vocab - Copy all the words - Ask Ss what prepositions of place they	**3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.** *** Vocabulary:** - in front of (prep.) - next to (prep.) - behind (prep.) - between (prep.) - under (prep.) in on next to behind in front of under between 

<table>
<tr>
<td>know.
- Encourage Ss to say as many as possible.
- Have them look at the Remember! box to see if the prepositions they have mentioned are the same.
- Ask Ss to look at 3 and explain what they have to do.
- Have Ss do this exercise in pairs. Ask for Ss' answers.
- Confirm the correct answers.
- Have Ss work in pairs to say sentences describing the pictures.
- Move around to offer help if needed.
- Call on some Ss to say their sentences.
- If there is time, ask some Ss to write their sentences on the board.</td>
<td>- Listen to the instructions clearly
- Ss to work independently
- Share the answers
- Copy them
<u>Key:</u>
2. next to 3. behind 4.in
5. in front of 6. between 7.under
2. The dog is next to the armchair.
3. The cat is behind the TV.
4. The cat is in the wardrobe.
5. The dog is in front of the doghouse.
6. The cat is between the lamp and the armchair.
7. The cat is under the table.</td>
</tr>
<tr>
<td colspan="2">ACTIVITY 4:
Aims: To give Ss further practice in using prepositions of place.
* Content: To write True or False for each sentence .
* Outcome: Decide if each sentence is true or false. To correct the false sentence.
* Organisation : Teacher’s instructions…..</td>
</tr>
<tr>
<td>4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence.
- Have Ss look at the picture of the room and ask them to describe the room briefly.
- Ask them to read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.
- Have Ss do this exercise individually before they share their answers with a partner.
- Ask some Ss to read out their answers.
- Check and confirm the correct answers</td>
<td>4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence.

- Listen carefully
- Check the answers
- Listen and repeat
Key:
1. T
2. F (The school bag is under the table.)</td>
</tr>
</table>

	3. F (The clock is between the two pictures.) **4**. T **5**. F (The cap is on the pillow.)

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aims: To help Ss practice describing their house.

*** Content:** Playing GAME **Memory challenge .**

*** Outcome:** Know how to play game. Showing the winning team.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
5. GAME: Memory challenge - Have Ss **work in pairs** to play the game ***Memory challenge*** . *Ss look at the picture in 4 for 30 seconds and then cover it . They ask and answer questions about position of the thing in the picture.* *- Invite some pairs to perform in front of the class.* *- This activity can be organised as a competative game. The class is devided into teams A and B .* *- Have the teams look at the picture for 30 seconds.* *- Ask to close their books.* *- Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.* - T goes round and corrects mistakes or gives help when and where necessary. - Show the winner.	**5. GAME: Memory challenge** - Work **in two teams .** + Listen to the teacher's instructions carefully and play games in teams - Play game

*** HOME WORK (2')**

- Summarise the main points of the lesson. Take a book from a student and ask another student to make sentence with the possessive case.
- Put a pencil on a book and ask a student to make sentence or ask Ss to make sentences to describe the position of things in the classroom.

- Revise the use and form of possessive case.
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.

==========

Date of planning:……..

Peroid 12 : UNIT 2: MY HOUSE

Lesson 4: COMMUNICATION

THIS UNIT INCLUDES:

Vocabulary	**Skills:**
- Type of house	- Reading about rooms and furniture
- Rooms and furniture	- Describing houses, rooms, and furniture
Pronunciation:	- Listening about someone's house
Final sounds: /s / and / z /	- Writing an email to a friend .
Grammar	Describing a house
- Possessive case	**Everyday English**
- Prepositions of place	Giving suggestions

I. OBJECTIVES:

1. Knowledge:

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to give suggestions.

+ Vocabulary: use the words related to the topic *My house.*

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;
- give suggestions;

2. Compentece: By the end of the lesson students will be able to pratice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possesive case to describe possesion; using prepositions of place to describe where people or things are;

3. Quality/ behavior : To teach Ss the love of English, the love of their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:

- Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.

*** Everyday English**

Giving suggestions.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English.

*** 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…. - T leads in the lesson. - Tell Ss that they are going to learn how to give suggetions . Ask Ss to expalin or demostrate how to give suggestions.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson . A. *Let's go to the zoo this weekend.* *How about going to the zoo this weekend?* B. *Great idea. …*

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

Aim: To teach Ss how two ways of giving suggestions in English.

- To help Ss practice giving suggestions.

*** Content:** Two ways of giving suggestions How about + V-ing ; Let's + V

*** Outcome:** Knowing how to give suggestions.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
1. Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue . Pay attention to the highlighted sentences. 1. Play the recording for Ss to listen and read the dialogue between Elena and her mum at the same time. Ask Ss to pay attention to the highlighted sentences.	**1. Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue . Pay attention to the highlighted sentences. - T_Ss** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. -Ss work in groups and Read aloud the dialogue. - Ss practise the dialogue in groups.- Ss

Elicit the structures of giving suggestions from Ss {How about + V-ing?, Let's + V). Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class. **2. Work in pairs. Make similar dialogue. Remember to use the structure.** **+ How about + V-ing?** **+ Let's + V-Infinitive** - Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Comment on their performance. - Move around to observe and provide help. - Call on some groups to practise in front of the class. - Comment on their pertormance.	may use everyday English to talk to each other. - Ss work in pairs. **Audio script:** Elena: My bedroom isn't nice. Mum: How about putting a picture on the wall? Elena: Great idea, Mum. Mum: Let's go to the department store to buy one. **2. Work in pairs. Make similar dialogue** - Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions. - **Work in groups** and practise **in pairs** + Ss do the tasks

3. PRACTICE (15')

ACTIVITY 3: **Living places.**

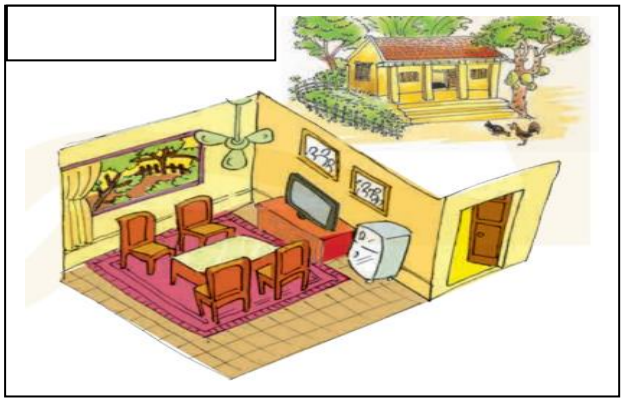
Aim:- To give Ss a sample of a house description.

*** Content:** Listen ; look at the pictures and complete the sentences

*** Outcome:** Learn how to describe the house. Complete the sentences correctly.

*** Organisation :**Teacher's instructions…

Teacher's & Student's activities	Content
3. Mi tells Nick about her grandparents' country house . Look at the pictures of her grandparents'house and complete the sentences ***) Teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) + Follow the steps to teach vocabulary - Repeat in chorus and individually	**3. Mi tells Nick about her grandparents' country house . Look at the pictures of her grandparents'house and complete the sentences** *** Vocabulary:** **-hall** (n) sảnh **- put** (v) đặt để **- store** (n) cửa hàng **- wardrobe**(n) tủ quần áo

- Take note - To help Ss practise using some grammar points and vocabulary related to the topic. - Have Ss look at the picture and try describing the house. - Encourage Ss to say full sentences. - Then ask Ss to work in pairs to complete the given sentences. - Move around to observe and provide help. - Invite Ss to share their answers. - Confirm the correct answers. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	 - Ss **work individually** **Suggested answers:** **Key**: **1**. country **2**. are **3**. is **4.** Chairs **5.** On

ACTIVITY 4:

Aims: **To help Ss practise asking and answering questions about the different between two houses.**

*** Content:** Look at picture; ask the differences between two houses

*** Outcome:** Ss can describe the houses.

*** Organisation :** Teacher's instructions…

4. Student A look at the picture of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Ask questions to find the differences between the two houses. - This is a communicative activity called an information gap activity. - Have Ss work in pairs to find the differences between the two houses. - Before Ss do this activity, model the way to do this with a student. - Ask Ss in each pair not to look at each other's picture and make similar conversations. - Ss should note down the differences between the two houses. - After a few minutes, the pair which has the most differences wins.	**4. Student A look at the picture of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Ask questions to find the differences between the two houses.** - *Listen carefully* - Answer questions individually. **- Work in pairs** - Do the tasks **The conversation could be:** T (look at Nick's house): *Nick lives in a country house. Where does Mi live?* Student (look at Mi's house): *She lives in a town house.* T: *How many rooms are there in Mi's house?* Student: *There are six rooms. What about*

- Ask some pairs to act out the conversation. - Other pairs listen and add more differences if there are any. - Check and confirm the correct answers	*in Nick's house? How many rooms are there? etc.*

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss practice describing their house.

*** Content:** Drawing a simple picture of your house. Tell the partner about it.

*** Outcome:** Ss can draw a picture and tell about it.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
5. Work in groups. Takes turns to interview the others. Use the questions above. - This is a personal sharing task. In this activity Ss are encouraged to share their own experiences. Give Ss 5 - 7 minutes to ***draw a simple picture of their house.*** Ss then work in pairs to tell each other about their house. If time allows, T can ask them to ***note down the differences between their houses.*** Call on some Ss to **describe their friend's house to the class.** - Ss may also present the differences between their house and their friend's. Other Ss and T listen and give comments. - Choose some Ss to give a presentation to the class.	**5. Work in groups. Takes turns to interview the others. Use the questions above.** - **Work in pairs** to describe their houses.

*HOME WORK (2')

- Summarise the main points.
- Have Ss tell what they have learnt in the lesson.
- Practice describing their house.
- Do more exercises in workbook.

==========

Date of planning:…….. **Peroid 13: UNIT 2: MY HOUSE**

Lesson 6: SKILLS_1/ Reading and Speaking

THIS UNIT INCLUDES:

Vocabulary - Type of house - Rooms and furniture **Pronunciation:** Final sounds: /s / and / z / **Grammar** - Possessive case - Prepositions of place	**Skills:** - Reading about rooms and furniture - Describing houses, rooms, and furniture - Listening about someone's house - Writing an email to a friend . Describing a house **Everyday English** Giving suggestions

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about houses. Students get acquainted with a reading skills. To learn how to predict for reading . Also to practice speaking. To practice describing the rooms.

+ Vocabulary: use the words related to the topic *My house*.To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;

- use prepositions of place to describe where people or things are;

- give suggestions;

2. Competence: By the end of the lesson students will be able to pratice reading and listening the conversation between Mi and Nick about types of rooms and houses. using possesive case to describe possesion; using prepositions of place to describe where people or things are;Describing the rooms they have designed.

3. Quality/ behavior : The love of learning English. The love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

A ROOM AT THE CRAZY HOUSE HOTEL, DALAT

Aims: **Pre - reading**

- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to

inspire Ss to warm up to the subject and new class
*** Outcome:** Having a chance to speak English and focus on the new 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…. - T leads in the lesson.	**+ Greeting** **+ Chatting** - Students (Ss) listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **While- reading**

Aim: To get Ss acqainted with a reading skills.
- To help Ss understand and activate their knowledge of the topic of the lesson.
*** Content:** Reading to get some information about house hotel . Students get acquainted with a reading skills. To learn how to predict for reading .
*** Outcome:** Developing reading skills by predicting.
*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
1. Look at the text. Answer the questions. ***) 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 - Copy all the words + Ask ss to read the reading skill box. - Explain any words that Ss do not know. - Tell Ss that predicting is an important reading skill that can help them gain a general understanding of the text. - Now quickly look at the text, the pictures answer the questions. - Ask for Ss' answers. - Confirm the correct answer to Question 1 and - Ask Ss to do the task 1 on page 12. - Teacher gives instructions.	**1. Look at the text. Answer the questions.** **- T_Ss** *** Vocabulary:** - crazy (n) lười biếng - shelf (n) giá sách - cupboard (n) tủ đựng chén, bát - strange shape (c/n) hình kì lạ. ***Reading skill :*** ***Predicting*** ***- Predicting makes reading easy.*** ***- Before reading look at the pictures, designed and title.*** ***- Describe what the text about.*** ***- Think about what you know about the topic.*** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Ss learn how to read the passages. - Give the answer **Key:**

- Tell ss to read the three passages quickly and check their ideas. - Set a strick time limit to read . - T may call Ss to read aloud each paragraph - Observe and help when and where necessary. - Check the answer.	1. *It's an email.* 2. *The text is about Nick's room at the Crazy House Hotel*

3. While- reading (15')

ACTIVITY 2 :

Aim: To help Ss develop the reading skills of reading for specific information (scanning).

*** Content:** Develop reading skills of reading for specific information (scanning).

*** Outcome:** Answering the questions correctly

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
2. Read the text again and answer the questions + Have Ss read the text in detail to answer the questions. - Ask Ss how to do this exercis. Explain the strategies if necessary E.g. Reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions. Tel Ss to underline part of email that help them with answers. Limit the time for Ss to ensure them read the text quickly. - Ask Ss to compare their answers in pairs before they give the answers. - Ask ss to show the evidence to support their answers. - Check and confirm the correct answers.	**2. Read the text again and answer the questions** + Ss do the tasks - Listen to the teacher's instructions carefully and learn how to do. **- T_ Ss** - Check the meaning of the words - Ss work individually first. - Compare the answers with partners - Give the answers ***Key:** **11.**He's in Da Lat with his parents. **12.**There are ten rooms. **13.**Because there's a big tiger on the wall. **14.**It's under the bed.

ACTIVITY 3:

Aims: To help Ss further develop the skills of reading for specific information (scanning).

*** Content:** Further develop the skills of reading

*** Outcome:** Ss can read and circle things in Tiger Room.

*** Organisation :** Teacher's instructions…	
3. Circle the things in the Tiger Room. - Ask Ss to do the task. - Ask them to read through the words given and locate them in the text. If they find a similar word in the text, they should circle it in the list. - Have Ss time compare the answers - Check and confirm the correct answers. - Discuss any common errors and provide further practice if necessary. ***Post-Reading** + Ask Ss what to include when they want to describe a room in the hotel. Here are some things: *- Name of the room.* *- Reason for the room.* *- Position of thing in the room…* + Write these points on board to prepare for the next activities. - Call on some Ss to describe. - Check their pronunciation and intonation. - Check and confirm the correct answers	**3. Circle the things in the Tiger Room.** - *Listen carefully to the instructions* - Answer questions **individually.** **- T_ Ss** - Follow the instructions carefully - Find the answer. - Compare the answers ***Key :** a window a wardrobe a cooker a cupboard a shelf a lamp a desk a tiger

4. FURTHER PRACTICE (8') Speaking

ACTIVITY 4 + 5 :

Aims:- To help Ss prepare ideas for the next activity;

- To provide an opportunity for Ss to practise describing the hotel room they have designed.

*** Content:** Creat a new room for hotel ; Practise describing the hotel room they have designed

*** Outcome:** Drawing a plan for the room . Describing it to improve speaking skills.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
4. Creat a new room for the hotel. Draw a plan for the room. Tell each student to create a new room for the hotel and draw a plan for the room. Set a time limit for Ss to do it. Ask Ss to give the room a name and bear in	**4. Creat a new room for the hotel. Draw a plan for the room.** - Listen to the teacher's instructions carefully and follow them. **- Work individually** - Choose the answer .

mind the things in the room and their position. Have them quickly note down these ideas. **5. Show your plan to your partner and dscribe it** - Ask Ss to do activity. - Have Ss work in pairs and show the plan to their partner. - Ask Ss to take turns to describe their rooms. - Remind Ss to focus on the three points on the board. - Move around to observe and offer help. - Call on some Ss to show their plan to the whole class and describe it. - T and other Ss listen and vote for the best plan. **Example:** *This is the Shark Room. There is a big shark at the door. Thereis a table and a sofa in the middle of the room ….*	- Talk in front of the class' - Correct mistakes if have . **5. Show your plan to your partner and dscribe it** - Listen carefully in the instructions. **- Work in pair** - Show the plans

*** HOME WORK (2')**

* Have Ss summarise what they have learnt in the lesson with two skills.

- If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.
- Practice describing the room they have designed.
- Do more exercises in workbook.
- Prepare new lesson. **Skills 2**

==========

Date of planning:…….. **Peroid 14: UNIT 2: MY HOUSE**

Lesson 6 : SKILLS_2/ Listening and Writing

I. OBJECTIVES:

1. Knowledge:

- Listening for specific information about the room and furniture in the room. Write an email to tell Mira, a penfriend about the houses.Students learn how to write an email to a friend

+ Vocabulary: use the words related to the topic *My house*.To pronounce the final sounds /s / and /z/ correctly;

+ Grammar:- use possesive case to describe possesion;
- use prepositions of place to describe where people or things are;
- give suggestions;

2. Competence: By the end of the lesson students will be able to pratice listening for specific information about the room and furniture in the room. Pracice writing an email to a penfriend about the houses. Students also learn how to write an email to a friend or penfriends.

3. Quality/ behavior : The love of learning English. The love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3')

Aim:

- To develop student's listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or penpalls.

*** Content:** As Ss about the content of the previous lesson. Describe Nick's room in the hotel again

*** Outcome:** Ss revise the lesson by telling ; describing Nick's room in the hotel.

*** 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. Describe Nick's room in the hotel again. - 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 - Talk about one school they would like to go to. - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (10')

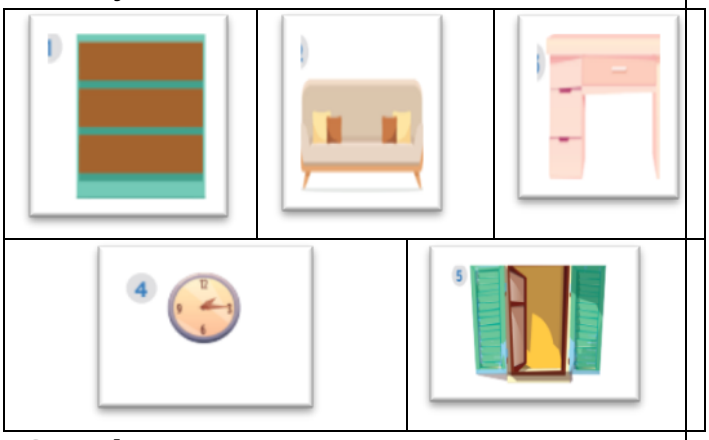
ACTIVITY 1: **Pre-listening**

Aims: To get Ss acqainted with listening skills.

- To help Ss prepare for listening text.

*** Content:** Looking at the pictures. Name each of them; Guess the content.

*** Outcome:** Look and speak.Name the things
*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
1. Look at the pictures. Name each of them. Guess if they are mentioned in the listening text. **- T_Ss** - Ask Ss to look at the pieces of furniture and name them. ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) If have new words - Call on some Ss to read the words out loud. - Ask some Ss to write the words on the board. - Have Ss guess of these things are mentioned in the listening text. If they say yes for a thing. Put a tick next to the word. - Play the recording once for Ss to check their guess. - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong. - Let Ss listen once and check their guesses.	**1. Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.** + Students (Ss) listen to the instructions carefully and learn how to do the tasks.  - Give the answer. **Key :** 1. bookself 2. sofa 3. desk 4. clock 5. window *+ Things mentioned in the listening text: bookself, desk, clock, window.*

3. While-listening (12')

ACTIVITY 2 : **While-listening**

Aim:To help develop Ss' skill of listening for specific information.

*** Content:** Listening skills for specific information. It also provides input for the writing skills

*** Outcome:** Ss can listen to get some specific information

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
2. Listen to Mai talking about her house. **Tick (✓) T (True) or F (False).** - Have Ss look at the sentences. Tell them how to do it. - Give them some strategies to do the	**2. Listen to Mai talking about her house.** **Tick (✓) T (True) or F (False).** - Listen to the teacher's instructions carefully and learn how to do it. **- T_Ss**

exercise, (*e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding if each sentence is true or false).* - Play the recording twice for the Ss to do exercise **2** for stronger classes, ask Ss to take notes of the information to explain why a sentence is false. - Ss can share their answers in pairs - Invite some pairs to give their answers and confirm the correct one	- Check the meaning if necessary - Give the answers • ***Audio script:*** *My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall.I often read books in my bedroom.*
- Play the recording again if needed, stopping at the place where Ss find it difficult to understand. - For stronger classes, ask Ss to correct the false sentences. - Get feedback. - Check and confirm the correct answers. ***Post-listening** **Students tell about Mai's house.** - T gives instructions and encourage Ss to tell about Janet's school, using information in Audio Script. ** Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.* - T may give some clues - Call on some Ss to talk freely. - Correct pronunciations, grammar, vocab, intonation.	• **Key:** **1.** F (There are three people.) **2.** F (There are six rooms.) **3.** T **4.** T **5.** F (She reads books.) - Listen to the teacher's instructions carefully and tell about Mai's house. - Free talk
Writing (8')	
ACTIVITY 3 : **Aims: To help Ss brainstorm ideas for their email** *** Content:** Ask and answer questions *** Outcome:** Answer the questions correctly	

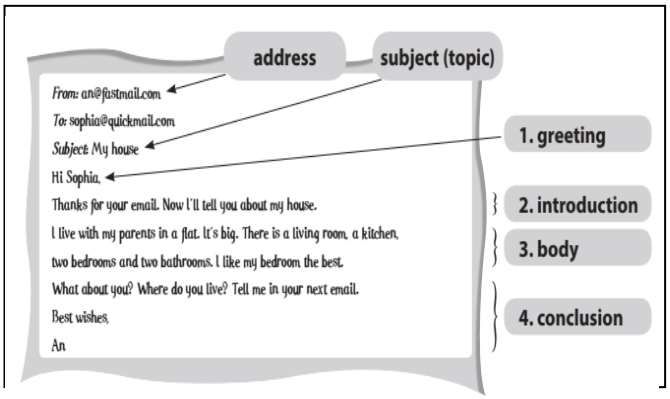
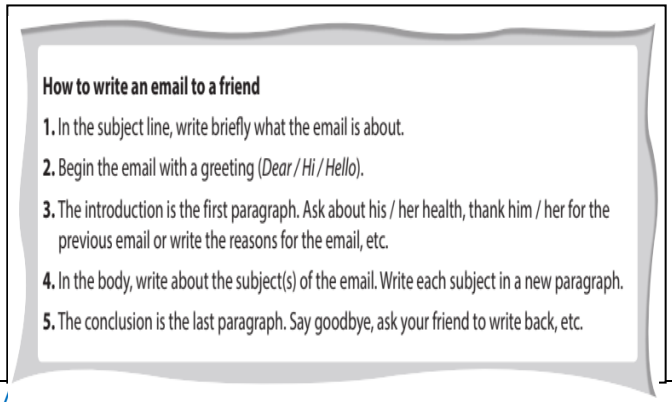
*** Organisation :** Teacher's instructions…

- Ss are asked to write an email to tell Mira, a pen friend, about their house.
- Show this sample email on the slide /on the board or give each student a handout with this sample.
- Ask them several questions (*e.g. How many parts are there in an email to your friend? What are they? What should you include when writing each part?).*

+ Picture 1: (3)

*T can use the information in this box when expaining how to write an email to Ss.

+ Picture 2: (3)

Teacher's & Student's activities	Content
3. Answer the questions - Let Ss write the email. - Guide them to write the email - Tell Ss that now they are going to focus on the body of the email only. Tell them that answering the guiding	**3. Answer the questions** - Listen carefully to the instructions **+ Picture (1) . - T_Ss**
questions is one way to help them brainstorm as well as organise ideas for their writing. - Have Ss answer the questions individually, encouraging them to write the answers in full sentences. - Move around to offer help *T can use the information in this box when expaining how to write an email to Ss. - Invite some ss to share their answers to the class. - T Comments on their answers	 * Ss learn how to write an email to a friend. **+ Picture (2)** 

4. APPLLICATION (8')

ACTIVITY 4:

Aims: To help Ss practise writing an email to their friend telling about their house.

*** Content:** Write an email.

*** Outcome:** Ss can write an email to their friend telling about their house.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
4. Use the answers in 3 to write a paragraph of 40- 50 words about your school. - Ask Ss to write the body of their email individually. - Ask one or two Ss to write their email on the board. - Other Ss and T comment on the emails on the board. - T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson - Ask them to pay attention to punctuation, structures, word choice, linking words, etc. - T goes round helping if necessary. - Other Ss and T comment on the writing.	**4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.** - Ss **work individually.** - Write an email - **Write themselves.** - **To:** mira@webmail.com. **Subject:** My house **Dear Mira,** Thanks for your email. Now I'll tell you about my house *My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall. I often read books in my bedroom.* What about you? Where do you live? Tell me in your next email All the best **Nguyen Quynh Anh**

***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.
- Finish writing an email. Copy in the note books.
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:…….. **Peroid 15 : UNIT 2: MY HOUSE**

Lesson 7: LOOKING BACK

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. 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. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: use the words related to the topic *My New School*.To pronounce the sounds /a:/ and /ʌ/ correctly;

+ Grammar: - use the present simple;

- use the adverbs of frequency;

- use the combinations: to play, to do, to have, to study + Noun;

2. Competence: By the end of the lesson students will be able to recycle the language from the previous sections. Ss can consolidate and apply what they have learnt in the unit.

3. Quality/ behavior : The love of learning English. The love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

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 not to refer back to the unit.

Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (30')

PRACTICE EXERCISES

ACTIVITY 1:

Aims : - To help Ss revise the vocabulary items they have learnt in the unit.

*** Content:** Consolidate and apply the vocabulary by putting the words into correct groups

*** Outcome:** Revision on vocabulary.Remeber them.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Put the words into the correct group. Add a new word to each group - Have Ss do this activity individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his/ her answer on the board. - Check and correct the mistakes. - Check their pronunciation - Confirm the correct answer - Ask Ss to work in groups to add more words to each group. The group that adds the most words to the list wins - This activity can be done as a competition. Draw the table on the board. Ask Ss to work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, that group wins	**1. Put the words into the correct group. Add a new word to each group** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **- T_Ss** - Give the answers **Key:** ***Key:*** **Types of house**: flat, town house, country house **Rooms**: kitchen, bedroom, bathroom, living room **Furniture**: sink, fridge, dishwasher, cupboard, chest of drawers ***Some suggested words:*** – Types of house: cottage, farmhouse, bungalow, stilt house – Rooms: dining room, guest room, utility room – Furniture: microwave, air conditioner, stool, armchair

ACTIVITY 2:

Aim: To help Ss revise the possessive case.

*** Content:** Complete the sentences using possessive form.

*** Outcome:** Review the possessive form. Doing exercises correctly

*** Organisation :** Teacher's instructions……

Teacher's & Student's activities	Content

2. Complete the second sentence with the correct possessive form. - Have Ss say how to form the possessive form with proper names and singular nouns. - Ask Ss to do the exercise individually then exchange their answers with a classmate. Call on some Ss to write their answers on board. - Other Ss give comment . Confirm the correct answers.	**2. Complete the second sentence with the correct possessive form.** - Ss **work individually.** Do the tasks - Share the answers. *** Key:** **1**. teacher's **2**. brother's **3**. Elena's **4.** grandfather's **5**. Vy's

ACTIVITY 3

Aim: **- To help Ss revise the preposition of place.**

*** Content:** Revise the preposition of place by making sentences

*** Outcome:** Remember the prepositions of place they have learnt.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. make sentences. Use the preposition of palce - Ask Ss to say the prepositions of place they have learnt. - Have Ss look at the pictures and do this exercise individually. - Ask some Ss to write the sentences on the board. - Check Ss' answer.	**3. make sentences. Use the preposition of palce.** - Listen to the instructions clearly - Ss to **work independently** - Share the answers - *Copy them* **Key:** 1. The cat is on the table. 2. The dog is in front of the doghouse. 3. The cat is between the bookshelf and the sofa. 4. The cat is behind the computer. 5. The girl is on the sofa. 6. The boy is next to the sofa.

3. FURTHER PRACTICE/APPLICATION (12')

ACTIVITY 4:

Aim: - To help ss revise describing their favourite room using prepositions of place.

*** Content:** Looking at the picture and describe the room

*** Outcome:** Ss will be able to describe the room using prepositions of place.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book.	**4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book**

- Ask one student what room in the house is his / her favourite. Encourage him / her to say one or two sentences about it. - Have Ss write three sentences to describe their favourite room. Remind Ss to use prepositions of place. table. - This student then summarises their group members' answers and reports the results to the whole class. **2.** Have Ss work in groups to draw their own strange house. Ask them to practise describing their house in groups before telling the class about their house. The class votes for the best strange house.	- *Listen carefully* ***- Ss do it individually*** <table><tr><th></th><th>House A</th><th>House B</th><th>House C</th><th>House D</th></tr><tr><td>Name</td><td></td><td></td><td></td><td></td></tr><tr><td>Reasons</td><td></td><td></td><td></td><td></td></tr></table> - If T thinks there will not be enough time in this lesson for the project, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson **(Looking Back),** ask Ss to present their strange houses to the class

*** HOME WORK (2')**

Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to the houses

+ Sounds /s/ and /z/.

+ The present simple;…

- Read again the conversation on page 9.

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

==========

Date of planning:……..

Peroid 16 : UNIT 3 : MY FRIENDS

Lesson 1: GETTING STARTED

A surprise guest

THIS UNIT INCLUDES:

Vocabulary - Body parts and appearance - Personality adjectives **Pronunciation:** Pronunciation: Sounds: /b/ and /p/ **Grammar** - Present continuous	**Skills:** - Reading about friends and summer camps - Talking about friends and summer camps - Listening about best friends. - Writing a diary entry about best friends. **Everyday English** Asking about appearance and personality

I. OBJECTIVES:

*** By the end of this unit, students will be able to: (***Over all***)**

- use the words for body parts, appearance and personality;
- pronounce the sounds /b/ and /p/ correctly;
- use the present continuous to talk about things happening now;
- ask about appearance and personality;
- read for specific information about friends and summer camps;
- talk about friends and summer camps;
- listen for specific information about best friends;
- write a diary entry about best friends.

1. Knowledge:

- To introduce topic of the lesson *My friends*. To teach listening and reading.

+ Vocabulary: - use the words related to the topic *My friends*
- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;
- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: - To creat an active atmosphere in the class before the lesson; **- To lead into the new unit** *** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class *** Outcome:** Having a chance to speak English. *** Organisation :** Teacher's instructions….	
Teacher's & Student's activities	**Content**
+ Greeting **+ Chatting** - Teacher **(T)** asks Ss some questions about the previous lessons, - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class… - T encourages Ss to talk in English as much as	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it . - Answer the teacher's questions and enquirements. + Students **(Ss)** listen and learn how to do the tasks.

possible + Lead to the first unit of the new school year. - Write the unit title *My house* on the board.	- Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims: - To set the context for the introductory text;
- To introduce the topic of the unit.

*** Content:** Listen and read conversation to get used to the vocabulary; new grammar points.

*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…

*** Organisation :** Teacher's instructions…….

Teacher's & Student's activities	Content
1. Listen and read. - Set the context for the listening and reading. - Ask Ss questions about the picture, e.g. What is Phong doing? What are they eating and drinking? - T can also ask Ss to share any recent experiences of going on a picnic. - Play the recording twice for Ss to listen and read along. - Have Ss underline the words that are related to the topic of the unit while they are listening and reading. ***) 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. *** Vocabulary:** - pass (v) đưa, chuyển - biscuit (n) bánh bích qui - magazine (n) tạp chí - shoulder (n) vai - blond (adj) màu hoe vàng - Invite some pairs of Ss to read the dialogue	**1. Listen and read.** **- T_Ss** - Listen carefully and read aloud. - Take note - Have Ss say the words in the text that they think are related to the topic My friends. - Comment on Ss'answers.

aloud.	- Confirm the correct answer.

3. PRACTICE (15')

ACTIVITY 2:

Aims: To help Ss deelply understand the text.

*** Content:** Filling the blanks to understand more about the text.

*** Outcome:** Understanding more about the text.

*** Organisation :** Teacher's instructions…….

Teacher's & Student's activities	Content
2. Fill the blanks with the words from the conversation - Ask Ss to read the conversation again and do this activity independently. - Ask them how to do the activity. - Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify the kind of information to fill the blank; (2) read the conversation and locate the place to find the word(s) to fill the blank). - Allow them to share answers before discussing as a class. - Confirm and write the correct answers on the board. - T gives the correct answers.	**2. Fill the blanks with the words from the conversation** - Listen carefully to the instructions **- Ss_ Ss** - Follow the teacher's instructions - Give the answers and check. **Key ;** 1. picnic 2. favourite programme 3. Mai ; Chau 4. glasses; long balack hair 5. are going to

ACTIVITY 3:

Aim: To revise and provide Ss with some vocabulary related to parts of the body.

*** Content:** Label words related to body parts.

*** Outcome:** Knowing more new words and using it correctly.

*** Organisation :** Teacher's instructions…….

Teacher's & Student's activities	Content
3. Label the body parts with the words in the box. - Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given. - Have Ss compare their answers with a classmate. If possible, show the picture on the slide / on the board and have Ss point at each body part and say its name.	**3. Label the body parts with the words in the box.** - Listen to the instructions clearly **- T_ Ss** - *Learn how to do it* - Ss to **work independently** - Share the answers - *Copy them*

- Check Ss'answers and confirm the correct ones. If there are any body parts Ss do not know, quickly point to them and teach these. - Have Ss work in groups and brainstorm all other words for body parts. - T can ask them to write the words down on small boards or pieces of paper. Then set a time limit for groups to write the words. - T gives correct answer	**Key:** **1.** eye **2.** nose **3.** shoulder **4.** hand **5.** leg **6.** foot **7.** arm **8.** mouth **9.** cheek **10.** hair Some more words are: head, lip, tooth, stomach, ear, etc. - Finally, invite the group with the most words to share their words. Other teams add any different words - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

ACTIVITY 4:

Aim: To revise and provide Ss with some vocabulary to describe parts of the body.

*** Content:** Complete the words related to body parts.

*** Outcome:** Knowing more new words and using it correctly.

*** Organisation :** Teacher's instructions…….

4. Work in groups. Complete the word webs - Explain that some words go together, e.g. long + hair, but some don't, e.g. long + eye. - Have Ss work in groups and complete the word webs in a few minutes. - Check and confirm the correct answers. - Other pairs look, comment and add any words they know. - Introduce some other types of house if needed.	**4. Work in groups. Complete the word webs** **- T_ Ss** *- Listen carefully and learn how to do.* *- Ss do themselves. Give the answers* **Suggested answers:** - long / short: legs, arms, hair, etc. - big / small: head, hands, ears, feet, eyes, nose, etc. - hair: black, straight, fair, curly, wavy, long / short, etc.

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss practise using words for body parts and appearance through a guessing game.

*** Content:** Playing game to describe a classmate.

*** Outcome:** Learning how to describe a classmate using the new words

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content

5. GAME- Guessing - Explain the rules of the game: Ss work in groups. - They take turns to describe a classmate for other group members to guess. - Move around to observe and offer help. - Invite one or two Ss to describe a classmate in front of the class. Other Ss guess.	**5. GAME- Guessing** **- T_ Ss** - Listen to the instructions carefully then do the tasks. - Ask and answer

*** HOME WORK (2')**

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- Read again the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lessons.

Date of planning:……..

Peroid 17: UNIT 3: MY FRIENDS

Lesson 2: A CL0SER LOOK -1

THIS UNIT INCLUDES:

Vocabulary	**Skills:**
- Body parts and appearance	- Reading about friends and summer camps
- Personality adjectives	- Talking about friends and summer camps
Pronunciation:	- Listening about best friends.
Pronunciation: Sounds: /b/ and /p/	- Writing a diary entry about best friends.
Grammar	**Everyday English**
- Present continuous	Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My house*. To teach personal adjective. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

+ Vocabulary: use the words related to the topic *My friends(hard-working, confident, funny, caring,active, careful, clever, shy, kind, friendly,ect.*

- To pronounce the final sounds /b / and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to know some personal adjectives. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, work book ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: Vocabulary: Rooms and furniture

- To revise/ teach the names of the rooms in the house.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims:- To teach Ss some personality adjectives;

- To give Ss practice with these adjectives.

*** Content:** Do the matching

*** Outcome:** Knowing more personality adjectives;

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Match the adjectives to the pictures **- T_Ss** ***) 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 - Copy all the words	**1. Match the adjectives to the pictures** *** Vocabulary:** - confident (adj) tự tin - caring (adj) chu đáo. - active (adj) năng động - shy (adj) xấu hổ - creative (adj) sáng tạo - clever (adj) thông minh, khéo léo… - Listen carefully to the instructions

- Ask Ss to look at the pictures and briefly describe them. T can ask: *What can you see in the picture?* - Have Ss look at the personality adjectives given. - Check if they understand the meaning of each word. - Instruct them to pronounce the words and define each word if necessary. - Ask them to do the matching individually and then compare their answers in pairs. - Check and confirm the correct answers - Check the answers - Correct their pronunciation. - Give the comments.	- Answer the teacher's questions. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions . **Key:** 1. c 2. e 3. d 4. a 5. b

3. PRACTICE (15')

ACTIVITY 2:

Aims:

- To teach Ss some other personality adjectives;

- To give Ss practice with these adjectives.

*** Content:** Pratice using personality adjectives to complete the sentences

*** Outcome:** Using personality adjectives correctly.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases. - Have Ss look at the pictures and briefly describe what they see. - Ask Ss to read the adjectives in the box. - Help explain the meaning of each adjective if necessary. - Ask Ss to read each sentence. - Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence. - Tell Ss they will only need five of the six adjectives to complete this activity.	**2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases.** - **Work in pairs** to do this activity - Listen carefully and learn how to do. - Ss work in pairs . - Follow the teacher's instructions - Give the answers - Ss do the tasks. **Key: 1. creative 2. kind 3. friendly 4. careful 5. clever**

- Ask them to do the exercise individually and then compare their answers in pairs. - Check and confirm the correct answers - Ask other Ss to comment. Ask Ss if they can add more things to each room.	

ACTIVITY 3:

Aim: To provide Ss with freer practice with personality adjectives.

*** Content:** Playing games to further practice using personality adjectives.

*** Outcome:** Learning new words about personality adjectives.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
GAME : Friendship flower - Ask Ss to shout out all of the personality adjectives they know. Quickly write them on the board. - Have Ss work in groups and play the game. - Ask Ss to draw a flower with the number of petals equal to the number of their group members. - T may model how to do the game first. - Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups. - Call on some pairs to practise in front of the class. - Comment on their performance.	**GAME : Friendship flower** **- T_Ss** - Listen to the instructions clearly - *Learn how to do it* - Ss to work in pairs - Ss do themselves. - *Copy them* - Move around to observe and provide help if needed. Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.

II. PRONUNCIATION: /b/and /p/

ACTIVITY 4:

Aims:

To help Ss identify how to pronounce the sounds /b/ and /p/;

To help Ss practise pronouncing these sounds correctly in words.

*** Content:** Pronounce the sounds /b/ and /p/;

*** Outcome:** Learn how to pronounce the sounds /b/ and /p/ correctly.

*** Organisation :** Teacher's instructions…...

4. Listen and circle the words you Have Ss practise reading the word pairs first. Then ask them to listen to the recording and	**4. Listen and circle the words you** **- T_Ss** - *Listen carefully*

circle the word they hear in each pair. Play the recording again for them to repeat the words - Play the recording as many times as necessary. - Have Ss comment on the way to pronounce s at the end of the words. - Check the meanings if necessary,	- *Check the answers* - *Listen and repeat* **** Audio script:*** Key + Audio script: 1. pig 2. pear 3. buy 4. rope

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss pronounce the sounds /b/ and /p/ in context

*** Content:** Practice the chance.

*** Outcome:** Practice pronouncing the sounds /b/ and /p/ correctly

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
5. Listen. Then practise the chant. - Have Ss look at the chant. Make sure theynunderstand the meaning of the chant. - Ask Ss to listen wile T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the Rhym. Play the recording again and ask - Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and / P/ and rhym. Provide further practice by diving the class into two groups. Have the groups sing alternate lines. - Call on some pairs to practise the chant - Comment on their pronunciation of the final.	**5. Listen. Then practise the chant.** **- T_Ss** - Listen to the instructions carefully then do the tasks. - Listen again and reppeat *** We're playing together** Notice the rhyme We're having a picnic We're having a picnic Fun! Fun! Fun! We're bringing some biscuits We're bringing some biscuits Yum! Yum! Yum! We're playing together Hurrah! Hurrah! Hurrah!

*** HOME WORK (2')**

- Ask Ss to summarise what they have learnt in the lesson.
- Practice asking and answer about friends.
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:…….. **Peroid 18 : UNIT 3 : MY FRIEND**

Lesson 4 : A CLOSER LOOK _2

THIS UNIT INCLUDES:

Vocabulary - Body parts and appearance - Personality adjectives **Pronunciation:** Pronunciation: Sounds: /b/ and /p/ **Grammar** - Present continuous	**Skills:** - Reading about friends and summer camps - Talking about friends and summer camps - Listening about best friends. - Writing a diary entry about best friends. **Everyday English** Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My friends*. Asking about appearance and personality. Practice asking about appearance and personality.

+ Vocabulary: - Use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to know how to ask about appearance and personality. Practice asking about appearance and personality.

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

Grammar.

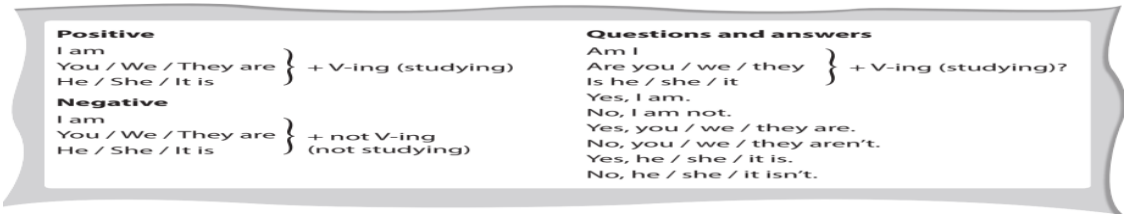
The present continuous tense

- Elicit and write the following lines from the GETTING STARTED on slide / on the board. Show them to Ss.

Nam: Thanks. What are you reading, Phong?
Phong: 4 Teen. It's my favourite magazine!

Mai: Oh, sorry, we can't. We're going to the bookshop.

- Highlight/ Underline the present continuous structure in these lines. Ask Ss to look at the usage and examples of the present continuous tense in the **Remember!** box. Explain to Ss that this tense is used to describe actions that are happening now.
- Ask Ss to say the form of the tense after they have read the examples. Now write the form of the
auxiliary verb "be" (*i.e. He is / He's*).
– Then draw Ss' attention to the **Remember!** box again that shows the time signals.
– Have them give some examples with the tense.
- This table shows the form of the present continuous. T can prepare a handout for Ss or ask them to quickly write the form in their notebooks.



1. WARM UP & INTRODUCTION (5')

Aim:

- To introduce / teach present continuous tense.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class

*** Outcome:** Having a chance to speak English.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (15')

ACTIVITY 1:

Aim: To help Ss practise with the correct form of the present continuous.

*** Content:** Revise/ teach the form and use of the present continuous.

*** Outcome:** Learning how to form and use of the present continuous and put the verbs in the P.C.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content

1. Put the verbs inbrackets in the present continuous tense. Page 29 - Ask Ss to read the sentences and write the correct answers individually. - Remind them to pay attention to the subject of each sentence. - Call on some Ss to read aloud their answers. - Check and confirm the correct ones. - Ask Ss to do exercise individually and then compare their answers with a lassmate. - Check the answers as a class. - Confirm the correct answers	**1. Put the verbs inbrackets in the present continuous tense . Page 29** **- T_Ss** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **Remember!/ P. 29** **We use the present continuous for actions happening now.** Examples: – **She's talking.** – **They're not talking**. We can use the present continuous *with now, at present, or at the moment.* Examples: – I'm doing my homework **at present.** – A: Are you reading **now**? B: Yes, I am. **Key:** **1**. is reading **2**. are playing **3**. isn't making **4**. am going **5**. Are they talking

3. PRACTICE (15')

ACTIVITY 2:

Aims:To help Ss practise using the correct form of the present continuous based on context.

*** Content:** Practise using the correct form of the present continuous by completing the sentences

*** Outcome:** Undertanding more the use of the present continuous.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs. - Ask Ss to look at the pictures and briefly describe what the person is / people are doing. - Ask them to write sentences, using positive or negative present continuous	**2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.** **- T_Ss** - Ss work individually - Do the tasks - Share the answers.

verbs. - Have Ss compare their answers. - Invite some Ss to write their answers on the board. - If time allows, have Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous. (E.g. *7. Nam and Ba are not eating ice cream. They are talking*.) - Check and confirm the correct answers - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	- Learn how to do. **Key:** **1**. Nam and Ba are not / aren't eating ice cream. **2**. Lan and Trang are taking photos. **3**. Ha is / Ha's writing a letter. **4**. Duong and Hung are not / aren't playing badminton **5**. Phong isnot/ isn't drawing a picture

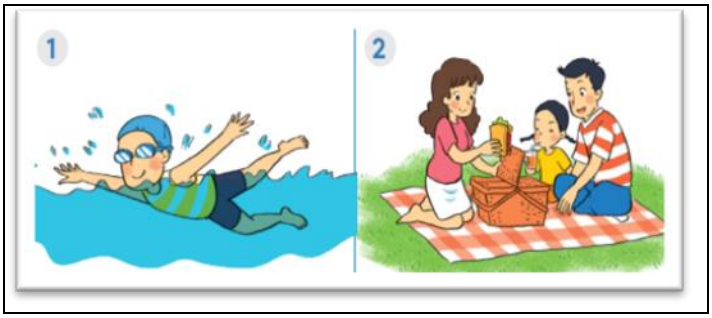
ACTIVITY 3

Aims : To help Ss practise asking and answering questions using the present continuous.

*** Content:** Ask and answer questions using the present continuous.

*** Outcome:** Practicing using the present continuous tense.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
3. Work in pairs. Look at the pictures. Ask and answer. - Have Ss read the example carefully. Check if they understand how to do the exercis. - Ask them to do this exercise in pairs. One asks and the other answers. - Remind them to write their questions and answers in their notebooks. For a stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is **No**. - Move around to observe and offer help if necessary. - Invite some pairs to practice their conversations. - Check and confirm the correct answers.	**3. Work in pairs. Look at the pictures. Ask and answer.** **- Work in pairs** - Listen to the instructions clearly - Ss to work independently  - Share the answers - *Copy them* **Key:** **1.** Is your friend swimming? – Yes, he is. **2**. Are they listening to music? – No, they aren't. (They're / They are having a picnic.) **3.** Is Mi playing the piano? – No, she isn't.

*Remember! ***- *When something often happens or is fixed, we use the present simple.*** ***- When something is happening now, we use the present continuous*.**	(She's / She is doing karate.) **4.** Are they learning English? – Yes, they are. **5**. Are your friends cycling to school? – No, they aren't. (They're / They are walking to school

ACTIVITY 4:

Aims : To help Ss identify the differences between the present simple and the present continuous

*** Content:** Comparisons the differences between the present simple and the present continuous

*** Outcome:** Knowing the difference between the two tenses.

*** Organisation :** Teacher's instructions…..

4. Put the verbs in brackets in the present simple or present continuous - Have Ss read the **Remember**! box in the book. Ask Ss to give the form and usage of the present simple. - Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous *(now, at the moment, at present, etc.)* - Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board.Confirm the correct answers - Ask some Ss to read out their answers. - Check and confirm the correct answers.	**4. Put the verbs in brackets in the present simple or present continuous** - *Listen carefully* ***- T_ Ss*** - *Check the answers* - *Listen and repeat* **Key:** **1.** does not / doesn't walk; cycles **2**. is he playing **3**. Do your friends study **4**. am / 'm writing **5**. is not / isn't doing; is / 's reading

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss practise using the present continuous.

*** Content:** Practise using the present continuous by playing game ***Charades.***

*** Outcome:** Understading more about using the P.C .

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
5. GAME: Charades **Take turns to mime different actions.**	**5. GAME: Charades** **Take turns to mime different actions.**

Others guess what you are doing - Have Ss play the game **in groups**. Move around to observe and provide help if needed. - Make sure Ss use English when they play the game. This can be organised as a class competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess. - The group with a correct answer gets one point. - The group with the most points wins. - Continue the game until the time is up - T goes round and corrects mistakes or gives help when and where necessary. - Show the winner.	**Others guess what you are doing** **- Work in groups** + Listen to the teacher's instructions carefully and play games in groups/ teams - Play game

***HOME WORK (2')**

– Summarise the main points of the lesson.

– Ask Ss to give sentences about themselves, using the present continuous.

- Revise the use and form of present continuous tense.
- Do more exercises in workbook.
- Make more sentences using present continuous tense.

===== ==========

Date of planning:……

Peroid 19 : UNIT 3 : MY FRIENDS

Lesson 4: COMMUNICATION

THIS UNIT INCLUDES:

Vocabulary - Body parts and appearance - Personality adjectives **Pronunciation:** Pronunciation: Sounds: /b/ and /p/ **Grammar** - Present continuous	**Skills:** - Reading about friends and summer camps - Talking about friends and summer camps - Listening about best friends. - Writing a diary entry about best friends. **Everyday English** Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to ask about appearance and personality; practice asking about appearance and personality

+ Vocabulary: - use the words related to the topic *My friends*
- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;
- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to learn how to ask about appearance and personality; practice asking about appearance and personality

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:

- Students use everyday English phrases and expressions and develop the language skills.

To ask and answer about appearance and personality.

*** Content:** Having some warm-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.

*** 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…. - T leads in the lesson.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

Aims: To introduce how to to ask about appearance and personality;

- To help Ss practise asking about appearance and personality.

*** Content:** Listen and read the dialogue paying attention to words related to appearance and personality;

*** Outcome:** Learning and using the words related to appearance and personality correctly.

*** Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
1. Listen and read the dialogue bwtween Linda Nad Mi. Pay attention to the highlighted questions ***- T_ Ss*** ****) 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 - Copy all the words **1.** Play the recording for Ss to listen and read the dialgue between Linda Nad Mi at the same time. Ask Ss to pay attention to the highlighted questions. Elicit the structure to ask about appearance (*What does your best friend look like?)* and the structure to ask about personality (*What's she like?)* as well as the language used to answer these two questions. Have Ss practise the dialogue in pairs.Call on some pairs to practice the dialgue in front of the class + Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt **2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.** - Have Ss practise speaking - Call on some pairs to do it. - Call on some groups to practise in front of the class. - Comment on their pertormance.	**1. Listen and read the dialogue bwtween Linda Nad Mi. Pay attention to the highlighted questions** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. *** Vocabulary:** **- appearance/ personality** - long hair (c/n) tóc dài - bright (adj) sáng sủa - draw (v) vẽ - confident (adj) tự tin…. - Ss work **in groups.** **Audio script:** *Linda:* What does your best friend look like? *Mi:* She's short with long black hair. She has bright brown eyes. *Linda*: What's she like? *Mi:* She's very kind and creative **2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.** - Ask Ss to work in pairs to practice speaking, using the structures. **- Work in pairs** + Ss do the tasks - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Move around to observe and provide help.

3. PRACTICE (15')

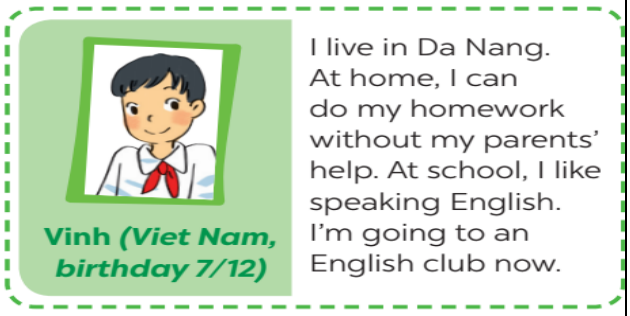
ACTIVITY 3: **Date of birth and personality**

Aim: To provide Ss with some input and set the scene for other activities.

*** Content:** Read about these students to know more words relating to personality

*** Outcome:** Learn how to pronounce and use the words relating to personality

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. Read about these students in *4Teen* magazine. Use one or two adjectives to describe them. ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) + Follow the steps to teach vocabulary if have . *** Vocabulary:** - Introduce the two friends Vinh and John to Ss. - Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them. - Tell them to underline the words that help them decide which adjectives to use for each friend. - If there is not much time, ask Ss to work in groups. Each group reads about one friend only. - Have Ss give their answers and give the reasons for their answers. - Write their answers on the board to prepare for activity 4. - Encourage Ss to say full sentences. - Move around to observe and provide help. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Ask Ss to work in pairs to ask and tick the questions. - Do the tasks if possible	**3. Read about these students in *4Teen* magazine. Use one or two adjectives to describe them.** **- T_ Ss**  - Ss **work individually** ***Suggested answer:*** - Vinh : clever, hard- working. - John : creative, kind.

- Confirm the correct answers.	

ACTIVITY 4:

Aims: To introduce the concept of star sign to Ss.

*** Content:** Read the descriptions to understand more words about different personalities

*** Outcome:** Using the words about different personalities correctly.

*** Organisation :** Teacher's instructions..…

4. We may have di¤erent personalities because we have di¤erent birthdays. Read the descriptions below. Do you think they match the friends in 3? - Tell Ss that each person has a star sign, depending on his / her birthday, and the star sign may decide a person's personality. Ask Ss to read the descriptions and check if they match the friends in **3**. Ss can refer to the answers to activity **3** that have been written on the board. All of the adjectives have been introduced to Ss in **Vocabulary, A closer look 1**. It can be seen that the descriptions match the friends in **3**. - Check and confirm the correct answers	**4. We may have di¤erent personalities because we have di¤erent birthdays. Read the descriptions below. Do you think they match the friends in 3?** 21/3 – 19/4: confident, active 20/4 – 20/5: loving, hard-working 21/5 – 21/6: active, friendly 22/6 – 22/7: caring, clever 23/7 – 22/8: confident, creative 23/8 – 22/9: careful, hard-working ***- T_ Ss*** - Do the tasks

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss compare themselves with the descriptions in the previous activity.

*** Content:** Read and compare the descriptions.

*** Outcome:** Improving speaking skills.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
5. Read the descriptions in 4. Share your opinion with the class - Ss work individually and read the descriptions in 4. - Work in groups to share their answers. - Invite some Ss to share their opinion with the class. - Choose some Ss to give a presentation to the class.	**5. Read the descriptions in 4. Share your opinion with the class** **- Work in pairs** My birthday is ……. It's true that ……. It isn't true that …….

***HOME WORK (2')**

- Summarise the main points.
- Have Ss tell what they have learnt in the lesson.
- Practice asking about appearance and personality
- Do more exercises in workbook

==========

Date of planning:……..

Peroid 20: UNIT 3 : MY FRIENDS

Lesson 6: SKILLS_1/ Reading and Speaking

THIS UNIT INCLUDES:

Vocabulary	**Skills:**
- Body parts and appearance	- Reading about friends and summer camps
- Personality adjectives	- Talking about friends and summer camps
Pronunciation:	- Listening about best friends.
Pronunciation: Sounds: /b/ and /p/	- Writing a diary entry about best friends.
Grammar	**Everyday English**
- Present continuous	Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict for reading . Also to practice speaking. To explaine how The Superb Summer Camp is suitable for students.

+ Vocabulary: - use the words related to the topic *My friends*
- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;
- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

THE SUPERB SUMMER CAMP

Aims: **(Pre – reading)**

- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.

*** Content:** Having some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class *** Outcome:** Having a chance to speak English. *** 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…. - T leads in the lesson.	**+ Greeting** **+ Chatting** ***- T_ Ss*** - Students (Ss) listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **(While- reading)** **Aims: - To activate Ss' knowledge of the topic in the reading text.** *** Content:** Look at advertisement and answer the questions *** Outcome:** Learn some new words. Knowing about the ad of The superb summer camp *** Organisation :** Teacher's instructions….	
Teacher's & Student's activities	**Content**
1. Look at the advertisement above and answer the questions. ***) 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 - Copy all the words - Have Ss read the advertisement about Superb Summer Camp and discuss the two questions in pairs. - T may have to explain some words / phrases before having Ss do this activity (e.g. *hands-on:* obtained by doing something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away	**1. Look at the advertisement above and answer the questions.** ***- T_ Ss*** ***Vocabulary:** - camp (n) cắm trại - sporty (adj) ham thể thao - curly (adj) tóc xoăn ….. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. *** Suggested answers:** It's for kids between 10 and 15 years old. They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. - Confirm the correct answer to Question 1 and - Set a strick time limit to read . - Observe and help when and where

from their school, etc.). Invite some Ss to give their answers. - Ask for Ss' answers.	necessary.
ACTIVITY 2 : **Aim: To develop Ss' skill of reading for specific information.** *** Content:** Read the text . Write T/ F *** Outcome:** getting some information about the text. *** Organisation :** Teacher's instructions….	
Teacher's & Student's activities	**Content**
2. Read the text and write T (True) or F (False). Correct the fale statements. - Ask Ss how to do the exercise.	**2. Read the text and write T (True) or F (False). Correct the fale statements** ***- T_ Ss***
- Instruct them to do exercise again if needed (*e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false).* Set a time limit for them to read the text and answer true or false. Ss need to correct the false statements. - Ask Ss to note where they found the information that helped them complete the activity. Ask Ss to support their answers with information from the text. - Ask ss to show the evidence to support their answers. - Check and confirm the correct answers.	- Listen to the teacher's instructions carefully and learn how to do. - Ss **work individually** first. ***Key:** **1.** F (They speak English only.) **2.** F (He has three.) **3.** F (Jimmy likes taking photos.) **4.** T **5.** T Ss work in pairs and compare their answers before having them discuss as a class.
ACTIVITY 3: **(Post - reading)** **Speaking** **Aim:To help Ss explain how the Superb Summer Camp is suitable for certain students** *** Content:** Read and discuss the Superb Summer Camp is suitable for certain students *** Outcome:** Understanding more about the Superb Summer Camp. *** Organisation :** Teacher's instructions…..	
3. Work in groups. Read about the three students below. Is the Superb Summer Camp suitable for all of them? Why or why not? - Have Ss look at the advertisement for Superb Summer Camp again and underline the requiements for the Students if they want	**3. Work in groups. Read about the three students below. Is the Superb Summer Camp suitable for all of them? Why or why not?** *- Listen carefully to the instructions* ***- T_ Ss***

to join the camp (e.g. betwenn 10 and 15 yaers old; all in English, etc.) and the types of activity students can do at the camp. – Ask Ss to read the information about the three students Mi, Nam and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement. - Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers. - Call on some Ss to describe. - Check their pronunciation and intonation. - Check and confirm the correct answers	- Answer questions individually. ***Key :** **Suggested answers:** **1**. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp. **2**. The camp does not seem to suit Nam. He may be too old for the camp and he can't speak English. **3.** The camp suits Vy. It suits her age and it can help her improve her English.

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 4 :

Aim:To help Ss explain how the Superb Summer Camp suits them.

*** Content:** Think. Explain how the Superb Summer Camp suits them.

*** Outcome:** Discussing . Why? Why not?

*** Organisation :** Teacher's instructions…....

Teacher's & Student's activities	Content
4. Think about yourself. Do you want to go to this kind of camp? Why or why not? - Have Ss think about themselves and decide if the camp suits them. - Encourage them to give reasons for their answers. - Ask Ss to work in groups and share their opinions. - Call on some Ss to share their answers. - - Have them quickly note down these ideas. - Check and confirm the correct answers	**4. Think about yourself. Do you want to go to this kind of camp? Why or why not?** - Listen to the teacher's instructions carefully and follow them. - **Work individually** - Move around to observe and provide help if needed. Set a time limit for Ss to do it.

***HOME WORK (2')**

- Have Ss summarise what they have learnt in the lesson with two skills.
- If there is time, T can instruct them to draw a mind map to summarise the main points of the lesso
- Practice describing the room they have designed.
- Do more exercises in workbook.

- Prepare new lesson. **Skills 2.**

==========

Date of planning:……..

Peroid 21 : UNIT 3: MY FRIENDS

Lesson 6 : SKILLS_2/ Listening and Writing

I. OBJECTIVES:

1. Knowledge:

- Listening for specific information about best friends. Practicing writing a diary entry about their best friends.

+ Vocabulary:- Use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar: - Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to pratice listening for specific information about best friends . Practicing writing a diary entry about their best friends.

3. Quality/ behavior : Having a good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:

- To develop student's listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.

*** Content:** Having some warm-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 new 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	**+ Greeting** **+ Chatting** ***- T_ Ss*** - Students (Ss) listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson .

what they are going to study…. - T leads in the lesson.	

2. PRESENTATION/ NEW LESSON (10')

ACTIVITY 1: **Pre-listening**

Aim: To activate Ss' knowledge of the topic of the listening text.

*** Content:** Ask and answer questions.

*** Outcome:** Practice asking and answering questions.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1.What are the students doing in each picture. ***) 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 – Have Ss look at the pictures and answer the question. – Elicit the answers from Ss. – Lead to the listening part which is about best friends. - Play the recording once for Ss to check their guess. - Encourage Ss to give their answers, - Confirm the answers. - Let Ss listen once and check.	**1.What are the students doing in each picture** *** Vocabulary:** - active (adj.) năng động - confident (adj.) tự tin - hard-working (adj.) chăm chỉ - slim (adj.) mảnh mai **Key:** **a**. They are talking **b**. They are playing football. **c.** They are walking.

3. While-listening/ (10'-12')

ACTIVITY 2 :

Aim: To develop Ss' skill of listening for specific information.

*** Content:** Listen and say which is Lan and which is Chi.

*** Outcome:** Knowing more about best friends.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture	**2. Listen to Mi and Minh talking about their friens best friends. Loo at the**

below and say which one is Lan and which one is Chi - Ask Ss to look at the picture in the book and brifly describe the two girl. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who is Lan and who is Chi. - Have Ss give the answers explain their reasons.Play the recording the second time, stopping at different places for Ss to explain their reasons. - Check and confirm the correct answers.	**picture below and say which one is Lan and which one is Chi** - Listen to the teacher's instructions carefully and learn how to do it. - Give the answers

ACTIVITY 3 :

Aim: To develop Ss' skill of listening for specific information.

*** Content:** Listen again to a talk . Do the filling

*** Outcome:** Complete the sentences correctly.

*** Organisation :** Teacher's instructions …

Teacher's & Student's activities	Content
3. Listen to the talk again. Fill each blank with a word/ number you hear – Have Ss read the sentences and fill each blank with a word / number from the recording. - Let them do the exercise without listening to the recording. - Ask them to compare their answers with their - Move around to offer help - Invite some ss to share their answers to the class. - T Comments on their answers - Ask Ss what they focus on when talking about their best friends (e.g. *name, appearance, personality and the reason why they like him / her*). ***Post-listening** **Students tell about a best friend, Mi** - T gives instructions and encourage Ss to tell about Mi, using information in Audio Script.	**3. Listen to the talk again. Fill each blank with a word/ number you hear** - Listen carefully to the instructions ***- T_ Ss*** * Ss learn how to do the tasks **Key:** **1**. 6A **2**. black; mouth **3**. friendly **4**. big **5**. kind **Audio script:** ***Mi:*** *My best friend is Lan. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!* ***Minh****: Chi is my best friend. We're in Class 6B . She has short black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her*

* Invite one or two Ss to talk about Mi - T may give some clues - Call on some Ss to talk freely. - Correct pronunciations, grammar, vocab, intonation. - Lead to the writing part.	*homework before class. Look, she's going to the library.* - Listen to the teacher's instructions carefully and tell about Mi - Free talk

ACTIVITY 4: **Writing**

Aims: To help Ss brainstorm ideas for their writing.

*** Content:** Ask and answer about the best friends

*** Outcome:** getting some ideas for the writing.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you. – Tell Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing. – Allow Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board. – Have Ss answer the questions individually in full sentences, using the useful language written on the board. - T goes round helping if necessary. - Other Ss and T comment on the writing.	**4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.** ***- T_ Ss*** - Ss **work in pairs** ask and answer about your best friends, **1.** What's his/ her name? **2.** What does he/ she look like? **3.** How old is he/ she? **4.** What is he/ she like? **5.** What does he/ she like / dislike?.. **6.** Why do you like him/ her? - Ask and answer about the best friends.

4. PRODUCTION/ APPLLICATION (10')

ACTIVITY 5:

Aim :To help Ss practise writing a diary entry about their best friends.

*** Content:** Write a diary entry about their best friends.

*** Outcome:** Ss can write a diary entry.

*** Organisation :** Teacher's instructions…..

5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4 – Ask Ss to write the diary entry individually,	**5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4** ***- T_ Ss***

using information in 4 *** Post writing** - Ask one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board. - T collects some to correct at home. - Ask Ss to revise their entries at home based on the comments given and submit them at the next lesson	- Listen to the teacher's instructions carefully and learn ow to write. - Ss **work individually.** - Write themselves * ***Suggested writing:*** *My best friend is Lan . We are in class 6A. She is short with long back hair . she has big clear eyes. Sheis kind and friendly. She is always help her Mum do the house work at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmates now !*

*** 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.
- Finish writing a diary entry. Copy in the note books.
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:…….. **Peroid 22 : UNIT 3: MY FRIENDS**

Lesson 7: LOOKING BACK

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. 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. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: - use the words related to the topic *My friends*
- To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;
- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

3. Quality/ behavior : Having a good behavior toward his friends. The friendship is in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3')

Aims:

- *This is the review and drill section of the unit. Encourage Ss not to refer back to the unitpages.*

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.
- Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

*** Content:** Having some warm-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.

*** 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** - 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 items they have learnt in the unit.

*** Content:** Revise the vocabulary items they have learnt by choosing the best answer.

*** Outcome:** Remember more the vocabulary.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
1. Choose the correct answer A, B or C. - Have Ss do exercise individually and then	**1. Choose the correct answer A, B or C.** ***- T_ Ss***

<table>
<tr><td>compare their answers.
- Check and correct the mistakes.
- Check and confirm the correct answers
- Check their pronunciation</td><td>+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.
- Answer the teacher’s questions and enquirements.
* Key: 1. B 2. A 3.C 4. A 5. C</td></tr>
<tr><td colspan="2">ACTIVITY 2:
Aim:To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.
* Content: Revise the vocabulary items they have learnt . Ask and answer
* Outcome: Remember the vocabulary items they have learnt
* Organisation : Teacher’s instructions….</td></tr>
<tr><td>2. Answer questions about your classmates.
- Have Ss do this activity by themselves and write their answers in their notebooks.
- Have Ss work in pairs to ask and answer the questions.
- Invite some pairs to ask and answer in front of the class
- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.</td><td>2. Answer questions about your classmates.
- Ss work individually. Do the tasks
- Share the answers.

* Key:
- Ss’ answers. Real situations in class.</td></tr>
<tr><td colspan="2">ACTIVITY 3 :
Aim: To help Ss revise the present continuous tense.
* Content: Revision. Put the verbs in the present continuous tense
* Outcome: Remember the use of PC.
* Organisation : Teacher’s instructions….</td></tr>
<tr><td>Teacher’s & Student’s activities</td><td>Content</td></tr>
<tr><td>3. Put the verbs in brackets in the present continuous tense.
- Elicit the form and usage of the present continuous.
- Let Ss do the exercise individually and then compare their answers.
- Check and confirm the correct answers.

*Key:
1. are running 2. are talking 3. are not talking / aren’t talking
4. are drawing 5. is not teaching / isn’t</td><td>3. Put the verbs in brackets in the present continuous tense.

- Listen to the instructions clearly
- Copy</td></tr>
</table>

<table>
<tr><td>teaching</td><td></td></tr>
<tr><td colspan="2">ACTIVITY 4:
Aims: Aim: To help Ss revise the differences between the present simple and the present continuous.
* Content: Comparison the differences between two tenses. Put the verbs in the correct tense
* Outcome: The difference between two tenses PS and PC
* Organisation : Teacher’s instructions…...</td></tr>
<tr><td>Teacher’s & Student’s activities</td><td>Content</td></tr>
<tr><td>4. Put the verbs in brackets in the present simple or present continuous.
- Review the present simple and present continuous.
- T can ask Ss to tell the differences between</td><td>4. Put the verbs in brackets in the present simple or present continuous.
- T_ Ss
- Listen carefully
- Check the answers</td></tr>
<tr><td>the two tenses before explaining.
- Let Ss do the exercise individually
- Compare their answers.
- Check and confirm the correct answers.</td><td>- Listen and repeat
- Give the answers
* Key:
1. are you doing; am writing / ’m writing
2. cycles; don’t cycle; walk
3. Is he doing; is reading / ’s reading</td></tr>
<tr><td colspan="2">3. FURTHER PRACTICE/ APPLICATION (8’)</td></tr>
<tr><td>* Content: How to make a class year book
* Outcome: Ss improve their abilities to work individually and in a team.Improve their speaking skills.
* Organisation : Teacher’s instructions…

<u>* PROJECT:</u>
- Prepare in the previous lessons beforehand
– Show the class some examples of year books (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).
– If T wants Ss to finish the project in class, assign groups in the previous lesson and ask</td><td>- Ss should finish the project in class, assign groups in the previous lessons.
- T_ Ss
- 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.</td></tr>
</table>

Ss to prepare photos of their groups' members. During this lesson, ask the groups to write about their groups' members (appearance, personality, hobbies, etc.). – Ss can complete the project as homework if time is limited. Make a display of the yearbook pages in the classroom, or on a notice board, or copy and compile all the pages into a real yearbook for Ss to take home.	

*** HOME WORK (2')**

- Summarise the main points.
- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to school;
+ Sounds /a:/ and /a/;
+ The present simple; + Adverbs of frequency.

- Read again the conversation
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.

==========

Date of planning:……..

Peroid 23 : UNIT : REVIEW1 (UNIT 1-2-3)

Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar

I. OBJECTIVES:

1. Knowledge:

- To revise the language and skills they have learnt in Unit **1-2-3.**

a) Vocabulary: Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

b) Grammar : - Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

c) Writing : - Writing a paragraph about one's school; Writing an email to a friend describing a home; Writing a diary entry about best friends.

d) Speaking: talking about the type of school; Describing houses, rooms furnoture; Talking about friends, summer camps.

2. Competence: By the end of the lesson students will be able to revised the language they have learnt and the skills they have practised in Units 1 – 3. They have learnt so far in terms of language and skills . Practising doing exercises.

3. Quality/ behavior : Having the serious attitude to studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aim: **Introduction**

- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.
- Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.
- T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

*** Content:** Having some warm-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.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (25')

PRACTICE EXERCISES

A. LANGUAGE:

- **Pronunciation**

ACTIVITY 1:

Aim : Aim: To help Ss review the pronunciation of the sounds learnt in Units 1 – 3: /a:/ and /ʌ/ ; /s/ and /z/ correctly.

*** Content:** Review the pronunciation of the sounds. Choose the words …

*** Outcome:** Pronouncing the sounds correctly.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content

1. Choose the word whose underlined part is pronounced differently - Elicit the rulers of pronoucing final sound -s if needed. Ss do this exercise individually then share their answers with their partners before telling T the answers. Write the correct answers on the board. - Check and confirm the correct answers - Check their pronunciation	**1. Choose the word whose underlined part is pronounced differently** ***- T_ Ss*** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. *** Key : 1. C 2. A 3. B 4. A 5. B**

ACTIVITY 2:

Aim: To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.

*** Content:** Review the pronunciation , the vocab. Write the names of school things and furniture.

*** Outcome:** Remember the words, write it .

*** Organisation :** Teacher's instructions…

2. Write the names of school things and furniture in the house which begin with /b/ and / p/. - T can organize this as a game. Ss do this in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may add more words. - Write other words on the board. - Invite some pairs to ask and answer in front of the class - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	**2. Write the names of school things and furniture in the house which begin with /b/ and / p/.** - Ss **work individually.** - Do the tasks - Share the answers. *** Key:** ***Key:*** /b/: book, bag, bed… /p/: pen, pencil, picture, poster…

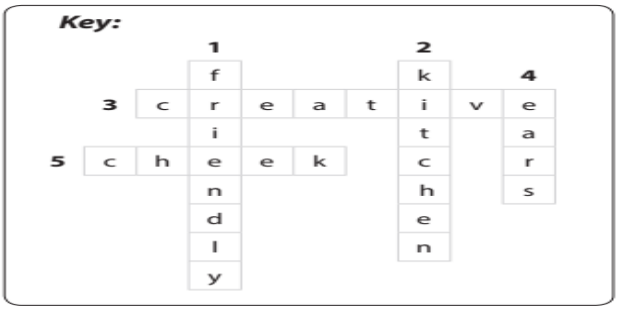
ACTIVITY 3 + 4 : **Vocabulary**

Aim: To help Ss review the word groups used with play, have, do and study.

To help Ss review the personality adjectives, the words related to body parts, rooms and types of house.

*** Content:** Review the word groups used with play, have, do and study. Vocabulary

have learnt in the units.
*** Outcome:** Call out the vocabulary. Revision. Do exercises correctly.
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
3. Complete the words. - Have Ss do this individually and then share their answers with their partners. - Call on or two Ss to write their answers on the board. - Check and confirm the correct answers. **4. Solve the crossword puzzle.** - This can be done as a competition. Otherwise, ask Ss to do this in pairs. - Check Ss'answers. • **Write the words in the correct groups.** play: sports, badminton have: lunch do: homework study: English	**3. Complete the words.** ***- T_ Ss*** - Listen to the instructions clearly - Fulfil the tasks - Copy **Key**: **1**. English **2**. Homework **3**. lunch **4**. sports **5**. badminton **4. Solve the crossword puzzle.** - Listen to the instructions clearly - Fufil the tasks,  - Give the answers

3. APPLICATION (10')

ACTIVITY 5: **Grammar**

Aim: To help Ss review grammar elements taught in Units 1-3: prepositions of place, possessive case and present continuous.
*** Content:** Review grammar elements taught in Units 1-3.
*** Outcome:** Remember how to form and use them. Do exercises correctly.
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
5. Look at the picture of a classroom. Choose the best answers A, B, C. - Have Ss look at the picture of a classroom and complete the sentences. - Have Ss compare their answers with a classmate.	**5. Look at the picture of a classroom. Choose the best answers A, B, C.** ***- T_ Ss***

- Check and confirm the correct answers.	 **Key: 1.** B **2**. A **3**. A **4**. B **5**. C

ACTIVITY 6 :

Aims: - To help Ss review the use of the present simple and the present continuous.

*** Content:** Review the use of the present simple and the present continuous.

*** Outcome:** Remember the form and use of the two tenses.

*** Organisation :** Teacher's instructions…

6. Complete the sentences with the present simple or present continuous form of the verbs in brackets. - Elicit form and usage of the present simple and the present continuous. - Ask Ss to do the exercise individually before calling one or two Ss to write their answers on the board. - Check Ss'answers. Ask them for explanation if necessary.	**6. Complete the sentences with the present simple or present continuous form of the verbs in brackets.** ***- T_ Ss*** - Listen to the teacher's instructions carefully. - Do the tasks . Prepare the at home beforehand. - Give the answers **Key: 1.** is /'s raining **2**. do you have **3.** Is she studying **4**. likes **5**. is not / isn't cooking; is /'s reading

***HOME WORK (2')**

- Summarise the main points.
- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases . Vocab; The grammar points.

- Read again the conversation
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.

==========

Date of planning:……..

Peroid 24 : UNIT : REVIEW1 (UNIT 1-2-3)

Lesson 2 : SKILLS / reading- Speaking- Listening - Writing

I. OBJECTIVES:

1. Knowledge:

- To revise the language and skills they have learnt in Unit 1-2-3.

a) Vocabulary: Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

b) Grammar : - Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

c) Writing : - Writing a paragraph about one's school; Writing an email to a friend describing a home; Writing a diary entry about best friends.

d) Speaking: talking about the type of school; Describing houses, rooms furnoture; Talking about friends, summer camps.

2. Competence: By the end of the lesson students will be able to revised the language they have learnt and the skills they have practised in Units 1 – 3. They have learnt so far in terms of language and skills . Practising doing exercises.

3. Quality/ behavior : Having the serious attitude to studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:	**Introduction**
- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3. - Ask Ss what they have learnt so far in terms of language and skills. Summarise their	

answers and add some more information if necessary.
- T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.
*** Content:** Having some warm-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.
*** 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 - SKILLS

ACTIVITY 1+2 : **Reading**

Aim : To help Ss practise reading for general and specific information.
*** Content:** Practise reading. Choose A, B, C for each blank.
*** Outcome:** get more information, content of the email and the text.
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
1. Choose A, B, or C for each blank in the email below. ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) + Follow the steps to teach vocabulary if have - Have Ss do exercise 1 –Page 37 - Ss do these exercises individually, check their answers with their partners before giving the answers. - Check their pronunciation - Confirm the correct answers	**1. Choose A, B, or C for each blank in the email below.** ***- T_ Ss*** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. *** Key:** **1. 1.A 2. C 3. C 4. B 5. B**
2. Read the text and answer the quetions - Have Ss do this activity by themselves - Have Ss work in pairs to ask and answer	**2. Read the text and answer the quetions** - Ss **work individually** first then work in

the questions. - Invite some pairs to ask and answer in front of the class - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	pairs ask and answer the questions - Do the tasks - Share the answers. *** Key:** 1. It's in a quiet place not far from the city centre. 2. They are hard-working and kind. 3. They are helpful and friendly. 4. There are five clubs. 5 . Because it's a good school

ACTIVITY 3 : **Speaking**

Aim: To help Ss practise asking and answering about what they like and dislike about their school and their reasons.

*** Content:** Interview classmates about what they like and dislike about their school.

*** Outcome:** Likes and dislikes about their schools.

*** Organisation :** Teacher's instructions.……

Teacher's & Student's activities	Content
3. Interview two of your classmates about what they like and dislike about your school. Report their answer. - Have Ss work in groups of three. One interviews the other two about what they like and dislike about their school and their reasons why. - Tell Ss to write their group members' answers in their notebooks and report them to the class. - Summarise Ss' ideas. - Let Ss do the exercise individually and then compare their answers. - Check and confirm the correct answers.	**3. Interview two of your classmates about what they like and dislike about your school. Report their answer** ***- T_ Ss*** - Listen to the instructions clearly - Work in groups of three . - Ss's answers.

ACTIVITY 4: **Listening**

Aim: To help Ss review listening for specific information.

*** Content:** Listen and fill .

*** Outcome:** Listen and fill the correct word for each bank.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content

4. An and Mi are talking on the phone . Listen and fill each blank with ONE word - Have Ss read the sentences. Play the recording the first time. - Ask Ss to listen and complete the sentences. - Ask for their answers and write them on the board. - Play the recording the second time for Ss to check their answers. - Check Ss'answers. - Play the recording the last time if necessary, stopping at different places where Ss got the wrong answers - Compare their answers. - Check and confirm the correct answers. **Audio script:** *An: Why is it so quiet, Mi? Are you home alone?* *Mi: No. Everybody is here, but they are in different rooms.* *An: Where's your mum? Is she cooking in the kitchen?* *Mi: No. She's watering the plants in the garden.* *An: And where's your dad?* *Mi: He's in the living room…*	**4. An and Mi are talking on the phone . Listen and fill each blank with ONE word** - Listen to the teacher's instructions carefully. ***- T_ Ss*** *- Check the answers* - Give the answers * **Key:** **1. home 2. plants 3. living 4. sleeping 5. TV** ……. *An: What's he doing?* *Mi: He's listening to the radio.* *An: What about your younger brother? Is he with your mum?* *Mi: No. He's sleeping in my bedroom. My cousin, Vi, is here too.* *An: What's she doing?* *Mi: She's watching TV*
ACTIVITY 5 : **Writing** **Aim:To help Ss complete an email of 40-45 words about a student's family member.** *** Content:** Write an email to friend , telling him/ her about a family member. *** Outcome:** Ss can write an email, using given questions. *** Organisation :** Teacher's instructions…..	
Teacher's & Student's activities	**Content**
5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions: - Elicit the parts of an email. - Ask Ss to discuss and answer the questions in pairs. Then have them write their emails	**5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions:** ***- T_ Ss*** 1. Who is the person?

individually. - Ask one student to write the email on the board. Other Ss and T comment on the email on the board. - T collects some emails to give feedback at home. - Get feedback.	2. How old is he / she? 3. What does he/ she look like? 4. What is/ she like? …

*** HOME WORK (2')**

- Summarise the main points.
- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to friends…

- Read again the conversation
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.

==========

Date of planning: / / 2023

Period 25 : THE MID- FIRST TERM TEST

I.Objectives: By the end of the lesson, SS can review knowledge from unit 1 to unit 2. They will be able to realize their studying result and know how to learn to improve it.

* **Listening**:

*** Grammar - Vocabulary**:

* **Reading:**

* **Writing**:

2. Competence:

SS will develop some competences such as working independently and being determined, using language in the right ways.

3. Behavior: Students are hard-working and serious.

II. Teaching aids:

1. Teacher: Textbooks, teaching plan, loud speakers, paper tests.

2. Students: Notebooks, pens…

III. Procedures:

Full name:**.....**

Class: **6**

KIỂM TRA GIỮA HỌC KỲ I

NĂM HỌC 2023-2024

Môn: Tiếng Anh 6

Mark	Teacher's comment

PART A. LISTENING

I. Listen to the conversation between Mi and Nick about their houses and tick (✓) T (True) or F (False). You will listen TWICE (1,25 pts)

Statements	True	False
1. Elena is Nick's sister.		
2. There is a TV in Mi's room.		
3. Now Mi lives in a town house.		
4. Nick lives in a country house.		
5. Mi's new flat has three bathrooms.		

II. Listen to Janet talking about her school and choose the correct answer A, B, C or D. You will listen TWICE. (1,25pt)

1. Janet's favourite teacher is her _____ teacher.

A. Maths B. P.E C. Science D. English

2. Today Janet _____ her uniform.

A. is wearing B. wears C. isn't wearing D. doesn't wear

3. Janet studies _____ for two hours a week.

A. English B. Vietnamese C. Japanese D. Spanish

4. Janet usually does her homework _____.

A. at home B. in the library C. at school D. at the park

5. Her class is going to have a biology lesson _____.

A. in the garden B. in the classroom C. at the zoo D. on a farm

PART B. LANGUAGE

I. Circle A, B, C or D before the word whose underlined part is pronounced differently from the others. (0,5 pt)

1. a. **u**niform b. comp**u**ter c. st**u**dent d. j**u**do

3. a. exc**i**ted b. n**i**ce c. l**i**brary d. l**i**ving

II. Circle A, B, C or D before the word or phrase which best completes each sentence. (0,75 pt)

1. My _____ bedroom is next to the bathroom.

A. brother B. brother's C. brothers D. brothers's

2. My friend, Peter, is very _____ . He has lots of new ideas.

A. hard-working B. careful C. confident D. creative

3. **Mary:** " _____"

Ann: She is very friendly and caring.

A. What does Linda look like? B. What does Linda like?

C. What is Linda like? D. How does she look?

III. Put the verbs or words in the correct tense or form. (1,25 pts)

1. Look! Phong _____ (do) judo in the playground with his friends.
2. The students _____ (not go) to school at the weekend.
3. _____ (your best friend/ have) a round face and big eyes?
4. My dad _____ (read) newspaper in the living room at the moment.
5. _____ (you/ get up) at 6 o'clock every morning?

PART III. READING COMPREHENSION

I. Choose the best answer to fill in each blank of the following passage (1,25 pts)

My dream school is a quiet school (1) _____ we have just two or three hours in class a day in the morning. Then, in the afternoon, we can do many (2) _____ like singing, dancing, playing soccer, basketball, rugby. We won't have tests and mark either. The teachers will not (3) _____ homework, so we can do whatever we want after school. In my dream school, we can also choose the (4) _____ we want: for example, you're not going to learn mathematics or physics if you hate (5)_____. So it's a free school where you can learn with calm and serenity and you can make lots of friends during afternoon activities!

1.	a. what	b. where	c. when	d. how
2.	a. subjects	b. actions	c. activities	d. acts
3.	a. give	b. take	c. do	d. get
4.	a. class	b. classrooms	c. classmates	d. classes
5.	a. it	b. them	c. her	d. him

II. Read the passage and then tick (X) at T(true) or F(false) (1,25pt)

I live in a house near the sea. It's an old house, about 100 years old, and it's very small. There are two bedrooms upstairs but no bathroom. The bathroom is downstairs next to the kitchen and there's a living room where there's a lovely old fireplace. There's a garden in front of the house. The garden goes down to the beach and in spring and summer there are flowers everywhere. I live with my parents, and we have a lot of visitors. My city friends

often stay with me. I love my house for many reasons: the garden, the flowers in summer, the fire in winter, but the best thing is the view from my bedroom window.

	T	F
1. The author lives in the seaside.		
2. The house has got two floors and four rooms.		
3. There are flowers in the garden in front of the house.		
4. Her family rarely has visitors.		
5. The author likes her bedroom's window view best.		

PART IV. WRITING

I. Reorder the words to make meaningful sentences (1,25 pts)

1. There / on / two bowls of noodles / the table. / are

_____

2. house. / There / five / are / in / her / rooms

_____

3. My brother / the judo club / goes / twice / a week. / to

_____

4. The boys / playing / badminton / are / at / the moment.

_____

5. Phong's / of / house/ front / my house. / is / in

_____

II. Rewrite the sentences without changing the meanings. (1,25 pts)

1. The garden is behind Peter's house.

=> Peter's house _____

2. My mother walks to the market every morning.

=> My mother goes _____

3. Thuc Anh is a cousin of Mi.

=> Thuc Anh is _____

4. Minh's eyes are brown and big.

=> Minh _____

5. This house is beautiful.

=> This is a _____

HƯỚNG DẪN CHẤM BÀI KIỂM TRA GIỮA KÌ I

MÔN TIẾNG ANH 6

PART I. LISTENING

I. Listen to the conversation between Mi and Nick about their houses and tick (✓) T (True) or F (False). You will listen TWICE (1,25 pts)

1. T 2. F 3. T

4. T 5. F

II. Listen to Janet talking about her school and choose the correct answer A, B, C or D. You will listen TWICE. (1,25 pts)

1. A. Maths 2. C. isn't wearing

3. B. Vietnamese 4. B. in the library

5. D. on a farm

PART II. LANGUAGE

I. Circle A, B, C or D before the word whose underlined part is pronounced differently from the others. (0,5 pt)

1. D. j**u**do 2. D. l**i**ving

II. Circle A, B, C or D before the word or phrase which best completes each sentence. (0,75 pt)

1. B. brother's

2. D. creative

3. C. What is Linda like?

III. Put the verbs or words in the correct tense or form. (1,25 pts)

1. Does your best friend have
2. is reading
3. is doing
4. don't go
5. Do you get up

PART III. READING COMPREHENSION

I. Choose the best answer to fill in each blank of the following passage (1,25 pts)

1. B	2.C	3.A	4.D	5.A

II. Read the passage and then decide if the statements are true (T) or false (F). (1,25 pts)

1. T	2.F	3.T	4.F	5.T

PART IV. WRITING

I. Reorder the words to make sentences (1,25 pts)

1. There are two bowls of noodles on the table.

2. There are five rooms in her house.

3. My brother goes to the judo club twice a week.

4. The boys are playing badminton at the moment.

5. Phong's house is in front of my house.

II. Rewrite the sentences without changing the meanings. (1,25 pts)

1. Peter's house is in front of the garden.

2. My mother goes to the market on foot every morning.

3. Thuc Anh is Mi's cousin.

4. Minh has brown and big eyes.

5. This is a beautiful house.

The end

==========

Date of planning:……..

Peroid 26 : UNIT 4: MY NEIGHBOURHOOD

Lesson 1: GETTING STARTED

LOST IN THE OLD TOWN!

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: ***/I/****and /i:/* **Grammar** - Comparative adjectives: smaller; more expensive	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood **Everyday English** Asking for and giving directions

I. OBJECTIVES:

*** By the end of this unit, students will be able to: (***Over all***)**

- *use the words for places in a neighbourhood;*
- *pronounce the sounds /**I**/and /i:/ correctly;*
- *compare two people or things using comparative adjectives;*

- *ask for and give directions to some places;*
- *read for specific information about a neighbourhood;*
- *talk about a neighbourhood;*
- *listen for specific information about a neighbourhood;*
- *write a paragraph to describe a neighbourhood.*

1. Knowledge:

- To introduce topic of the lesson *My neighbourhood*. To teach listening and reading. Practice giving directions.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*
- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - compare two people or things using comparative adjectives;
- Asking for directions

2. Competece: By the end of the lesson students will be able to pratice reading and listening the conversation between Nick, Phong and Khang . They have arrived in Hoi An and they've got lost on their way to tan Ky House.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: To create an active atmosphere in the class before the lesson;

To lead into the new unit.

*** Content:** Having some warm-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.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
+ Greeting **+ Chatting** - Teacher **(T)** asks Ss some questions about the previous lessons, - Review the previous unit before Ss open their books. Organise a short vocabulary game to	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it . - Answer the teacher's questions and

revise the words Ss learnt in *Unit 3*. For example, T can organise *Alphabet Race* (read page 41 for the steps to play the game) or *Slap the Board*. - Lead to the new unit. Write the unit title *My neighbourhood* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 38. Draw their attention to the box and introduce what they are going to learn in this unit. - Write the unit title *My neighbourhood* on the board.	enquirements. + Students **(Ss)** listen and learn how to do the tasks. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims: To set the context for the introductory text;

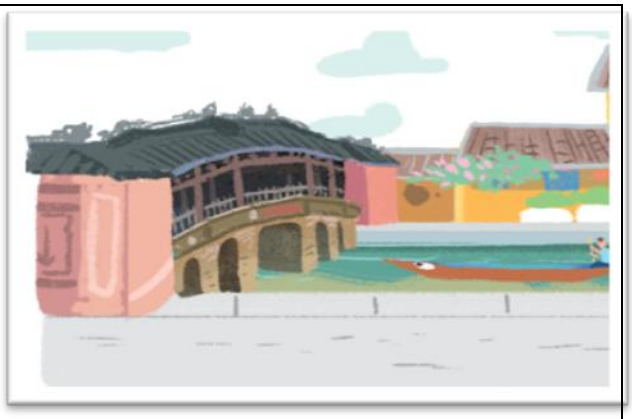
To introduce the topic of the unit.

*** Content:** Listen and read conversation to get used to the vocabulary; new grammar points.

*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…

*** Organisation :** Teacher's instructions…….

Teacher's & Student's activities	Content
1. Listen and read. - Set the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. *What are Nick, Phong and Khang doing*? *What might be happening to them ?* T can also ask Ss to share any recent experiences of being lost, e.g. *Have you ever got lost? Where and when? How did you feel then? What did you do?* Elicit answers, but do not confirm whether	**1. Listen and read.** ***- T_ Ss***

their answers are right or wrong. - Ask Ss to talk a bit about the place where Nick, Phong and Khang are standing. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading. Invite some Ss to read the conversation aloud. - Ask Ss what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. *(They have arrived in Hoi An and they've got lost on their way to Tan Ky House.)* - Have Ss say the words in the text that they think are related to the topic My neighbourhood. ***) 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 cocabulary - Take note all the new words - Quickly write the words on one part of the board. - Comment on Ss'answers.	 - Listen carefully to the context *** Vocabulary** **- excited** (adj) phấn khích **- cross** (v) đi qua **- famous** (adj) nổi tiếng **- turn left >< turn right** rẽ phải **- to be lost** (v) bị lạc **- go straight** (v) đi thẳng **- ….**

3. PRACTICE (15')

ACTIVITY 2:

Aim: To help Ss know how to use let's and shall we to make suggestions.

*** Content:** Make suggestions. We can use : Shall we…./ Let's …. to make suggestions

*** Outcome:** Know how to make suggestions.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
2. Find in the conversation the sentences used to make suggestions. - Tell Ss to refer back to the conversation to find the sentences used to make suggestions. - Ask Ss to compare their answers before checking as a class. Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary). - Confirm the correct answers. - Call on Ss to give the answers - T gives the correct answers.	**2. Find in the conversation the sentences used to make suggestions.** ***- T_ Ss*** - Listen carefully to the instructions - Follow the teacher's instructions - Give the answers and check. **Key:** **1.** Let's go to Chua Cau. **2**. Shall we go there first? **3**. First, cross the road, and then turn left. **4**. Fine, let's go. **5**. Let's ask her.

ACTIVITY 3:

Aim: To help Ss deeply understand the text.

*** Content:** Read conversation again . Put the actions in order

*** Outcome:** Order the actions correctly .

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
3. Read the conversation again. Put the actions in order. - Ask Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation. - T may instruct them how to do the exercise: (1) read each sentence and refer back to the conversation to find the action it refers to; (2) order the actions. T may model using the first sentence. - Allow Ss to share answers before discussing as a class. - Write the correct answers on the board. - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. - T gives correct answer	**3. Read the conversation again. Put the actions in order.** ***- Ss_ Ss*** - Listen to the instructions clearly - Share the answers - *Copy them* ***Key :*** ***1***.*b* ***2.*** *c* ***3***.*d* ***4***. *e* ***5***. *a*

ACTIVITY 4:

Aim: To help Ss know how to give directions through the conversation
*** Content:** Find and underline the directions . Asking for and giving directions
*** Outcome:** Know how to give directions. *Can you tell me the way to the post office near here?..*
*** Organisation :** Teacher's instructions…...

4. Find and underline the following directions in the conversation. – Ask Ss to work individually to find and underline the phrases used to give directions in the conversation. T may move around the class to check if Ss do exactly what is required and offer help when needed. - Have Ss quickly match each direction with the diagram. Check their answers as a class. If ss do not understand the phrases, use the diagrams to work the meaning out from the context. For weak classes, ask for translation to make sure they understand. With stronger classes, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?*, etc.	**4. Find and underline the following directions in the conversation.** ***- T_ Ss*** *- Listen carefully and learn how to do.* *- Ss do themselves. Give the answers* ***Key:*** **1.** B **2.** A **3.** E **4.C** **5.** D

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:
Aim: To help Ss practise giving directions.
*** Content:** Practise giving directions.Playing Game. Find places
*** Outcome:** Give directions correctly.
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
5. GAME- Find places – Demonstrate the game with a strong student. – Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.	**5. GAME- Find Places** ***- T_ Ss*** - Listen to the instructions carefully then do the tasks. - Ask and answer

– Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A give directions and Team B guess the place. If their guess is correct, they get one point. Then change roles. The group with the most points is the winner.	

***HOME WORK (2')**

– Ask one or two Ss to tell the class what they have learnt.

– Ask Ss to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the comparative adjectives and phrases of giving directions and tells Ss that they will learn these language points in the following lessons

- Ask Ss to say aloud some words they remember from the lesson.
- Read again the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lessons.

==========

Date of planning: / / 2023

Peroid 27 : UNIT 4: MY NEIBOURHOOD

Lesson 2: A CL0SER LOOK 1

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: */I/and /i:/* **Grammar** - Comparative adjectives: smaller; more expensive	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood **Everyday English** Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My neighbourhood*. To teach the names of places in a neighburhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the sounds /b/ and /p/ correctly in contexts.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to know the names of places in a neighburhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims: Vocabulary

- To revise old lesson.

*** Content:** Having some warm-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.

*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To revise / teach the names of places in a neighbourhood.

*** Content:** Match the places with the pictures. The names of places in a neighbourhood**.**
*** Outcome:** Know more the name of places in a neighbourhood**.**
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Match the places below with the pictures. Then listen, check and reapeat the words. ***) 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 words	**1. Match the places below with the pictures. Then listen, check and reapeat the words.** ***- T_ Ss*** *** Vocabulary** ***- square*** *(n) quảng trường* ***- cathedral*** *(n) nhà thờ* ***- art gallery*** *(n) triển lãm , các tác phẩm…* ***- railway*** *(n) xe lửa* ***- station*** *(n) nhà ga* ***- busy*** *(adj) bận rôn, sầm uất*
– Have Ss quickly match each place (in each picture) with its name . - T plays the recording for them to listen and check their answers with their partners. - T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually - Correct Ss' pronunciation. Ask Ss to name some places in their neighborhood - With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?* - Check the answers - Correct their pronunciation. - Check and confirm the answers.	***- crowded****…(adj) đông đúc.* - Listen carefully to the instructions - Answer the teacher's questions. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. *** Key:** **1.** c **2.** e **3.** d **4.** a **5.** b **Audio script** 1. square 2.art gallery 3. cathedral 4. temple 5. railway station

3. PRACTICE (18')

ACTIVITY 2:
Aim: To help Ss practise asking and answering questions about where they live.
*** Content:** Ask and answer questions about where they live.
*** Outcome:** Asking and answering questions correctly. Improve speaking skills.
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content

2. Work in pairs. Ask and answer questions about where you live – Model this activity with a more able student. - Ask Ss to work in pairs to ask and answer questions about where they live . - Remind Ss that they can use the places in **1** or any places they want to ask. - T may go around to observe and o er help if necessary. - Call on some pairs to practise in front of the class.	**2. Work in pairs. Ask and answer questions about where you live** - **Work in pairs** to do this activity - Listen carefully and learn how to do. - Ss work in pairs . - Follow the teacher's instructions - Give the answers - Ss do the tasks.
ACTIVITY 3: **Aims:** **– To revise the adjectives Ss learnt in primary school;** **– To help Ss practise asking and answering about their neighbourhood.** *** Content:** Ask and answer questions using adjectives they have learnt. *** Outcome:** Asking and answering questions about neighborhood correctly. *** Organisation :** Teacher's instructions…	
Teacher's activities	**Student's activities**
3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below. - Model this activity with strong student. Remind Ss that they can use adjectives in the box or other adjective they know to talk about their village, town or city. - Ask Ss to work in pairs. Go around to observe and offer help if necessary. - Call on some pairs to practise in front of the class. - T may ask other Ss to give comment	**3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.** - Listen to the instructions clearly - *Learn how to do it* - Ss to work in pairs - Ss do themselves. - *Copy them*
II. PRONUNCIATION: /I/ and /i:/ ACTIVITY 4: **Aim: To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.** *** Content:** Pronounce the sound /ɪ/ and /i:/ *** Outcome:** Pronounce the sound /ɪ/ and /i:/ correctly. *** Organisation :** Teacher's instructions…..	
4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/ – T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one is shorter.	**4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/** - *Listen to the teacher's instructions carefully*

– Ask Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat. - Play the recording as many times as necessary - Ask Ss to work inpairs and put the words in the correct column while they listen . - Call on some pairs to write their answers on the board before checking their answers with the whole class.	- *Check the answers* - *Listen and repeat* **Key:** *Key:* /ɪ/: noisy exciting expensive friendly /i:/: clean peaceful convenient cheap *Audio script:* noisy clean cheap exciting peaceful friendly expensive convenient

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:
Aim: To help Ss identify how to pronounce the sounds /I/ and /i:/ and practise singing the chant.
*** Content:** Listen and practice the chance notice the sound **/I/** and /i:/
*** Outcome:** Pronounce the sounds /I/ and /i:/ and practise singing the chant.
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
5. Listen and practice the chant. Notice the sounds /I/ and /i:/ - Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant a long. - Provide further pracice by dividing the class into two groups. Have groups sing alternate lines. - Call on some Ss to practise the chant if possible	**5. Listen and practice the chant. Notice the sounds /I/ and /i:/** - Listen to the instructions carefully then do the tasks. ***- T_ Ss*** - Do the tasks - Listen again and reppeat - Practice the chant. **MY NEIGHBOURHOOD** *My city is very noisy.* *There are lots of trees growing.* *The people here are busy.* *It's a lively place to live in.*

- Comment on their pronunciation.	*My village is very pretty.* *There are lots of places to see.* *The people here are friendly.* *It's a fantastic place to be.*

5. WRAP-UP & HOME WORK (2')

- Ask Ss to summarise what they have learnt in the lesson.

*** HOME WORK**

- Practice speaking the names of rooms and the names of the furniture in the house.

- Do more exercises in workbook.

- Prepare new lesson.

==========

Date of planning:……..

Peroid 28 : UNIT 4 : MY NEIGHBOURHOOD

Lesson 3: A CLOSERLOOK 2

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: */I/and /i:/* **Grammar** - Comparative adjectives: smaller; more	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood

expensive	**Everyday English** Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My neighbourhood*. To teach the comparative adjectives. Practicing forming and using the comparative adjectives.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to know the form and usage of comparative adjectives. Practicing forming and using the comparative adjectives. Ss also learn how to pronounce the the sounds **/I/**and /i:/ correctly;

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

Grammar

*Comparative adjectives

- Choose two Ss of very different heights and ask them to stand up. T asks the class: *Who is taller?* Indicate tall and taller with your hands and arms. T may give another example, e.g. two rulers or desks: *long – longer*. Ask Ss to say what t*aller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ).

– Focus Ss' attention on comparative forms by pointing to the rulers and desks and saying: *This ruler / desk* is long, *but that ruler / desk is longer*. Explain that comparative adjectives are constructed in several di erent ways in English, and that some of those ways are presented in the **Grammar box** below. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary

Grammar: Comparative adjectives

	Positive	Comparative	Rule
one syllable	fast	faster	+ er
	large	larger	+ r
two syllables	noisy	noisier	y → ier
	modern	more modern	more + adj
three or more syllables	expensive	more expensive	more + adj

than is used to make comparisons:

Example :

- This green ruler is longer **than** the blue ruler.
- My TV is more expensive **than** her TV

1. WARM UP & INTRODUCTION (3'-5')

Aim: To introduce the comparative form of adjectives. (*)
*** Content:** Revise old lesson.
*** Outcome:** Having a chance to speak English.
*** 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…. - Lead in the new lesson/	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **Grammar : Comparative adjectives**
Aim: To help Ss identify the correct comparative form of adjectives.
*** Content:** Learn how to form and use comparative form of adjectives.
*** Outcome:** Know how to form and use comparative form of adjectives correctly.
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content

1. Complete the following sentences with the comparativeform of adjectives in brackets. - Tom is **taller than** Mary - A house in a city is **more expensive than** a house in the countryside – Ask Ss to read the instruction. - Tell Ss what they should do. (With a weaker class, do the first sentence as an example) . - Remind Ss to pay attention to the number of the syllables in each adjective. - Ask Ss to do the exercise individually and then compare their answers with a classmate . - Check the answers as a class. - Confirm the correct answers.	**1. Complete the following sentences with the comparative form od adjective.** ***- T_ Ss*** - Tom is **taller than** Mary + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. - Listen carefully and read aloud. *** Key**: **2.** noisier **3.** bigger **4.** more peaceful **5.** more exciting

3. PRACTICE (18')

ACTIVITY 2:

Aim:To help Ss practise forming the correct comparative form of adjectives.

*** Content:** Forming the correct comparative form of adjectives by completing the sentences.

*** Outcome:** Understanding more the form and use the comparative.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content

2. Use the correct form of the words in brackets to complete the letter. Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an *example*). - Ask Ss to read and complete the letter individually. - Remind them to pay attention to the number of the syllables in each adjective. - Have Ss compare their answers in pairs before checking with the whole class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Confirm the correct answers.	**2. Use the correct form of the words in brackets to complete the letter.** ***- T_ Ss*** - Ss **work individually** - Do the tasks - Share the answers. - Learn how to do. *** Key:** **2**. smaller. **3**. older **4**. wider **5**. more delicious **6**. cheaper

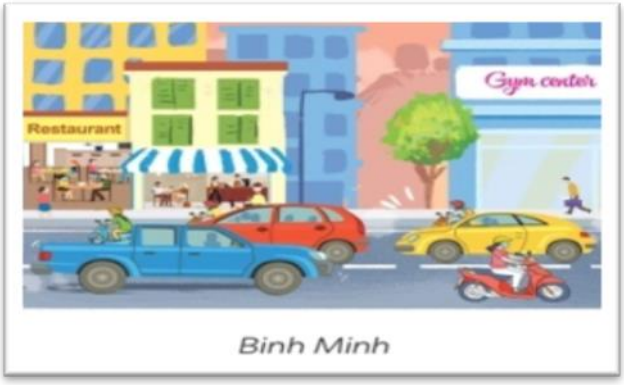
ACTIVITY 3

Aim: To help Ss practise using comparative adjectives.

*** Content:** Ask and Answer questions to further practice on using comparative adjectives

*** Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son . **Compare two neighbourhoods using the adjectives .**  Binh Minh - Ask Ss to look at the pictures of the two neighbourhoods. - Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them. - Have Ss compare their sentences in pairs before showing some of their sentences to	**3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .** **Compare two neighbourhoods using the adjectives .** ***- T_ Ss*** Long Son - Listen to the instructions clearly - Ss to **work independently** - Share the answers

the whole class. - Ask other Ss to give comments and correct any mistakes if possible. - Move around to offer help if needed. - If there is time, ask some Ss to write their sentences on the board.	- *Copy them*

4. FURTHER PRACTICE/APPLICATION (8')

ACTIVITY 4:

Aim: To give Ss further practice on using comparative adjectives.

*** Content:** Ask and Answer questions to further practice on using comparative adjectives

*** Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3 - Model this activity with a stronger student. - Tell Ss that they can use the information from the sentences they have written in **3** to ask and answer questions about the two neighbourhoods. - Ask Ss to work in pairs. - Go around to observe and offer help if necessary. - Call some pairs to practise in front of the class. - Ask other Ss to give comments and correct any mistakes if possible. - Check and confirm the correct answers	**4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3** ***- T_ Ss*** *- Listen to the instructions carefully* - Work in pairs. *- Do themselves* *- Give the answers* **Example :** **A**. Is Binh Minh noisier than Long Son? **B**. Yes, it is. **A.** Is Long Son more modern than Binh Minh? **B**. No, it isn't

5. WRAP-UP & HOME WORK (2')

- Summarise the main points of the lesson.
- Ask Ss to make sentences to compare people and things in their classroom, using comparative adjectives.

*** HOME WORK**

- Revise the form and use of comparative adj.
- Do more exercises in workbook.
- Prepatre new lessons.

==========

Date of planning: / / 2023

Period 29 : THE MID-TERM TEST CORRECTION

I. Objectives

1. Knowledge: By the end of the lesson, SS will be able to understand the test better. They will also develop the skill of doing a test and recognize their errors. They will know how to learn to get better results**.**

- Vocabulary: lexical items related to unit 1->3
- Grammar: knowledge students have learned

2. Competence: They can self-evaluate their studying and have good plans to improve it.

3. Behavior: Students are hard-working and attentive. They will try their best to get better results.

II. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book…

2. Students: Textbooks, notebooks…

III. Procedures:

1. Checking: During the lesson.

2. New lesson: Mid-term test correction **(43')**

Teacher's and Students' activities	Contents
I. WARM UP (5') - Delivers the paper test. **II. PRESENTATION (25')**	- Receive the tests, check the answer.

CÂU	ĐÁP ÁN	ĐIỂM
A. LISTENING	**I. Listen to the conversation between Mi and Nick about their houses and tick (✓) T (True) or F (False). You will listen TWICE (1,25 pts)** 1. T 2. F 3. T 4. T 5. T **II. Listen to Janet talking about her school and choose the correct answer A, B, C or D. You will listen TWICE. (1,25 pts)** 1. A. Maths 2. C. isn't wearing 3. B. Vietnamese 4. B. in the library 5. D. on a farm	0,25p for each correct answer. 0,25p for each correct answer.

B. GRAMMAR-VOCABULARY-LANGUAGE FUNCTION	**I. Circle A, B, C or D before the word whose underlined part is pronounced differently from the others. (0,5 pt)** 1. D. j**u**do 2. D. l**i**ving	0,25p for each correct answer.
	II. Circle A, B, C or D before the word or phrase which best completes each sentence. (0,75 pt) 1. B. brother's 2. D. creative 3. C. What is Linda like?	0,25p for each correct answer
	III. Put the verbs or words in the correct tense or form. (1,25 pts) 3. Does your best friend have 4. is reading 1. is doing 2. don't go 5. Do you get up	0,25p for each correct answer
C. READING Read 1 :	**I. Choose the best answer to fill in each blank of the following passage (1,25 pts)** **1B, 2C, 3A,4 D,5A**	0,25p for each correct answer.
Read 2 :	**II. Read the passage and then decide if the statements are true (T) or false (F). (1,25 pts)** 1. T 2 F 3T 4F 5T	0,25p for each correct answer
D. WRITING	**I. Reorder the words to make sentences (1,25 pts)**	0,25p for each correct

	1. There are two bowls of noodles on the table. 2. There are five rooms in her house. 3. My brother goes to the judo club twice a week. 4. The boys are playing badminton at the moment. 5. Phong's house is in front of my house. **II. Rewrite the sentences without changing the meanings. (1,25 pts)** 1. Peter's house is in front of the garden. 2. My mother goes to the market on foot every morning. 3. Thuc Anh is Mi's cousin. 4. Minh has brown and big eyes. 5. This is a beautiful house.	answer 0,25p for each correct answer.

III. REMARK – SOLUTION (8')

- Strong points :
  + Most students master well grammar and finish the test best.
  + Most students are quite good at being self-aware and proactive in doing their tests
  + Ss do the best : Anh, Thuy, Nhan, Linh, C.Anh, Quan, Van , Vinh, Đuc….
- Weak point :
  + Listening : some Ss can not listen the needed information.
  + Reading : Some students, due to poor vocabulary, cannot complete the reading task
  + Writing : Some Ss can not rewrite correctly some structures

IV. SUMMARY & HOMEWORK (2')

- Do the test again.
- Prepare next lesson

==========

Date of planning:…….. **Peroid 30 : UNIT 4: MY NEIGHBOURHOOD**

Lesson 4: COMMUNICATION

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: ***/I/****and /i:/* **Grammar** - Comparative adjectives: smaller; more expensive	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood **Everyday English** Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- Helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to ask for and giving directions. To practice asking for and giving direction; creating an audio guide to places.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*
- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - Compare two people or things using comparative adjectives;
- Asking for directions

2. Competence: By the end of the lesson students will be able to ask for and give directions. To practice asking for direction and creating audio guide to places.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking for and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3’-5’)

Aims: **Everyday English**
Asking for and giving directions

*** Content:** Having some warm-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.
*** Organisation :** Teacher’s instructions…

Teacher’s activities	Student’s activities
+ Greeting **+ Chatting** - Teacher **(T)** asks Ss some questions about	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and answer the

them and class. - Tell Ss that they are going to learn how to ask for and give directions. - Ask Ss to remember the phrases used to give directions in 4 of GETTING STARTED - Ask Ss to open their book and introduce what they are going to study…. - T leads in the lesson.	teacher's or friend's questions - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

Aims: To introduce ways to ask for and give directions in English;

- To help Ss practise asking for and giving directions.

*** Content:** Read conversation find the way to ask for and give direction.

*** Outcome:** Asking for and giving direction correctly. Make similar conversations to ask for and give directions to places.

*** Organisation :** Teacher's instructions……

Teacher's activities	Student's activities
1. Listen and read the conversations ***) 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 the words *Play the recording for Ss to listen and read the conversations at the same time. - Ask Ss to pay attention to the sentences and phrases used to ask for and give directions. - Elicit the structures to ask for *directions (Could you tell me the way to...?, Where's the nearest...?)* and phrases to give directions from Ss (*go along, on your left, go out of..., take the first turning...*). - Have Ss practise the conversations in pairs. - Call on some pairs to practise the conversations in front of the class **2. Work in pairs. Make similar**	**1. Listen and read the conversations** *** Vocabulary** **- go along** (v) đi dọc theo **- nearest** (adj) gần nhất **- guide** (v) hướng dẫn **- turning** (v) rẽ, lối rẽ **- finally** (adv) cuối cùng. ***- T_ Ss*** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. -Ss **work in groups.** - Ss may use everyday English to talk to each other. - Ss **work in pairs.** **Audio script:** **A**: Excuse me. Could you tell me the way to the cinema, please? **B**: Go along this street. It's on your

conversations to ask for and give directions to places near your school. - Ask Ss to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. Encourage them to practise asking for and giving directions to places near their school. Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance - Have Ss practise speaking	left. **A**: Excuse me. Where's the nearest post office, please? **B**: Go out of the station. Take the first turning on the right. **2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.** **- Work in pairs.** - Ask Ss to work in pairs to practice speaking, using the structures. - Pair works + Fulfil the tasks

3. PRACTICE (15')

ACTIVITY 3 **An audio guide to a place**

***Aims:**

– To give Ss a sample of an audio guide to a place;

– To help Ss practise using some structures and vocabulary related to the topic.

*** Content:** Listen to an audio guide and fill the blanks.

*** Outcome:** Listen and fill the blanks with one word cprrectly.

*** Organisation :** Teacher's instructions….

Teacher's activities	Student's activities
3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks. – Ask Ss if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An? What can you remember about it?* Allow 20 - 30 seconds for Ss to think, then repeat the question and have Ss brainstorm about Hoi An. - Play the recording. First, ask Ss to listen only. Then play the recording again and ask ss to fill as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers. - Ask Ss to read the audio guide again, paying attention to the use of the connective words: *first, next* and *finally.* - Move around to observe and provide help. - Observe and help when and where	**3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks.** ***- T_ Ss*** - Ss work individually - Listen to the teacher's instructions carefully and learn how to do. - Give the answers **Key: 1.** straight **2**. second **3**. right **4**. next to ***Audio script:*** *Let's start our tour in Hoi An. We are at Tran Phu Street now. First, go to Ong pagoda. To get there, go straight a long the street for five minutes. It's on your left. Next, go to the Museum of Sa Huynh Culture.Take the second turning on your left. Turn right and it's on your right. Finally, go to Hoa*

necessary, and correct Ss'pronunciation and intonation.	*Nhap Workshop to buy some presents. Turn left and right. It's next to Tan Ky House.* - Do the tasks if possible.
ACTIVITY 4: **Aim: To help Ss practise creating an audio guide for Ho Chi Minh City.** *** Content:** Create an audio guide for Distric 1 of HO Chi Minh City *** Outcome:** Ss can create an audio guide . *** Organisation :** Teacher's instructions…	
4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City. - Ask Ss tolook at carefully at the simplified map of Ho Chi Minh City. Ask Ss to read the instructions carfully. T may ask them some questions to check if they know what they are supported to do. - Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the Activities 1 and 4 of GETTING STARTED. – Have Ss prepare their audio guide individually and then share it with a partner. – Have Ss practise presenting their audio guide with other pairs or in groups. - Check and confirm the correct answers	**4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.** ***- T_ Ss*** *- Listen carefully* **- Answer questions individually.** - Complete the tasks.

4. PRODUCTION / APPLICATION (8')

ACTIVITY 5: **Aim: To help Ss practise presenting their audio guide to Ho Chi Minh City to the class.** *** Content:** Presenting the audio guide to Ho Chi Minh City *** Outcome:** Presenting the audio guide to Ho Chi Minh City freely and correctly. *** Organisation :** Teacher's instructions….	
Teacher's activities	**Student's activities**
5. Now present your audio guide to your class. - Call on some Ss to present their audio guides to the whole class. After each student has finished his / her audio guide. - Ask for some comments from other Ss. - Make comments and correct any mistakes if there are any. - Invite some Ss to share their opinion with the class.	**5. Now present your audio guide to your class.** ***- T_ Ss*** - Listen to the teacher's instructions carefully. **- Work individually**

- Choose some Ss to give a presentation to the class.	

5. WRAP-UP & HOME WORK (2')

- Summarise the main points.
- Have Ss tell what they have learnt in the lesson.

*** HOME WORK**

- Practice asking about audio guides to places.
- Do more exercises in workbook

==========

Date of planning:……

Peroid 31: UNIT 4 : MY NEIGHBOURHOOD

Lesson 6: SKILLS_1/ Reading and Speaking

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: */I/and /i:/* **Grammar** - Comparative adjectives: smaller; more expensive	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood **Everyday English** Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict the meaning of new vocabulary using the context. Also to practice speaking. To practice asking and answering about what they like and dislike about their neighbourhood.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to pratice reading and speaking skills. To practice asking and answering about what they like and dislike about their neighbourhood.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION(5')

***Aim:** **(Pre - reading)**
- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.
*** Content:** Have Ss look at picture and answer the questions.
*** Outcome:** Answer the questions about Khang's neighbourhood .Having a chance to speak English
*** 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 look at the pictures of Khang's neighbourhood. - Ask Ss the questions: *Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why?/Why not?* - 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.	**+ 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 .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **While- reading**
Aim: To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.
*** Content:** Read Khang's blog anf find the words in the text.
*** Outcome:** Reading ; find the words correctly. Improve reading skills.
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
1. Read Khang's blog. Look at the words in the box, then find them in the text and underline them. What do they mean? ***) 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 cocabulary - Take note the words	**1. Read Khang's blog. Look at the words in the box, then find them in the text and underline them. What do they mean?** **- *T_ Ss*** *** Vocabulary** **+ suburbs** (n) vùng ngoại ô **- outdoor** (a) ngoauf trời **- dislike** (v) không thích **….**

- Ask Ss to scan the passage to find where the words *suburbs*, *dislike*, and *outdoor* are in the passage. - T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding. - Observe and help when and where necessary. - Check the answer.	+ Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Ss learn how to read and use new words. - Give the answer

ACTIVITY 2 :

Aim: To help Ss further develop their reading skill for specific information (scanning).

*** Content**: Read Khang's blog again and fill the table.

*** Outcome:** Understanding more the content of the text . Complete the task.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
2. Read Khang's blog again and fill the table with the information. - Ask Ss to scan the passage again and find the information to complete the table. Ask Ss to note where they found the information.When finishing, Ss can compare their answers before discussing them as a class. - Ask ss to show the evidence to support their answers. - Check and confirm the correct answers. - Wrap up the Reading section by asking Ss what to include when they want to describe their neighbourhood. - Here are some things: - Location What they like about it What they dislike about it ... - Write these points on the board for the next activity	**2. Read Khang's blog again and fill the table with the information.** - ***- 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:*** LIKES: - beautiful parks, sandy beaches, fine weather; - shops, restaurants, markets; - friendly people, good food DISLIKES: - modern buildings and offices; - busy and crowded streets

ACTIVITY 3:

Aim: To help Ss develop their reading skill for specific information (scanning).

*** Content**: Read Khang's blog again and answer the questions.
*** Outcome:** Understanding more the content of the text. Complete the task.
*** Organisation :** Teacher's instructions…...

3. Read Khang's blog again. Then answer the questions. - Have Ss read the text in detail to answer the questions. - Ask them how to do this kind of exercise. - Explain the strategies if necessary *(e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions).* - Tell them to underline parts of the blog related to the answers. - Set a strict time limit to ensure Ss read the text quickly for information. - Tell them to compare their answers in pairs before giving the answers to T. - Ask them to give evidence to support their answers - Call on some Ss to describe. - Check their pronunciation and intonation. - Check and confirm the correct answers	**3. Read Khang's blog again. Then answer the questions.** ***- T_ Ss*** *- Listen carefully to the instructions* - Answer **questions individually.** - Follow the instructions carefully - Find the answer. - Compare the answers ***Key :** ***Key:*** **1.** It is in the suburbs of Da Nang City. **2.** Because it has beautiful parks, sandy beaches and fine weather. **3.** They are very friendly. **4.** They are busy and crowded.

ACTIVITY 4 : **(Post - reading)** **Speaking**
Aim: To help Ss prepare ideas for the next speaking activity.
*** Content:** Make note about yourneighbourhood to prepare ideas for the next speaking activity.
*** Outcome:** Making note . Think about what you like / dislike it.
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
4. Make notes about your neighbourhood. Think about what you like / dislike about it. - Tell each student to make notes. Set a time limit for Ss to complete it. - Ask Ss to think about what they like and dislike about their neighbourhood. - Have them quickly note down these ideas. - Check and confirm the correct answers	**4. Make notes about your neighbourhood. Think about what you like / dislike about it.** - Listen to the teacher's instructions carefully and follow them. ***- T_ Ss*** - Work individually - Give the answer . **Likes** : scenery- beautiful; modern shops, people- kind/ friendly…. **Dislikes:** high buildings, offices. streets- busy , crowded …….

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 5:

Aim: To provide an opportunity for Ss to practise asking and answering about what they like and dislike about their neighbourhood.

*** Content:** Ask and answer about what you like and dislike about your neighbourhood.

*** Outcome:** Likes and dislikes about your neighbourhood.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood. - While Ss are practising their dialogues, T circulates and monitors. - T notes some common errors and discusses them with the whole class. - Select some strong pairs to act out their dialogues 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	**5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.** ***- 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**. Where do you live? **B**. I live in the suburbs of Da Nang City. **A**. What do you like about it? **B**. The weather is f‡ne. The people are friendly and the food is good. **A**. What do you dislike about it? **B.** The streets are busy and crowded.

5. WRAP-UP & HOME WORK (2')

- Have Ss summarise what they have learnt in the lesson with two skills.
- 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.
- Prepare new lesson. **Skills 2**

Date of planning:……..

Peroid 32 : UNIT 4: MY NEIGHBOURHOOD

Lesson 6 : SKILLS_2/ Listening and Writing

THIS UNIT INCLUDES:

Vocabulary - Places in a neighbourhood **Pronunciation:** Pronunciation: Sounds: ***/I/and /i:/*** **Grammar** - Comparative adjectives: smaller; more expensive	**Skills:** - Reading about a neighbourhood - Talking about a neighbourhood - Listening about a neighbourhood - Writing a paragragh to describe a neighbourhood **Everyday English** Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To develop listening and writing skills. Listening for specific information about Vy's neighbourhood. Practicing writing a paragraph about one's neighbourhood.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds **/I/**and /i:/ correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to pratice listening and writing about one's neighbourhood, saying what they like and dislike about it.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims:

- To develop student's listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.

*** Content:** Having some warm-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.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
+ Greeting + Chatting - Teacher (T) asks Ss some questions about them and class.	**+ Greeting + Chatting** ***- T_ Ss*** - Students (Ss) listen and answer the

- 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.	teacher's or friend's questions - 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 conversation and tick T/ F. Having some strategies to do the reading exercise.

*** Outcome:** Listen and tick T/F the statement correctly.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False). ***) 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 the words *** Vocabulary** **- faraway** (adj) xa xôi **- narrow** (adj) chật hẹp **- workshop** (n) sản xuất, sửa chữa **…..** - Have Ss look at the sentences in this activity. - Ask them how to do it. Give them some strategies to do the exercise (*e.g. reading the question, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).* - Play the recording twice for Ss to do exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false. - Have Ss share their answers in pairs. Invite some pairs. Invite some pairs to give their answers and confirm the correct ones.	**1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).** ***- 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:** **1.F 2. T 3. F 4. T 5. T**

- Play the recording again if needed, stopping at the place where Ss find it difficult to hear. -Also, ask Ss to correct the false sentences. - Confirm the answers.	

ACTIVITY 2 : **While-listening**

Aim: To help Ss develop the skill of listening for specific information.

*** Content:** Listen again and fill the blanks

*** Outcome:** Understanding more about content of the conversation between Khang and Vy.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
2. Listen to the conversation again and fill the blanks - Ask Ss to study the phrases with the blanks carefully. Ss may work in pairs to discuss the answers from the information they have listened in 1. - Play the recording again and have Ss write the answers as they listen. - Ss can share their answers with their partners. With a weaker class, - T may play the recording many times until Ss have written down all their answers. - Call on some Ss to write their answers on the board. - Play the recording again for Ss to check the answers.. - Tmay pause at the sentences that include the information Ss need for their answers. - Check and confirm the correct answers. ***Post-listening** - Students tell about Vy's neighbourhood - T gives instructions and encourage Ss to tell Vy's neighbourhood , using information in Audio Script. * Invite one or two Ss to talk about Vy's neighbourhood. - T may give some clues - Call on some Ss to speak freely. - Correct pronunciations, grammar, vocab, intonation.	**2. Listen to the conversation again and fill the blanks** ***- T_ Ss*** - Listen to the teacher's instructions carefully and learn how to do it. - Fulfil the tasks - Give the answers **Key:** **1**. art galleries **2.** wide **3.** friendly **4.** faraway **5.** crowded **Audio script:** **Khang :** Where do you live? **Vy :** I live in the surburbs of Ho Chi Minh city **Khang :**What do you like about it? **Vy :** There are many things I like about it. There's a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly. **Khang :** What do you dislike about it? **Vy :** The shools are too faraway. There are also some factories near here, so the air isn't very clean and the streets are noisy and crowded. * Listen to the teacher's instructions carefully and tell about Vy's

	neighbourhood. - Free talk
ACTIVITY 3 : **Writing** **Aim: To provide Ss some ideas for the next writing activity** *** Content:** Read the statements and tick what you like or dislike about a neighbourhood *** Outcome:** Things you like or dislike about a neighbourhood. *** Organisation :** Teacher's instructions…..	
3. Tick (✓) what you like or dislike about a neighbourhood. - Ask Ss to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners. Ss count how many things they have in common with their partners. - T Comments on their answers	**3. Tick (✓) what you like or dislike about a neighbourhood.** ***- 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 practise writing a paragraph about their neighbourhood.** *** Content:** Write a paragraph about their neighbourhood. *** Outcome:** Write a paragraph about their neighbourhood saying they like or dislike about it . *** Organisation :** Teacher's instructions…..	
Teacher's & Student's activities	**Content**
4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang's blog as a model. - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. - Ss can use the ideas they have ticked in 3. - T asks Ss to brainstorm for the ideas and the language necessary for writing. - T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board. - Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections. - Then have them write their final version. - T may display all or some of the Ss'	**4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang's blog as a model.** ***- T_ Ss*** - Listen carefullyand learn how to write - Write themselves *** Suggested writing:** *I live in Long Son Town. There are many things I like about my neighbourhood.* *It is convenient because there s a big supermarket near my house. There are also many shops, restaurants, nad café here. The streets are wide and clean. The people are very friendly and helpful. The food is very fresh and delicious. However there are some*

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 - T goes round helping if necessary. - Other Ss and T comment on the writing.	*things I dislike about it. I love my hometown very much.*

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.

==========

Date of planning:…

Peroid 33 : UNIT 4 : MY NEIGHBOURHOOD

Lesson 7: LOOKING BACK

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. 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. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*
- To pronounce the sounds /**I**/and /i:/ correctly;

+ Grammar: - compare two people or things using comparative adjectives;
- Asking for directions

2. Competence: By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

II. TEACHING AIDS:

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

- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

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.
- These match Ss' self-assessment. Ss should check to see how well they did on each question and use that information when filling in the self-assessment table.
*** Content:** Having some warm-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.
*** 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** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:
Aim: To help Ss revise the vocabulary items they have learnt in the unit.
*** Content:** Revise the vocabulary items by writing the name for each picture
*** Outcome:** Write the words correctly.
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Write the name for each picture - Have Ss do this activity individually then compare their answers with their partners. - Ask for Ss'answers or ask one student to write his / her answer on the board. - Check the answers as a class. - Check and correct the mistakes. - Check and confirm the correct answers - Check their pronunciation	**1. Write the name for each picture** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. ***- T_ Ss*** - Answer the teacher's questions and enquirements. *** Key:** **1.** Temple **2.** railway station **3.** square **4.** art gallery **5.** cathedral.

3. PRACTICE (18')

ACTIVITIES 2 , 3 and 4 : **GRAMMAR**

Aim: To help Ss revise the form and use of comparative adjectives.

*** Content:** Revise the form and use of comparative adjectives by doing exercises 2-3-4.

*** Outcome:** Remember more the form and use of comparative adjectives.

*** Organisation :** Teacher's instructions….

Teacher's activities	Student's activities
2. Put the following adjective in the correct column - Have Ss do this activity by themselves and write their answers in their notebooks. - Have Ss check their answers with a partner before discussing the answers as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**2. Put the following adjective in the correct column** - Ss **work individually.** - Do the tasks - Give the answers. *** Key:** Activity 2 One syllable: fast, hot, large Two syllables: heavy, noisy, quiet Three or more syllables: expensive, beautiful, exciting
3. Now write their comparative forms in the table below. - Have Ss do this activity by themselves and write their answers in their notebooks. - Have Ss check their answers with a partner before discussing the answers as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**3. Now write their comparative forms in the table below.** Activity 3 fast – faster beautiful – more beautiful noisy – noisier expensive – more expensive hot – hotter exciting – more exciting quiet – quieter heavy – heavier large – larger - Do the same the tasks - Copy in the notebook
4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below. - Have Ss do this activity by themselves and write their answers in their notebooks. - Have Ss check their answers with a partner before discussing the answers as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.** ***- T_ Ss*** - Do the same the tasks - Copy in the notebook **Key :** **1.** noisier **2.** more modern **3.** more expensive **4.** more peaceful

4. PRODUCTION/ APPLICATION (8')

Aim: Helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic.
*** Content:** Present their project they have prepared at home
*** Outcome:** Doing more exercises . Present their project.
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Exercises: - Review - T gives more exercises about comparative adjectives - Let Ss do the exercise individually and then - Compare their answers. - Check and confirm the correct answers. *** PROJECT:** - ***Prepare in the previous lessons beforehand*** This is to introduce Ss to another way of practising asking for and giving directions to the places in their neighbourhood. ACTIVITY 1 Have each student draw a map of their neighbourhood with the names of at least five places on their map. T may have Ss prepare their maps at home. ACTIVITY 2 Ask Ss to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary. If there is time, have some pairs practise asking for and giving directions to the places on their maps in front of the whole class.	**1. Exercises:** ***- T_ Ss*** *- Listen carefully* *- Do the tasks.* *- Compare the answers* - Give the answers - 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.

5. WRAP-UP & HOME WORK (2')

- Summarise the main points.
- Ask Ss what they have learnt so far. Have them recall the important elements:
+ Words / phrases and Grammar point.

HOME WORK

- Finish all the exercises.
- Do more exercises in workbook.
- Make more sentences using comparative adjectives.

==========

Date ofplanning:……

Peroid34 : UNIT 5 : NATURAL WONDERS OF VIETNAM

Lesson 1: GETTING STARTED

GEOGRAPHY CLUB

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /and /d/*** **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

*** By the end of this unit, students will be able to: (***Over all***)**

– *use the words related to things in nature and travel items;*
– *pronounce the sounds /t/ and /d/ correctly;*
– *use countable and uncountable nouns;*
– *use the modal verb must / mustn't to give orders;*
– *make and accept appointments;*
– *read for specific information about natural wonders;*
– *talk about famous places, and what you must / mustn't do there;*
– *listen for specific information about a natural wonder;*
– *write a paragraph about a natural wonder.*

1. Knowledge:

- To introduce topic of the lesson *natural wonders of Viet Nam*. To teach listening and reading.

+ Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.
- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to pratice listening and reading the conversation between Alice, Elena, Nick and Tommy , who are in the Geography Club, talking about natural wonders of Viet Nam.

3. Quality/ behavior : Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

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

- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

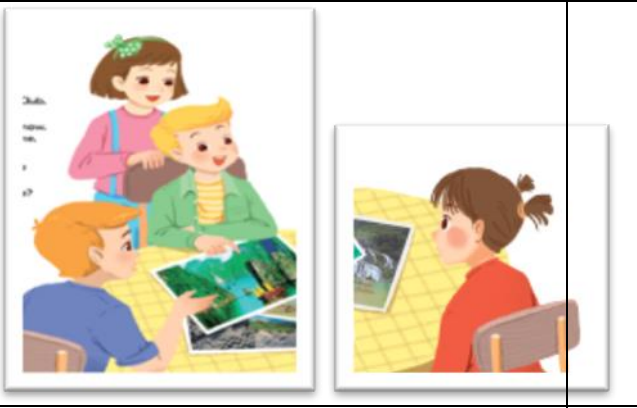
Aims:
– To create an active atmosphere in the class at the start of the lesson;
– To lead into the new unit.
*** Content:** Revise old lesson**.** Having some warm-up activities to creat a friendly atmostphere to warm up to the new lesson.
*** Outcome:** Having a chance to speak English.
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
+ Greeting **+ Chatting** - Review the previuous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 4*. For example , T can organise a Comparative quiz. -Divide the class onto halves. One student from first half calls out an an adjective from *Unit 4*. One student from the second half has to give the comparative form of the adjective (1 point), another has to make a sentence with that word (2 points): - Student 1 from group one: quiet - Student 2 from group two: quieter - Student 3 from group two: My neighbourhood is quieter than your neighbourhood. …… The game continues until the time is up. Lead to the new unit. Write the unit title *Natural Wonders of Viet Nam* on the board. Ask Ss to guess what they are going to learn about in this unit. After respond, ask them to open their books to page 48. Draw their attention to the yellow box and introduce what they are going to learn in this unit.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it . ***- T_ Ss*** - Answer the teacher's questions and enquirements. + Students **(Ss)** listen and learn how to do the tasks. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:
Aims:
- To set the context for the introductory text;
- To introduce the topic of the unit.

*** Content:** Listen and read the conversation to learn new words ; grammar points.
*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
1. Listen and read. - Ask Ss to look at the picture and describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where are they? Do you know these places?* Tell Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as Ganh Da Dia and Ha Long Bay, and that they are going to listen to their talk. Play the recording two or three times, or more if necessary for Ss to listen and read along. - Have Ss underline the words related to the topic of the unit while they are listening and reading. ***) 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 the words - Call on some pairs of Ss to read the conversation aloud. - Quickly teach / introduce the new words if have - Comment on Ss'answers.	**1. Listen and read.**  ***- T_ Ss*** *** Vocabulary** ***- natural*** *(adj) thiên nhiên* ***- wonder*** *(adj) kì quan* ***- amazing*** *(adj) tuyệt vời* ***- islands*** *(n) đảo, hòn đảo* ***- scenery*** *(n) phong cảnh* ***- desert*** *(n) sa mạc* ***- mountain…****(n) núi* - Listen carefully to the context - Answer the teacher's questions. - Listen carefully and read aloud.

3. PRACTICE (18')

ACTIVITY 2:
Aims:
To help Ss understand the conversation better;
To help Ss practise using words to describe things in nature.
*** Content:** Read again the conversation and complete the sentences.
*** Outcome:** Understanding more content of the conversation / Geography Club.
*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content
2. Complete the following sentences with the words from the box.	**2. Complete the following sentences with the words from the**

- Ask Ss to do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed: read the sentences carefully, read the words given in the box and identify the kind of word to fill each blank. - Ss may refer back to the conversation for the context of the words they need to fill the blanks. Allow them to share their answers before discussing them in pairs or as a class. - Write the correct answers on the board. - Explain the meaning of some words if necessary. Ss practise saying the sentences together. - T gives the correct answers. - Confirm the correct answers.	**box.** ***- T_ Ss*** - Listen carefully to the instructions - Follow the teacher's instructions - Give the answers and check. **Key:** 1. natural 2. islands 3. scenery 4. amazing 5. wonders

ACTIVITY 3:

Aim: To help Ss revise and learn more nouns for things in nature through pictures and listening exercise.

*** Content:** Listen and repeat the words and label the pictures.

*** Outcome:** Understanding and learning more new words.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. Listen and repeat the words, then label the picture. - Play the recording and ask Ss to listen. - Play the recording again, pausing after each iten and asking them to repeat chorally and individual - Call on some Ss to read the words aloud. Correct pronunciation if necessary. - Ask Ss to label the pictures with the words given. - Ss can work in pairs. - Show picture cards of the vocabulary. - Elicit Ss' answers. Then provide the correct words. - Allow Ss to share answers before discussing as a class. - T gives correct answer	**3. Listen and repeat the words, then label the picture.** ***- T_ Ss*** - Listen to the instructions clearly - *Learn how to do it* - Ss to work independently - Compare the answers - *Give the answers.* - *Copy them* **Key :** **a.** desert **b.** island **c.** cave **d.** river **e.** waterfall **f.** mountain **g.** forest h. beach ***Audio script*** **1**. mountain **2.** river **3**. waterfall **4**. forest **5.**cave **6.** desert **7**. beach **8**. island

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 4:

Aim: To help Ss revise and learn about some natural wonders through a quiz.

*** Content:** Do the QUIZ . Choose the correct answer to each of the questions.

*** Outcome:** Further practice and learn about some natural wonders through a quiz.

*** Organisation :** Teacher's instructions…...

4. QUIZ: Work in groups . Choose the correct answer to each of questions. - T may begin by brainstorming natural wonders of Viet Nam and other places. Encourage Ss to exploit their knowledge of geography. Then divide the class into groups of five or six. Let them choose the answers to the questions. Call on some Ss to read the answers aloud. Confirm the correct answers. Give Ss information about these wonders to interest them in the topic of the unit	**4. QUIZ: Work in groups . Choose the correct answer to each of questions.** ***- T_ Ss*** *- Listen carefully and learn how to do.* *- Ss do themselves. Give the answers* **Key: 1. A 2. A 3. B 4. B 5. B**

Notes:

Ganh Da Dia: a natural wonder in Tuy An, Phu Yen Province

Ha Long Bay: a UNESCO World Heritage Site and popular travel destination in Quangr Ninh Pronince.

Con Dao: a large island belonging to Ba Ria - Vung Tau Province

Son Doong: the world's largest natural cave, in Phong Nha-Ke Bang National Park, Quang Binh Province

Mount Fansipan: 3,147 metres, the highest mountain in mainland SE Asia, in Lao Cai Province

Thong Nhat Park: a large and lovely park in Ha Noi

Cat Tien Park: a national park located in the south of Viet Nam, about 150 km north of Ho Chi Minh City

Cuc Phuong: a national park in Ninh Binh Province (Viet Nam's first national park, the country's largest nature reserve)

Phong Nha: a cave in Phong Nha-Ke Bang National Park, a UNESCO World Heritage Site in Quang Binh Province

Giang Dien Waterfall: a very beautiful waterfall in Dong Nai Province, about 50 km from the centre of Ho Chi Minh City

Ban Gioc Waterfall: an impressive waterfall in Cao Bang Province. It is one of the 10 most spectacular waterfalls in the world, according to Touropia travel site.

5. WRAP-UP & HOMEWORK (2')

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson
- Ask Ss to say aloud some words they remember from the lesson.

*** HOMEWORK**

- Read again the conversation on page 48.

- Do more exercises in workbook.
- Prepare new lessons.

==========

Date of planning:……

Peroid 35: UNIT 5 : NATURAL WONDERS OF VIETNAM
Lesson 2 : A CLOSERLOOK - 1

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /and /d/*** **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *Natural wonders of Viet Nam*. To introduce/ teach the names of some travel items.Ss also learn how to pronounce the sounds ***/t /and /d/***correctly in contexts.

+ Vocabulary: - Use the words related to the topic *Natural wonders of Viet Nam*.
- To pronounce the sounds ***/t /and /d/***correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to know the names of some travel items. Ss also learn how to pronounce the sounds ***/t /and /d/***correctly in contexts.

3. Quality/ behavior : Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims: Vocabulary
- To revise/ teach the names of some travel items
*** Content:** Revise old lesson. Having some warm-up activities to creat a friendly and relaxed atmostphere to warm up to the new lesson.
*** Outcome:** Having a chance to speak English.
*** Organisation :**Teacher's instructions....

Teacher's & Student's activities	Content

+ Greeting **+ Chatting** - Teacher **(T)** asks Ss some questions about them and class. - Bring some travel items to class, e.g. sleeping bag, compass, suncream, backpack, etc. Write some of the places in the previous activity, e.g. *desert, mountain, beach* on the board. Ask whether the places are hot / cold, wet / dry, etc. Show the objects. Ask Ss if the object fits the place, e.g. *Do I need a backpack in the desert? Why do you think so?* - Brainstorm some other things that might be needed in each place. - Ask Ss to open their book and introduce what they are going to study….	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (35' – 37')

ACTIVITY 1:

Aim: To revise / teach the names of travel items.

*** Content:** Learning some newwords. write the words under pictures.

*** Outcome:** Knowing more new words about travel items.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
1. Write a word under each picture. Practice saying the words. ***) 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 *Ss work independently. Ask Ss to look at the pictures and match each word / phrase given in the box with the right picture. Allow them to share their answers before discussing them it as a class. - Have Ss practise saying the words. Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, etc. - Ask Ss to call out the name for the object. - Check the answers - Correct their pronunciation.	**1. Write a word under each picture. Practice saying the words.** ***- T_ Ss*** *** Vocabulary** - backpack (n) ba lô - compass (n) la- bàn - plaster (n) băng, gạc y tế. - rock (n) tảng đá - suncream (n) kem chống nắng - scissors (n) cái kéo + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions. **Key:** **1**. plaster **2**. suncream **3**. sleeping bag **4**. scissors **5**. backpack **6**. compass

- Check and confirm the answers.	

3. PRACTICE

ACTIVITY 2:

Aim: To help Ss practise using the travel items in 1 in context

*** Content:** Complete the sentences using the words in 1 to practise using the travel items.

*** Outcome:** Using the words in context.Understanding more vocabulary.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
2. Complete the following sentences. Use the words in 1. - Ask Ss to read the sentences and find the right words in 1 to fill the blanks. - Have them read the sentences carefully and look for clues so that they can choose the right words to complete the sentences. - For less able Ss, T may read and act out the sentences. Elicit ideas for sentence 1. - Allow Ss to complete the remaining sentences. - - T may go around to observe and o er help if necessary. - Check their ideas.	**2. Complete the following sentences. Use the words in 1.** - **Work individually** to do this activity - Listen carefully and learn how to do. - Follow the teacher's instructions - Give the answers **Key: 1**. compass **2**. suncream **3**. sleeping bag **4**. backpack **5**. plaster

ACTIVITY 3:

Aim : To help Ss practice ordering travel items according to their importantance for a holiday

*** Content:** Ordering travel items according to their importantance for a holiday

*** Outcome:** Understanding more using the words.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
3. Now put the items inorder of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday - Remind Ss that in the introduction they thought about useful things for places (beach, desert, mountain, etc). - Tell Ss they are going to on holiday. Now they need to order the items from the most useful (No.1) to the least useful (No.6). - Allow pairs to work together to form their lists. Ask pairs to join other groups and compare their lists. Remember that there is no "right" or "wrong" order. This order is	**3. Now put the items inorder of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday** ***- T_ Ss*** - Listen to the instructions clearly - *Learn how to do it* - Ss to work in pairs - Ss do themselves.

subjective. - Encourage more able Ss to give reasons for their choices. **Extension:** *Can you put them in order for a camping trip in the forest?* - Ask Ss to rank the items again for a different environment: a camping trip, a beach holiday,... - T may ask other Ss to give comments	- *Copy them*

II. PRONUNCIATION: /t / and /d/

ACTIVITY 4:

Aims: To help Ss identify how to pronounce the sounds /t/ and /d/;
To help Ss practise pronouncing these sounds in words.

*** Content:** Liten and repeat to pronounce the sounds /t/ and /d/.
*** Outcome:** Know how to pronounce the sounds /t/ and /d/ correctly.
*** Organisation :**Teacher's instructions….

4. Listen and repeat the words. Let Ss practise the sounds /t/ and /d/ together. Ask Ss to observe T's mouth for these two sounds. Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary. Correct Ss' pronunciation. - Call on some pairs to write their answers on the board before checking their answers with the whole class.	**4. Listen and repeat the words.** ***- T_ Ss*** *- Listen to the teacher's instructions carefully* *- Check the answers* *- Listen and repeat* **Audio script:** **- /t/** mountain waterfall desert plaster **- /d/** wonder island guide holiday

4. PRODUCTION/ APPLICATION

ACTIVITY 5:

Aim: Aim: To help Ss pronounce the sounds /t/ and /d/ in context.
*** Content:** Listen and repeat to pay attention the bold-typed parts.
*** Outcome:** Pronouncing the word with the sounds /t/ and /d/ correctly.
*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
5. Listen and repeat . Pay attention to the bold-typed parts of the words. - Play the recording of the sentences. - Ask Ss to listen carefully and raise their hands when they hear the /t/ or /d/ sounds. - Alternatively, divide the class into a /t/ group and a /d/ group, and ask them to listen and raise their hands when they hear their assigned	**5. Listen and repeat . Pay attention to the bold-typed parts of the words.** ***- T_ Ss*** - Listen to the instructions carefully then do the tasks. - Practice the chant. **Audio script:**

sounds. - Play the recording again. Pause after each sentence and ask Ss to repeat. - After that have Ss read the sentences in chorus. - Correct pronunciation if necessary. - Comment on their pronunciation.	1- Where's my ha**t**? - Oh, it's on your hea**d.** 2. Where **d**o they stay on their holi**d**ay? 3. I nee**d** some mea**t** for my ca**t.** 4. The Sahara is a very ho**t** deser**t**. 5. wan**t** to explore the islan**d** by boa**t.**

5. WRAP-UP & HOME WORK (2')

- Ask Ss to summarise what they have learnt in the lesson.

*** HOME WORK**

- Practice speaking the names of rooms and the names of the furniture in the house.
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:……

Peroid 36: UNIT 5 : NATURAL WONDERS OF VIETNAM
Lesson 3 : A CLOSERLOOK - 2

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /****and /d/* **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *My neighbourhood*. To teach countable and uncountable nouns. Modal verb must/ musn't. Using a,n, some, any. many, much.

+ Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.
- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to learn how to use countable and uncountable nouns. Modal verb must/ musn't. Using a,n, some, any. many, much.

3. Quality/ behavior : Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

Grammar

Countable and uncountable nouns

- Countable nouns are for the people or things we can count using numbers. Countable nouns can be singular : *a rock, an island* …, or plural : *rocks, islands…*
- Uncoutable nouns are the things that we cannot count with numbers. They usually do not have a plural forms: *cream, chocolate…*

1. WARM UP & INTRODUCTION (3'-5')

Aim: To introduce the topic of the lesson

*** Content:** Having some warm-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 to open their book and introduce what they are going to study…. - Lead in the new lesson.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **Grammar : Countable and uncountable nouns (see above)**

Aim: To help Ss recognise the form and use of countable and uncountable nouns in sentences.

*** Content:** The use of C and U nouns. Write the correct answer C or U.

*** Outcome:** Using the C and U nouns correctly.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable). ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have + Follow the steps to teach vocabulary **……**	**1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable).** ***- T_ Ss***

** Have Ss read the grammar box. Elicit the rules or / and explain to them the rules. Ask them to give some countable and uncountable nouns they know (i.e. nouns to name the things around them, or the names of the things in nature).* - Have Ss pronounce the words countable and uncountable (to count → countable – uncountable). - Have Ss read the sentences first and make sure they know all the underlined words. - Ask Ss work independently. - Have Ss read the sentences. - Check their answers as a class. - Have Ss read the sentences. - Confirm the correct answers.	 - Listen carefully to the teacher's instructions and learn how to use C and U nouns - Ss work individually - Do the tasks - Compare the answers. - Give the answers * **Key : 1**. C **2**. U **3**. U **4.** C **5**. U

3. PRACTICE (18')

ACTIVITY 2:

Aim: To help Ss practise using countable and uncountable nouns in context.

*** Content:** Practise using countable and uncountable nouns by choosing the correct option.

*** Outcome:** Understanding more the use of C and U nouns in contexts.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
2. Choose the correct option for each sentence. *– Have Ss study the **Remember!** box. T explains and gives examples. Ask Ss to say the nouns in sentences 1-5 using some, many, much, a few, a little. (For a better class, T may ask Ss to give more examples.)* - Ss do the task individually or in pairs. Remind Ss to look at the noun after each blank to see if it is a coutable or uncoutable noun sothat they can choose the correct option. Check Ss' answers as a class. Give further explanations or more examples if necessary - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	**2. Choose the correct option for each sentence.** ***- T_ Ss*** *** Remember!** ***- We use some, many,a few with countable nouns.*** ***- We use some, much, a little with uncountable nouns.*** - Ss work individually - Do the tasks - Compare the answers. - Learn how to do. *** Key : 1.** A **2.** B **3.** A **4.** B **5.** A

- Confirm the correct answers.	

ACTIVITY 3

Aim: To help Ss practise using a, any, some, much, or many with countable and uncountable nouns in context.

*** Content:** Practise using a, any, some, much, or many with countable and uncountable nouns

*** Outcome:** Using the a, an, some, any, many, much with C and U nouns correctly.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
3. Fill each blank with a, any, some, much, or many, Explain to Ss the meaning and use of *a, any, some, much, or many.* – Ss work in pairs. Tell them to read the sentences carefully and find the right words to complete the sentences. - Check the answers as a class. - Move around to offer help if needed. - Ask other Ss to give comments and correct any mistakes if possible. - Confirm the correct answers	**3. Fill each blank with a, any, some, much, or many,** ***- T_ Ss*** - Listen to the instructions clearly - Ss to work in pairs - Compare the answers - *Copy them* **Key: 1**. many **2.** any **3.** much **4**. some **5**. a

ACTIVITY 4:

Aim: To help Ss practise using must / mustn't in context.

*** Content:** To use must/ mustn't – Something is necessary or very important…..

*** Outcome:** Learn how to use must/ mustn't correctly. Filling each blank with must/ mustn't.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
Grammar Modal verbs: **must/ musn't** **- We use must to say that something is very necessay or very important** **- We use mustn't to say that something is not allowed.** - Ask Ss to recall the conversation from **GETTING STARTED**: Alice - the leader of the Geography Club tells Elena: But remember you must always be on time. - Alternatively, T may ask Ss such questions:*Are you sometimes late for class? What does your teacher say?* - Encourage Ss to answer, using must/	**4. Fill each blank with must or musn't.** ***- T_ Ss*** ***Note:*** *I/ you/ we/ they / she/ he/ it + **must/ musn't** + **Vo*** - *Listen to the instructions carefully* - Work in pairs. - *Do themselves* - *Give the answers* ***Key:*** l.must 2. mustn't 3. must

mustn't. For a weaker class, - T may call on some Ss to give the Vietnamese equivalent of must / mustn't. - Tell Ss to study the Remember!, then give the rules of the modal verb must/mustn't. - T may give some examples to clarify the use of must / mustn't to Ss. - Call some pairs to practise in front of the class. - Ask other Ss to give comments - Check and confirm the correct answers	4. mustn't **5**. must

4. FURTHER PRACTICE/APPLICATION (8')

ACTIVITY 5

Aim: To give Ss more practice on using must / mustn't in the real context of their classroom.

*** Content:** Practice on using must / mustn't in the real context.

*** Outcome:** Further practice using must / mustn't in the real context.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
5. Read the classroom rules below. Write some more rules for you and your class mates - Ask Ss to study sentence 1 (positive), and sentence 2 (negative). - Ask them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5. - Ss can share their ideas in pairs, and give as many sentences as possible. - Call on some Ss to read their sentences in front of the class. - Discuss answers as a class. For less able Ss, T can give hints by saying some verbs / phrases such as: listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc. As an extension, Ss can act out the sentences among themselves.	**5. Read the classroom rules below. Write some more rules for you and your class mates** ***- T_ Ss*** *- Listen to the instructions carefully* **- Work in pairs.** *- Compare the answers.* *- Give the answers*

5. WRAP-UP & HOME WORK(2')

* Summarise the main points of the lesson.

- Ask Ss to make sentences, using must/mustn't.

*** HOME WORK**

- Revise the form and use of comparative adj.
- Do more exercises in workbook.
- Prepatre new lessons.

==========

Date of planning:……

Peroid 37 : UNIT 5 : NATURAL WONDERS OF VIETNAM

Lesson 4 : COMMUNICATION

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /and /d/*** **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- To use everyday English phrases and expressions to develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to make and accept appointment. To practice making and accepting an appointment. To know about a travel guide.

+ Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.
- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to learn how to make and accept appointment. To practice making and accepting an appointment. To know about a travel guide.

3. Quality/ behavior : Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aim: **Everyday English**
Making and accepting appointments.

*** Content:** Revision on old lesson. Having some warm-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. - Tell Ss that they are going to learn how to ask for and give directions. - Ask Ss to remember the phrases used to give directions in 4 of GETTING STARTED - Ask Ss to open their book and introduce what they are going to study…. - T leads in the lesson.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and answer the teacher's or friend's questions - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:
Aims: – To introduce two ways of making and accepting an appointment;
– To help Ss practise making and accepting an appointment.
*** Content:** Making and accepting an appointment . Listen and readbthe conversation.
*** Outcome:** Learning how to make and accept an appointment. Making a short conversation.
*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
1. Listen and read the short conversation below, paying attention to the highlighted parts. ***) 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 the newwords 1. Have Ss listen and read the conversation. Tell them to pay attention to the highlighted parts. Elicit from Ss structures used for making an appointment *(Let's + V/ How about + V-ing?)* and structures used for accepting an appointment *(That's fine./ Sure.)*. Ask if they know some other ways *(What about…?, Certainly...)*.	**1. Listen and read the short conversation below, paying attention to the highlighted parts.** ***- T_ Ss*** *** Vocabulary** - appointment (n) cuộc hẹn - range (n) dãy (núi) - litter (v) xả rác - bring (v) mang - necessary (adj) cần thiết …… + Students (Ss) listen to the instructions carefully and learn how to do the tasks. -Ss work in groups. Ss may use everyday English to talk to each other. - Ss work in pairs. **Audio script:** *Steven:* Duong, let's go for a picnic this Sunday.

Ask Ss to work in pairs and practise the conversation. + Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class **2. Work in pairs. Make short conversations, following the example in 1** 2 . Allow Ss to work in pairs and make similar conversations. More able Ss can practise with other expressions. - Call on some pairs to practice in front of the class. - T and Ss give comments. A travel guide - Move around to observe and provide help. - Have Ss practise speaking	*Duong*: That's fine. What time can we meet? *Steven*: How about 9 o'clock? *Duong*: Sure. I'll meet you at that time. **2. Work in pairs. Make short conversations, following the example in 1** - Ask Ss to work in pairs to make conversations - Pair works + Fulfil the tasks

3. PRACTICE (18')

ACTIVITY 3

Aims: – To introduce a travel guide to Ss;
– To introduce a way of using must / mustn't in real life.

*** Content:** Read the travel guide using **must / mustn't**

*** Outcome:** Understanding more using **must / mustn't** in real life.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
3. Read travel guide entry – Show Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who uses travel guides and why. T gives an explanation or / and an example of how travel guides are used. – Then ask them to work in pairs. Tell them to look at the photo of Mount Everest, ask and answer questions to find out what objects are useful for going to Mount Everest. Encourage them to use must to ask and answer. *E.g. Must we take a heavy coat to Mount Everest?* – Ask Ss to read the text quickly and check their ideas. – Ask them to read the text again and ask some follow-up questions. E.g. Have you had any unforgettable experiences? *If yes, where did you go? What happened?*	**3. Read travel guide entry** ***- T_ Ss*** - Ss work individually - Listen to the teacher's instructions carefully and learn how to do. - Check the meaning if yes - Ask Ss to work in pairs to ask and tick the questions. - Give the answers - Do the tasks if possible.

- Move around to observe and provide help. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Confirm the correct answers.	

ACTIVITY 4:

Aim: To help Ss practise using must / mustn't in a travel context.

*** Content:** Make a list of things you must/ mustn't bring to the Himalayas.

*** Outcome:** Undertanding more using must/ mustn't in contexts.

*** Organisation :** Teacher's instructions…

4. Now make a list of the things you must bring to the Hmalayas. Then add things you musn't bring – Ask Ss to use information in the text in **3** and their own ideas to fill must and mustn't columns. Encourage Ss name as many objects as possible, and then decide if these things must or mustn't be taken there - Check their lists as a class - Check and confirm the correct answers	**4. Now make a list of the things you must bring to the Hmalayas. Then add things you musn't bring** ***- T_ Ss*** - *Listen carefully* - Answer questions individually. - Fulfil the tasks

4. PRODUCTION / APPLICATION (8')

ACTIVITY 5:

Aim: Aim: To help Ss practise asking and answering about travel preparation to a place.

*** Content:** Ask and answer about travel preparation to a place.

*** Outcome:** Improving speaking skills.

*** Organisation :** Teacher's instructions…

Teacher's & Student's activities	Content
5. Role- Play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas, and give reasons - Creat your own list of the necessary things for the trip to Himalayas. And then demonstrate the activity with a more able student. - Swap roles. Then ask Ss to work in pairs to do their own role-play. - T goes round to give assistance where and when needed. - Ask some pairs to demonstrate before the class	**5. Role- Play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas, and give reasons** ***- T_ Ss*** - Listen to the teacher's instructions carefully. - Work in pairs

- Make comments and correct any mistakes if there are any. - Choose some Ss to give a presentation to the class.	

5. WRAP-UP & HOME WORK (2')

* Summarise the main points.
- Ss summarise what they have learnt in the lesson.

*** HOME WORK**

- Practice asking about audio guides to places.
- Do more exercises in workbook

==========

Date of planning:

Peroid 38 : UNIT 5 : NATURAL WONDERS OF VIETNAM

Lesson 5 : SKILLS-1/ Reading and Speaking

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /and /d/*** **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about natural wonders in Viet Nam.To learn how to use of new vocabulary in different context. Also to practice speaking. To practice describing the tourist attraction or famous/ interesting places.

+ Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.
- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to practice reading and speaking about the tourist attraction or famous/ interesting places.

3. Quality/ behavior : To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION(3'- 5')

Pre - reading

Aim:

- To develop student's reading skills for specific information (scanning), It also provides input for the following tasks.

- Ask Ss to compare the texts in **Communication** and **Skills 1**. Encourage Ss to think of the purpose of the texts and where they might see them.

(These texts are a kind of travel guide. They may appear in travel brochures that give information about a place for visitors. They also advertise specific destinations, hotels, tours, etc., providing travelers with the details they need to make the most of their trips.)

*** Content:** Revision on old lesson **.** Having some warm-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. - 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 if necessary. T follows steps to teach new words. *Island; amazing; landscape; desert; slope;*	**+ 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 activate Ss' knowledge of the topic in the reading text

*** Content:** Make predictions about reading. Read and check the ideas.

*** Outcome:** Predicting the questions before reading about Ha Long Bay and Mui ne.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Look at the pictures. Make predictions about the contents of the text. *-T_ Ss* ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) + Follow the steps to teach vocabulary	**1. Look at the pictures. Make predictions about the contents of the text.** *** Vocabulary** **- cave** (n) hang động **- beach** (n) bãi biển **- tourist** (n) khách du lịch

- Repeat in chorus and individually + Check vocabulary - Take note all the new words - Ask Ss to look at the pictures and guess what the texts are about and what they know about the places. - Ask Ss to read the texts quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before conducting a class feedback session. - Ask some Ss to give their answers. - Observe and help when and where necessary.	**- attraction** (n) lôi cuốn **- landscape** (n) phong cảnh **- slope** (n) độ dốc (- sườn núi)…. + 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:** *Tuan Chau*: a large island in Ha Long Bay, a popular tourist destination . *MuiNe:* a tourist attraction In Blnh Thuan Province
ACTIVITY 2 : **Aim:To develop Ss' skill of using vocabulary in different contexts.** *** Content:** Read and check the ideas. Complete the sentences using the words given. *** Outcome:** Understanding more the using the words in context. *** Organisation :** Teacher's instructions….	
Teacher's & Student's activities	**Content**
2. Complete the sentences, using the words from the box. Have Ss read the words first. These words all appear in the texts, but now they are in di erent contexts. Ss then read the sentences and fill the blanks. T checks as a class. T may call on some Ss to read the sentences - Ask ss to show the evidence to support their answers. - Check and confirm the correct answers. **Note:** *Ly Son Island: an island district off the central coast of Viet Nam, belonging to Quang Ngai province.*	**2. Complete the sentences, using the words from the box.** ***- 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**. islands **2.** wonder **3**. desert **4.** Remember **5**. visit
ACTIVITY 3: **Aim: To develop Ss' skill of reading for specific information.** *** Content:** Read again the text . Answer the questions. *** Outcome:** Getting more specific information about the text. *** Organisation :** Teacher's instructions….	
3. Read the text again.Answer the following questions. Set a longer time limit for Ss to reread the	**3. Read the text again.Answer the following questions.** ***- T_ Ss***

texts and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity. Ss can compare answers before discussing them as a class. Encourage Ss to support their answers with reasons. - Ask them to give evidence to support their answers - Check and confirm the correct answers *Ask Ss what to include when they talk about a tourist attraction. - Here are some points: + Name of the attraction + Its special features / beauty / interesting things / + What you can do there ……. – Write these points on the board to prepare for the next activities.	- *Listen carefully to the instructions* - **Answer questions individually.** - Follow the instructions carefully - Find the answer. - Compare the answers ***Key :** **1**. It is in Quang Ninh **2**. We can enjoy (great) seafood and join in exciting activities **3**. No, there isn't **4**. By the beach **5**. Early morning or late afternoon.

ACTIVITY 4 : **(Post - reading)** **Speaking**

Aim: Aim: To provide an opportunity for Ss to practise describing the tourist attraction they choose.

*** Content:** Make notes about one of the places in the reading. Have an opportunity for Ss to practise describing the tourist attraction.

*** Outcome:** Impove speaking skills. Practice speaking with partners.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas. – Discuss with Ss which things they find special about Ha Long Bay and Mui Ne. Brainstorm ideas onto the board. Ask Ss to close their books. – Divide Ss into group A and group B. Tell group A to describe Ha Long Bay. Tell group B to describe Mui Ne. - Ss use the notes only to help them tell their partner about their place - Ask them to practice their description together before they rejoin with their partners . - Go round and offer help if necessary. - Check and confirm the correct answers	**4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas.** ***- T_ Ss*** - Listen to the teacher's instructions carefully and follow them. - Work individually - Give the answer .

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 5:

Aim: To provide an opportunity for Ss to talk about famous / interesting places, and what one must / mustn't do there.

*** Content:** Tell some interesting things about about famous / interesting places…

*** Outcome:** Telling about the interesting places. Developing speaking skills.

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn't do there. - Tell Ss to review interesting features of their city / town / area. - Ask them to think of the things tourists must / mustn't do. - 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 - Ss present - Practice speaking in front of the class. - Correct mistakes if have .	**5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn't do there.** ***- T_ Ss*** - Listen to the teacher's instructions carefully and follow them. - Work in pairs. **Example:** *Trang An in Ninh Binh is a charming and fantastic site in Viet Nam. The whole picture of Trang An has limestone mountains, forests, and golden rice fields. The valleys here are amazingly beautiful like colourful carpets. There are rivers running along these valleys. Making a boat trips is a perfect way to enjoy the scenery here. There are also tens of wonderful natural caves that you should explore on foot. Many world traveller call Trang an "Ha Long Bay on the land"*

5. WRAP-UP & HOME WORK (2')

* Have Ss summarise what they have learnt in the lesson with two skills.

- 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.
- Prepare new lesson. **Skills 2**

Date of planning:

Peroid 39 : UNIT 5 : NATURAL WONDERS OF VIETNAM
Lesson 6 : SKILLS-2/ Listening and Writing

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: */t /and /d/* **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- Develop listening and writing skills. Listening for specific information about Phu Quoc island. Practicing writing a paragraph about the place that they have made notes.

+ Vocabulary: - Use the words related to the topic : *Natural wonders of Viet Nam*.
- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to practice listening and writing about famous/ interesting places.

3. Quality/ behavior : To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

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:** Revision old lesson or having some warm-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	**+ Greeting + Chatting** ***- T_ Ss*** - Students (Ss) listen and answer the teacher's or friend's questions

previous lesson. - First, write Phu Quoc Island on the board, or tell them to look at the picture of the island in the book . Then elicit what Ss know about Phu Quoc Island. - Ask Ss to open their book and introduce what they are going to study…. - T leads in the lesson.	- 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:** Discussing and answering quetios about Phu Quoc island.

*** Outcome:** Knowing something about Phu Quoc island.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
1. Work in groups. Discuss the questions ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have. + Follow the steps to teach vocabulary ***? What do you know about Phu Quoc island?*** - Ss work in groups. Have them look at the picture and discuss the question. Ask them to talk about anything they know or give prediction. T may give some hints: + the location of Phu Quoc Island + the climate + interesting / special features + what you can do there . …….. - Play the recording one or two times for Ss to check their answers. - Play the recording again if needed, stopping at the place where Ss find it difficult to hear. - Confirm the answers.	**1. Work in groups. Discuss the questions** ***- T_ Ss*** **…….** **- Group work.** + Students (Ss) listen to the instructions carefully and learn how to do the tasks - Do the tasks. Compare the answers. - Give the answer.

ACTIVITY 2 : **While-listening**

Aim:To develop Ss' skill of listening for specific information.

*** Content:** Listen and tick T/ F.
*** Outcome:** Understanding more about Phu Quoc island.
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
2. Listen again and tick (✓) T (True) of F (False) - Ask Ss to read through the questions carefully before they attempt to give the answers. - Play the recording two or three times for Ss to do the activity and check their answers. Ss can share their answers before T confirms the correct ones. - Encourage Ss to identify the parts of the recording that helped them answer the questions. - Play the recording again for Ss to check the answers.. - T may pause at the sentences that include the information Ss need for their answers. - Check and confirm the correct answers. ***(Post-listening)** - Students tell something about Phu Quoc - T gives instructions and encourage Ss to tell about Phu Quoc, using information in Audio Script. - T may give some clues - Call on some Ss to speak freely. - Correct pronunciations, grammar, vocab, intonation.	**2. Listen again and tick (✓) T (True) of F (False)** ***- T_ Ss*** - Fulfil the tasks - Give the answers **Key:** **1.**T **2.** F **3.**T **4.** F **5.**T **Audio script:** *- Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.* - Tell something about Phu Quoc if possible. ***- Ss do it***

ACTIVITY 3 : **Writing**
Aim: To help Ss brainstorm ideas for their writing.
- As preparation, ask Ss to bring pictures of places they have been to or find interesting. Alternatively, they can draw pictures / maps. Remind Ss of the steps of the writing process: outline, draft and check.

*** Content:** Brainstorming. Fill the network with the information about travel attraction.
*** Outcome:** Giving some ideas about travel attractions . Filling the network.
*** Organisation :** Teacher's instructions…...

3. Fill each blank in the network with the information about a travel	**3. Fill each blank in the network with the information about a travel attraction you**

attraction you know. Ss present their chosen places using photos / drawings / maps. - Ask Ss to show their places to the class. - Take one place as an example and get Ss to give information about the place, using the given questions. - Ask some questions to prepare the class for the activity *E.g. What is the travel attraction? Where is it? How far is it? How can you go there? What is it like? What is special about it? What can you do there?* - Ask Ss to make notes about their chosen places, using the questions given in the network. - Remind them that they do not have to write full sentences.	**know.** ***- T_ Ss*** - Listen carefully to the instructions * Ss learn how to do the tasks - It's Ha Long Bay. - It is in Quang Ninh province. - It's about 100km from my hometown - It's very fantastic/ wonderful. - You can take a boat ride - you can enjoy the seafood - sail around the islands …..

4. PRODUCTION/ APPLLICATION (8')

ACTIVITY 4:

Aim: To help Ss practise writing a paragraph about the place that they have made notes about.

*** Content:** Write a paragraph about travel attraction you know.

*** Outcome:** Ss can write a paragraph about travel attraction completely.

*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
4. Use the notes in 3 to write a paragraph of about 50 words. - Ask Ss to share their notes with their partners. - T may ask more able Ss to read out the notes to the whole class. - Ask Ss to use their notes to write a paragraph about their chosen places. - Ss can use the reading texts as their model. - Ss can exchange and read each other's drafts to give some comments. - Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home, and hand them in at	**4. Use the notes in 3 to write a paragraph of about 50 words.** ***- T_ Ss*** - Listen carefullyand learn how to write

the next lesson. *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.	***- Ss do it.*** - Write themselves ***You can begin your paragragh:*** *I am writing about Ha Long Bay is in Quang Ninh Province. It is fantastic. It has many islands and caves. Tuan Chau, with its beautiful beaches, is a popular tourist attraction in Ha Long Bay. There you can enjoy great seafood. And you can join in exciting activities . Ha Long Bay is viet Nam 's best natural wonder.*

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.

==========

Date of planning:……

Peroid 40: UNIT 5 : NATURAL WONDERS OF VIETNAM
Lesson 7 : LOOKING BACK

THIS UNIT INCLUDES:

Vocabulary - things in nature - travel items **Pronunciation:** Sounds: ***/t /and /d/*** **Grammar** - Countable and uncountale nouns. - Modal verbs: Must / Mustn't	**Skills:** - Reading about natural wonders. - Talking about famous places, and what you must/ mustn't do there. - Listening about a natural wonder. - Writing a paragragh about a natural wonder. **Everyday English** Making and accepting appointments.

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. 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. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: - Use the words related to the topic *natural wonders of Viet Nam*.

- To pronounce *the sounds /t/ and /d/* correctly;

+ Grammar: - use countable and uncountale nouns.
- use modal verbs must/ musn't to give order;.

2. Competence: By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

3. Quality/ behavior : Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:

- *This is the review section of the unit. Encourage Ss not to refer back to the unit. Instead, they should use what they have learnt during the unit to answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.*
- The questions in **Looking Back** match the Now I can... self-assessment statements at the end.

Ss should check how well they did on each question and use that information when filling in the self-assessment table.

*** Content:** Revision on old lesson. Having some warm-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 to open their book and introduce what they are going to study….	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **PRACTICE EXERCISES**

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

*** Content:** Revise the vocabulary items they have learnt in the unit.

*** Outcome:** Remember the using the words.

*** Organisation :** Teacher's instructions…..

Teacher's & Student's activities	Content

1. Write the names for each picture - Ss work individually to do the exercise. Then - Ss can check their answers before discussing the answers as a class. However, they should keep a record of their original answers so they can use that information in their *Now I can...* statements. - Check the answers as a class. - Correct the mistakes if have. - Check and confirm the correct answers	**1. Write the names for each picture** ***- T_ Ss*** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. *** Key:** **1**. waterfall **2**.cave **3**. desert **4**. river **5**. beach **6**. island

3. PRACTICE (18')

ACTIVITIES 2 + 3

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

*** Content:** Do the matching.

*** Outcome:** Understanding more about natural wonders in Viet Nam .

*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
2. Match the name of a natural wonder in column A with a word indicating it in column B 1 is an example. - Ask Ss to work in pairs and match the name of a natural wonder in column A with a word indicating it in column B. - Monitor the activity and offer help when necessary. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**2. Match the name of a natural wonder in column A with a word indicating it in column B 1 is an example.** - Ss **work in pairs** - Do the tasks - Give the answers. **Key: 1**. d **2**. c **3**. a **4**. e **5**. f **6**. b
3. Write the words. - Ask Ss to work individually to name the things in each picture. - Have Ss compare their answers in pairs before checking as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**3. Write the words.** **- Work individually** - Do the same the tasks - Copy in the notebook **Key: 1**. scissors **2.** sleeping bag **3**. compass **4**. backpack **5**. plaster - Do the same the tasks - Copy in the notebook

ACTIVITY 4: **Grammar**

Aim: To help Ss revise the use of countable and uncountable nouns in sentences.

*** Content:** Revision on the use of C and U nouns by finding the mistakes
*** Outcome:** Having ability to find out the mistakes in sentences
*** Organisation :** Teacher's instructions…...

Teacher's & Student's activities	Content
4. Find the mistake in each sentence and correct it. - Ss work independently and complete the activity. - Then have them check their answers in pairs before checking as a class. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Invite some Ss to give answer. - Check and confirm the correct answers	**4. Find the mistake in each sentence and correct it.** - Ss **work independently.** - Do the tasks - Give the answers. **Key:** **1**. is → are **2**. are → is **3**. instrument → instruments **4**. are → is **5**. luggages → luggage

4. PRODUCTION/ APPLICATION (10')

ACTIVITY 5:
Aim: To help Ss revise the use of must / mustn't in context
*** Content:** Revision the use of must / mustn't by completing the dialogue.
*** Outcome:** Remember more about using must / mustn't in context.
*** Organisation :** Teacher's instructions….

Teacher's & Student's activities	Content
5. Complete the dialogue, using *must* or *mustn't* - T gives instructions how to do execises. - Ask Ss to work in pairs and complete the activity. - Then have them check their answers in pairs before checking as a class. *** PROJECT:** **- *Prepare in the previous lessons beforehand*** – Divide the class into groups of five or six, and ask Ss to think of the interesting places they would like to visit (in Viet Nam or in the world). – Make clear to them what they have to do: - Each group has to choose a natural wonder and make a poster about it. - The poster should be clearly drawn or printed, and Ss should give as much information about the place as possible.	**5. Complete the dialogue, using *must* or *mustn't* .** **- T _ Ss** - *Listen carefully to the teacher's instructions* - *Do the tasks.* - *Compare the answers* - Give the answers **- T _ Ss** - Ss should finish the project in class, assign groups in the previous lessons. * This should be a project for Ss to do as teamwork. If there is not enough time in class, the project can be done outside the classroom. Then in the next lesson, each group presents it before the class. Encourage Ss to use their knowledge as well as their artistic skills. Finally, ask Ss to complete the self-assessment table. Identify any difficulties

	and weak areas and provide further practice.

5. WRAP-UP & HOME WORK (2')

*Summarise the main points of the lesson.
- Ask Ss to make sentences, using must/mustn't

***HOME WORK**
- Finish all the exercises.
- Do more exercises in workbook.
- Make sentences, using must/mustn't

==========

Date of planning:…

Peroid 41 : UNIT 6 : OUR TET HOLIDAY
Lesson 1: GETTING STARTED
HAPPY NEW YEAR!

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:** Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	**Skills:** - Reading about New Year's practices - Talking about what children should/ shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

I. OBJECTIVES:

*** By the end of this unit, students will be able to: (***Over all***)**
- *use the words related to things and activities atTet;*
- *pronounce the sounds /s/ and /ʃ/ correctly;*
- *use should / shouldn't for advice;*
- *use some/ any for amount;*
- *say New Year's wishes;*
- *read for specific information about New Year's practices;*
- *talk about what children should / shouldn't do at Tet;*
- *listen for general and specific information about preparations for Tet;*
- *write an email about what children should / shouldn't do atTet.*

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 /ʃ/* correctly;

+ 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 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:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

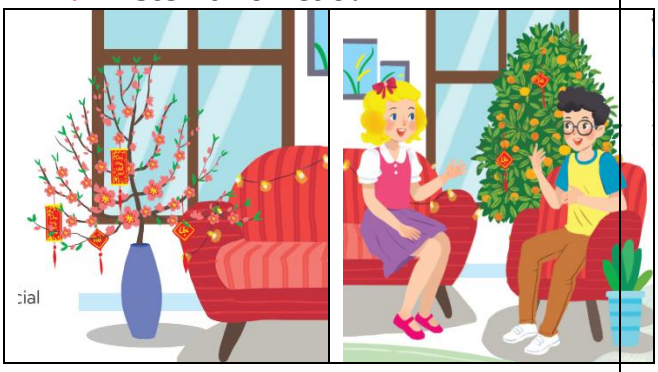
Aims:
– To create an active atmosphere in the class at the start of the lesson;
– To lead into the new unit.
*** Content:** Revision on old lesson. Telling about a Natural Wonder in Viet Nam
*** Outcome:** Having a chance to speak English and focus on the topic of the lesson..
*** Organisation :**Teacher's instructions….

Teacher's Student's activities	Content
+ Greeting **+ Chatting** - Review the previous unit before Ss open their books. - Organise a short *Natural Wonder* game to revise the wonders Ss learnt in Unit 5. For example, T can say a name (Ha Long Bay) and Ss respond by saying something about it: *(It's in Quang Ninh / It has many islands/Its scenery is beautiful).* Continue for 2 - 3 more wonders from *Unit 5.* - Lead to the new unit. Show Ss some photos related to Tet. Then write the word TET on the board and ask Ss to give any word related to the topic. - T may allow them to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English. - T can list the words in a corner of the board. - Ask Ss to open their books to page 58. Draw their attention to the yellow box and introduce what they are going to learn in this unit.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do it . **- T _ Ss** - Answer the teacher's questions and enquirements. + Students **(Ss)** listen and learn how to do the tasks. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims:
- To set the context for the introductory text;
- To introduce the topic of the unit.
*** Content:** Listen and read conversation to get used to the vocabulary; grammar points.
*** Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…
*** Organisation :** Teacher's instructions…….

Teacher's Student's activities	Content
1. Listen and read. - Set the context for the listening and reading: ask Ss to look at the title of the conversation and the picture. Ask them some questions like: *What do you think they are talking about?* *When is Tet?* *Is it a holiday?* *What do we do at Tet?* - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading. - Invite some pairs of Ss to read the dialogue aloud. - Have Ss say the words in the text that they think are related to the topic Tet. Quickly write the words on one part of the board ***) 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 - Quickly teach / introduce the new words if have . - Call on some pairs of Ss to read the conversation aloud. - Comment on Ss'answers.	**1. Listen and read.**  **- T _ Ss** - Listen carefully to the context - Listen carefully and read aloud. *** Vocabulary** **- celebarate (v)** kỉ niệm **- clean** (v) lau, chùi **- decorate** (v) trang trí **- gathering** (v) tập trung **- get** (v) lấy **- lucky money** (n) tiền lì xì **- break**(v) làm vỡ **- peach flowers** (n) hoa đào - Take notes.

3. PRACTICE (18')

ACTIVITY 2:
Aim: To help Ss get the main idea of the text.
*** Content:** Read again the conversation and answer the question.

*** Outcome:** Understanding more main idea of the text.
*** Organisation :** Teacher's instructions…...

Teacher's Student's activities	Content
2. What are Linda and Phong talking about? - Ask Ss what exactly Phong and Linda talked about. Have them read the three options carefully and see the difference among them. - Confirm the correct answer. (They talked about Tet In Viet Nam.) - Explain the meaning of some words if necessary. Ss practise saying the sentences together. - T gives the correct answers. - Confirm the correct answers.	**2. What are Linda and Phong talking about?** **- T _ Ss** - Listen carefully to the instructions **- Ss** - Follow the teacher's instructions - Give the answers and check. *** Key: B**

ACTIVITY 3:
Aim: To help Ss scan the text for the information to fill the blanks.
*** Content:** Read again the conversation and complete the sentences.
*** Outcome:** Improving the reading skills to get information to fill the blanks.
*** Organisation :** Teacher's instructions….

3. Complete the sentences about Tet with information from conversation 1. - Ask Ss to work Independently to use to fill each blank with the word(s) from the conversation. - T may Instruct them how to do the exercise and model the first sentence. (1) read the sentence and identify what information to use to fill the blank, e.g. In sentence 1, we need to write the time of Tet this year; (2) read the conversation and locate the place to find the word(s) to fill the blank, e.g. Line 4 in the conversation. So the answer is January. - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. - Allow Ss to share answers before discussing as a class. - T gives correct answer	**3. Complete the sentences about Tet with information from conversation 1.** - Listen to the instructions clearly - *Learn how to do it* - Ss to **work independently** - Compare the answers - *Give the answers.* - *Copy them* **Key :** 1. January 2. homes 3. gatherings 4. lucky money 5. break

ACTIVITY 4:
Aim: To develop Ss' knowledge of the vocabulary relating to Tet.
*** Content:** Learn more words about Tet . Do the matching.
*** Outcome:** Learning more words relating to Tet .
*** Organisation :** Teacher's instructions…...

4. Match the words/ phrases in the box with pictures. - Have Ss look at the pictures first to see if they know the English words for them. Then allow Ss to read the words / phrases in the box and do the matching. Check the answers as a class. Call on some Ss to read the answers aloud. Confirm the correct answers. Give Ss information about these wonders to interest them in the topic of the unit	**4. Match the words/ phrases in the box with pictures.** **- T _ Ss** *- Listen carefully and learn how to do.* *- Ss do themselves. Give the answers* **Key: 1.** b **2.**a **3.**c **4.**d

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To allow Ss opportunities to recognise what is related to Tet through a fun game

*** Content:** Playing game . Write two things or activities relating to Tet.

*** Outcome:** Understading more things or activities at Tet / on Tet holiday.

*** Organisation :** Teacher's instructions…...

Teacher's Student's activities	Content
5. GAME: Is it about Tet? **+ Write two things or activities and share them with class. The Class listen and decide whether they are about or not about Tet.** - Allow Ss some time to read the instructions and the example. - Demonstrate the game by saying a word / phrase and ask Ss if it's related to Tet or not. - Have Ss write down two things / activities. - Go round and help if needed. - Call on some Ss to stand up and read their words. - The class listens and says if it's related to Tet or not.	**5. GAME: Is it about Tet?** **+ Write two things or activities and share them with class. The Class listen and decide whether they are about or not about Tet.** **- T _ Ss** *- Listen carefully and learn how to do.* *- Ss play game* **- T _ Ss** - Fulfil the tasks.

5. WRAP-UP & HOMEWORK (2')

*Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words they remember from the lesson.
- If there is a visualizer in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue and tells Ss that they will learn these language points in the following lessons.

*** HOMEWORK**

- Read again the conversation
- Do more exercises in workbook.
- Prepare new lessons.

Date of planning:……

Peroid 42: UNIT 6 : OUR TET HOLIDAY
Lesson 2 : A CLOSER LOOK -1

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:** Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	**Skills:** - Reading about New Year's practices - Talking about what children should/ shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

I. OBJECTIVES:

1. Knowledge:

- To introduce topic of the lesson *Our Tet holiday*. To teach/ introduce how to combine a verb with a noun. Ss also learn how to pronounce the sounds **/s/** and /ʃ/ correctly.

+ Vocabulary: - Use the words related to the topic *Tet holiday in Viet Nam.*
- To pronounce *the sounds /s/ and /ʃ/* correctly;

+ 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 know how to combine a verb with a noun and learn how to pronounce the sounds **/s/** and /ʃ/ correctly.To practice pronouncing these sounds.

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

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims: **Vocabulary**
- To revise/ teach some words/ phrases related to Tet.
*** Content:** Having some warm-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. - Brainstorm some words/ things that might be related to Tet.	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do.

- Ask Ss to open their book and introduce what they are going to study….	- Repeat these words. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To revise/ teach some words/ phrases related to Tet.

*** Content:** Revise some new words related to Tet. Do the matching

*** Outcome:** Learning some new words about Tet: wish; fireworks; special food…

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
1. Write the words / phrases in the box under the pictures. ***) 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 *** Vocabulary** **- wish** (v) ước **- firework** (n) pháo hoa **- special** (adj) đặc biệt **- furniture** (n) đồ đạc **- relative** (n) người thân - Allow Ss to look at the pictures and see if they know the words / phrases in the box. - Ask them to write the words / phrases in the box under the pictures. - Check the answers as a class. - Ss work independently. Ask Ss to look at the pictures and match each word / phrase given in the box with the right picture. - Allow them to share their answers before discussing them it as a class. Then have Ss practise saying the words. - Check and confirm the answers.	**1. Write the words / phrases in the box under the pictures.** **- T _ Ss** - Listen carefully to the instructions - Answer the teacher's questions. + Students (Ss) listen to the instructions carefully and learn how to do the tasks. **Key:** 1. fireworks 2. special food 3. fun 4. wish 5. furniture

3. PRACTICE (10')

ACTIVITY 2:

Aim: To teach Ss how to combine a verb with a noun to talk about Tet activities.

*** Content: Do the matching. Combine a verb with a noun**

*** Outcome:** Having ability to use the word/ phrases correctly.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
2. Match the verbs with the nouns - 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 (e.g. *read a book/novel/magazine/story/etc.)* - 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. - T may go around to observe and offer help if necessary.	**2. Match the verbs with the nouns** **- T _ Ss** - **Work individually** to do this activity - Listen carefully and learn how to do. - Follow the teacher's instructions - Give the answers **Key:** **l**.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)
ACTIVITY 3: **Aim: To revise the words learnt in context.** *** Content:** Doing more exercises to revise the words. *** Outcome:** Ss can use the words correctly in contexts. *** Organisation :**Teacher's instructions…..	
3. Complete the sentences with the words in the box - Ss to work independently or in pairs. - Encourage 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 subject we. We have two verbs in the box, clean and celebrate. Only celebrate can go with Tet. So the correct word is celebrate. - Check the answers as a class. - T may call on some Ss to read the sentences aloud. - T may ask other Ss to give comments	**3. Complete the sentences with the words in the box.** **- T _ Ss** - Listen to the instructions clearly - *Learn how to do it* - Ss to **work independently or in pairs.** - Ss do themselves. - *Copy them* **Key:** **1**. celebrate **2.** peach **3.** clean **4**. shopping **5.** food
II. PRONUNCIATION: /s/ and /ʃ/ (10') ACTIVITY 4: **Aim: To help Ss identify how to pronounce the sounds /s/ and /ʃ/ and practice pronouncing these sounds.** *** Content:** Pronounce the sounds /s/ and /ʃ/ correctly by listening and repeating words.	

*** Outcome:** Ss can pronounce the sounds /s/ and /ʃ/ correctly.
*** Organisation :**Teacher's instructions…..

4. Listen and repeat the words - T may write two Vietnamese words on the board first, e.g. *xach* and *sach.* - Ask Ss to say the words aloud and draw their attention to the difference in the pronunciation of /x/ and /s /**.** Then write the words see and she under the words *xach* and *sach* and read aloud the four words. - Have Ss elicit the difference in the two sounds /s/ and /ʃ/ in English. - Have some Ss read out the words first. - Play the recording and askSs to listen and repeat. - Call on some Ss to check. - Correct Ss' pronunciation. - Call on some pairs to write their answers on the board before checking their answers with the whole class.	**4. Listen and repeat the words** **- T_ Ss** - *Listen to the teacher's instructions carefully* - *Check the answers* - *Listen and repeat* **Audio script:** shopping special rice spring wish celebrate

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:
Aim: To help Ss pronounce the sounds /s/ and /ʃ/ correctly in context.
*** Content:** Pronounce the sounds /s/ and /ʃ/ correctly by repeating words in sentences
*** Outcome:** Ss can pronounce the sounds /s/ and /ʃ/ correctly in sentences.
*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
5. Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words. - This activity is designed to make learning pronunciation more fun. - Play the recording for Ss to listen to the poem. - Then play the recording again for them to listen and repeat. - Allow Ss some time to practise reading the poem among themselves. - Ask them to pay attention to the underlined words with the /s / and / J / sounds. - Go around and correct the pronunciation if needed. - Ask for some volunteers to stand up and read the poem aloud.	**5. Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.** **- T_ Ss** - Listen to the instructions carefully then do the tasks. - Do the tasks - Listen again and reppeat - Practice the chant. **Audio script:** Spring is coming! Tet is coming! She sells peach flowers. Her cheeks shine. Her eyes smile. Her smile is shy.

- Comment on their pronunciation. **Note**: This activity may also be turned into a competition to see who / which group can read the poem best and with the most expression.	She sells peach flowers.

5. WRAP-UP & HOME WORK (2')

*Ask Ss to summarise what they have learnt in the lesson.

*** HOME WORK**

- Practice making sentences with new words
- Do more exercises in workbook.
- Prepare new lesson.

==========

Date of planning:…

Peroid 43 : UNIT 6 : OUR TET HOLIDAY

Lesson 3 : A CLOSERLOOK - 2

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:** Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	**Skills:** - Reading about New Year's practices - Talking about what children should/ shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

I. OBJECTIVES:

1. Knowledge: - To introduce topic of the lesson *Our Tet holiday*. To teach grammar, modal verb: should/ shouldn't for advice and use some, any for amount.

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

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

+ 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:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

Grammar

1. WARM UP & INTRODUCTION (3'-5')

Aim: To introduce the topic of the lesson

Should / shouldn't for advice

- Ask Ss to look at the picture and ask them some questions to focus their attention to the situation before focusing on the use of *should / shouldn't, e.g. Where are they? Why is Nam wearing a raincoat? What will happen if Nam comes into the kitchen with his raincoat still on?*write the mother's response on the board and underline the word *shouldn't.*
- Write *In the classroom* on the board. Write the words *run, keep quiet, make noise,* etc. on the board and ask Ss for simply *Yes* (to show it can be done in the classroom) or *No* if not. If the answer is *Yes,* tick the word. If *No,* cross the word. Keep them on the board for later use.

*** Content:** Having some warm-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 to open their book and introduce what they are going to study…. - Lead in the new lesson.	**+ Greeting** **+ Chatting** **- T_Ss** - Students **(Ss)** listen and learn how to do it. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: **Grammar : Should / shouldn't for advice**

Aim: To give Ss more opportunities to practise the use of *should / shouldn't* in real context.

*** Content:** Using the modal verb *should / shouldn't* for advice

*** Outcome:** Ss can use modal verb *should / shouldn't* to give advice .

*** Organisation :**Teacher's instructions…….

Teacher's & Student's activities	Content
1. Look at the signs at the library and complete the sentences with *should or shouldn't.* - Write the word LIBRARY on the board and ask Ss to say what they should / shouldn't do when they are in a library. Then ask Ss to look at the four signs in the book and have them complete the sentences. Allow them to share their answers with a partner. - Call on some Ss to read aloud the sentences and checkthelr answers as a	**1. Look at the signs at the library and complete the sentences with *should or shouldn't.*** **- T_Ss** - Listen carefully to the teacher's instructions and learn how to use the verb. - Ss work individually - Do the tasks - Compare the answers. - Give the answers

class. If there Is still time, ask Ss to refer to the notes of In the classroom on the board and practise saying the sentences with *should / shouldn't*. - Ask Ss work independently. - Have Ss read the sentences. - Check their answers as a class. - Confirm the correct answers. - Ask Ss to look at **Remember!** box and allow them one minute to memorise it.	**Key :** **1.** should **2**. shouldn't **3**. should **4.** shouldn't.

3. PRACTICE (18')

ACTIVITY 2:

Aim: To help Ss see what activity is good / not good to be done at Tet.

*** Content:** Doing exercise using should/ shouldn't for advice by looking at the signs at the library.

*** Outcome:** Ss can use the verb should/ shouldn't correctly. **Remember****

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
2. Tick (✓) the activities children should do at Tet and cross (x) the ones they shouldn't *– Have Ss study the **Remember!** box. T explains and gives examples.* *(For a better class, T may ask Ss to give more examples.)* - Ask Ss to look at the pictures and read the phrases under the pictures. Then tick (it's good) or cross (it's not good) each picture. The pictures help make the meanings of the phrases clear. - Check the answers as a class - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Confirm the correct answers.	**2. Tick (✓) the activities children should do at Tet and cross (x) the ones they shouldn't** **Remember!** ***- We use should for things that are good to do*** ***- We use shouldn't for things that are not good to do*** **- Ss work individually** - Do the tasks - Compare the answers. **- T_Ss** *** Key :** *Suggested answer:* 1.✓ 2.x 3.✓ 4.x 5.✓ 6.✓ 7.x 8.✓ - Copy into notebook.

ACTIVITY 3

Aim: To help Ss form sentences using should / shouldn't.

*** Content:** To make sentences using should / shouldn't : what children should / shouldn't do.

*** Outcome:** Ss understand more about the using should / shouldn't.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
3. Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn't do. - This activity allows Ss to produce sentences with the target language of should / shouldn't, using the prompts in 2. - Ask Ss to use ticks and crosses for activities in 2 and the examples on the board to help. - Go round and give help If needed. - Make sure Ss combine should / shouldn't and the main verb correctly. - Make sure they pronounce the words should and shouldn't correctly too. - Check the answers as a class.	**3. Work in pairs. Look at the activities in 2. Take turns to say what you think children should/ shouldn't do.** **- T_Ss** - Listen to the instructions clearly **- Ss to work in pairs** **- T_Ss** - *Ss learn how to use them*

ACTIVITY 4:

Aim: To give Ss some controlled practice on the use of some/ any.

*** Content:** The use of **some and any**. Doing exercise using **some and any.**

*** Outcome:** Leaning how to use **some and any** correctly. ***Remember!***

*** Organisation :**Teacher's instructions….

*** Explain to Ss the meaning and use of *some/ any…***

Remember! / On page 62

+ By this time, Ss have seen / used *some* and *any* already. This is just a summary of their use.

– Ask Ss to read the **remember grammar 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.

Teacher's & Student's activities	Content
Some /any for amount ***Remember!*** *** Ask Ss learn how to use : Some , any.** **+ Some :** **(+)** My mother bought **some fruits** **(+)** I need **some milk** for the cake. **+ any** **(-)** I can't answer **any questions** **(-)** Do you have **any sugar?** **4. Complete the sentences with *some* or *any*** - Apply the rules in the box. Ask Ss to	**4. Complete the sentences with *some* or *any*** **- T_Ss** - *Listen to the instructions carefully* - Work in pairs. - *Do themselves* - *Give the answers* **- T_Ss**

look for clues (+ or - / ? sentences) and decide whether to use some or any. - Check their answers as a class and explain the choice. - Ask other Ss to give comments - Check and confirm the correct answers	**Key:** **1.** some, some **2.** any **3**. any, some

4. FURTHER PRACTICE/APPLICATION (8')

ACTIVITY 5

Aim: To give Ss much freer practice with some / any in real context.

*** Content:** Make sentences with words provided using **some or any**

*** Outcome:** Ss can use **some or any** correctly in real contexts.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
5. Work in pairs . Look at the fridge. Make sentences with the words/ phrases provided, using *some or any*. - This activity allows Ss to use some and any for speaking in a more authentic situation. - Ask Ss to look at the fridge and read the examples. Draw Ss' attention to the change of the verb be in the use with some or any (in the examples). - Have Ss do this activity in pairs. Go round and help if needed. - Call on some pairs to read their sentences. Don't correct their mistake whether It Is a vocabulary or grammar mistake. Ask other Ss to listen and say if they agree (yes) or don't agree (no) and correct it by themselves. - Checkthelranswersasaclass. - If there is enough time, encourage Ss to expand to the other items in the fridge or ask them to describe things in their fridges at home. - Discuss answers as a class. For less able Ss, T can give hints by saying some verbs / phrases such as: listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc. As an extension, Ss can act out the sentences among themselves.	**5. Work in pairs . Look at the fridge. Make sentences with the words/ phrases provided, using *some or any*.** **- T_Ss** - *Listen to the instructions carefully* **- Work in pairs.** - *Compare the answers.* - *Give the answers.* ***Key:** **1**. There are some eggs (in the fridge). **2**. There is some fruit juice. / There are some packs of fruit juice. **3**. There aren't any apples. **4**. There isn't any bread. **5.** There are some bananas. **6**. There is some cheese.

5. WRAP-UP & HOME WORK (2')

* Summarisise the main grammar points of the lesson.

- Use the classroom to demonstrate some actions and Ss comment, using should/shouldn't. E.g. open the door and window when the air conditioner is on, put your feet on the table, play loud music... Ss respond: You shouldn't put your feet on the table, etc.

- Take some books to show to Ss. Ss respond by saying: You have some books. Put all the books down and show your hands without any books. Ss respond by saying: You don't have any books.

*** HOME WORK**

- Revise the form and use of comparative adj.
- Do more exercises in workbook.
- Prepatre new lessons.

==========

Date of planning:……

Period 44: UNIT 6 : OUR TET HOLIDAY
Lesson 4 : COMMUNICATION

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:** Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	**Skills:** - Reading about New Year's practices - Talking about what children should/ shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

I. OBJECTIVES:

1. Knowledge: - To use everyday English phrases and expressions to develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to say New Year's wishes to other people.Also know bow different countries celebrate their New Year.

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

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

+ 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 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:

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

- Students : Text books, ….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: **Everyday English**

Saying New year's wishes.

- Ss learn how to say New Year's wishes to other people. Ask Ss if they know any New Year's wishes.

*** Content:** Having some warm-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. - Tell Ss that they are going to learn how to ask for and give directions. - 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 - Open their book and write the tittle of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

Aims: **- To introduce a New Year's wish;**

- To help Ss practise New Year's wishes.

*** Content:** Giving how to say New Year's wishes to other people

*** Outcome:** Ss learn how to use the words and how to say New Year's wishes to other people.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
1. Listen and read the New Year's wish. ***) 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 - Copy all the words **1.** If possible, prepare some more cards with New Year's wishes. Ask Ss to listen and read the New Year's wish in 1, and some more (possibly provided by T).	**1. Listen and read the New Year's wish.** **- T_ Ss** *** Vocabulary** **- fun** (adj) vui vẻ **- cheer** (v) chúc mừng **- success** (adj) thành công **- throw** (v) ném đi **- believe** (v) tin tưởng **- drop** (v) đánh rơi **- wash away…**(v) rửa sạch + Students (Ss) listen to the instructions carefully and learn how to do the tasks. -Ss work in groups. Ss may use everyday English to talk to

Help Ss come up with the pattern: Wishing you/1 wish you + noun /noun phrase. **Audio script**: Wishing you joy & laughter... from January to December! +Ask Ss to work in pairs and practise the conversation. + Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class **2. Listen and read the New Year's wishes to your friends, using the suggestions below or creating your own.** **2.** Allow Ss to work in groups and say New Year's wishes. Call on some Ss to say the wishes aloud. If there is enough time, ask Ss which wish they would like to receive for this coming year, and if they would like to create a wish for themselves or others. - Move around to observe and provide help. - Have Ss practise speaking .	each other. - Ss work in pairs. **Audio script**: Wishing you joy & laughter... from January to December! **2. Listen and read the New Year's wishes to your friends, using the suggestions below or creating your own.** - Ask Ss to work in pairs to make conversations **- T_ Ss** - Group works + Fulfil the tasks

3. PRACTICE (18')

ACTIVITY 3 **New Year practices in the world**

Aim: To introduce Ss to some New Year's practices in other countries.

*** Content:** Do the QUIZ . Matching

*** Outcome:** Ss learn more about some New Year's practices in other countries.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
3. QUIZ : Match the sentences with the pictures. Then match them with the countries. - Have Ss read the sentences first. They might not know about these practices. - T tells them to look for the clues in the sentences which can help them (square, hole, cake, throw water). - Ss to look at the pictures and match them. - Check the answers as a class. Then move on to the next part. Ask Ss if they know which country each practice is from. Encourage them to guess if they don't know. - Ask Ss to look at the names of the countries and match the pictures. - Check the answers as a class. **Note**: If there is enough time, ask Ss to share	**3. QUIZ : Match the sentences with the pictures. Then match them with the countries.** - Ss **work individually** - Listen to the teacher's instructions carefully and learn how to do. - Check the meaning if yes - Ask Ss to work in pairs to ask and tick the questions. - Give the answers - Do the tasks if possible. *** Key :**

with the class any interesting New Year's practices from other countries / parts of the world. - Allow them to use Vietnamese when they come across difficult vocabulary. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. - Confirm the correct answers.	**1**. b. TheUSA **2**. c. Russia **3**. a. Japan **4**. d. Thailand

ACTIVITY 4:

Aim: To show Ss how different countries celebrate their New Years.

*** Content:** Read how people in other countries celebrate their New year and Match the countries with the activities.

*** Outcome:** Know more other countries celebrate their New year.

*** Organisation :**Teacher's instructions…

4. Read how people in different countries celebrate their New Year. Then match the countries with activities. - Allow Ss some time to read the New Year's practices In five countries and do the matching. - Check their answers as a class. Ask Ss to read aloud the sentences that support their answers. - Check their lists as a class - Check and confirm the correct answers	**4. Read how people in different countries celebrate their New Year. Then match the countries with activities.** **- T_ Ss** - *Listen carefully* - Answer questions individually. **Key: 1**. b **2**. a **3**. e **4**. c **5**. d **Note:** Japan / *dʒə'pæn/* Romania /ru'meini ə/ Spain /spein/ Switzerland /'switsələnd/ Thailand /'tailənd/

4. PRODUCTION / APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss talk about New Year's practices around the world.

*** Content:** Telling. Ss work in groups and talking about activities at Tet in other countries.

*** Outcome:** Know more about Tet in other countries.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
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. - To help Ss prepare for Activity 5, ask Ss to underline all the activities they find in the passages in 4. For example, underline	**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.** **- T_ Ss** - Listen to the teacher's instructions carefully.

temples ring their bells. This may help Ss concentrate on the activities (New Year's practices) and memorise the key words to help them talk. - Allow Ss one minute to pick the activity they are most interested in from 4, and memorise it. - Call on Ss and ask them to describe the activities they have chosen to the group. The group names the country where the practice comes from. If there is not much time left, conduct this activity as a class. - Make comments and correct any mistakes if there are any. - Choose some Ss to give a presentation to the class.	- Work in groups ***Example :*** - They throw water on other people. - It's in **Thailand.**

5. WRAP-UP & HOME WORK (2')

* Summarise the main points.
- Ss summarise what they have learnt in the lesson.

*** HOME WORK**

- Practice talking about New Year in different countries.
- Do more exercises in workbook

==========

Date of planning:……..	**Peroid 45 : UNIT 6 : OUR TET HOLIDAY** **Lesson 5 : SKILLS-1/ Reading and Speaking**

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:** Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	**Skills:** - Reading about New Year's practices - Talking about what children should/ shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

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 /ʃ/* correctly;

+ 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 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, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION(3'- 5')

(Pre - reading)

Aims:

- To develop student's reading skills for specific information (scanning).

*** Content:** Having some warm-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. - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong. - Ask Ss to open their book and introduce	**+ Greeting** **+ Chatting** **- T_ Ss** - Students (Ss) listen and answer the teacher's or friend's questions -Answer the questions.

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.	- 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.	**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

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.*	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. Remebering 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	**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 .

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	

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	**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:**

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	**A.** We should dress 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.

Date of planning:……..

Date of teaching: ……..…

WEEK: …

Peroid 46: UNIT 6 : OUR TET HOLIDAY
Lesson 6 : SKILLS-2/ Listening and Writing

THIS UNIT INCLUDES:

Vocabulary - Things and activities at Tet **Pronunciation:**	**Skills:** - Reading about New Year's practices - Talking about what children should/

Sounds: */s/ and /ʃ/* **Grammar** - *Should/ shouldn't* for advice - *Some/ any* for amount	shouldn't do at Tet. - Listening about preparations for Tet. - Writing an email about what children should/ shouldn't do at Tet. **Everyday English** Saying New Year's wishes.

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 /ʃ/* correctly;

+ 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 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:

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 some warm-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	**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

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.	- 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.	**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

- 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.	**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 chldren 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	**3. Work in groups. Discuss and make a list of four things that you think chldren should and shouldn't do at Tet.** **- T_ Ss** - Listen carefully to the instructions

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.	* 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	**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*

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.	*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.

==========

Date of planning:…….. **Peroid 47 : UNIT 6 : OUR TET HOLIDAY**

Lesson 7 : LOOKING BACK

I. OBJECTIVES:

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 /ʃ/* correctly;

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

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:

1. WARM UP & INTRODUCTION (3')

Aims:

- *This is the review and drill section of the unit. Encourage Ss not to refer back to the unitpages.*

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 some warm-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	**+ 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….	**+ 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.

*** Organisation :**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 and enquirements. *** 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. *** Organisation :**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 behaviour 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 permisson 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 passge and do the filling.

*** Outcome:** Ss can do the filling quicly 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	**- 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.

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.	

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

==========

Date of planning:……..

Peroid 48 : REVIEW 2 (UNIT 4-5-6)

Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar

I. OBJECTIVES:

1. Knowledge:

- To revise the language and skills they have learnt in Unit **4-5-6.**

a) Vocabulary: Ss revise words and phrases about places in a neighboooourhood; things in nature; things and activities at Tet.

b) Grammar : - Review : Comparative adjectives; Must / Mustn't. Countable and uncountable nouns.
Shouuld/ shouldn't; some any .
c) Writing : - Writing a paragraph about a neighbourhood; Writing a paragraph about a natural wonder; Writing an email about what children should/ shouldn't do at Tet.
d) Speaking:Asking for directions; Making appointments; Saying new year's wishes.
2. Competence: By the end of the lesson students will be able to revise the language they have learnt and the skills they have practised in Units 4 – 6. They have learnt so far in terms of language and skills . Practising doing exercises.
3. Quality/ behavior : Having the serious attitude toward studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION

Aims: **Introduction**

- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 4-6.

- Ask Ss what they have learnt in terms of language and skills. Summarise their answers in notes and write them In a top corner of the board. Briefly revise some important / difficult items before starting with the review.

*** Content:** Revision on the previous 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	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do. **- T_ Ss**

what they are going to study….	- Open their book and write .

2. PRESENTATION/ NEW LESSON

PRACTICE EXERCISES

A. LANGUAGE:

- **Pronunciation**

ACTIVITY 1:

Aim : To help Ss review the pronunciation of the sounds learnt in Units 4-6: /I/ and /i:/, /t/ and /d/, and *//s/ and /ʃ/* correctly.

*** Content:** Listen and repeat the words.

*** Outcome:** Remember the pronunciation of the sounds.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content

1. Listen and circle the word with the different underlined sound. ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have + Follow the steps to teach vocabulary - Write the three pairs of sounds on the board. - Say some words containing the sounds aloud and ask if Ss can identify which sound it is. - Ask Ss to read aloud the words in each group and decide by themselves which one is the odd one out. - Play the recording for Ss to listen and check their answers. Have Ss do this exercise Individually. - Check their answers as a class. Ss listen again and repeat in chorus and individually. - Check and confirm the correct answers - Check their pronunciation.	**1. Listen and circle the word with the different underlined sound** **- T_ Ss** *** Vocabulary : ……** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements. *** Key :** **1**. A **2**. C **3**. B **4**. C **5.** C **Audio script:** 1. A. seat B. wonders C. desert 2. A. cheap B. teach C. bread 3. A. sugar B. some C.sure 4. A. excuse B. between C. cathedral 5. A. modern B. crowded C. celebrate

ACTIVITY 2: **Vocabulary**

Aim: To help Ss review the adjectives describing the neighbourhood, the wonders of Viet Nam, and Tet holiday.

*** Content:** Review the adjectives describing the neighbourhood, the wonders. Doing exercises

*** Outcome:** Ss can do exercises correctly; exactly.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
2. Write the words in the box (a-h) next to their opposites (1-8) - Ask Ss to read the adjectives in the box first and try to remember their meanings. - Ask if they know their opposite meanings. - Then have Ss do the exercise independently - Allow Ss to exchange answers with a partner. - T checks the answers as a class. - Invite some pairs to ask and answer in front of the class - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.	2. Write the words in the box (a-h) next to their opposites (1-8) **- T_ Ss** - Ss work individually. - Do the tasks - Share the answers. *** Key:** - Ss' answers

ACTIVITY 3 :

Aim: To help Ss identify the words through their definitions.

*** Content:** Revision by choosing the words/ phrases.

*** Outcome:** Ss can choose the correct answer.

*** Organisation :**Teacher's instructions…..

3. Choose the correct word/ phrase for each denifition. Ask Ss to do this exercise individually. Have Ss to swap their answers with a partner. Check Ss' answers as a class. T may ask Ss to underline the key words that help them determine their answers. - Check and confirm the correct answers.	3. Choose the correct word/ phrase for each denifition. **- T_ Ss** - Listen to the instructions clearly - Fulfil the tasks - Copy ***Key:** **1**. waterfall **2.** compass **3**. museum **4.** wish **5**. lucky money - Listen to the instructions clearly - Complete the tasks, - Give the answers

3. PRACTICE EXERCISES

ACTIVITY 4: **Grammar**

Aim: To help Ss review grammar elements taught in Units 4-6: must / mustn't, some / any, and comparative adjectives.

*** Content:** Review grammar elements taught in Units 4-6

*** Outcome:** Remember the form , the use of some grammar points. Doing exercises correctly

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content

4. Complete the sentences with the correct answer A, B, or C. - Have Ss do the exercise individually. - Get Ss to exchange their answers and discuss If there Is any difference In their answers. - Check Ss' answers as a class, and explain if needed. - Have Ss compare their answers with a classmate. - Check and confirm the correct answers.	4. Complete the sentences with the correct answer A, B, or C. **- T_ Ss** - Listen to the teacher's instructions carefully. - Do the tasks . - Give the answers * **Key:** **1.** B **2.** C **3.** C **4.** A **5.** A

ACTIVITY 5 :

Aim: To help Ss review the use of should / shouldn't.

*** Content:** Complete the sentences using should / shouldn't.

*** Outcome:** Ss can do it quickly, correctly

*** Organisation :**Teacher's instructions…..

5. Complete the sentences with should or shouldn't. Have a brief revision of should / shouldn't by naming an activity. Ss say if they should / shouldn't do it. Have Ss do this exercise independently. Check the answers as a class. - Check Ss'answers. Ask them for explanation if necessary.	5. Complete the sentences with should or shouldn't. **- T_ Ss** - Listen to the teacher's instructions carefully. - Do the tasks . Prepare the at home beforehand. - Give the answers ***Key:** **1.** should **2**. shouldn't **3**. shouldn't **4**. should **5**. should

4. WRAP-UP & HOME WORK (2')

*Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to lesson;

+ The use should/ shouldn't

* HOME WORK

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

==========

Date of planning:……..

Peroid 49 : REVIEW 2 (UNIT 4-5-6)

Lesson 2: SKILLS / reading- Speaking- Listening - Writing

I. OBJECTIVES:

1. Knowledge:

- To revise the skills they have learnt in Unit **4-5-6.** Reading ; speaking; listening and writing skills.

a) Vocabulary: Ss revise words and phrases about places in a neighboooourhood; things in nature; things and activities at Tet.

b) Grammar : - Review : Comparative adjectives; Must / Mustn't. Countable and uncountable nouns.

Shouuld/ shouldn't; some any .

c) Writing : - Writing a paragraph about a neighbourhood; Writing a paragraph about a natural wonder; Writing an email about what children should/ shouldn't do at Tet.

d) Speaking:Asking for directions; Making appointments; Saying new year's wishes.

2. Competence: By the end of the lesson students will be able to revise the skills they have learnt in Unit 4,5,6 . Practising doing exercises.

3. Quality/ behavior : Having the serious attitude toward studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims: **Introduction**

- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 4 – 6.

- Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.

- T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

*** Content:** Revision the previous lessons. Having some warm-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 to open their book and introduce what they are going to study….	**+ Greeting** **+ Chatting** - Students **(Ss)** listen and learn how to do. - Open their book and write .

2. PRESENTATION/ NEW LESSON (25')

PRACTICE EXERCISES - SKILLS

ACTIVITY 1 : **Reading**

Aim : To help Ss practise reading for general information.

*** Content:** Reading the passage and do the matching.

*** Outcome:** Get some information of the passage by doing the matching.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
1. Read the passage and match the headings (A, B, C) with the paragraphs. ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have ….. - Have Ss read the headings and the paragraphs carefully before they decide which goes with which. - Ask them to underline the words / phrases in the paragraphs to help them match. Go through the underlined words and phrases Ss have done. - Guide them how to look for	**1. Read the passage and match the headings (A, B, C) with the paragraphs.** **- T_ Ss** **+ Vocabulary :** + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Answer the teacher's questions and enquirements.

clues. This will help Ss do activity 2 more easily. - Check the answers as a class. - Check their pronunciation - Confirm the correct answers	*** Key:** 1. B 2. C 3. A
ACTIVITY 2 : **PRACTICE EXERCISES** **Aim: To help Ss practise reading for specific information.** *** Content:** Reading the passage again for specific information. *** Outcome:** Understanding more the content of the passage by choosing the best answer . *** Organisation :**Teacher's instructions…..	
2. Read the passage again and choose the correct answer A, B or C ***) Pre- teach vocabulary:** - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have + Follow the steps to teach vocabulary - Have Ss read each sentence and look for the key word(s) In It. - Decide where to look for the information (paragraph 1,2, or 3) in 1. This will make it quicker and easier for Ss to find the correct answers. E.g. Sentence 1 has plants and flowers' go to -> paragraph 1: Nature. - Check Ss' answers as a class. - Observe and help when and where	**2. Read the passage again and choose the correct answer A, B or C** **- T_ Ss; Ss do it.** *** Vocabulary:** … - Ss work individually first then work in pairs ask and answer the questions - Do the tasks - Share the answers. *** Key:** **1.** A **2**. A **3**. B **4.**C

necessary, and correct Ss'pronunciation and intonation.	

ACTIVITY 3 : **Speaking**

Aim: To help Ss practise asking and answering about a place they want to visit and explain why.

*** Content:** Read again the passage. Make a list of the places. Ask ans anaswer about the places.

*** Outcome:** Improve speaking skills. Asking and finding out which places their partners want to visit.

*** Organisation :**Teacher's instructions….

Teacher's & Student's activities	Content
3. Work in pairs. Read the passage "Visit Singapore " again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why. - Ask Ss to refer to the passage about Singapore in 1 and make a list of the places mentioned. - Allow them some time to form their own ideas of where to go and why they want to go there. - Have Ss then work in pairs, asking and answering to find out where their partners want to go and why. - Go round and support Ss If It's needed. - Call on some Ss / pairs to present their Ideas to the class. - Let Ss do the exercise and then compare their answers. - Check and confirm the correct answers.	**3. Work in pairs. Read the passage "Visit Singapore " again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why.** **- T_ Ss** **- Ss work in pairs** - Listen to the instructions clearly **- Work in pairs** - Ss's answers.

3. PRACTICE (10')

ACTIVITY 4: **Listening**

Aim: To help Ss review listening for specific information (T/F questions).

*** Content:** Listen to a travel agent about their trip to Singapore. Tick T/F

*** Outcome:** Ss Listen and can tick T/F correctly.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
4. Mai's family is talking to a tavel agent about their trip to singapore. Listen and tick (✓) T (True) or F (False) - Allow Ss some time to read the statements carefully get the gist of the listening. - Guide them to look for key words which can help them focus while listening. For example: four days (1), won't go (2) a full day (3)... - Play the recording two or three times (as needed). Ss listen and tick the answers. - Allow Ss to swap their answers. - Check their answers as a class. Encourage Ss to correct the false statement(s). If there is enough time, T may tell Ss more about the Light and Sound Show and Sentosa. The Light and Sound Show: a form of nighttime entertainment that is usually presented outdoor, using light and sound to tell a historical story. Sentosa: a sunny island in Singapore, a big centre of entertainment, which offers	**4. Mai's family is talking to a tavel agent about their trip to singapore. Listen and tick (✓) T (True) or F (False)** **- T_ Ss** - Listen to the teacher's instructions carefully. - *Check the answers* - Give the answers * **Key:** **1.** T **2.** F **3.** T **4.** T **5.** F **Audio script:** *Travel agent*: Here we have a four-day programme for you ... *Mai's mother*: Do we visit somewhere natural? *Travel agent*: Oh yes. We have two days for nature: one day at the National Park and one day at the zoo. *Mai's mother*: How about Sentosa? *Travel agent*: Sentosa is a 'must' for families. We spend one day there.

activities for people of different age groups. There are Sea Aquarium, Butterfly Park, Insect Kingdom, Skyline Luge, Cove Waterpark, Universal Studio, and the famous Light and Sound Show. - Compare their answers. - Check and confirm the correct answers.	*Mai's mother*: Is it enough? *Travel agent:* We start early and return late. There we visit the Sea Aquarium ... *Mai's mother*: What is it? *Travel agent*: It's a zoo for fish. *Mai's mother:* Great. *Travel agent*: In the evening we will watch the Light and Sound Show. And the last day is for ...

ACTIVITY 5 : **Writing**

Aim: To help Ss complete a guided paragraph of about 50 words to describe their neighbourhood.

*** Content:** Complete a guided paragraph .

*** Outcome:** Ss can complete the paragraph to describe the place they live.

*** Organisation :**Teacher's instructions…..

Teacher's & Student's activities	Content
5. Complete this paragraph to describe the place you live. - Have Ss read the guided paragraph first and decide which information is needed for each blank. - Allow them some time to think about the information they need to complete the frame. - Allow them some time to do the task. - Go round and check if they are doing the task correctly and offe rhelp if needed. *** Post- writing**	**5. Complete this paragraph to describe the place you live.** **- T_ Ss** - Listen to the teacher's instructions carefully. - Do the tasks - Compare the answers.

- Call on one or two volunteers to read aloud their answers. Call for other Ss'comments. - Collect some writings to correct at home. - T collects some writing to give feedback at home. - Get feedback.	**Sample answer:** *I live in Tam Diep Town, Ninh Binh. Life is very slow and quiet here. There are large pineapple fields in my neighbourhood.* *At weekends, my friends and I often go to the town playground where we can play football and fly kites. That's our favourite place.*

4. WRAP-UP & HOME WORK (2')

* Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to friends…

* HOME WORK

- Read again the conversation

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.

==========

Date of preparing: .

Period 50: REVISION

I. OBJECTIVES:

1. Knowledge:

a) Vocabulary: Extend and practice vocabulary related to units 1,2,3,4,5,6.

b) Grammar:

- Review: The present simple tenses, the present progressssive tense, the simple future tense, comparisons of adjectives.

2. Skills.

- Develop Skillss of communication, co- operation and self management.

3. Quality: Having the serious attitude toward studying and the good relationship with friends. The love of learning English.

4. Competences: Develop competences of communication, co- operation and self - management.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students: Text books, studying equipments….
- Methods: T-WC; group works; individual ……

III. PROCEDURE:

Teacher's Activities	*Students' Activities*
1. WARM UP (3): - Greetings. - Chatting. **2. PRESENTATION (25'):** - Teacher uses different techniques to elicit from Ss **A. Grammar** **1. <u>The simple present tense</u>** : (Thì hiện tại đơn) **1. a. <u>To be</u>** : am / is / are : (+) S + am / is / are … Ex: She (be) …**is**…… a student . (-) S + am / is / are + not… (?) Am / Is / Are + S + … **b. <u>Ordinary Verbs</u>** **(+) S + V s / es …** Ex: He (go) …**goes** … to school every day **(-) S + do / does + not + verb– inf.** Ex: I **do not go** to school ./ He **does not go** to school. **(?) Do / Does + S + Verb (bare – inf) …?.** Ex: **Do** you g**o** to school? / **Does** he **go** to school? - Trong câu thường có các trạng từ: **always, usually, often , sometimes , never , every …** **2. <u>The present progressive tense</u>** (Thì Hiện tại tiếp diễn) (+) S + am / is / are + V – ing … (-) S + am / is / are + not + V – ing … (?) Am / Is / Are + S + V – ing …?. - Thường có các trạng từ ở cuối câu : **Now , at present , at the moment , right now , at this time** …và **Look ! , Listen ! , Be careful! , Be quite !,** …..ở đầu câu . 3. **<u>The simple future tense</u>** (Thì tương lai đơn) . **(+) S + will / shall + V (bare – inf) …** **(-) S + won't / shan't + V (bare – inf) …**	- Greetings. - Chatting. **- T_ Ss** - Follow teacher's instructions. - Give feedback. **- T_ Ss** - Do the teacher's tasks. - Do exercises - Copy

(?) Will / Shall + S + V (bare – inf)…?. **Yes , S + will / shall. No, S + won't / shan't .** - Thường có các trạng từ : **soon , tomorrow , tonight , next week / month / year … one day,** … **3. <u>Comparative of adjectives</u>** (so sánh của tính từ). a. **<u>Comparative:</u>** (so sánh hơn) a. Short adjs : **Adj.- er + than** b. Long adjs : **More + adj. + than** 1B **. <u>Superlatives</u>** : (so sánh nhất) a. Short adjs : **The + adj + est …** b. Long adjs : **The most + adj…** 2**B. <u>Structures</u>** : **1. <u>Comparative of adjectives</u>** (so sánh của tính từ). 1A. **<u>Comparative:</u>** (so sánh hơn) a. Short adjs : **Adj.- er + than** b. Long adjs : **More + adj. + than** 1B **. <u>Superlatives</u>** : (so sánh nhất) a. Short adjs : **The + adj + est …** b. Long adjs : **The most + adj…**	- Follow teacher's instructions. **- T_ Ss** - Give feedback. - Do the teacher's tasks. - Do exercises **- Ss do it**

3. PRACTICE (10')

Bài 1: Hoàn thành câu sau với dạng so sánh hơn của tính từ dài

1. The princess is _____ than the witch. (beautiful)
2. The red shirt is better but it's _____ than the white one. (expensive)
3. Being a firefighter is _____ than being a builder. (dangerous)
4. This armchair is _____ than the old one. (comfortable)
5. The new fridge is _____ than the old one. (convenient)
6. Health is _____ than money. (important)
7. This film is _____ than that film. (exciting)
8. She is _____ than My Tam singer. (popular)
9. Carol is _____ than Mary. (beautiful)
10. French is _____ than Chinese. (difficult)

Bài 2: Viết lại bắt đầu bằng từ đã cho sao cho câu không thay đổi.

1. This exercise is easier than that one.

=> That exercise is _____

2. The black car is cheaper than the red car.

=> The red car _____

3. This film is more interesting than that one.

=> That film is _____

4. This river is longer than that one.

=> That river is _____

5. Miss Lan is older than Miss Nga.
=> Miss Nga is_____
6. My kitchen is smaller than yours.
=> Your kitchen _____
7. Her old house is bigger than her new one.
=> Her new house _____
8. The black dress is more expensive than the white one.
=> The white dress _____
9. According to me, English is easier than Maths.
=> According to me, Maths _____

4. PRODUCTION (5')

- Ss go to the board to do the exercises.
- T gives feedback.

HOME WORK (2')

- Learn by heart new
- Do exercise in workbook.
- Prepare new lesson.
- Prepare for test 45' (1)

==========

Date of preparing:

<u>Period 51</u>: REVISION

I. OBJECTIVES:

1. Knowledge:

- To revise the language and skills they have learnt in Unit **1-6.**
- Identify and practice the language items of units 1,2,3,4,5,6
- By the end of this Unit, students can revise the language items of units 1,2,3,4,5,6 they have studied and the skills they have practiced .

a) Vocabulary: Extend and practice vocabulary related to 1,2,3,4,5,6 . Places in a neighbourhood; things in nature; things and activities at Tet…..
b) Grammar : - Review : Comparative adjectives; Must / Mustn't. Countable and uncountable nouns. Shouuld/ shouldn't; some any .
c) Writing : - Writing a paragraph about a neighbourhood;
- Writing a paragraph about a natural wonder;
- Writing an email about what children should/ shouldn't do at Tet.

d) Speaking:Asking for directions; Making appointments; Saying new year's wishes.

<u>+ PRONUNCIATION:</u>

Sound /ɔʊ / and / ʌ/, Sound /z/, /s/and /xz/, Sound /b / and / p*/, Sound /i: / and /* I*/, Sound /t / and /* st*/, Sound /s / and / /,*

+ Skills : Reading , listening , speaking skills. Write the contents of a website introducing the city/ town where you live .....

2. Skills: By the end of the lesson students will be able to revise the language they have learnt and the skills they have practised in Units 1 – 6. They have learnt so far in terms of language and skills . Practising doing exercises.

3. Quality/ behavior : Having the serious attitude toward studying and the good relationship with friends. The love of learning English. Hard- working ; cooperative; sociable; good communication.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector…
- Students : Text books, studying equipments….
- Method;: T-WC; group works; individual ……

III. PROCEDURE:

I. THE AIMS AND OBJECTIVES :

- To revise unit 1,2,3,4,5,6. Extend and practice vocabulary related to 1,2,3,4,5,6 .
- Identify and practice the language items of units 1,2,3,4,5,6
- By the end of this Unit, students can revise thelanguage items of units 1,2,3,4,5,6 they have studied and the skills they have practiced .

IV. PROCEDURES :

Teacher's Activities	Students' Activities
I. WARM UP (3) : - Greetings. - Chatting. **II. PRESENTATION (40') :** - Teacher uses different techniques to elicit from Ss **I. Make questions:** 1. My mother is cooking in the kitchen. ->…… 2. His father is working on a farm. ->…… 3. The boys are playing football in the park.->…… 4. Alice drinks a lot of milk a week.->…… 5. They go to school by bus. ->…… 6. My sister is a nurse. ->…… 7. Your brother goes to the cinema every Saturday. ->…… 8. The boys are riding their bicycle in the garden.->…… 9. We go to school by bus. ->…… 10. The supermarket closes at 9.00. ->…… 11. Her mother cleans the house every day. ->…… 12. They go to beach every summer. ->……	- Greetings. - Chatting. - Follow teacher's instructions. **- T_ Ss** - Give feedback. - Do the teacher's tasks. - Do exercises

13. The children have <u>three bikes</u>. ->……	
14. Tome is <u>ten years old</u>. ->……	- Copy
15. <u>My brother and Minh</u> are playing soccer in the yard.->…	
16. Paul will see his father <u>on Sunday</u>. ->……	
17. There are <u>five bananas</u> in the bridge.->……	
18. She is studying <u>math</u> in her room.->……	- Copy
19. I am going to the cinema <u>tonight</u>. ->……	
20. Mary buys <u>new coats</u> every winter. ->……	
II. Sentence building:	
1. Where / your brother / work?	
2. What / your name?	- Follow teacher's
3. You / tired?	instructions.
4. John / not like / beer.	**- T_ Ss**
5. They / go / school / Sunday.	
6. Hoa and Lan / like / music?	
7. She / American.	
8. What subject / you / read?	- Give feedback.
9. What time / he / start work?	
10. Which sport / you / like?	
11. don't / today / go / school / We /to.	- Do the teacher's tasks.
12. studying / at present / are / literature / We.	
13. the children / the homework / Are / now / doing?	
14. you / going / Where / now / are?	- Do exercises
15. looking for / the papers / I / at the moment / am.	
16. works / Her / on / farm / father / a.	
17. breakfast / school / and / he / goes / has / to .	
18. pens / many / on / desk / on / How / the.	- Copy
19. We / history / and / have / Monday / math / on.	
20. reading / the / He / interesting / is / book.	
III. Correct the mistakes:	
1. Where your sister work?	
2. I'm go to the cinema tonight.	
3. How many pen do you have?	- Follow teacher's
4. We no wear a uniform at my school.	instructions.
5. That's my brother. He stand near the windows.	**- T_ Ss**

6. What you doing after school today? 7. You can't meet Peter now. He doing his homework. 8. We no go to school today because it's Sunday. 9. Are your mother cooking in the kitchen? 10. At the moment, Alice's sleep. 11. Classes start on 7 and end at 11. 12. We have an nice house. 13. How do Mr Long travel to work? 14. Minh lives at the country. 15. There is a clock and a picture on the wall. 16. I have history in Tuesday. 17. We plays volleyball after school. 18. Who do teaching you? 19. Is you at home now? 20. His sisters is playing badminton.	- Give feedback. - Do the teacher's tasks. - Do exercises **- Ss do it** - Copy
IV. Reading: 1.Huong's family lives in the small house in the country. It's a beautiful place. There are many flowers in front of the house. Behind the house, there is a well. To the right of the house, there is a rice paddy and to the left the house, there are tall trees. It's very quiet and Huong loves her house very much. Huong's father is a worker. He works in a big factory. Every day, he travels to work by motorbike. He works from Monday to Friday. He doesn't work on Saturday and Sunday.	- Follow teacher's instructions.
**** Choose True (T) or False (F):(Chọn đúng hay sai):*** a) Huong lives in a small house in the city. b) There is a rice paddy to the left to the house. c) Huong's house is beautiful. d) Her father works 6 days a week.	- Give feedback. - Do the teacher's tasks.
**** Answer the questions (Trả lời câu hỏi sau):*** a) What is there in front of the house? b) Is it noisy? c) What does her father do? d) Does he work on Saturday and Sunday?	- Do exercises
2. My name is Lan. I'm thirteen years old and I'm a student. I have a sister. Her name is Hoa. She is twenty. We live in a house with our mother and father. Our house has a big yard. There are a lot of trees around the house. In	- Copy

the neighborhood, there is a hospital and a post office. There is a rice paddy near our house. **** Answer the questions (Trả lời câu hỏi sau):*** a) How many people are there in Lan's family? b) How old is her sister? c) Is there a rice paddy near her house? d) What are there around her house?	

HOME WORK(2')

- Learn by heart new
- Do more exercises in workbook.
- Prepare new lesson.
- Prepare for test .

==========

Date of preparing:

<u>Period 53</u>: REVISION

I. OBJECTIVE :

1. Knowledge:

- By the end of the lesson students will be able to use their knowledge that they have learned to do the exercises

2. Competence development:

- Co-operation
- Self- study
- Using language to do exercises

3. Qualities:

- Practicing skills

II. TEACHING AIDS

- Teacher: Textbooks, plan, computer accessed to the Internet
- Pls: Note book, student book and other neccessary equipments

III. PROCEDURE

<u>Multiple Choice</u> :

1. Lan is a..... She teaches in a school.

a. teacher b. nurse c. doctor d. student

2. Close……. books.

a. I b. your c. he d. she

3. This is a kind of school things. It is a.....

a. desk b. TV c. couch d. telephone

4. Where ..... you live?
a. are b. is c. am d. do
5. ..... do you spell your name?
a. Where b. How c. What d. When
6. Come .....
a. up b. at c. down d. in
7. This is a .....
a. books b. pen c. eraser d. windows
8. What are these? - ..... are windows.
a. This b. That c. They d. Those
9. Does bill live in the city? - No, ...
a. he does b. he doesn't c. he isn't
10. ..... do you go to school every day?
a. What b. Between c. How d. Where
11. The bookstore is ..... the toy store and the bakery.
a. on b. between c. next d. in
12. Is your garden .....? - No, it isn't. It is small.
a. big b. small c. beautiful d. tall
13. Lan's brother ..... in Ho Chi Minh City now.
a. are living b. is living c. living d. lives
14. Where do you live?
a. I live in Ha noi b. I lives in Ha Noi c. He lives in Ha Noi d. I'm live in Ha Noi
15. She does ..... homework every evening.
a. he b. she c. her d. me
16. I go to school ..... bike.
a. to b. by c. with d. on
17. What is .....? - It's a temple.
a. these b. that c. he d. you
18. There ..... many flowers in the park.
a. is b. are c. have d. am
19. I'd like …… oranges.
a. an b. a c. some d. many
20. There isn't …….. milk in the house.
a. some b. a c. any d. an
21. I'm not hungry. I'm …… now.
a. thirsty b. small c. thin d. big
22. How ……. eggs do you want?
a. much b. many c. often d. far
23. Does Lan ……. her teeth? – Yes, she does

a. to brush b. brush c. brushing d. brushes

24. The police station is …… the restaurant and the hotel.

a. to the right of b. behind c. between d. on front of

25. This is her brother. …… name is Hung.

a. His b. My c. He d. Your

26. a. would b. could c. out d. should

27. a. black b. fat c. hand d. tall

28. a. foot b. food c. door d. school

29. a. onion b. oval c. soda d. potato

30. a. chicken b. tired c. rice d. white

II. Supply the correct form of the verbs in the brackets:

1. My grandmother (give)…… me a new bike.
2. He (not go)…… to the movies on Sunday nights.
3. I (go)…… to Ha Noi with my parents.
4. I (do)…….. the house work.
5. His mother (cook)…….in the kitchen now.
6. What…… Mai (do)…….now? – She (play)……in the garden.
7. The teacher (read)…… the dialogue at moment and we (listen) ..... to her.
8. What ..... your father (do) ..... now?- He (read) ..... a newspaper in the living room.
9. Minh (play)…. ..... soccer every Sunday.
10. What time ..... you (go) ..... to bed?
11. How ..... she (travel) ..... to work? - She (walk) ..... to work.
12. Her mother (be) ..... a doctor. She (work) in a hospital.
13. Their father (work) …… in a factory.
14. She (play) …… the violin very well.
15. The girls (like) …… ice cream very much.
16. Mr. John (have) …….. a restaurant.
17. These students (study) …… English now.
18. Our mother (go) …….. to work every day.
19. I (read) …… the interesting book now.
20. Listen! I think the phone (ring) …….
21. What ….... Jim (do) ……. on the floor? – He (look) ……...for his glasses.
22. Be quiet! The baby (sleep) ……..
23. It (rain) …….. very much in the summer. It (not rain) ……. now.
24. My mother (cook) ….. some food in the kitchen at present. She always (cook) …… in the morning.
25. She (not want) …… to answer the phone because she (cook) ……..
26. ……. (be) your mother an English teacher? – No, she (not, be) …….

27. These students (be) …….. good students.
28. ……. (be) her brother an engineer? – Yes, he (be) ……
29. You and I (be) ……. good friends.
30. An, Binh and Cuong (be) …….. in the music room.

III. Make questions:

1. My mother is cooking in the kitchen. ->……
2. His father is working on a farm. ->……
3. The boys are playing football in the park.->……
4. Alice drinks a lot of milk a week.->……
5. They go to school by bus. ->……
6. My sister is a nurse. ->……
7. Your brother goes to the cinema every Saturday. ->……
8. The boys are riding their bicycle in the garden.->……
9. We go to school by bus. ->……
10. The supermarket closes at 9.00. ->……
11. Her mother cleans the house every day. ->……
12. They go to beach every summer. ->……
13. The children have three bikes. ->……
14. Tome is ten years old. ->……
15. My brother and Minh are playing soccer in the yard.->……
16. Paul will see his father on Sunday. ->……
17. There are five bananas in the bridge.->……
18. She is studying math in her room.->……
19. I am going to the cinema tonight. ->……
20. Mary buys new coats every winter. ->……

IV. Sentence building:

1. Where / your brother / work?
2. What / your name?
3. You / tired?
4. John / not like / beer.
5. They / go / school / Sunday.
6. Hoa and Lan / like / music?
7. She / American.
8. What subject / you / read?
9. What time / he / start work?
10. Which sport / you / like?
11. don't / today / go / school / We /to.
12. studying / at present / are / literature / We.
13. the children / the homework / Are / now / doing?
14. you / going / Where / now / are?

15. looking for / the papers / I / at the moment / am.
16. works / Her / on / farm / father / a.
17. breakfast / school / and / he / goes / has / to .
18. pens / many / on / desk / on / How / the.
19. We / history / and / have / Monday / math / on.
20. reading / the / He / interesting / is / book.

V. Correct the mistakes:

1. Where your sister work?
2. I'm go to the cinema tonight.
3. How many pen do you have?
4. We no wear a uniform at my school.
5. That's my brother. He stand near the windows.
6. What you doing after school today?
7. You can't meet Peter now. He doing his homework.
8. We no go to school today because it's Sunday.
9. Are your mother cooking in the kitchen?
10. At the moment, Alice's sleep.
11. Classes start on 7 and end at 11.
12. We have an nice house.
13. How do Mr Long travel to work?
14. Minh lives at the country.
15. There is a clock and a picture on the wall.
16. I have history in Tuesday.
17. We plays volleyball after school.
18. Who do teaching you?
19. Is you at home now?
20. His sisters is playing badminton.

VI. Reading:

1.Huong's family lives in the small house in the country. It's a beautiful place. There are many flowers in front of the house. Behind the house, there is a well. To the right of the house, there is a rice paddy and to the left the house, there are tall trees. It's very quiet and Huong loves her house very much.

Huong's father is a worker. He works in a big factory. Every day, he travels to work by motorbike. He works from Monday to Friday. He doesn't work on Saturday and Sunday.

**** Choose True (T) or False (F):(Chọn đúng hay sai):***

a) Huong lives in a small house in the city. ……..
b) There is a rice paddy to the left to the house. …….
c) Huong's house is beautiful. …….
d) Her father works 6 days a week. …….

**** Answer the questions (Trả lời câu hỏi sau):***

a) What is there in front of the house?
b) Is it noisy?
c) What does her father do?
d) Does he work on Saturday and Sunday?

2. My name is Lan. I'm thirteen years old and I'm a student. I have a sister. Her name is Hoa. She is twenty. We live in a house with our mother and father. Our house has a big yard. There are a lot of trees around the house. In the neighborhood, there is a hospital and a post office. There is a rice paddy near our house.

**** Choose True (T) or False (F):(Chọn đúng hay sai):***

a) Lan is thirteen years old.
b) She lives in an apartment with our mother and father.
c) There aren't any trees around the house.
d) There is a hospital and a post office near her house.

**** Answer the questions (Trả lời câu hỏi sau):***

a) How many people are there in Lan's family?
b) How old is her sister?
c) Is there a rice paddy near her house?
d) What are there around her house?

3. This is my friend. Her name is Linh. She goes to school from Monday to Saturday. Her school is on Nguyen Tat Thanh Street and it is big. It has five floors. Linh's classroom is on the third floor. She is in grade 6 class 6B. There are thirty two students in her class. Linh starts classes at 2 o'clock in the afternoon and finishes at 4.30. On Monday, she has math, literature and English. After school, she plays badminton with her friends. She goes home at 5.30.

**** Choose True (T) or False (F):(Chọn đúng hay sai):***

a) My friend goes to school from Monday to Saturday. …….
b) Her school has four floors. …….
c) Linh's classroom is on the last floor. …….
d) After school, she plays volleyball. …….

**** Answer the questions (Trả lời câu hỏi sau):***

a) Where is Linh's school?
…….
b) How many floors does her school have?
……
….
c) What time does she start and finish her classes?
……
….
d) Does she go home at 5 o'clock?

……
……

- Write about your neighborhood, your house, dream house

……
……
……
……
……

- Write about your neighborhood, your house, dream house
- Speaking

- Talk about your personality, house, school, neighbohood and Tet holiday

Period 54: THE FIRST TERM TEST
(Theo đề chung của PGD)