Week: Date of preparation:

Period: Date of teaching:

**HƯỚNG DẪN HỌC/KIỂM TRA**

**1. ĐẶC ĐIỂM CHƯƠNG TRÌNH ANH 6 MỚI**

* Là chương trình tiếng Anh được biên soạn tiếp theo chương trình tiếng Anh ở bậc tiểu học.
* Quan tâm đến 4 kỹ năng nghe, nói, đọc, viết. Trong đó chú trọng phát triển 2 kỹ năng: nghe, nói. (Kiểm tra thường xuyên chủ yếu dành cho kỹ năng nói).
* Vào cuối năm học, học sinh cần đạt trình độ tương đương cấp độ A2 của Khung tham chiếu châu Âu về ngôn ngữ (giai đoạn 1).

**2. PHƯƠNG PHÁP HỌC**

* Tại trường:
* Tập chung nghe giảng, nghiêm túc làm theo các yêu cầu của thầy, cô.
* Hăng hái phát biểu ý kiến xây dựng bài.
* Luyện tập nói tiếng Anh với thầy, với bạn bè, tận dụng mọi cơ hội có thể để tập nói tiếng Anh. Nói đúng trọng âm, ngữ điệu.
* Nắm vững các vấn đề ngữ pháp đã học, các cấu trúc câu. Ghi chép đầy đủ, chính xác.
* Tại nhà:
* Ôn lại bài học ngay khi có tiết học ở lớp.
* Dựa vào các cấu trúc và các ngữ liệu đã học để luyện nói tiếng Anh cùng bạn.
* Làm đầy đủ bài tập trong sách bài tập. Tìm đọc thêm các loại sách tham khảo nếu có thể.
* Thường xuyên học, củng cố và mở rộng vốn từ của mình.
* Viết từ mới và mẫu câu hay vào sổ tay học tập của mình.

**3. GIỚI THIỆU SÁCH GIÁO KHOA**

Sách giáo khoa Tiếng Anh 6 được thiết kế với kênh hình và kênh tiếng phong phú. Mỗi đơn vị bài học được chia thành 7 phần thích hợp cho việc rèn luyện các kỹ năng nghe, nói, đọc, viết, ngữ pháp, ngữ âm và từ vựng.

* Phần 1: Getting started: Giới thiệu từ vựng và ngữ pháp.
* Phần 2: A closer look 1: Luyện từ vựng và ngữ âm.
* Phần 3: A closer look 2: Học ngữ pháp
* Phần 4: Communication: Thực hành nói tiếng Anh.
* Phần 5: Skills 1: Luyện kỹ năng đọc, nói
* Phần 6: Skills 2: Luyện kỹ năng viết, nghe.
* Phần 7: Looking back&Project: Luyện tập, củng cố các kiến thức đã học.

**4. KIỂM TRA ĐẦU NĂM**

**I. Circle the letter before the word whose underlined part is pronounced diffrently from that of these others:**

1) A. kitchen B. fish C. library D. tennis

2) A. that B. those C. bathroom D. thin

3) A. mother B. brother C. Monday D. open

4) A. cat B. Maths C. have D. ball

5) A. six B. sit C. stand D. close

**II. Choose the correct words in brackets to fill in the gaps:**

1) He often travels..........car..........my father (by....for/ by.....with/ with.....by)

2) It........... rainy in summer. (often is/ is often/ often)

3) What did she........ (draw/ drawed/ drew)

4) Do you want to go..........? (swim/ swiming/ swim ming)

5) What........... the matter with you yesterday morning? (is/ was/ were)

**II. Make questions for the answer:**

1) .................................................................? My mother has a fever

2) .................................................................?

Yes, I'm going to Ho Chi Minh city by plane not by car

3) .................................................................?

No, She didn't play football. She played tennis.

4) .................................................................?

Our friends were born in Hanoi

5) ................................................................................................................?

It is about five kilometres from our house to Thang Long Primary school.

**III. Reorder the words to make meaningful sentences:**

1) children/ was/ sister/ with/ month/ What/ ?/ matter/ the/ 's/ My/

2) Is/ often/ warm/ in/ weather/ Spring/ the/./

3) Hoa/ on/ Was/ Hanoi/ born/ in/ 5th/ January/?/

4) did/ do/ Monther/ How/ last/ in/ 's/ often/ Lan/ summer/?/

5) 's/ friends/ Mai/ travelling/ Are/ bike/ house/ by/ to/ ./ her/

**5. Homework (2 minutes)**

- Prepare the next lesson: Unit 1 Getting started.

**6. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

## Lesson 1: GETTING STARTED

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous.

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

3. Formation of behavior: Students will be aware of the importance of school things.

**II. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more social expressions.  To know more new words about school things.  **Production**  To produce and achieve vocabulary about school things. | **A. Warm up**  Teacher asks students to lead in the new lessons  - Ss: answer T’s questions  *+ Are you ready to start the lesson now?*  *+ What do you prepare before going to school?*  - T leads - in the new lesson.  **B. Presentation**  - T writes the unit title on the board. Ask Ss some questions.  - T introduces some words about pollution for students.  - T shows the picture of Getting started.  **\* Vocabulary**  - T uses different techniques to teach vocabulary (situation, realia)  - T follows the steps of teaching vocabulary.  \* Check vocabulary: ***Rub out and remember***.  **C. Practice**  **\* The dialogue.**  ***-*** T sets the scene(using the picture (p.6-textbook)  - Ss look at the pictures or posters and describe as much as they can. The guided questions are provided:   * Who are they? * Where are they? * What are they doing? .....   Why it is a special day?  + *This is Phong and this is Phong’s mother, Mrs. Nguyen. They are at home now.*  + *These are Vy and Duy. They are coming to Phong’s house.*  + *Are they going to school now? Read these statements and guess whether they are T or F!*  **\* *T/ F statements:***  - Ss give their own predictions first, then listen and check their predictions.  *\** **Find the expressions in the conversation and check their meaning.**  - Ss practice role playing using the expressions.  - Ss work in pairs to create short role-plays with the expressions, and then practice them.  - For better Ss: T asks them to extend their conversations).  \* **Matching.**  - T lets Ss match the words with the school things, then listen and repeat  🟋Listen and repeat.  **\* Look around the class – what other things do you have in your classroom? Ask your teacher.**  - T tells Ss to look round the class and draw the pictures and write the words bellow and make sentences with the pictures and the words related to the school things if there is time.  **D. Production**  - Ss listen and read the poem (Exercise 2, p. 7 – Textbook).  - Ss work in pairs: Ss write a poem about the partner basing on the given poem, then read that poem to their partner.  - T calls some Ss to check and correct if necessary.  - Other Ss listen and give comments. | **Chatting**  **Lead - in the new lesson.**  **I. New words:**   |  |  |  | | --- | --- | --- | | 1.be ex'**ci**ted about | (adj): | phấn chấn, phấn khích | | 2. wear | (v): | mặc, đội | | **3.'u**niform | (n): | bộ đồng phục | | 4. smart | (adj): | bảnh bao, nhanh trí | | **5.cal**culator | (n): | máy tính | | 6.'**com**pass | (n): | com pa,la bàn |   **II. 1. Listen and read.**  ***a) T/ F statements:***   |  |  |  | | --- | --- | --- | | ***Statements*** | ***You***  ***guess*** | ***You***  ***hear*** | | 1. Vy and Duy are early. |  |  | | 2. Phong is eating. |  |  | | 3. Duy is Phong’s friend. |  |  | | 4. Duy lives near Phong. |  |  | | 5. Phong is wearing a  school uniform. |  |  |   ***Key:***  1T – 2T – 3F – 4T – 5F  **b) Find the expressions in the conversation and check their meaning.**   * Oh dear! = to express surprise. (*Negative*) * You’ll see = “You’ll find out”. * Come in = to invite sb in. * Sure = “Yes” or “Alright”.   Example Exchange:  S1: *Oh dear. I forgot my calculator.*  S2: *That’s OK, you can borrow mine.*  S1: *Thank you!*  **3. Matching.**   |  |  | | --- | --- | | 1. pencil sharpener | 6. pencil case | | 2. compass | 7. notebook | | 3. school bag | 8. bicycle | | 4. rubber | 9. ruler | | 5. calculator | 10. textbook |   🟋Listen and repeat.  **4. Lookaround the class – what other things do you have in your classroom? Ask your teacher.**  **Learning tip!**  Draw pictures next to new words in your vocabulary book.  ***Example:***   |  | | --- | | D:\tiêng anh lơp 6 tâp1\content\un1\c_imgs\hoc3.png | | calculator |   **2. Listen and read the following poem.**  Get up, Nam  Get up, Nam  You’re going back to school  Your friends are going back to school, too  The new school year starts today  You’ve got nice shoes  You’ve got new pens  Your friends are on their way |

**3. Homework (2 minutes)**

- Revise all the new words related to school things in “Getting started”.

- Practice the conversation.

- Prepare the next lesson: A closer look 1.

**\*Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

- To know new words relating to the topic “school”

- To use the vocabulary to describe school activities.

b. Phonetics: How to distinguish the difference between the two sounds /əʊ/ and /ʌ/.

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

3. Formation of behavior: Students will be aware of the importance of school things.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /əʊ/ and /ʌ/.  **Practice**  To know more words related to some verbs “play, do, have, study”.  .  To distinguish  /əʊ/ and /ʌ/.  **Production**  To use the phrase verbs to make sentences. | **A. Warm - up**  - T asks Ss to make a list of school activities on the board  - T sets the scene to lead in the new lesson: “Phong, Vy and Duy are going to school. At school, they have many activities. Do you think that at school, you have the same activities as these students? Let’s find more information in our lesson today.”  **B. Presentation**  **\* Vocabulary**  - Ss read the information in the table and draw a line from a symbol in column A to matching word in column B and meaning in column C.  - Ss work in pairs to compare their answers before giving T the answers.  **\* Pronunciation**  - Ss listen and pay attention to the T’s lip position for two sounds /əʊ/ and /ʌ/.  -T plays the recording, lets Ss listen and repeat  - T calls some Ss to practice the words to check their pronunciation.  **\* Listen and repeat. Pay attention to how the understand part is pronounced.**  - Ss read out the words first. Then play the recording for them to listen and repeat the words.  - T plays the recording as many time as necessary.  **C. Practice**  **\* Listen and repeat the words.**  - Ss listen and repeat all the words in part 1 P8.  - T plays the recording and let Ss listen  - T plays it again and pause for them to repeat each word.  - T corrects their pronunciation.  - Ss listen and read then check your answer for the last question.  **\* Put the words into groups.**  - Ss work in pairs, put the words in **1** into groups.  - T gets feedback and explain to Ss which words go with each verb.  **\* Gap filling.**  - T gives Ss some questions.  ? How many sentences are there in 3.  ? Are they completed?  ? Copy the numbers.  - Ss put one of the given words in each blank individually.  - T asks some Ss to write on the board, then checks their answers.  \* **Listen and group the words.**  - T plays the tape twice.  - Ss work individually to put the words into two groups.  - T checks your answers in groups.  - Two students write on the board.  - T corrects Ss' mistakes if necessary.  **\* Listen and repeat. Underline the sounds**/**əʊ/ and /ʌ/ youhear**.  - Ss listen and repeat 6 sentences, then underline the sounds /əʊ/ and /ʌ/ they hear.  **D. Production**  - Ss write sentences about yourselves using the combinatiions above.  - T lets some Ss read their sentences. | **Game: Network**  School activities  **I.**  **1. Vocabulary**   |  |  |  | | --- | --- | --- | | 1. '**phy**sics | (n): | môn vật lý | | 2. '**ju**do | (n): | môn võ nhu đạo | | 3. hope | (v: | hy vọng | | 4. ride (rode) | (v): | đi (xe máy), cưỡi | | 5. month | (n): | táng | | 6. post | (v: | gủi |   **2. Pronunciation**  Two sounds /əʊ/ and /ʌ/.  **(5)Listen and repeat. Pay attention to the sounds /əʊ/ and /ʌ/.**  **II. Practice**  **Vocabulary**  **1. Listen and repeat the words.**  **2. Put the words into groups.**   |  |  |  |  | | --- | --- | --- | --- | | **play**  football  music | **do**  homework  judo  exercises | **have**  school lunch  lessons | **study**  physics  English  history  vocabula-ry  science |   **3. Gap filling.**  ***Key:***  1. I do homework with my friend, Vy.  2. Duy plays football for the school team.  3. All the lessons at my new school are interesting.  4. They are healthy. They do judo every day.  5. I study maths, English and science on Mondays.  **6.Listen and group the words.**  ***Key:***   |  |  | | --- | --- | | /əʊ/ | /ʌ/ | | rode; don’t; hope; homework; post | some; Monday  month ; come ; one |   **7**. **Listen and repeat. Underline the sounds/əʊ/ and /ʌ/youhear**.  ***Key:***  1. They are going to open a new library.  2. I’m coming home from school.  3. His brother eats lunch in the school canteen.  4. The new school year starts next month.  5. My brother is doing his homework.  6. He goes to the judo club every Sunday.  **4.Write sentences about yourself using the combinations above.** |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous.

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

3. Formation of behavior: Students will be aware of specific information about schools and talk about school activities, subjects and what Ss do at school.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use  Present simple and present continuous.  **Practice**  To practice  thepresent simple.  To practice  thepresent continuous.  **Production**  To produce and achieve how to use present simple and present continuous. | **A. Warm - up**  - T elicits some words form Ss  - Teacher divides the class into two teams.  - Ss go to the board, listen to the teacher and slap on the correct words in 2 groups.  - Teacher gets feedback  -> Today we are going to learn about school activities and subjects.  **B. Presentation**  **Model sentences:**  - T has Ss underline the verbs in each sentence and elicits the form, use and meaning of the Present Simple tense: *What tense is used in these sentences? When do we use the Present Simple tense?* ( … *to talk about one’s habits and hobbies*)  - Ss look at the Remember boxes to revise the Present Simple tense and present continuous.  **\***   |  | | --- | | **Listen to part of the conversation from Getting Started again.D:\tiêng anh lơp 6 tâp1\content\un1\c_imgs\listen_icon.png Then find and underline the present continuous form.** |   - T asks Ss to refer to the conversation in Getting started. T can ask Ss to focus on the verbs used in the present continuous. Play the recording again and ask Ss to listen and follow the conversation on page 6.  - Ss listen and underline the present continuous form:  **C. Practice**  **\* Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**  - T asks Ss to look at the picture on page 9.  ? Who are they?  - Miss Nguyet is interviewing Duy for the school newsletter.  - Ss read the conversation and give the correct tense of the verbs in brackets.  - Ss work individually in 5 minutes.  - Ss share the answers with your partner.  - T gets feedback orally.  **\* Correct the sentences according to the information in 1 above.**  - Ss refer to the interview, underline the mistake and write correct sentences in your notebooks.  - T gets some students to write on the board.  **\* Work in pairs. Make questions then interview your partner.**  - Ss work in pairs. Take turns to ask questions and give answers. T goes round and corrects mistakes or gives help when and where necessary.  **\* Complete the sentences with the correct form of the verbs.**  - Ss do this exercise individually, then compare their answers with a classmate.  - T calls on some Ss to write their answers on the board.  - T asks other for comments.  - T corrects any mistakes.  - T gives them the suggested sentences.  **\* Choose the correct tense of the verbs.**  - T asks Ss to do the task by themselves or in pairs. Correct their mistakes (asks why they use the present simple or the present continuous, focusing on the context of the sentences such as use of adverbs of time: *now*, *on Monday* and *Saturday* …, or the command: *Look*! …)  - Ss discuss any common mistakes and provide further practice if necessary.  **D. Production**  **\* Underline the verbs Writing.**  *-*Ss underline things that often happen or are fixed. Then underline things that are happening now.  - Ss discuss with your partner if necessary.  **\* Compare Vy's first week with yours.**  - Ss work individually to compare your first week with Vy's. | **Slap the boarb**  *new school, friends, teacher, bicycle, library, homework, play footbal, great.*  **I. Grammar**  **1. The present simple**  **Positive**  I/ you/ we/ they + V (work/ study)  He/ she/ it + V-s/ V-es (works/ studies)  **Negative**  I/ you/ we/ they + don’t/ do not + V (don’t/ do not work/ study)  He/ she/ it + doesn’t/ does not + V (doesn’t/ does not work/ study)  **Questions and short answers**  - Do I/ you/ we/ they + V (work/ study)?  Yes, I/ you/ we/ they do.  No, I/ you/ we/ they don’t.  - Does he/ she/ it + V (work/ study)?  Yes, he/ she/ it does.  No, he/ she/ it doesn’t.  **2. The present continuous**  **Positive**  I ***am***  You/ we/ they ***are***+ V-ing (studying)  He/ she/ it ***is***  **Negative**  I ***am***  You/ we/ they ***are*** + not V-ing (not studying)  He/ she/ it ***is***  **Questions and short answers**  ***Am*** I  ***Are*** you/ we/ they + V-ing?  ***Is*** he/ she/ it  Yes, you/ we/ they ***are***.  No, he/ she/ it ***isn’t***.  **(5)**   |  | | --- | | **Listen to part of the conversation from Getting Started again.D:\tiêng anh lơp 6 tâp1\content\un1\c_imgs\listen_icon.png Then find and underline the present continuous form.** |   ***Key:***  *is knocking* …, *is having* …, *are wearing*  **II. Practice**  **1. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**  ***Key:***   |  |  | | --- | --- | | 1. has  2. Do you have  3. love  4. Does Vy walk  5. ride | 6. teaches  7. doesn't play  8. reads  9. go  10. do |   **3. Correct the sentences according to the information in 1 above.**  ***Key:***  1. Duy lives near here.  2. Duy likes/ loves his new school.  3. Vy and Duy ride to school.  4. Mr Quang teaches Duy English.  5. At break time, Phong reads in the library.  **4. Work in pairs. Make questions then interview your partner.**  ***Key:***  1. Do you ride your bicycle to school?  2. Do you read in the library at break time?  3. Do you like your new school?  4. Do your friends go to school with you?  5. Do you do your homework after school?  **6.Complete the sentences with the correct form of the verbs.**  ***Key:***  1. am not playing  2. are studying  3. aren't doing  4. am having  5. are riding  **7. Choose the correct tense of the verbs.**  ***Key:***  1. are having  2. wears  3. starts  4. is watching  5. are skipping    **8. Read Vy’s email to her friend.**  **a. Underline things that often happen or are fixed. Then underline things that are happening now**.  How are you? This is the first week at my new school. Now, I*’m doing* my homework in the library. I have lots to do already!  I have lots of friends, and they are all nice to me. We study many subjects – maths, science, and English of course!  I have a uniform, but I don’t wear it every day (only on Mondays and Saturdays). I have lessons in the morning. In the afternoon I read books in the library or do sports in the playground. How is your new school? Do you study the same subjects as me? Do you play badminton with your friends?  School starts again next Monday. It’s late now so good night.  Please write soon!  **b. Compare Vy's first week with yours.**  - Suggested answers:  + Both Vy and I are having an interesting first week.  + I wear my uniform every day, but Vy wears her uniform only on Mondays and Saturdays |

**3. Homework (2 minutes)**

- Remember the rules and forms of the Present Simple and Present Continuous tense.

- Do Exercise B 4, 5 (p. 5 – Workbook).

- Prepare the next lesson: Communication.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous to express their opinions about good friends.

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

3. Formation of behavior: Students will be interested in how to become good friends at school.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words to express their opinions about good friends.  **Practice**  To know how to become good friends at school. | **A. Warm up: Chatting**  - Teacher gets 2 students to talk about what he/she does everyday and what he/she is doing now in front of the class.  - Teacher makes remarks and gives the two students marks.  \* Interviewing:  - T pretends to be a new classmate;  lets Ss ask questions to make friend   * Ss ask questions.   - T give comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend".  **\* Extra vocabulary:**  - T elicits new words from ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & corrects their pronunciation.  - T corrects& asks Ss to copy the words/  →***Check – vocabulary:*** “Slap the board  **B. Practice**  **\* Making friends**  - T shows the extra-board listing the questions in 1 (P11) then asks Ss to work in groups to decide which questions should be used to ask a new friend.  - T explains that we should not ask a new friend personal question such as 3, 5, 8.  - T lets Ss add more questions to the list.  **\* There is a quiz for students in the new school newsletter. Read the questions.**  - Network: T asks Ss to give adjectives to describe qualities of a good friend. Ss can give as many words as possible.  Suggested answers: *friendly – kind – nice – helpful – cheerful – considerate – thoughtful – generous – humorous – gentle – etc.*  - T divides the class into groups of 4 or 5. Ss take turns to interview the other members, using the questions given:  - T chooses some Ss to present to class about their good friends and why they are good friends.  Suggested answer: Trung is one of my good friends. He is very helpful. He is always ready to help everyone. He is friendly, too. It’s very nice to make friends with him. Talking to him is very interesting because I think he is a little humorous. | **Chatting**  - *Hello, I am..... Everyday I.....*  - Whole class listen, find out mistakes (if any)  - Teacher - Students  **Extra vocabulary:**  + Pocket money (n): tiền tiêu vặt.  + Remember (v): nhớ.  + Share (v): chung, chia sẻ.  + Help (v): giúp đỡ.  +Classmate (n): bạn cùng lớp.  **Activity 1.**  **Game: Making friends**  **Activity 2. There is a quiz for students in the new school newsletter. Read the questions.**  1. Do you remember all your new classmates’ names?  2. Do you help your teacher in class?  3. Do you share things with your classmates?  4. Do you keep quiet when your teacher is talking?  5. Do you play with your classmates at break time?  6. Do you help your classmates with their homework?  7. Do you travel to school with your classmates?  8. Do you listen when your classmates are talking? |

**3. Homework (2 minutes)**

- Learn the new words by heart. Find more adjectives to describe characters of a good friend.

- Write-it-up: Choose 1 of these two topics

+ Write a short passage about one of your good friends.

+ Write a short passage about friendship.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for specific information about schools, read e-mails and web pages**,** express their ideas about the school they like.

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading for specific information about schools, e-mails and web pagesand expressing their ideas about the school they like.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  **Post - reading**  To give opinions about one school. | **A. Warm - up:**  - T gives Ss questions and Ss share ideas.  **B. Reading**  **1. Pre - reading**  **T sets the scene:**  - T sets the scene: *Look at the pictures. What do they tell you about the schools?*  - Ss are encouraged to give as many ideas as possible to talk about 3 schools in 3 pictures given in the Textbook.  - Suggested answers:  + PLC Sydney is in Sydney, Australia. It is for girls only. Students wear uniform when they go to school.  + An Lac is a LowerSecondary School. We can see some girls dancing in the school playground.  + Vinabrita is an international school. It has big buildings.  **\* Checking predictions.**  - T tells Ss to read the three passages quickly and check their predictions.  - T sets a strict time limit to ensure Ss read quickly for information.  **\* Finding the new words.**  - T has Ss read the passages again, and thenunderline the words in the passages.  - Ss are encouraged to give the meaning of the words, or explanations, or examples, or the Vietnamese equivalent.  - T emphasizes the context of the words.  **2. While - reading**  **\* Gap-filling:**  - T sets a longer time limit for Ss to reread the text and find words to finish the sentences. Ask Ss to note where they found the information that helped them complete the sentences.  - Ss can compare answers before discussing them as a class.  **3. Post - reading**  - T asks Ss to refer back to the three schools.  - T elicits some backgrounds of the schools from Ss and  - T has Ss answer the questions: Which school (among the three above) would you like to go? Why?  - Ss complete the table in their notebooks.  - T divides the class into groups of 4 or 5 and lets them discuss their answers to the questions, and adds their reasons. When they finish, T asks some Ss to talk to the class, then the class give their comments on their friends’ content, pronunciation, fluency, language (grammar, use of words …), body language, etc.  - T discusses any common errors and provides further practice if necessary. | \* Chatting: What do you like or dislikes about our school?  **Reading**  **New words.**  1. boarding (n): nội trú.  2. surround (v): xung quanh.  3. international (a): thuộc về quốc tế.  4. creative (a): sáng tạo.  + It is a ***boarding*** school.  → boarding school (n) A school where students live as well as study.  + The school is ***surrounded*** by mountains and green fields.  → (to) surround:Mountains and green fields are around the school.  + VinabritaSchool is an ***international*** school for students from year 1 to year 12. … students learn English with English speaking teachers.  → international (adj) Students studying in that school come from many countries in the world.  + Some ***creative*** students do drawings and paintings in the art club.  → creative (adj) Having a lot of imagination to invent/ produce new ideas or things.  **3. Now read the text again and complete these sentences.**  ***Key:***  1. Students live and study in a *boarding* school. They only go home at weekends.  2. *Vinabrita* has an art club.  3. There are girls’ schools in *Australia* .  4. Around An Lac School, there are green fields and *mountains* .  5. At Vinabrita School, students learn English with *English speaking teachers*.  **Speaking**  **- Take notes on the board (if possible).**   |  |  | | --- | --- | | **PLC Sydney**  **(Presbyterian Ladies**  **College Sydney)** | an international school  for girls from kindergarten  to year 12 in Sydney, Australia. | | **An Lac Lower**  **Secondary School** | a small school in  a mountainous region in  Son Dong Dist, Bac Giang  Province. | | **Vinabrita School** | an international school  for Ss from year 1 to  year 12 in Ha Noi. |   **- Complete the table in their notebooks.**   |  |  |  | | --- | --- | --- | | **Name of**  **school** | **Reasons**  **you like it** | **Reasons you**  **don’t like it** | |  |  |  | |

**3. Homework (2 minutes)**

- Learn the new words by heart.

- Do Exercise D1, 2, 3 (p. 7, 8 – Workbook)

- Prepare for the Project (p. 15 – Textbook): Work in groups of 6 and discuss your dream school, using the pictures and your imagination, then write about it and illustrate your writing.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can review some words about school; listen to get specific information about life of a student at PLC Sydney school; make them master how to write a webpage for their school.

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous.

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in knowing how to write a webpage for their school.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| Warm - up  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehend the content of the listening text.  **Writing**  **Pre-writing**  To take notes some ideas.  **While - writing**  To know the rules of **punctuation.**  **To create a webpage for your school.** | **A. Warm - up**  - T asks Ss to refer back to the reading: PLC Sydney (Ss have to give the full name).  **A. Listening**  **1. Pre - listening**  T sets the scene: Susie Brewer is a student at PLC Sydney. She is talking about her school. Listen to her talk to know more about her daily life. But first of all, give your own predictions about Susie.  - T/ F predictions:  Exercise 1 (p. 13 – Textbook)  1. Susie … being at a girls’ school  A. likes B. doesn’t like  2. Susie’s favourite teacher is her … teacher.  A. maths B. science  3. Today, Susie … .  A. is wearing her uniform  B. isn’t wearing her uniform  4. Susie studies … for three hours a week.  A. English  B. Vietnamese  5. Susie does her homework … .  A. at break time  B. in the evening  **2. While - listening**  **\* Susie is a student at PLC Sydney. Listen and choose the correct answers.**  **-** T plays the recording. Ss listen to the talk twice to choose the correct answers as they listen.  - Ss share their answers with their partners and pair compare.  - T plays the recording once more time to check with the whole class.  **B. Writing**  **1.Pre-writing**  **A webpage for your school.**  - T lets the Ss listen to the first sentence from Susie’s talk and takes notes that sentence on the board without care about punctuation: “hi my name’s Susie brewer”  - T elicits Ss’ comments about this sentence.  - T tells the class the importance of punctuation marks.  - T allows some time for the Ss to study the Writing tip (p. 13 – Textbook) and explains to them the new words and punctuation marks. **2. While-writing**  **\* Can you correct the punctuation in these sentences?**  **-** Ss correct the punctuation in the sentences in their notebooks.  - T calls 5 Ss to write the 5 sentences on the board.  - T lets the class comment and check, and then T finally gives correction.  **\* Can you correct the passage? Write the correct version.**  Ss correct the passage and write the correct version.  - T calls 2 Ss to write on the board and check with the whole class.  **3. Post writing**  **\* Create a webpage for your school.**  First, Ss brainstorm for the language necessary for writing. Ss should try to answer all the questions given to write their draft first.  - T allows Ss to refer back to the reading for useful language, and note interesting expressions and language on the board.  Example:  + … from age four to age eighteen  + … from all over …  + study subjects like …  + The school is surrounded by …  + see some girls dancing in the …  + with English speaking teachers  + join many interesting clubs  + creative students  + do drawings and painting  - T can also show a webpage to inspire Ss: (webpage below)  - Ss write a paragraph of about 80 words about their school, covering as many ideas as possible of the answers to these questions.  - T reminds Ss to use suitable punctuation, structural elements, linking words, etc. | **Brain storming**  + Do you remember the school in Sydney mentioned in the previous reading passage?  + What is that school’s name? It’s full name, please! (Presbyterian Ladies’ College Sydney)  + What is special about that school? (a boarding school for girls).  **New words.**   1. Favorite (a): yêu thích. 2. Uniform (n): đồng phục. 3. Webpage (n): trang web. 4. Capital letter (n): chữ cái viết hoa.  |  | | --- | | **1. Susie is a student at PLC Sydney. Listen and choose the correct answers.** |   + Answer key: 1A 2A 3B 4B 5A  + Tape script: Hi. My name’s Susie Brewer. I’m eleven years old. I’m now in grade 6 at PLC Sydney. I like it here, as I like to study in a girls’ school. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs Susan McKeith. She teaches us maths. I have three hours to study Vietnamese in the afternoon. Usually I do my homework at break time. We wear our uniform every day, but today we aren’t, as we’re going to have an outing to Taronga Zoo.  **Writing**   |  | | --- | | **1. A webpage for your school** |   **Writing tip - good punctuation**  Does your writing have correct punctuation?  Capital letters for: starting sentences, names, days and months, the pronoun and places.  Pauses and endings: commas to separate long sentences and lists of things. Full stops, question marks, or exclamation marks are put at the end of sentences.  **2.Can you correct the punctuation in these sentences?**  1. School starts on the 5th September.  2. Does he live in Ha Noi?  3. I'm excited about the first day of school.  4. Are you doing your homework?  5. We're having an English lesson in class.  **3. Can you correct the passage? Write the correct version.**   |  | | --- | | **4. Create a webpage for your school** |   Hi, I’m Phong and I’m from Ho Chi Minh City. I wear my uniform to school every day. My favourite teacher is Mr. Trung. He teaches me science.   |  | | --- | | **Think of title.**  **Write an introduction - use the introductions on page 10 to help you.**  What is the name of the school?  Where is the school?  How many students does the school have?  What do students do at school?  What is your great/interesting/fun about your school?  What is your school day like?  What do you do in the morning?  What do you wear?  What subject do you like?  What do you do at break/lunch time?  What activities do you do?  What do you do after school? | |

**3. Homework (2 minutes)**

- Finish Exercise E-Writing 1, 2 (p. 9 – Workbook)

- Prepare for the Project (p. 15 – Textbook): Work in groups of 6 and discuss your dream school, using the pictures and your imagination, then write about it and illustrate your writing.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: MY NEW SCHOOL

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:**By the end of this lesson, students can revise and make the use of all the target knowledge in unit 1 and do a project about their dream school.

1. Knowledge:

a. Vocabulary: The lexical items related to school things around class.

b. Grammar: Present simple and present continuous.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “school thing”.  .  **Grammar**  To revise present simple.  To revise present continuous.  **Communication**  To practice communicating | **Practice**  **Vocabulary**  **\* Write the words that match the pictures.**  - T asks Ss to write the wordsthat match the pictures individually in 1 minute.  - T lets them give write their answers on the board.  - T corrects mistakes  - Ss look at the pictures and repeat the words.  \* **Match A with B.**  - Ss work individually to match the words in A with the ones in B in 2 minutes.  - Ss give answers and write on the board.  - T checks.  **\* Listen and write down the words you hear.**  - Ss look at exercise 3 in 30 seconds.  - Ss listen and write down the words you hear in the correct places.  - T plays the recording twice.  - Ss listen then write the answers.  - T asks Ss to write the answers on the board.  - Ss listen to the tape one more time to check.  - T gives correction.  **Grammar**  **\* Complete the sentences using present simple.**  - T asks Ss to fill the verbs in the gaps with the present simple tense in 3 minutes.  - Ss read the answers; T. corrects and explains if necessary.  **\* Complete the sentences using present continuous.**  - T asks Ss to fill the verbs in the gaps with the present continuous tense in 3 minutes.  - Ss read the answers; T corrects and explains if necessary.  **\* Complete sentences with the correct form of the verbs.**  - T asks Ss to fill in the gaps with the correct form of the verbs in 3 minutes.  - Ss read the answers; T. corrects and explains if necessary.  **Communication**  **\* Matching.**  - T asks Ss to work individually to match the questions with the answers in 1 minute.Finished! Now you can………  **\* Role-play.**  - Ss to work in pairs then play roles the questions and the answers in 3 minutes.  - T calls some pairs to show in front of the class. | **Vocabulary**  **Activity 1: Write the words that match the pictures.**  ***Key:***  1. Dictionary 4. notebook  2. Uniform 5. compass  3. Pencil sharpener 6. calculator  **Activity 2: Match A with B.**  ***Key:***  1. b  2. c  3. a  4. d  **Activity 3: Listen and write down the words you hear**.  Key:  Play: sports, badminton, music.  Do: morning exercise, homework  Study: new words, geography.  Have: English lesson, a new book.  **Grammar**  **Activity 4***.* **Complete the sentences using present simple.**  ***Key:***  1. comes  2. don’t  3. walks  4. do  5. teaches  6. play  **Activity 5.Complete the sentences using present continuous.**  Key:  1. are doing  2. are riding  3. is studying  4. is having  5. am walking  6. is teaching  **Activity 6. Complete sentences with the correct form of the verbs.**  Key:  1. lives  2. is  3. has  4. is walking  5. go  6. study  7. are working  8. loves  **Communication**  **Activity 7. Matching.**  ***Key:***  b-g d-f e-a h-g  **Activity 8. Role-play.**  Example:  How many classrooms are there in your school?  - 12.  Who teaches math at your school?  - Mr Dieu and Miss Nhan. |

**3. Homework (2 minutes)**

- Ask Ss to write their dream school at home using the pictures and their imagination.

- Prepare for the next lesson: Unit 2: Getting started.

**\* Feedback**

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