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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 42 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 1: GETTING STARTED**  **HAPPY NEW YEAR!** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Things and activities at Tet  **Pronunciation:**  Sounds: ***/s/*** *and /∫/*  **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 lesson, students will be able to:**

**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 /∫/* 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 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, loudspeaker, projector…

- Students: Text books, ….

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

**III. PROCEDURE:**

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| **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 activitiesrelating to Tet.  **\* Outcome:** Understading more things or activitiesat 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. | | |

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 43: UNIT 6 : OUR TET HOLIDAY**  **Lesson 2: A CLOSER LOOK -1** |

**I. OBJECTIVES:**

**1. Knowledge:**

Extend and practice vocabulary related to "Tet": things, activities and practices

Pronounce and recognize the sounds /s/ and /∫/

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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:**

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| **1. WARM UP & INTRODUCTION (3’- 5’)** | |
| **Aims: Vocabulary**  **- To revise/ teach some words/ phrases related to Tet.**  **\* Content:** Having somewarm-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.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - 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 /∫/ (10’)**  ACTIVITY 4:  **Aim: To help Ss identify how to pronounce the sounds /s/ and /∫/ and practice pronouncing these sounds.**  **\* Content:** Pronounce the sounds /s/ and /∫/ correctly by listening and repeating words.  **\* Outcome:** Ss can pronounce the sounds /s/ and /∫/ 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 underthe words *xach* and *sach* and read aloud the four words.  - Have Ss elicit the difference in the two sounds /s/ and /∫/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 /∫/ correctly in context.**  **\* Content:** Pronounce the sounds /s/ and /∫/ correctly by repeating words in sentences  **\* Outcome:** Ss can pronounce the sounds /s/ and /∫/ 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 /∫/ 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.  - 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. | **5. Listen and repeat the poem. Pay attention to the sounds /s/ and /∫/ 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.  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. | |

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 44 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 3: A CLOSER LOOK - 2** |

**I. OBJECTIVES:**

**1. Knowledge:**

Use *should* and *shouldn’t* to make advice

Use *some* and *any* to talk about quantity

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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, loudspeaker, projector…

- Students : Text books, ….

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

**III. PROCEDURE:**

**Grammar**

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| **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 somewarm-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 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. | **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  **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 :**    **-** 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 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 | **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**  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.  - Check the answers as a class.  - 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. | |

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 45: UNIT 6: OUR TET HOLIDAY**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Introduce New Year’s wishes

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

**2. Competence:**

**-** Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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, loudspeaker, projector…

- Students : Text books, ….

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

**III. PROCEDURE:**

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| **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 somewarm-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).  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 . | **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 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 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. | **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 :**  **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 / *dƷә’pæn/*  Romania /ru’meiniә*/*  Spain /spein/  Switzerland /'switsәlәnd/  Thailand /'tailәnd/ |
| **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 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. | **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.  - 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 | |

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| **Date of planning:……..**  **Date of teaching:** ………..…  **WEEK: …** | **Period 46 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 5: SKILLS-1/ Reading and Speaking** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Develop reading skill for general and specific information about the topic

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

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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, loudspeaker, projector…

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’- 5’)** | | | |
| **(Pre - reading)**  **Aims:**  **- To develop student’s reading skills for specific information (scanning).**  **\* Content:** Having somewarm-up activities to create 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 in contexts if necessary.  - T follows steps to teach new words. | | **+ 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 .  \* Repeat 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. 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.* | | **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 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 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 | | **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 . | |
| **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 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 | | **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:**  **A.** We shoulddress 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: …** | | **Period 47: UNIT 6 : OUR TET HOLIDAY Lesson 6 : SKILLS-2/ Listening and Writing** | |

**I. OBJECTIVES:**

**1. Knowledge:**

- Listen for specific information about preparations for Tet

- Write an email about what people should/ shouldn’t do at Tet

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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, loudspeaker, projector…

- Students: Text books, studying equipments….

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

**III. PROCEDURE:**

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| **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 somewarm-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 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. | **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  - 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.  - 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. | **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  **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 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. | **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  \* 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 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. | **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 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. | |

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 48 : UNIT 6 : OUR TET HOLIDAY**  **Lesson 7: LOOKING BACK & PROJECT** |

**I. OBJECTIVES:**

**1. Knowledge:**

Review the vocabulary and grammar of Unit 6

Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**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, loudspeaker, 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 somewarm-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**  **- 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 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. | **- 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. |
| **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 | |

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***Date of preparing:*** .....................

***Date of teaching :*** ............... **Period 49**: **REVISION FOR THE FIRST TERM**

**Week : 18**

**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.

**+ Skills :** Reading ,listening , speaking skills. Write the contents of a website introducing the city/ town where you live .........

**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 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, loudspeaker, projector…

- Students : Text books, studying equipments….

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

**III. PROCEDURE:**

|  |  |
| --- | --- |
| ***Teacher’s Activities*** | ***Students’ Activities*** |
| **I. WARM UP (3) :** - Greetings.  - Chatting.  **II. PRESENTATION (12’) :**  - Teacher uses different techniques to elicit from Ss  **A.Grammar**  **A.** **The simple present tense** : ( Thì hiện tại đơn)  **1. a. To be** : am / is / are :  (+) S + am / is / are … Ex: She ( be) …**is**…… a student .  (-) S + am / is / are + not…  (?) Am / Is / Are + S + …  **b.** **Ordinary Verbs**  **(+) 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.** **The present progressive tense** ( 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. **The simple future tense** ( Thì tương lai đơn ) .  **(+) S + will / shall + V ( bare – inf ) …**  **(-) S + won’t / shan’t + V ( bare – inf ) …**  **(?) 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,** …  **B.** **Structures** :  **1.** **Comparative of adjectives** ( so sánh của tính từ ).  1A. **Comparative:** ( so sánh hơn )  a. Short adjs : **Adj.- er + than**  b. Long adjs : **More + adj. + than**  1B **.** **Superlatives** : ( so sánh nhất )  a. Short adjs : **The + adj + est …**  b. Long adjs : **The most + adj…**  2**B.** **Structures** :  **1.** **Comparative of adjectives** ( so sánh của tính từ ).  1A. **Comparative:** ( so sánh hơn )  a. Short adjs : **Adj.- er + than**  b. Long adjs : **More + adj. + than**  1B **.** **Superlatives** : ( so sánh nhất )  a. Short adjs : **The + adj + est …**  b. Long adjs : **The most + adj…**  2. **Would you like** + to – inf / Noun …?  3. **Is there a / an …? Are there any …?**  4. **Prepositions** : under , near , next to , behind , between , opposite , in front of …  5. **What about / How about + V – ing …? = Why don’t we +V-inf…?**  6 **.** **Let’s + V–inf ? = Shall we + V– inf ....?**  7 . **I’d like + to – inf = I want + to – inf …**  8. **Enjoy + V- ing = Like + V- ing / to- inf …**  9. **Should + V– inf. = Ought to + V– inf**  10. **Comparison of Nouns** ( so sánh của danh từ )  🟏So sánh nhiều hơn của danh từ đếm được : S1+ V(s/es) + more + Ns + than + S2  -So sánh nhiều hơn của danh từ không đếm được: S +V(s/es) + more + uncount.N+ than+S2  🟏So sánh ít hơn của danh từ đếm được :S + V(s/es) + fewer + N s + than + S2  - So sánh ít hơn của danh từ không đếm được: S + V(s/es) + less + N + than + S2.  Ex: He works 72 hours a week . His wife works 56 hours a week .  🡪He works more hours than his wife .  🡪His wife works fewer hours than he .  Ex: I drink two cups of tea . Lan drinks three cups of tea a day .  🡪I drink less tea than Lan .  🡪Lan drinks more tea than I  - Phrases : **on the left / right , in the middle , different from , interested in , at the back of , on the shelves , on the racks , be good at , learn about** | - Greetings.  - Chatting.  **- T\_ Ss**  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Follow teacher’s instructions.  **- T\_ Ss**  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  **- Ss**  - Do exercises  - Copy |

**V. SUMMARY AND HOME WORK(2’)**

- Learn by heart new

- Do exercise in workbook.

- Prepare new lesson.

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***Date of preparing:*** .....................

***Date of teaching :*** ............... **Period 50**: **REVISION ON THE FIRST TERM**

**WEEK : 18**  **Lesson 2 : WRITING - SPEAKING**

**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.

***+ PRONUNCIATION:***

*Sound /∂*υ */ and /* Λ*/, 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. Compentence:** 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:**

|  |  |
| --- | --- |
| ***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. ->……………………  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. ->…………………  **II. 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.  **III. 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.  **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.  **\* *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.  **\* *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? | - Greetings.  - Chatting.  **- T\_ Ss**  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Copy  **- T\_ Ss**  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  **- T\_ Ss**  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy |

**V. SUMMARY AND HOME WORK(2’)**

- Learn by heart new

- Do exercise in workbook.

- Prepare new lesson.

- Prepare for test .

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**PRACTICE EXERCISE**

**I. Multiple Choice :**

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

***Date of preparing:*** .....................

***Date of teaching :*** ............... **Period 51**: **REVISION FOR THE FIRST TERM**

**Week : 18**

**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 the language items of units 1,2,3,4,5,6 they have studied and the skills they have practiced .

**II. LANGUAGE CONTENTS:**

**- Vocabulary :**- Pronunciation : the sounds : - the sounds /əu / and / [ʌ](http://vi.wikipedia.org/w/index.php?title=Nguy%C3%AAn_%C3%A2m_n%E1%BB%ADa_m%E1%BB%9F_sau_kh%C3%B4ng_l%C3%A0m_tr%C3%B2n&action=edit&redlink=1) /

- pronouncing : / ***z*** / , /***s***/ and /**iz**/.

- The sounds /b /and /p.

- The sounds **/I /and /i:/** .

- The sounds /t /and /st/

- The sounds /s /and /ʃ /

**- Grammar :** - The present simple tense.

- The present progressive tense.

- There is / there are...

- The present continuous tense to talk about future arrangements.

- Adjective to compare things.

- Comparisons and superlatives forms of adjectives.

- To use : Should, shouldn’t. Future simple : will. Won’t + V

***+ VOCABULARY:***

- School things , activities: Những thứ và những hoạt động thuộc về trường học.

- Types of house, Rooms and furniture: Những loại nhà,phòng và đồ đạc trong nhà.

- Body parts and appearance:Những bộ phận cơ thể và ngoại hình.

- Personality: tính cách.

-Words to name places in a neighbourhood: Từ vựng về tên các nơi chốn trong khu dân.

- Words to give directions: Từ vựng để đưa ra những chỉ dẫn về phương hướng(chỉ đường)

- Words to describe a neighbourhood: Từ vựng để tả một khu dân cư.

- Travel items: vật dụng dùng trong khi đi du lịch

- Things in nature: những thứ trong tự nhiên (núi ,sông...)

- Tet things and activities: Những vật và hoạt động trong dịp Tết.

***+ PRONUNCIATION:***

*Sound /∂*υ */ and /* Λ*/, 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 .........

**III. TEACHING AIDS :**

* T: Textbook, laptop, projector....
* St: Textbook.

**IV. PROCEDURES :**

|  |  |
| --- | --- |
| ***Teacher’s Activities*** | ***Students’ Activities*** |
| **I. WARM UP (3) :** - Greetings.  - Chatting.  **II. PRESENTATION (12’) :**  - Teacher uses different techniques to elicit from Ss  **A.Grammar**  **A.** **The simple present tense** : ( Thì hiện tại đơn)  **1. a. To be** : am / is / are :  (+) S + am / is / are … Ex: She ( be) …**is**…… a student .  (-) S + am / is / are + not…  (?) Am / Is / Are + S + …  **b.** **Ordinary Verbs**  **(+) 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.** **The present progressive tense** ( 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. **The simple future tense** ( Thì tương lai đơn ) .  **(+) S + will / shall + V ( bare – inf ) …**  **(-) S + won’t / shan’t + V ( bare – inf ) …**  **(?) 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,** …  **B.** **Structures** :  **1.** **Comparative of adjectives** ( so sánh của tính từ ).  1A. **Comparative:** ( so sánh hơn )  a. Short adjs : **Adj.- er + than**  b. Long adjs : **More + adj. + than**  1B **.** **Superlatives** : ( so sánh nhất )  a. Short adjs : **The + adj + est …**  b. Long adjs : **The most + adj…**  2**B.** **Structures** :  **1.** **Comparative of adjectives** ( so sánh của tính từ ).  1A. **Comparative:** ( so sánh hơn )  a. Short adjs : **Adj.- er + than**  b. Long adjs : **More + adj. + than**  1B **.** **Superlatives** : ( so sánh nhất )  a. Short adjs : **The + adj + est …**  b. Long adjs : **The most + adj…**  2. **Would you like** + to – inf / Noun …?  3. **Is there a / an …? Are there any …?**  4. **Prepositions** : under , near , next to , behind , between , opposite , in front of …  5. **What about / How about + V – ing …? = Why don’t we +V-inf…?**  6 **.** **Let’s + V–inf ? = Shall we + V– inf ....?**  7 . **I’d like + to – inf = I want + to – inf …**  8. **Enjoy + V- ing = Like + V- ing / to- inf …**  9. **Should + V– inf. = Ought to + V– inf**  10. **Comparison of Nouns** ( so sánh của danh từ )  🟏So sánh nhiều hơn của danh từ đếm được : S1+ V(s/es) + more + Ns + than + S2  -So sánh nhiều hơn của danh từ không đếm được: S +V(s/es) + more + uncount.N+ than+S2  🟏So sánh ít hơn của danh từ đếm được :S + V(s/es) + fewer + N s + than + S2  - So sánh ít hơn của danh từ không đếm được: S + V(s/es) + less + N + than + S2.  Ex: He works 72 hours a week . His wife works 56 hours a week .  🡪He works more hours than his wife .  🡪His wife works fewer hours than he .  Ex: I drink two cups of tea . Lan drinks three cups of tea a day .  🡪I drink less tea than Lan .  🡪Lan drinks more tea than I  - Phrases : **on the left / right , in the middle , different from , interested in , at the back of , on the shelves , on the racks , be good at , learn about**  **V. SUMMARY AND HOME WORK(2’)**  - Learn by heart new  - Do exercise in workbook.  - Prepare new lesson.  - Prepare for test 45’ (1) | - Greetings.  - Chatting.  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy  - Follow teacher’s instructions.  - Give feedback.  - Do the teacher’s tasks.  - Do exercises  - Copy |

**REVISION FOR FINAL TEST**

1. **Grammar**

**A.** **The simple present tense** : ( Thì hiện tại đơn)

**1. a. To be** : am / is / are :

(+) S + am / is / are … Ex: She ( be) …**is**…… a student .

(-) S + am / is / are + not…

(?) Am / Is / Are + S + …

**b.** **Ordinary Verbs**

**(+) 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.** **The present progressive tense** ( 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. **The simple future tense** ( Thì tương lai đơn ) .

**(+) S + will / shall + V ( bare – inf ) …**

**(-) S + won’t / shan’t + V ( bare – inf ) …**

**(?) 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,** …

**B.** **Structures** :

**1.** **Comparative of adjectives** ( so sánh của tính từ ).

1A. **Comparative:** ( so sánh hơn )

a. Short adjs : **Adj.- er + than**

b. Long adjs : **More + adj. + than**

1B **.** **Superlatives** : ( so sánh nhất )

a. Short adjs : **The + adj + est …**

b. Long adjs : **The most + adj…**

2**B.** **Structures** :

**1.** **Comparative of adjectives** ( so sánh của tính từ ).

1A. **Comparative:** ( so sánh hơn )

a. Short adjs : **Adj.- er + than**

b. Long adjs : **More + adj. + than**

1B **.** **Superlatives** : ( so sánh nhất )

a. Short adjs : **The + adj + est …**

b. Long adjs : **The most + adj…**

2. **Would you like** + to – inf / Noun …?

3. **Is there a / an …? Are there any …?**

4. **Prepositions** : under , near , next to , behind , between , opposite , in front of …

5. **What about / How about + V – ing …? = Why don’t we +V-inf…?**

6 **.** **Let’s + V–inf ? = Shall we + V– inf ....?**

7 . **I’d like + to – inf = I want + to – inf …**

8. **Enjoy + V- ing = Like + V- ing / to- inf …**

9. **Should + V– inf. = Ought to + V– inf**

10. **Comparison of Nouns** ( so sánh của danh từ )

🟏So sánh nhiều hơn của danh từ đếm được : S1+ V(s/es) + more + Ns + than + S2

-So sánh nhiều hơn của danh từ không đếm được: S +V(s/es) + more + uncount.N+ than+S2

🟏So sánh ít hơn của danh từ đếm được :S + V(s/es) + fewer + N s + than + S2

- So sánh ít hơn của danh từ không đếm được: S + V(s/es) + less + N + than + S2.

Ex: He works 72 hours a week . His wife works 56 hours a week .

🡪He works more hours than his wife .

🡪His wife works fewer hours than he .

Ex: I drink two cups of tea . Lan drinks three cups of tea a day .

🡪I drink less tea than Lan .

🡪Lan drinks more tea than I

- Phrases : **on the left / right , in the middle , different from , interested in , at the back of , on the shelves , on the racks , be good at , learn about**

**C. SPEAKING**

Hình thức kiểm tra:**- Question and Answer: Hỏi và trả lời, Picture description : Tả tranh…..**

Nội dung:

**- Tả một ngôi trường,tả những hoạt động của trường học**

**- Nói và tả về một ngôi nhà, các phòng và đồ đạc trong nhà.**

**- Nói về ngoại hình và tính cách**

**- Nói về những kế hoạch**

**- Miêu tả những thứ trong tự nhiên.**

**- Đưa ra lời khuyên về du lịch.**

**- Nói về những hoạt động trong dịp Tết và những phong tục cổ truyền**

**------------**

|  |  |
| --- | --- |
| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 52 : 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, loudspeaker, 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. | |
| **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.** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Read the passage and match the headings (A, B, C) with the paragraphs.**  - 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 clues. This will help Ss do activity 2 more easily.  Check the answers as a class.  - Check their pronunciation  - Confirm the correct answers | **1. Read the passage and match the headings (A, B, C) with the paragraphs.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions.  **\* Key:**  **1. B 2. C 3. A** |
| ACTIVITY 2 : **PRACTICE EXERCISES**  **Aim: To help Ss practise reading for specific information.** | |
| **2. Read the passage again and choose the correct answer A, B or C**  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 necessary, and correct Ss'pronunciation and intonation. | **2. Read the passage again and choose the correct answer A, B or C**  **- T\_ Ss**  - 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 |
| ACTIVITY 3 : **Speaking**  **Aim: To help Ss practise asking and answering about a place they want to visit and explain why.** | |
| **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.**  **- pair work**  - 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).** | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Mai’s family is talking to a travel 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 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. | **4. Mai’s family is talking to a travel 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.  *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.** | |
| **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**  - Call on one or two volunteers to read aloud their answers. Call for other Ss'commen ts.  Collect some writings to correct at home.  - T collects some writing to give feedback at home.  - Get feedback. | **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.  **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. | |

**==================**