**Introduction**

*Planning date:*

*Teaching date:*

Week: 01 Period: 01

**I. Aims and Objectives**

By the end of the lesson, ss will be able to know about programs, plans and the requirements to learn the lesson

**II. Teaching aids**

1. Teacher’s aids: Board, course book, exercise book
2. Students’ aids: student book, notebook

**iii. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  10’  5’  20’  5’ | **I.Introduction**  -Focus on 4 skills: reading, listening, speaking and writing; especial, listening and speaking skills.  -By the end of the school year, ss can gain level A2.1  **II.Programs in the textbook**  -This book is edited with colorful pictures.  - total unit: 12  - 7periods / unit: 7 parts  + Getting started: Introduce about vocab + grammar  + A closer look 1: Practice vocab + phonetic  + A closer look 2: Learn about grammar  + Communication: pratice speaking.  + Skills 1: pratice reading + speaking  + Skills 2: pratice writing + listening  + Looking back&Project: pratice and consolidate all learned things in the lesson.  **III.Plans of test**  1.Oral test: 1  2.Short test (15 min): 3  3.Written test (45 min): 2 : will be informed 1week before the test  4.Semester test (45min): 1  **IV.Requirement**  1.At school:  -Ss listen to the teacher, follow all commands  -Practise speaking, work in pairs/ groups.  -Take note and write down on the notebook  2.At home  -SS learn by heart the vocab + structure  -Do exercises given by the teacher  -Read and do exercise in other references if possible  **V.Homework**  -Prepare unit 1: Getting started  -Find new words | -Listen and write individually  -Listen and write individually  -Listen and write individually  -Take note |

**Unit 1: My new school**

*Planning date:*

*Teaching date:*

Week: 01 Period: 02

**Getting started**

|  |  |
| --- | --- |
|  |  |

**I. Aims and Objectives**

By the end of the lesson, ss will be able to listen and read for specific information about a special day then practice listening and speaking with the lexical items related to the topic "My New School".

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It's a long lesson with a lot of new words, there may not be enough time for all the activities.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
|  | **I.Warm up: Chatting**  - Teacher introduces himself and gets some students to introduce themselves.  - Teacher writes on the board: A special day  ? Tell me "A special day" in vietnamese.  ? What is your special day?  ? Why is it special for you?  ? What makes you remember the most?  - > We are learning about Phong, Vy and Duy's special day.  **II.Vocabulary**   * **excited** /ɪkˈsaɪtid/ (adj) : phấn chấn, phấn khích * **wear** /weə/ (v): mặc, đội * **uniform** /ˈjuː.nɪ.fɔːm/ (n): đồng phục * **smart** /smɑːt/ (adj): bảnh bao, nhanh trí * **calculator** /ˈkæl.kjə.leɪ.tər/ (n): máy tính * **compass** /ˈkʌm.pəs/ (n): la bàn   \*Check: Recall  **III.Listen and read**  \* Set the sences:  ? Look at the picture on page 6  ? Who are they?  ? What is Phong doing?  ? Who are Vy and Duy?  ? Why is it a special day for them?  *- We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*  - Play the recording twice.  ? Listen and read then check your answer for the last question.  **IV.Practice**  ***1. True or False (1a P7)***  ? Run through the statements.  ? Work individually.  ? Share answers with your partner.  - Teacher gives feedback  *Key:*  1. T 2. T 3. F 4. T 5. F  ***2. Guessing the meaning (1b. P7)***  ? Refer back to the conversation to find the expression.  ? Practise sayiang them.  ? What do they mean.  - Teacher explains  **Key:**  1. used to express surprise (nagative)  2. "You'll find out  3. used to invite sb in  4. used to say "yes/alright"  ***3. Role play (1c P7)***  ? Role play the short conversation.  - Divide the class into four groups  ? Create short role-plays with the expressions in groups.  - Have some pairs role play in front of the class.  ***4. Listen and read the poem (2 P7)***  ? Look at part 2 p7 then listen to the poem.  - Play the recording.  \* Comprehension questions:  a. Who is the poem about?  b. Who is going back to school?  c. What does he have?  ? Which words can we replace to make a new one about your partner?  ? Work in pairs and write a poem about your partner.  - Have some students read their poem aloud.  ***Key:***  a. It's about Nam.  b. His friend is.  c. He has nice shoes, new pens.  ***5. Listen and match (3 P7)***  ? Run through all the words given.  ? What are these words about?  ? Match each word with a sutable pictures.  - Play the record  ? Listen and repeat then check your matching  ***Key:***  1- b 2- e 3- j 4- d 5 - c  6- i 7- f 8- a 9- g 10- h  IV.Production  ***What other things do you have in your class?***  ? Look around the class.  ? What school things do you have around you?  ? Make up sentences with the words if there is time.  **V.Homework**  - Learn by heart all new words.  -Do exercise A2 (p.3), B3, 5 (P.4,5) (Workbook)  -Prepare for the next lesson: Unit 1: Closer look 1. | - Listen and answer individually  - Repeat in chorus and individually  - Copy all the words  - Answer individually  - Listen and read  -Read one by one  -Individual  - Refer back to the dialogue then find the expressions.  - Read in chorus.  -Whole class  - Rople play  Group1: "Oh, dear"  Group2: "You'll see"  Group3: "Come in"  Group 4: "Sure"  -Whole class  -Individual  -Pair work  -Individual (Write the poem and read aloud)  - Listen and repeat  -Individual  *- table, desks, board, pictures.....*  -Take note | **T- Ss**  **T- whole class**  **-Individually**  **Individually**  **T-Ss**  **Group of**  **4**  **Individually**  **Pair work**  **Individually**  **T-Ss** |

*Experiments:*

**Unit 1: My new school**

*Planning date:*

*Teaching date:*

Week: 01 Period: 03

**A closer look 1**

**I. Aims and Objectives**

By the end of the lesson, ss will be able to:

- Pronouce correctly the sounds /əu / and / ʌ/ in isolation and in context; Use the combinations: to study, to have, to do, to play + Noun.

- Improve their listening skill, wrting skill and pronunciation.

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may get confused when practising the sound /əu / and / ʌ/.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **5’**  **5’**  **10’**  **5’**  **2’** | **I.Warm up:** Kim’s game  ? Look at the picture on page 8 in 20 seconds and try to remember as many words as possible.  - Teacher divides the class into two teams.  ? Go to the board and write the words  - Teacher gets feedback  -> Today we are going to learn some more combinations about school.  **II. Presentation**  ***1.Pre-teach vocab***  -physics (n): Môn vật lý  - judo (n): võ ju đô  - hope (v): hy vọng  - post (v): gửi  \*Check: R.O.R  ***2.Listen and repeat the words (1 P8)***  - Play the recording.  - Play it again and pause for Ss to repeat each word.  - Correct their pronunciation.  ***3. Put the words into groups (2 P8)***  - Ask Ss to put the words in **1** into groups.  - Explain to Ss which words go with each verb.  *Key:*   |  |  | | --- | --- | | play | *football, music* | | Do | *homework, judo, exercise* | | have | *school lunch, lessons* | | study | *Physics, English, history, vocabulary, science.* |   ***4. Gap filling (3 P8)***  ? How many sentences are there in 3 P8  ? Are they completed?  ? Copy the numbers.  ? Put one of the given words in each blank.  - Ask some Ss to write on the board, then check their answers.  **Key:**1. homework 2. football 3. lesson  4. judo 5. Science  ***5. Writing (4 P8)***  ? Write sentences about yourselves using the combinations above.  - Let some Ss read their sentences.  *Example:*  I/We have English lessons on Tuesday and Thursday.  **III. Pronunciation**  ***1.*** /əu / and / ʌ / ***(5 P8)***  - Explain how to make the two sounds.  ?Listen and repeat. Pay attention to the sounds/əu /,/ ʌ/  ***2. Listen and group the words (6 P8)***  - Play the tape twice  ? Work individually to put the words into two groups.  ? Check your answers in groups.  - Have two students write on the board.  - Correct Ss' mistakes if necessary.  **Key:**  Sound /əu /: rode, don't, hope, homework, post.  Sound / ʌ /: some, monday, month, come, one  **IV.Production: *Find out the souds*** /əu / and / ʌ/  - Look at part 7-P8.  - Play the recording twice.  - Help them to recognize two sounds.  - Ask ss to underline them in the sentences.  *Ex: We don't have music tooday.*  **V.Homework**   * Prepare for the next lesson: Unit 1: Closer look 2. * Practise sounds /əu / and / ʌ/ * Do Ex A1 P3, B1,2 -P4 (WB) | - Look at the picture only  - Work in groups  - Write on the board.  - Repeat in chorus and individually  - Copy all the words  -Whole class  -Individual  - group-work  - Individual work  -Whole class  -Individual  - Listen and repeat  - Individual work  Take note | Work in groups  T- whole class  Individually  Work in groups  Individually  T- Ss  Pairs work  T- Ss |

*Feedback:......................*

*Planning date:*

*Teaching date:*

Period: 04

**Unit 1: My new school**

**A closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

* Use the present simple and present continuous.
* Read for specific information about schools and talk about school activities, subjects and what Ss do at school.

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

The lesson may take time.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **15’**  **10’**  **2’** | **I.Warm up**: *Nought and Crosse:*   |  |  |  | | --- | --- | --- | | *play* | *like* | *Read* | | *listen* | *do* | *Visit* | | *make* | *watch* | *cook* |   *Ex: She often* ***plays*** *chess after school.*  -Have ss play the game.  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - '**your**self | (pro) | Chính bạn | | - '**play** ground | (n): | sân chơi | | - break time | (n): | giờ ra chơi | | - al'**rea**dy | (v): | đã.... rồi | | - '**bad**minton | (v): | cầu lông | | - '**in**terview | (v): | phỏng vấn | |  |  |  |   \*Check:Slap the board  **2.The conversation**  ? Look at the picture on page 9  ? Who are they?  - Miss Nguyet is interviewing Duy for the school newsletter.  ? Read the conversation and give the correct tense of the verbs in brackets.  ? Work individually in 5 minutes.  ? Share the answers with your partner.  - Get feedback orally.  ? Work in pairs. Role play the interview.   |  |  | | --- | --- | | **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 |   ***a. Present simple tense***  ? Are the verbs refer to what Duy is doing now or what he does every day?  - Explain the use of simple present tense.  ? Look at **Remember P9** and tell me the form of present simple tense.  (+) S + V(s,es)  (-) S + don’t/ doesn’t + V  (?) Do/Does + S + V?  ***b. Present continuous tense (4 P10)***  ? Look at the conversation in getting started  ? Listen and underline the present continuous form  ? Are the verbs refer to what they are doing now or what they do every day?  - Explain the use of present continuous form.  ? Look at **Remember P9** and tell me the form of present simple tense.  (+) S + to be + Ving.  (-) S + to be + not + Ving  (?) To be + S + Ving?  ? What are the ddifferences between the two tenses?  =>Usage:  *- Something often happens or is fixed: the present simple*  *- Something is happening now: the present continuous*  **III.Practice**  ***1. Identify mistakes (2 P9)***  ? Refer to the interview, underline the mistake and write correct sentences in your notebooks.  - Get some students to write on the board.  ? Give the rules of the present simple tense.  ***2. Make questions (3 P9)***  ? Work in pairs. Take turns to ask questions and give answers.  - T goes around and corrects mistakes or give help.  Ex: S1: Do you ride your bicycle to school?  S2: Yes, I do. (No, I don't.)  ***3. Give the correct verb forms (5 P10)***  ? Study the example in part 5 P10.  ? Give the correct form of the verbs in brackets.  ? Repeat the verb forms in each sentences then read the whole sentence correctly.  **Key:**  1. am not playing 2. are studying  3. aren't doing 4.. am having  5. are riding  ***4. Choose the correct tense of the verbs (6 P10)***  ? Choose the correct tense of the verbs in part 6 P10 to complete the sentences.  ? Work in pairs. Underline the adverbs of time and the command.  ? Write in your note books.  Key:  1. is having 2. wears  3. starts 4. is watching  5. are skipping  Adverbs:  \* on Mondays, on Saturdays, on Sep 5th : For present simple tense  \* Now: For present continuous tense  Command: Look: Goes before a verb in present continuous tense  **IV. Production**  \* Reading comprehension (7 P10)  ? Look at part 7 P10  ? Is it an e-mail?  - Vy sends e-mail to her freind, Trang to tell her about her first week at the new school.  ***1. Underline the verbs***  ? Underline things that often happen or are fixed. Then underline things that are happening now.  ? Discuss with your partner if necessary.  ***2. Compare Vy's first week with yours.***  ? Work individually to compare your first week with Vy's.   |  |  | | --- | --- | | **Me** | **Vy** | | - wear uniform every day | - wears uniforms on Mondays and Saturdays. |   **V.Homework**  -Prepare for the next lesson: Unit 1: Communication.  -Learn by heart all the new words  -Do Ex B4, B6 (WB)  -Find some nice sentences about friendship. | - Group work  Work individually  -Pair work  Work individually  ->share with the partners  - Group-work  -Individual work  -Take note | T- Ss  T- whole class  Pairs work  Individually  Pairs work  Groups of 4  individually    T- Ss |

*Feedback:*

**COMMUNICATION**

*Planning date:*

*Teaching date:*

Week: Period: 05

**I. Aims**

By the end of the lesson, ss will be able to use the functional language about making friends in everyday life context.

**II. Language focus**

- Vocab: School lexical items

- Practise speaking skills.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may find it difficult to use English to express their idea.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **5’**  **10’**  **7’**  **10’**  **2’** | **I.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 give the two students marks.  \* Interviewing:  T: Pretends to be a new classmate;  lets ss ask questions to make friend  Ss: Ask questions.  T: Comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend".  **II.Vocabulary**  - Pocket money (n): tiền tiêu vặt  - Re**me**mber [ri'membə](v): nhớ  - Share (v): chung, chia sẻ  - Help (v): giúp đỡ  - **Clas**smate ['klɑ:smeit] (n): bạn cùng lớp  **\***Check: R.O.R  **III.Practice**  **1.Game**: Making friends (P.11)  T: Shows the extra-board listing the question in 1 (P11) asks ss to work in groups decide which questions should be used to ask a new friend  Allow Ss to discuss in groups.  Ask Ss why or why not they ticked this or that question.  T: - Explains that we should not ask a new friend personal question such as 3,5,8  - Lets ss add more questions to the list.  \*Key: 1,2,4,6,7  **2**. **There is a quiz for ss in the new school newsletter Read the questions**  - Ask Ss to give the qualities of a good friend in class (adjectives). They can give as many words as possible.  - Divide class into groups of 4 or 5. Ss take turns to interview the other members, using the questions.  Example:   * *Friendly - Generous* * *Helpful - Cheerful* * *Humorous - Kind* * *Reserved*   -T gets feedback the reprensentatives of each group  ? How many "yes" answers should a good friend have?  ? Who have 8 "yes" answers?  Asks ss to prepare a presentation talking about a good classmate. Encourages Ss to give nice sentences about friendship  Example:  “Friends are forever”  “A true friend is someone who reaches for your hand and touches your heart.”  **“Prosperity makes friends, adversity tries them.”**  **IV.Production**  Present to the class about your good friends and why they are good friends.  - Choose some Ss to present to the class about their good friends and why they are good friends. (avoid talking about someone who is considered “*not a good friend*”).  **V.Homework**  - Learn new vocabulary and questions to make friends.  - Prepare next lesson :***(Skill 1)***  -Do Ex C1, 2 (WB) | -2 students  T- students  - Repeat in chorus and individually  - Copy all the words  -Group work  -Group of 4  -Individual  -Groups  -Individual  -Pairs  -Individual  -Take note | **Ss-Ss**  **T- whole class**  **Groups of 4**  **Individually**  **Work in pairs**  **T-Ss**  **T-Ss** |

Feedback ............................................................................................................................................................................................................................................................................................................

*Planning date:*

*Teaching date:*

Week: Period: 06

**Unit 1: My new school**

**Skills 1**

**I. Aims and Objectives**

By the end of the lesson students will be able to:

- Read for specific information about schools, and read e-mails and web pages.

- Express their ideas about the school they like..

**II. Language focus**

- Vocab: School lexical items

- Practise speaking and reading skills.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to read and understand the text.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **10’**  **15’**  **2’** | **I.Warm up: Discussion**  What do you like or dislikes about our school?  -T gives the questions and has ss discuss in pairs  -T gets feedback some individuals  **II.Presentation**  ***1.Pre-teach vocab***  - Boarding school (n): trường nội trú  - Kindergarten ['kində,gɑ:tnə] (n) trẻ mẫu giáo  - Overseas [,ouvə'si:z] (adj, adv): hải ngoại  - Equipment (n): thiết bị  - Join= take part in (v): tham gia vào  - Club (n): câu lạc bộ  \*Check: slap the board  ***\*.Set a scene by using the pictures***  - Ask the class to look at the three pictures first.  - Encourage Ss to give their ideas (as many sentences as possible).  - Ask Ss to read the three passages quikly and check their ideas. Set a strict time limit to ensure Ss read quickly for information.  ***Eg:-***In PLC Sydney school, I can see some girls are practicing doing something. So I think it is a comfortable school. It is a very good school.  ***2.What do the words mean?***  - Ask Ss to read the passages again, then find the words in the passages.  - Help them to give the meaning of the words, or explanations, or examples, or Vietnamese equivalent.  - Tell Ss to pay attention to the context of the words  *boarding surrounded*  *international creative*  **III.Practice**  ***1. Complete sentences***  - Set a longer time limit for Ss to reread the text and complete the sentences.  - Ask Ss to note where they found the information that help them complete the sentences.  - Have Ss to compare their answer.  - Allow Ss to read in chorus once. Then call some individuals to read aloud to the class. Check their pronunciation and intonation.  \*Key:  1. boarding 2. Vinabrita 3. Australia  4. mountains 5. E speaking teachers.  ***2****.* ***Table grid: Which school would you like to go?***   |  |  |  | | --- | --- | --- | | **Name of school** | **Reasons you like it** | **Reasons you don’t like it** | |  |  |  |   - Ask Ss to refer back the three schools. Give the background of the schools.  - Ask Ss to complete the table in their notebooks.  -Ask some to talk to the class.  **Background of the schools.**  *-PLC Sydney: an international school for girls from kindergatern to year 12 in Sydney, Australia.*  *-An Lac Lower Secondery 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.*  **IV.Production**  ***Discussion:***  *- Which school (among the three above) would you like to go? Why?*  - Divide the class into groups of 4 or 5, let them discuss their answers to the questions, and give reasons.  - Ask some Ss to talk to the class, then the class give their comments on their friends’ content, pronunciation, fluency, language, body language, etc.  **V.Homework**  - Practice speaking more.  -Learn by heart all the new words  -Do Ex D1, 2, 3 (WB)  - Prepare next lesson :***(Skill 2)*** | - Pairs  - Individual  - Repeat in chorus and individually  - Copy all the words  -WC  - Individual  - Pair-work  - Individual work  - Individual work  -Then compare with the partners.  -Groups of 4  Take note | **Work in pairs**  **Individually**  **Work in groups**  **Individually**  **Ss-Ss**  **Work in groups**  **T-Ss** |

*Experiments:*

**Unit 1: My new school**

*Planning date: / /2020*

*Teaching date: / /2020*

Week: Period: 7

**Skills 2**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

- Listen to get information about school activities.

- Write a webpage for their school, using correct punctuation

**II. Language focus**

- Vocab: School lexical items

- Practise listening and writing skills.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to write in good punctuation.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **15’**  **10’**  **2’** | **I.Warm up:** Check – up old lesson  Questions:  *- Give the full name of the PLC Sydney School.*  *- Do you like* PLC Sydney *school?*  *Why? Why not?*  - Ask Ss to refer back to the reading : PLC Sydney and answer.  -T gets feedback and gives mark  **II.Listening**  -Ask Ss to refer back to the reading: PLC Sydney. Introduce Susie Brewer- a student at PLC Sydney.  -Then play the recording.  - Ss listen only the first time.  -Allow Ss to read the exercise to guess the answer.  - Ss work in pairs, listen to the recording again to choose the correct answers.  - Let Ss listen sentence by sentence to check.  *Key: 1. A 2. A 3. B 4. B 5. A*  **III.Writing**  ***A webpage for school***  *1.Writing Tip – good punctuation.(p13)*  -Tell the class the important of punctuation marks.  -Hang the poster of Writing tip on the board.  -Ss study the Writing tip and may ask some information.  -Explain the new words and punctuation marks.  **2. Correct the puntuation in these sentences.**  - Ask Ss to correct the punctuation in the sentences in their notebooks.  -After finishing, 5 Ss write the 5 sentences on the board.  -The class comment and check.  - Give the correction.  Key:   1. School starts on the 5th September. 2. Does he live in Ha Noi? 3. I’m excited about the firstday of school. 4. Are you doing your homework? 5. We’re having an English lesson in class.   **3. Write the correct version**  -Allow Ss to correct and write in the notebooks.  -Go round and correct some.  - Give the key.  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.  **4. Create a webpage for your school.**  - Allow Ss to refer back to the reading for useful language, and note interesting expressions and language on the board.  - Show a webpage to inspire Ss.  - Tell Ss to write a draft first, trying to answer all the questions.  - Ask Ss to write a paragraph of about 80 words about their school.  -Tell Ss to pay attention to punctuation, structural elements, linking words…  **IV.Production**  Present to the class about their writing.  - Choose some Ss to present to the class about theirwriting.  - Tell Ss to pay attention to punctuation, structure elements, linking words, etc.  - Give correction.  **V.Homework**  -Prepare for the next lesson: Unit 1: Looking back & Project.  -Do Ex E1, 2 (WB)  -Complete the writing in the notebook. | -Individual  -Individual  - Whole class  - Individual work  - Individual work  - Individual work  - Individual work  -Take note | **Ss-Ss**  **Individually**  **T- whole class**  **Individually**  **T-Ss**  **T- Ss** |

*Feedback:…………………………………………………………………………………………………………………………………………………………………………………………………………*

*Planning date: / /20*

*Teaching date: / /20*

Week: Period:

**Unit 1: My new school**

**LOOKING BACK & PROJECT**

**I. Aims and objectives**

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 1.

- Do a project about their dream school.

**II. Language focus**

- Vocab: webpage, punctuation

- Structure: The present simple and present continuous tense.

Verb (study, have, do, play) + Noun.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **10’**  **10’**  **2’** | **I.Warm up:** Brainstorming  Calculator  compass  -Have Ss work in 4 groups.  -Ss write as many words as possible  **II.Vocabulary**  **1. Match the pictures.**  -Ask Ss write the words.  - Correct mistakes.  -Repeat the words.  \*Key: 1. dictionary 4. notebook  2. uniform 5. compass  3. pencil sharpener 6. calculator  **2. Match A with B.**  1. B 2. C 3. A 4. D  - Have Ss match the words in A with ones in B.  **3. Listen and write down the words you hear.**  - Play the recording twice. Let Ss write the words in the correct places.  - Give correction.  *Key: -* Play: sport, badminton, music.  - Do: morning exercise, homework.  - Study: new words, geography.  - Have: English lessons, a new book.  **III.Grammar**  **4. Complete the sentences using present simple.**  - Ask Ss to do these exercises (4, 5, 6) in individually first. Then they can check their answers with a partner before discussing the answers as a class.  - Tell Ss to keep a record of their original answers so they can use that information in their *Now you can…* statements.  *Key:*   1. Comes 2. Don’t 3. Walks   4. Do 5. Teaches 6. Play  **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  ***6. Complete the text with the correct form of the verbs in brackets.***  *Key:*  1. live 2. is 3. has  4. is walking 5. go 6. Study  7. are working 8. loves  **IV.Communication**  *7. Match the questions with the correct answers.*  - Ask Ss to read the questions and answers once or twice, then match them.  - Have Ss write all the sentences in their notebooks  *Key: b – g d –f e –a h – c*  ***8. Now role play the questions and answers.***  - Ask Ss work in pairs and role play the questions and answers.  - Ask Ss to complete the self- assessment. Identify and difficulties and weak areas and provide further practice.  **\*\*PROJECT**  -Ask Ss to write their dream school at home using the pictures and their imagination.  **V.Homework**  - Show more examples of the different types of school if possible.  -Prepare for the next lesson: Unit 2: Getting started. | -4groups  - Individual work  - Repeat  - Individual work  - Individual work  - Individual work  - Individual work  - Individual work  - Individual work  Then compare with the partner  -Pairwork  -Take note | **Work in groups**  **Individually**  **Pairs work**  **Individually**  **Work in pairs**  **T- Ss** |

*Feedback:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Planning date: / /20*

*Teaching date: / /20*

Week: Period:

**UNIT 2: MY HOME**

**Lesson 1: Getting started**

|  |  |
| --- | --- |
|  |  |

**I. Aims and Objectives**

By the end of the lesson, ss will be able to listen and read for specific information then practice listening and speaking with the lexical items related to the topic "My home".

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Grammar: There is/are, there isn’t/there aren’t; prepositions of place.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **7’**  **10’**  **10’**  **10’**  **2’** | **I.Warm up:** Chatting  - Teacher asks whether students have any questions about the exercise in the workbook or not.  - Teacher writes on the board: My home  ? Tell me "home" in vietnamese.  - “Home” can have different meanings. It can be the house or apartment where you live or can refer to a family living together.  **II.Vocabulary**   |  |  |  | | --- | --- | --- | | - a'**pa**rtment | n | Căn hộ | | - next to | pre | ở cạnh | | **-** '**ki**tchen | n | Nhà bếp | | - '**ba**throom | n | Phòng tắm | | -'**li**ving room | n | Phòng khách | | - in front of | pre | Đằng trước | | - be'**hi**nd | pre | Đằng sau | | - between: [bi'twi:n] | pre | ở giữa | | Check:R.O.R |  |  |   **III. Listen and read**  \* Set the scene by using the picture: This is Mi and this is Nick.  ?What are they doing? (chatting on the Internet)  -Can you share any experiences of chatting online?  - Talk abit about where you live?*- We are going to listen and read a dialogue about Mi and Nick.*  \****Open prediction***  ? Guess the answer for Exercise **a**.  - Play the recording twice.  -Get feedback and correct if possible.  ***a. Which family member...?***   |  |  |  |  | | --- | --- | --- | --- | | Grandparents |  |  |  | | Dad | ✓ | Uncle |  | | Mum | ✓ | Aunt | ✓ | | Brother | ✓ | Cousin | ✓ |   ***b. Complete the conversation***:  -Have ss read the conversation again and fill in the gaps  -Get feedback some individuals and correct.  *Key:* 1. TV; sofa 2. town house  3. sitting on the sofa 4. noisy 5. there  **III.Practice :**Game: Brainstorming  -Give instructions of the game and devide class into 2 groups.  -Encourage ss to write the words as much as possible.  -Get feedback.  ***2. Matching***  - Teacher gives feedback.  **Key:** A. on B. next to C. behind  D. in E. in front of F. between G. under  ***3. Write sentences***  ? Call on some Ss to write the answer on the board.  - Teacher explains  Eg: B. The dog is next to the bowl.  **IV.Production:True or false?**  - Teacher gives feedback  1. F (The dog is between the bookself and the bed.)  2. T  3. F (The clock is between the pictures.)  4. F (The cat is in front of the computer.)  5. F (The cat is between the lamp and the sofa.)  ***5. Answer the questions:***  (Set this exercise as homework for students)  **V.Homework**   * Do exercise B1(p.10), B5 (P.11) (Workbook). Learn by heart all new words * Prepare for the next lesson: Unit 2: Closer look 1. | - Ask the teacher any difficult questions that they can’t answer.  - Listen and answer individually  - Repeat in chorus and individually  - Copy all the words  - Answer the questions individually.  -Individual work  *- have a guess*  - Individual work  - individual work ⇨ compare in pairs  -Group work  -Individual work⇨ compare in pairs  -Individual work⇨ compare in pairs  -Individual work⇨ compare in pairs  -WC (take note) | **T-Ss**  **T- whole class**  Individuall  Y  Individually  Work in groups  Work in pairs  T- Ss |

**Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 2: MY HOME**

*Planning date: / /2019*

*Teaching date: /9 /2019*

Week: Period: 10

**A closer look 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /z /, /*s*/ and / *iz*/ in isolation and in context; Use the lexical items related to the topic “My home”.

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Pronunciation: /*z, s, iz*/ place.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may get confused when practising the sound /s / and / z/.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **7’**  **5’**  **10’**  **10’**  **2’** | **I.Warm up: Chatting**  Where do you live?  Do you live in a house or in an apartment?  Do you like to live in an apartment? Why or why not?  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - chest of drawer | n | Ngăn kéo | | - air-conditioner | n | Máy điều hòa | | **-** cupboard ['kʌpbəd] | n | Tủ ly | | microwave['maikrəweiv | n | Lò vi sóng | | -dishwasher | n | Máy rửa bát | | - wardrobe ['wɔ:droub] | n | Tủ đựng quần áo | | - attic ['ætik] | n | Tầng thượng |   \*Check: Matching  ***2. Name the rooms of the house***  - Have Ss quickly match the room with its name.  \* Key: a. living room b. bedroom c. attic  d. bathroom e. kitchen f. hall  ***3. Name things in each rooms***  \* Who is faster?  - Teacher gives feedback.  - Teacher plays the recording.  ***4. Guessing game***  **III. Pronunciation**  ***5. Listen and repeat***  - Teacher has some Ss read out the words first.  - Play the recording  ***6. Put the words in the correct column***  - Teacher checks with whole class  - Have Ss comment on the way to pronounce -s, -es at the end of the words then explain the rules quickly.  (Rules: Teacher’s book, P37)  \*Key:  z/: posters, tables, wardrobes, beds  /s/: lamps, sinks, toilets  /iz/: fridges  **III. Production**  **7**. ***Find out the sound***  - T gives feedback.  **8. Practise the conversation**  \*Key: /z/: things, pictures  /s/: lights, chopsticks  /iz/: dishes, vases  -Play the CD and has ss practise in pairs.  -Get feedback 2 pairs and correct pronunciation  **V.Homework**  -Prepare for the next lesson: Unit 2: Closer look 2.  -Do exercise A1, 2 (p.10), B2, 3 (P.11) workbook. | -Individual  - Repeat in chorus and individually  - Copy all the words  - Individual work  - Pair works. The pair which finishes the activity first will be the winner and go to the board to write their answer.  - Listen and repeat.  - Add more words to the list. (group work)  *- have a guess*  *- Pair work*  - Listen and repeat.  - Work individually then compare in pairs.  - Work individually then compare in pairs  - individual work ⇨ compare in pairs  - WC  -Pairwork  -Take note | **T-Ss**  **T- whole class**  Work in pairs  **Work in groups**  **individually**  **T-Ss** |

*Feedback:*

*Planning date: /9/2019*

*Teaching date: /9/2019*

Week: 04 Period: 11

**Unit 2: My HOME**

**A closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to use prepositions of place and There is/There isn’t/There are/There aren’t correctly and appropriately

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Grammar: *There is/There isn’t/There are/There aren’t*.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **5’**  **10’**  **10’**  **2’** | **I.Warm up: Kim’s game**  Picture:  a living room  -Hang on a picture about a living room.  -Has ss observe it and try to remember all furniture in the room. The group having more correct words is the winner.  \*Possible answer: sofa, desk, TV, stool, cushion, ceiling fan, window, picture  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - ceiling fan | N | Quạt trần | | - poster ['poustə(r)] | N | Áp phíc quảng cáo | | - fridge  \*Check: R.O.R | N | Cái tủ lạnh |   ***2. Model sentences***  - Have Ss look at the two pictures of the two rooms in the grammar.  ? What does the second room not have?  \* Notes: We use “is” or “are” depending on the noun right after the verb “be”.  \* Teacher elicits model sentences from Ss.  Ex: There is a dog and two cats under the table.  *There is (not) + singular N*  *Is there + singular N? Yes, there is./ No, there isn’t.*  *There are (not) + plural N*  *Are there + plural N? Yes, there are./No, there aren’t.*  **III.Practice**  ***3. Gap fill***  \* Exercise 1, 2 (P.19)  -Explain the task and has ss complete the sentences.  - Check with whole class.  ***4. Transformation writing***  (Exercise 3 P.19)  ***5. Gap fill*** (Ex 4 P.20)  - Teacher confirms the correct answers the write on the board if necessary.  ***6. Complete the questions***  (Ex5 P.20)  - Teacher checks with whole class  - Teacher goes around to observe Ss working.  **III. Production**  **Chatting**  - Teacher models the conversation with an advanced student.  - Have some Ss to summarise their partner’s answer to the class.  **IV.Homework**  - Prepare for the next lesson: Unit 2: Communication.  - Do exercise B4 (P.11) workbook. | -Take part in the game  2 groups A-B  - Repeat in chorus and individually  - Copy all the words  - Answer the questions individually.  -Individual  - Individual work.  - 2 Ss go to the board to write their sentences  - Ss look at the picture and complete the description. Ss compare their answers.  - Individual work.  - Ss practise asking and answering the questions  - Listen  - Work in pairs  -Take note | **Work in groups**  **T-Ss**  **Individually**  **T- whole class**  **Work in pairs**  **T-Ss** |

*Feedback:*

**Unit 2: MY HOME**

*Planning date: /9/2019*

*Teaching date: /9/2019*

Week: 04 Period: 12

**COMMUNICATION**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to talk about and describe houses, rooms and furniture.

**II. Language focus**

- Vocab: Rooms and furniture lexical items

- Practise speaking skills.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may find it difficult to use English to express their idea.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **5’**  **10’**  **10’**  **2’** | **I.Warm up: Chatting**  ? Where do you live, in a house or in a flat?  ? How many rooms are there?  ? Do you have your own room?  ? What are there in your room?  T: OK. Do you want to talk about your house, your room? Please talk about it during our lesson today.  T: But first, do you remember the usage of there is and there are?  **II.Vocabulary**  - Town house (n  - country house (n)  - villa ['vilə](n): biệt thự  - stilt house (n): Nhà sàn  \*Check: Matching  **III.Practice**  \*Set a scene: Mi is telling Nick about her grandparents’ country house.  ?Is the house big or small?  ? Are there any trees near the house?  ***1. Gap fill*** (Ex 1 P.20)  - T give feedback, gets Ss to pay attention to the sentences’ structures.  Key**:** 1. country 2. are 3. is 8. is  4. are 5. on 6. next to 7. on  ***2. Finding differences***  -T models the conversation with an advanced student.  - Have Ss work in pairs. T gets some pairs to act out the conversation.  Example:  T (look at Nick’s house): Nick lives in the country house. Where does Mi live?  S (look at Mi’s house): She live in a town house.  T: How many rooms are there in Mi’s house?  S: There are six rooms. What about Nick’s house? How many rooms are there?...  **IV.Production**  ***3. Describe your house***  -Explain the task and has ss draw individually  - Move around to observe Ss working.  ***4. Describing your friend’s house***  - T calls some Ss to describe their friend’s house to the class(Ex4 P.21)  **V.Homework**   * Prepare for the next lesson: Unit 2: Skills 1. * Learn by heart all the new words * Do Ex C1, 2 (WB) | -Individual  - Ss review the usage of there is and there are, preposition of place.  - Repeat in chorus and individually  - Copy all the words  - Individual work  - Ss learn samples of description.  T- a student  -Pair work  - Individual work  - Pair work(to tell each other about their house).  - Other Ss listen and give comments.  -Take note | **T-Ss**  **T- whole class**  **Individually**  **Work in pairs**  **Individually**    **T-Ss** |

*Experiments:*

**Unit 2: My HOME**

*Planning date: /9/2018*

*Teaching date: /9/2018*

Week: 05 Period: 13

**SKILLS 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to read for specific information about rooms and houses, and describe a room

**II. Language focus**

- Vocab: Furniture lexical items

- Practise speaking and reading skills.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to describe a room

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interation*** |
| 5’  5’  15’  10’  2’ | **I.Warm up**: Revision  -T gets a student to describe the classroom to the class.  - T gives comments and gives mark  **II.Vocabulary**  - crazy ['kreizi] (adj): kỳ dị; điên dại  - messy ['mesi] (adj) lộn xộn, bừa bãi  - a CD player (n): Đầu đọc đĩa CD  - Equipment (n): thiết bị  - shape (n): hình dạng  - Strange (adj): lạ  \* Checking technique: Slap the board  **III.Reading**  \*Set a scene by using the pictures: We are going to read about rooms in a hotel  1.Prediction: What is the topic of the text?  -Ask Ss to look at the pictures on the textbook, look at the title then make prediction about the reading.  - Ask Ss to read the study skills box. Ss quickly look at the text and answer the questions.  - Let Ss read the text quickly again and check their idea.  - Teacher gives feedback.  *Exercise 2:* \*Key:  1. It’s an e-mail.  2. The title is “A room at the Crazy House Hotel, Da Lat”. The topic is Nick’s weekend at the Crazy House Hotel.  -Have Ss read the text in detail to answer the questions, underline parts of the e-mail that help them with the answers.  *Exercise 3:*  1. No, he isn’t.  2. There are ten rooms.  3. Because there is a big tiger on the wall.  4. It’s under the bed.  - Have Ss do the exercise individually then compare in pairs.  - Teacher checks the answers.  *Ex3. Find things in the room*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | A window | ✓ | A sofa |  |  | | A cupboard |  | A shelf | ✓ |  | | A lamp | ✓ | A desk | ✓ |  | | A poster |  | A CD player |  |  | | A tiger | ✓ | A cooker |  |  |   **IV.Speaking**  T goes around to observe Ss working.  - T gets some Ss show their partners’ plans to the whole class.  **V.Homework**   * Prepare for the next lesson: Unit 2: Skills 2. * Learn by heart all the new words * Do Ex D1, 2, 3 (WB) | -Individual  - Repeat in chorus and individually  - Copy all the words  -Pair work  -Individual => share with the partners  -Individual work  -Individual => compare with the partners  -Individual  -Pairs (describe the room)  - Others listen and vote for the best.  -Take note | T-Ss  T- whole class  Work in pairs  individually  Work in groups  Work in pairs  T-Ss |

*Feedback:*

**Unit 2: MY HOME**

*Planning date: /9/2019*

*Teaching date: /9/2019*

Week: 05 Period: 14

**SKILLS 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to listen to get information about rooms and houses. They can also write an e-mail to a friend.

**II. Language focus**

- Vocab: Rooms and furniture lexical items

- Practise listening and writing skills.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Ss may get confused in writing an e-mail.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| 5’  10’  10’  10’  2’ | **I.Warm up:**  Check up old lesson  - Teacher gets one student to describe Nick’s room in the hotel.  - Teacher makes comments  **II.Listening**  -Ask Ss to look at the plan of the room and the furniture on page 23 and guess where to put the furniture.  -Play the recording.  - Let Ss listen sentence by sentence to check their guess.    **III.Writing**.  ***1.Writing tips***  -Have ss skim the email on page 22 and ask them some question  ? How many parts are there in an e-mail to your friend?  (five parts)  ? What are they?  (subject, greeting, introduction and conclusion.)  ? What should you remember when writing each part?  - Ask Ss to read the Writing tips box.  - Have Ss to read nick e-mail (P.22) again and identify the parts in the e-mail.  ***2.Correct the e-mail***  - Ask Ss to correct the e-mail in their notebooks.  -After finishing, compare in groups.  - Give the correction.  **IV.Production**  ***3.Write an e-mail to Nick***  - Get Ss to close their books. Write “P, D” and “C” on the board.  ? What do these letters stand for?  - Have Ss open their books and check.  - T explains the process of writing and asks Ss to do this task individually, encourages them to go through all the three steps.  - Go around to observe.  - Get one student to write the e-mail on the board. Other Ss and teacher comment on the e-mail.  - Collect some e-mail to correct at home.  *Example*  From: *nghiac2tandabv@gmail.com*  To: *nick@yahoo.com*  Subject: Crazy House Hotel  Dear Nick,  Thank you for your e-mail. Now I am writing to tell you about my idea for the new room of the Crazy House Hotel.  It is a Cat room. There is a big statue of a cat against the wall in the right corner of the room. In the middle of the room, there is a sofa and two armchairs. There is a table between the sofa and the two armchairs. The fridge stands in the left conner of the room. Next to the fridge, there is a bed. Opposite the bed, the is a shelf and the TV is on the shelf. I love this room very much.  What about you? Please tell me about your new room in your next e-mail.  Love,  Nghia  **V.Homework**  -Prepare for the next lesson: Unit 2: Looking back & Project.  -Do Ex E1, 2 (WB). | -Individual  - Others listen and makes comments  -Have a guess  -Listen and draw. Then compare with the partners  -Individual  -Individual work =>compare with the partners  -Individual work  -a student  -Take note | T-Ss  Work in pairs  Individually  Work in groups  T- Ss |

*Feedback:...........................................................................................................................................................................................................................................................................................*

*Planning date: / /2019*

*Teaching date: /9/2019*

Week: 06 Period: 15

**Unit 2: MY HOME**

**LOOKING BACK & PROJECT**

**I. Aims And Objectives**

To help students recycle the language from the previous sections and link with the topic: My home.

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 2.

- Do a project about their own crazy house.

**II. Language focus**

- Vocab: Rooms and furniture lexical items

- Practise speaking and writing skills.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  7’  20’  10’  3’ | **I.Warm up**: Brainstorming:  bed  kitchen  -Have Ss work in 2 teams.  -Ss write as many words as possible  **II.Vocabulary**  ***1.Put the words in the correct groups***  -Ask Ss to do this task individually then compare their answers with a partner.  - Have 3 Ss go to the board to write their answers.  - Correct mistakes.  -Repeat the words.  - Get Ss to work in groups and add more words to each group.  *Types of building*: villa, apartment, town house, stilt house, countryhouse.  *Rooms*: living room, hall, bathroom, bedroom, kitchen, attic.  *Furniture*: picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk.  - cottage, famhouse, bungalow (Nhà gỗ một tầng)  - dining room, guestroom, utility room (Phòng chứa đồ)  - stool, armchair,...  **III.Grammar**  ***2. Make sentences.***  -T explains the task and has ss work individually.  -Gives feedback some individuals and corrects if necessary.  \*Key: 1. The boy is on the table.  2. The dog is in front of the kennel.  3. The cat is between the bookshelf and the sofa.  4. The cat is behind the computer.  5. The girl is in the armchair.  6. The boy is next to the armchair.  ***3.******Complete the sentences using There is/There are/There isn’t/There aren’t.***  1. There is 2. There are 3. There is  4. There aren’t 5. There is 6. There aren’t  -Explain the task, ss work in pairs to complete the sentences.  -Give feedback some individuals  **4. Turn the sentences in 3 into questions.**  *a. Is there a clock on the wall?*  *b. Are there books on the bookshelf?*  -Explain the task and make one sample.  -Have ss work in pairs to make questions.  -Get feedback some individuals  - Have Ss write 6 sentences to describe their bedroom at home.  **IV.Communication**  **Group work.**  A: Where is the cat?  B: Is it under the table?  A: No, it isn’t.  B: Is it on the sofa?  A: Yes, it is.  T models the way to ask with one St. Ss work in groups and take turns to draw a cat in the house in the book. Other students ask questions to find the cat. T goes around and observe Ss working. T collects some common mistakes and discuss them with the whole class.  **V.Homework**   * Prepare for the next lesson: Unit 3: Getting started. | -2 teams  -Individual work =>compare with the partners  -3ss write the answers on the board  -Individual work  -Pairs  -Individual  -Pairs  -Individual  -Group work  -Take note |

*Feedback:*

*...................................................................................................................................................*

**Unit 3: MY FRIENDS**

Week: Period: 16

**GETTING STARTED**

**I. Aims And Objectives**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "My friends".

**II. Language focus**

- Vocab: the lexical items related to the topic “My friends”.

- Structure: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  5’  10’  17’  5’  3’ | **I.Warm up**: Kim’s game  Picture p26  -Show the picture on the screen in 15 seconds and encourage ss to remember all items as much as possible.  The team having more correct items will be the winner.  \*Possible answer: 2 girls, 2 boys, a dog, biscuits, a glass, a bottle of fruit, a book, some trees,etc.  **II.Vocabulary**   |  |  |  | | --- | --- | --- | | - boring | adj | Buồn tẻ | | - shy | adj | Bẽn lẽn | | **-** confident | adj | Tự tin | | - creative | adj | Sáng tạo | | - personality[,pə:sə'næləti] | n | Tnh cách |   \* Checking vocab: Gap fill (Ex 3 P.27)  - get Ss to do the ex individually.  - Play the recording for Ss to check.  *Key:* 1. creative 2. kind 3. confident  4. talkative 5. clever  **III.Listen and read**  \* Set the sences:  - T shows the pictures (textbook):  ?Look at Phuc! What is he doing?  ? What are they eating and drinking?  ?Can you share any experiences of going on a picnic?  Phuc and Duong are on a picnic. Listen to the conversation to see what are they talking about  - Play the recording twice.  ***1a.Gap fill***  1. picnic 2. Likes  3. friendly 4. Mai and Chau  5. glasses; long black hair  6. working on their school project.  ***1b.Polite requests and suggestions***  - Have Ss refer back to the conversation to find the phrases.  - Get Ss to practise saying the phrases together paying attention to intonation when asking questions.  -Have Ss role play, try to extend the conversation.  *Making and responding to a request:*  1. Can you pass the biscuits for me, please?  2. Yes, sure.  *Making and responding to a suggestion:*  1. Would you like to sit down?  2. Oh, sorry. We can’t.  **IV.Practice**  ***2.Game Lucky number***  - Demonstrate the game to the class first.  - Ask Ss to play in pairs. Monitor for any errors in stress or intonation and discuss after Ss have finished playing the game  1,3,5: ask for help  2,4,6: make suggestion  ***4.Complete the sentences***  - T writes on the board: “Thu is confident”.  ? What word comes after the subject?  - T makes some more sentences about the class using “be + adj”  a.Your uniform is beautiful.  be adj  b. Ngoc isn’t short.  be adj  - Get Ss to do the ex individually.  - Check with whole class.  - Ask Ss to complete exercise 5 at home.  *Key:*  1. am 2. Is 3. Isn’t  4. aren’t 5. Is 6. Are  **V.Production**  *Game: Friendship Flowers*  - Ask Ss to look at the picture and answer the questions.  - Correct their answers  **VI.Homework**  -Prepare for the next lesson: Unit 3: Closer look 1.  -Do exercise B2, B3(p.17) (Workbook). Learn by heart all new word | -Observe the picture and write the words  - Repeat in chorus and individually  - Copy all the words  - Look at the pictures and guess.  - individual work ⇨ compare in pairs  - individual work  -Role play  -Pair work  - Individual work  -Groups of 4  -Take note |

*Feedback:*

**……………………………………………………………………………………………………………………………………………………………………………………………………**

Week: 0 Period: 17

**Unit 3: MY FRIENDS**

**CLOSER LOOK 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /b/ and /p/ in isolation and in context; Use the lexical items related to the topic “My friends”.

**II. Language focus**

- Vocab: Body parts and appearance, personality.

- Pronunciation: /*b, p*/.

- Grammar: “Have” for descriptions.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  25’  12’  3’ | **I.Warm up**: Brainstorming  head  -Draw a circle with an example.  -Devide class into 4 groups and encourage them to write the words as much as possible.  \*Possible answer: head, shoulders, nose, hand, arm, finger, toe, leg,etc.  **II.Presentation**  ***1.Pre-teach vocabulary***   |  |  |  | | --- | --- | --- | | - appearance [ə'piərəns] | N | Hình dáng | | - patient ['pei∫nt] | Adj | Kiên trì | | **-** ponytail ['pouniteil] | N | Tóc đuôi ngựa | | - blonde [blɔnd] | Adj | Vàng hoe | | -elbow [elbou] | n | Khuỷu tay | | - fur [fə:] | n | Lông (animal) | | - tail | n | Đuôi (animal) | |  |  |  | |  |  |  |   \*Check: Matching  ***a. Matching***  - Have Ss match the words with the picture (Ex1 P.28).  - Play the recording to support Ss pronunciation.  \* Watchout: Ss notice about irregular plural nouns.  - foot - feet  ***b. Word webs***  T: Some words go together (ex: long hair..) but some don’t ( round + knee)  - Teacher gives feedback.  \*Key:  \* long/short: legs, arms, tail, hair  \* big/small: head, hands, ears, feet, eyes, nose  \* black/blonde/curly/straight: hair, fur  \* chubby: face, cheeks  \* round/long: face  **2.Grammar: Have for descriptions**  - T gets Ss to study the grammar box quickly (P.28). T explains to Ss.  - Stick some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that *do* or *does* is added to the start of questions and the end of answers.  *S + have + Noun / compound N*  *S + to be + adj*  ***a.Make sentences (****ex6/ p29)*  - Ask Ss to do this exercise in pairs  - Check Ss’answers  *Key:*  1. – Does the girl have short hair?  - No, she doesn’t.  2. Does Harry Potter have big eyes?  3. The dog has a long tail.  4. - And you, do you have a round face?  - Yes, I do / No, I don’t.  ***b. Listen and match (****Ex 7/p29)*  - Play the recording.  - Check with whole class  *Key*: Phuc: **c** Duong: **a** Mai: **b**  *c.* ***Gap fill*** *(ex 8/ p29)*  - Play the recording  1. has 2. is 3. has 4. is 5. has 6. is  **IV.Pronunciation**  ***1.Listen and repeat*** (p28)  - Teacher has some Ss read out the words first. (Ex 3 P.28)  - Play the recording  **Note**: /b/ is a voiced sound, /p/ is a voiceless sound.  ***2.Listen and circle***  - Have Ss practice reading the words first.  - Play the recording for Ss to listen and do the task.  *Key:*  1. play 2. band 3. Ponytail  4. brown 5. Picnic 6. pretty  ***3.Practise the chant***  - T plays the recording, Ss listen. T claps the hands to help Ss understand the rhythm.  - Play the recording again  - Ask Ss to chant along. Provide further practice by dividing the class into 2 groups. Have groups sing alternate lines.  **V.Homework**   * Prepare for the next lesson: Unit 3: Closer look 2. * Do exercise A1, 2 (p.16), B1, 4 (P.17) workbook. | -Work in groups  - Repeat in chorus and individually  - Copy all the words  -Group work  - Pair works.  -Pair work  -Listen and match individually  -Fill in the gap individually  -Listen and repeat in chorus  -Individual  -Listen  -Listen and chant  Take note |

*Feedback:*

**Unit 3: MY FRIENDS**

Week: 06 Period: 18

**CLOSER LOOK 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

- use the Present continuous tense for future.

- Review “Would you like to..?” to make and respond to a suggestion..

**II. Language focus**

- Grammar: The present continuous

- Structure: Would you like to....

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  17’  10’  10’  3’ | **I.Warm up**: Alphabet game  Eg: A- act, ask  B- buy, bring ....  - Organizing  - Have ss play alphabet games  - T calls each letter of the alphabet  - Ask Ss to try to recall a verb beginning with each letter  **II.Grammar**: *The present continuous tense for future*  \*Set a scene: Duong, Phuc, Chau and Mai are talking  *1. Listen again to part of the conversation.*  -Let Ss listen to the part of the conversation again then find out the sentences using the present continuous.  + They're coming over.  + This evening, we are working on our school project.  + I'm going to th ejudo club with my brother  + I'm visiting my grandma and grandpa  - Use grammar box to describe actions happening now, and some describe plans for the future. Point out contextual clues, such as use of adverbs of time.  => We can use the P Continuous to talk about the future plans.  *2.Write in the table*   |  |  | | --- | --- | | Actions now | Plans for future | | They are coming over | -This evening, we’re working on our project.  - |   - Ask Ss to fill in the table with sentences from the conversation.  - Ask them to feedback with reasons for their choices.  **III.Practice**  *3.Write sentences*  - Ask Ss to complete the sentences individually. Remind them to pay attention to the “be” verb and to the spelling of verbs ending. Discuss any difficulties before Ss attempt 4.  Key:  1. is talking 2. isn’t going  3. is visiting 4. is having  *4.Write N (now) or F (future)*  **-** T asks Ss to read the 6 sentences to do the task.  - Ss compare their answers , then give teacher their answers.  -Correct.  **Key:** 1. N 2. F 3. N 4. F 5. F 6. N  **IV.Production**  ***Game***: *Would you like….?*  - Have Ss prepare for activity by first writing the days Monday to Sunday, and writing activities next to each – they should add the three activities listed in 5: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans.  - Practice the model conversation with the class. Then ask Ss to mingle and make arrangements with their classmates. Afterward feedback by asking Ss to tell the class about their plans.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *Nhung’s week* | | | | | | | | Mon | Tue | Web | Thu | Fri | Sat | Sun | |  |  |  |  |  |  |  |   Example:  P1: Would you like to come to my party on Friday?  P2: I'd love to (Oh, I'm sorry I can't. I'm going ....  **V.Homework**   * Prepare for the next lesson: Unit 3: Communication. * Do exercise B5, B6(p.18) (Workbook). | T-Whole class  - Individual work  -Listen and take note  -Work in pairs  - Individual work  - Individual work  =>compare with the partners  -Individual  -Work in groups of 8  -Take note |

Feedback:

Week: 06 Period: 19

**Unit 3: MY FRIENDS**

**COMMUNICATION**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to read the page from 4 Teen magazine about five friends to understand where they come from and according to their birthday, we can guess what character they may have.

**II. Language focus**

- Grammar: The present continuous

- Structure: Would you like to....

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  10’  20’  7’  3’ | **I.Warm up**: Brainstorming  friendly  -Ask Ss to play in 2 groups.  -Ss write te answer on the board.  \*Possible answer: friendly, humorous, sensitive, independent,etc.  **II.Vocabulary**  - choir: đội hợp xướng/ đồng ca  - field trip: chuyến thám hiểm nghiên cứu  - volunteer (a): tình nguyện  - curious (a): tò mò  - responsible (a): có trách nhiệm  - reliable (a): đáng tin cậy/ chắc chắn  - independent(a): độc lập  - firework: pháo hoa  - competition: cuộc thi đấu/ tranh tài  - racing: cuộc chạy thi.  - freedom: sự tự do  \*Check: R.O.R  **III.Reading**  *1.Read the page from 4teen*  - Show the picture of the five friends in the magazine. Discuss the friends with class: where they are come from, what their name might be, what might they like to do, etc.  - Can bring a map or a global to show where they are from.  - Ask Ss to read the page to understand the detail.  *2. Star sign and personalities.(Ex2)*  -Let Ss read the star sign descriptions and find out which personalities each people in 4 Teen have.  - Ask Ss to look at the adjectives of personalities in the star sign and compare them with what they read about the five friends in 1.  Eg: Adia: Taurus  Vinh: Sagittarius  …  *3.Look at your star sign*.  -Have Ss review the star sign description for their own signs. Ask Ss to tick adjectives they agree with.  - Allow them to share their thoughts with a partner.  **IV.Practice**  *4.Think about your friends’ personalities*  - Have Ss play a line-up game.  - Ask Ss to arrange themselves in order of birthdays. Support them by reviewing months and dates and giving a question and answer they can use: When’s your birthday?  **V.Homework**  - Write a paragraph to describe your friend in your notebook.  -Do exercise C1, 2, 3(p.19) (Workbook).  -Prepare for the next lesson: Unit 3: Skills 1. | -Work in groups  -Write the words on the board.  - Repeat in chorus and individually  - Copy all the words  -Groups of 4  -Individual work  -Individual work  -Pair work  -Whole class  -Take note |

*Feedback*

**Unit 3: My FRIENDS**

Week: Period: 20

**SKILL 1**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

- Read for specific and general information in texts including advertisements and e-mails.

- Practise speaking and reading skills.

**II. Language focus**

*Vocabulary:*the lexical items related to the topic “My friends”.

*Structures:* Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  10’  15’  12’  3’ | **I.Warm up**:Oral:  - T gets a student to describe his/her friend.  - T gives comments and marks  **II.Vocabulary**  - superb [su:'pə:b](a): tuyệt vời  - last (v): kéo dài  - attach [ə'tæt∫] (v): dán (nhãn)  - campfire (n): đêm lửu trại  - treasure ['treʒə] (n): châu báu, điều quý giá.  - hunt (n, v): săn tìm  - cheese (n): pho mát  - butter (n): bơ  - yet (adv): chưa  \*Check: R.O.R  **III.Reading**  \*Set a scene by using the advertisement  - Tell Ss this advertisement is about the Superb Summer Camp. Ask Ss to look at it for 2 minutes and try to remember as much as they can. Then ask the class to cover the page and tell T what they remember.  - The camp is for children of what age?  - What did you see in the pictures?  - Where will the camp be?  - What can you do at the camp?  - When does it happen?  1.Choose the best answer  *Key:*  1. b 2. c 3. a  2.*Read and answer the questions*  -Ask Ss to quickly look at the text then answer the questions.  - Explain the features of e-mails: format, greeting, ending.  -Have them underline parts of the email that help them with the answers.  Key:  1. an e-mail  2. A stay at the Superb Summer Camp.  3. Yes, he is.  *3.Write T or F*  - Set a longer time limit for Ss to read the text and answer T or F. Encourage Ss to support their answers.  Key:  1. F ( he’s writing to his parents)  2. F ( He has three)  3. T  4. F (He hopes it isn’t too scary)  5. F (They are having a campfire and telling stories)  6. F ( They are visiting a milk farm)  7. F ( They speak E only)  **IV.Speaking**  *4.Make your own English camp schedule*   |  |  |  | | --- | --- | --- | |  | *Morning* | *Afternoon* | | *Day 1* |  |  | | *Day 2* |  |  | | *Day 3* |  |  |   -Ask Ss to make their own schedule then report their results to the class  **-** T goes around to observe Ss working.  5. *Take turn. Tell your partner about it. Listen and fill in the schedule.*  - Go back to the advertisement and elaborate the activities listed with Ss. Brainstorm ideas onto the board. Ask Ss to use the ideas they brainstormed to fill in their own schedule.  - Give each Ss a fixed amount of time to speak. Ss can report to the class about their partner’ schedule.   |  |  |  | | --- | --- | --- | |  | *Morning* | *Afternoon* | | *Day 1* |  |  | | *Day 2* |  |  | | *Day 3* |  |  |   **V.Homework**  - Write a schedule for yourself.  -Learn by heart all the new words  -Do Ex D1, 2, 3 (WB)  - Prepare the next lesson:***(Skill 2)*** | -2 students  - Repeat in chorus and individually  - Copy all the words  -Work in pairs  -Individual work  -Individual work  -Work in pairs  -Individual work  -Work in pairs  -Take note |

*Feedback*

Week Period: 21

**Unit 3: MY FRIENDS**

**SKILL 2**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

- Listen for specific idieas.

- Write an entry for a magazine using notes.

**II. Language focus**

*Vocabulary:*the lexical items related to the topic “My friends”.

*Structures:* Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Ss may get confused in writing.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  7’  17’  13’  3’ | **I.Warm up**: Network  **“Activities in a summer camp.”**  \*Possible answer:  **-** taking part in cooking competition  - Doing “treasure hunt”  - Playing traditional games.  **II.Vocabulary**  - hike (v) : đi bộ đường dài  - ski (v): trượt tuyết  - research [ri'sə:t∫] (v): nghiên cứu  *- draft (v): viết nháp*  - check (v): kiểm tra  - introduce [,intrə'dju:s](v): giới thiệu  \*Check: Slap the board  **III.Listening**  \*Set a scene by using the photos  *1.Matching*  - Ask Ss to see the photos first. Then point at the words in the box and ask them to do the matching.  - Play recording for checking and practicing reading the words.  *\*Key*:  a. hiking  b. taking part in the cooking competition.  c. skiing  d. visiting a milk farm.  e. taking part in an art workshop.  f. riding a bike.  g. taking a public speaking class.  h. playing beach volleyball.  i. playing traditional games.  *2. Which activities do you think may/ may not happen at the Superb Summer Camp.*  - Ask Ss to refer to the contents of the advertisement. Give Ss time to decide which activities are like more likely to happen at the camp and which are not. Ask them to explain why they think so.  *Key:*  - Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i.  - Activities that may not happen: c, h (because the camp is in Ba Vi Mountains)  3. *Listen to Mr Lee then complete the table.*  - Have Ss brainstorm the things that Mr. Lee plans for camp.  - Play the recording. Ask Ss to listen the first time. Then play the recording again and follow Ss to fill in the table as they listen. Ss can share their answer before playing recoding a final time to allow pairs to check their answers.   |  |  |  | | --- | --- | --- | |  | Morning | Afternoon | | Day Two | Doing a treasure hunt | Visiting a milk farm and..(1).... | | Day Three | ........(2)......... | .......(3)........ |   Key:  1. taking a public speaking class  2. Taking part in the “Kids Cook” contest.  3. Having a pool party.  **IV.Writing**  *1. Study Skills.*  -Tell the class three letters can help them to write better: R-D-C.  -Hang the poster on the board.  -Ss study the Study Skills and may ask some information.  *2.Practice*  - Encourage Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them answer the questions. That will help Ss see how for they progressed, and which areas need further practice.  - Go around and Correct some.  **V.Homework**   * Learn new words by heart. * Write your plans in your notebook * Prepare for the next lesson: Unit 3: Looking back & Project. * Do Ex E1, 2, 3 (WB). | -Work in groups of 8  - Repeat in chorus and individually  - Copy all the words  -Individual work  -Individual work  -Work in pairs  -Individual work  =>compare the answer with the partners  -Whole class  -Individual work  -Take note |

*Feedback:*

**Unit 3: My FRIENDS**

Week: Period: 22

**LOOKING BACK**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 3.

- Make a class yearbook.

**II. Language focus**

*Vocabulary:*the lexical items related to the topic “My friends”.

*Structures:* Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  12’  7’  20’  3’ | **I.Warm up:**  Ex1(p34): Write the correct words on the faces  - Ask Ss to write the correct words on the faces.  - Have Ss check their answers with a partner.  - Ss can add more words to the faces.  + rosy ['rouzi]: hồng hào  **III.Grammar**  3.Game: *Who’s who?*  - Ask Ss to choose a nember of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group & A’s roles.  Example:  A: He’s tall. He has glasses. He’s creative too. He isn’t shy.  B: Is it Minh?  A: Yes! / No, try again.  4.Complete the dialogue  T elicits the language being practiced in this activity: the present continuous for future.  -T asks Ss to complete the conversation individually.  -Ss can share answers with their partners.  *Key:*  A: are – doing  B: meeting – are going  A: am playing  B: am watching  **IV.Production**  *1.Communication*  T divides Ss into pairs of As and Bs.  -T reminds Ss to only look at their own schedule.  -Ss complete the communication activity.  -As and Bs can share what they ‘ve learntabout their partners’ schedule before discussing with the class.  -Feedback: Ss practice asking and talking about future plans.  A: What are you doing from 8 a.m to 9.30 a.m tomorrow?  B: I'm playing football with my friends./  I'm not doing anything.  *2.Project*  MY CLASS YEARBOOK  Let's make a class year book  (Homework)  -T shows Ss some examples of yearbooks and explains what a yearbook is and why Ss like to make them.  -Ss discuss the appearance and the descriptions of their examples.  -Ss discuss how to make their yearbook pages interesting.  **V.Homework**   * Prepare for the next lesson: Review 1: Language. | -Individual work  =>check with their partners  -Group work  -Individual work  -Look at their own schedule  -Work in pairs  -Work in groups of 4  -Take note |

*Feedback*

**REVIEW 1**

Week: Period: 23

**LANGUAGE**

**I. Aims And Objectives**

By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit1-2-3 by doing exercises.

**II. Language focus**

*1. Vocabulary:* revise the vocabulary they have learnt since Unit 1.

*2. Structures:* The present simple and the present continuous tense.

There is / There isn’t - There are / There aren’t.

Prepositions of place.

Verbs be and have for descriptions.

The Present Continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
| 5’  15’  22’  3’ | **I.Warm up**: Brainstorming  schoolbags  ruller  **II.Presentation**  *1.Pronunciation*  - Ecilit the rules of pronouncing the final –s/-es if needed.  - Ask Ss to do the exercise individually then share their answers with a partner  Key:  1. D 2. C 3. C 4. A 5. B  - Organize this as a game. Ask Ss to do this in pairs. The pairs that find the most words will go to the board and write the answers.  Key:   |  |  | | --- | --- | | **/b/** | **/p/** | | Book, bag, bed… | Pen, pencil, picture, poster… |   *2.Vocabulary*  Ex*3. Complete the words.*  - Have Ss do this exercise individually and then share their answers with a partner.  - Check Ss’ answers.  *Key:*  1. English 2. homework 3. Lunch 4. Sports  5. badminton 6. Physics 7. lesson 8. Judo  Ex*4. Do the crossword puzzle.*  - Ask Ss to do in pairs. This can be done as a small competition. Otherwise, Ss do this in pairs.  -Check Ss’ answers.  KEY:  ***Across:*** 1. wardrobe 3. Living room  5. apartment 6. Poster  ***Down:*** 2. Dining room 4. hall  Ex*5. Choose the correct words*  - Quickly check Ss’ answers. If time allows, ask Ss to think of some other words and make sentences.  *Key:*  *1. quite 2. Shy 3. Hard-working*  *4. patient 5. Sporty*  **III.Practice**  *1.Grammar*  - Elicit the use of the present and the present continuous. Call one st do this exercise on the board. Other Ss also do this.  - Check Ss’ answers.  - Ask them for explanation.  *Ex 6. Complete the sentences*  Key:  1. is raining  2. do you have  3. am not going out ; am doing  4. likes; is sleeping  5. is  Ex*7. Complete the description*  - Ask Ss to read the text carefully and pay attention to the hints. Ask Ss to do this individually and compare their answers with a partner.  - Check Ss’ answer and ask them to explain the negative forms in their answers.  Key:  1. is 2. isn’t 3. doesn’t have  4. is 5. has 6. are 7. is 8. Is  *Ex8. Draw the painting on the posters*  - Ask Ss to prepare their painting and T reads.  - Give one or two to hang in front of the class  *2. Everyday English*  *Ex 9: Number the lines of the dialogue*  - Ask Ss to do this in pair. After checking their answers  -Ask one or two pairs to act out the conversation.  Key: 6 – 1 – 7 – 2 – 3 – 5 – 8 – 4  \*Consolidation  Teacher gets students to retell what they have learnt.  **IV.Homework**   * Prepare for the next lesson: Review 1: Skills. * Do the “Test yourself 1: Exercise 1, 2 ,3 ,4, 5 (P.22, 23 ,24 WB) | -Work in groups  -Individual work =>compare with the partners  -Work in pairs  -Individual work =>compare with the partners  -T –Whole class  -Individual work  -Individual  -Individual work  -Individual work =>compare with the partners  -Individual work  -Work in pairs  Open pairs  Close pairs  -Take note |

*Feedback*

**REVIEW 1**

Week: 08 Period: 24

**SKILLS**

**I. Aims And Objectives**

By the end of the lesson, Ss can review skills( reading, speaking, listening & writing they have learnt from unit1-2-3 by doing exercises.

**II. II. Language focus**

*1. Vocabulary:* revise the vocabulary they have learnt since Unit 1.

*2. Structures:* The present simple and the present continuous tense.

There is / There isn’t - There are / There aren’t.

Prepositions of place.

Verbs be and have for descriptions.

The Present Continuous for future.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Revision  - What are the parts of an e-mail?  - T checks and give feedback.  `+ subject  + greeting  + introduction  + body  + conclusion  **II.Reading**  *1.Choose A, B or C for each blank in the e-mail.*  - Ask Ss to do this exercise individually and check their answers with a partner before giving their answers to the T to confirms the correct answers.  *Key:*  1. A 2. C 3. C 4. B 5. A 6. B  2. Read the text and answer the questions.  -Have ss read the text and work in pairs to find the answers.  -Get feedback some pairs and correct if necessary  Key :  1 It is in a quiet place not far from the city centre.  2. They are hard-working and serious.  3. They are helpful and friendly  4. There are five clubs  5. Because it is a good school.  III.Speaking  -T models the way to to ask and answer with a student, then divide Ss into groups. Ss work in group of three . One interviews the other two about what they like and dislike about the school and the reasons why.  - Summaries Ss’ ideas.   |  |  |  | | --- | --- | --- | |  | what he/she likes + reasons | what he/she dislikes + reasons | | Classmate A |  |  | | Classmate B |  |  |   IV.Listening  \*Set a scene: An and Mi are talking on the phone.  1.Listen and circle the parts of the house you hear.  - Play the recording once for Ss to listen. Play the recording again for Ss to check their answers. Announce the answer to Ss.  *Key*:  Kitchen garden  living room bedroom  2.Answer the questions  - Ask Ss to quickly read the questions. Ask Ss to listen to the recording again and answer the questions.  - Ask Ss to compare their answers before giving T their answers.  *Key:*  1. She is watering the plants in the gadern.  2.He is listening to the radio.  3. He's in Mi' bedroom.  4. She is watching TV.  **V.Writing**  -Ask Ss to write their e- mail individually. Ask one St to write the e- mail on the board. Other Ss and T comment on the e-mail on the board. Then T collects some e-mails to correct at home.  **VI.Homework**   * Review unit 1, 2, 3. * Prepare for the first written test. | -Individual  -Individual work =>compare with the partners  -Work in pairs  -Work in groups of 3  - Write their group member'answers in the table and report them to the class  -Listen and circle individually  -Listen and take note  =>find the answer individually  -Individual work  -Take note |

*Feedback: ..................................*

|  |  |
| --- | --- |
|  |  |

**UNIT 4: MY NEIGHBORHOOD.**

Week: 09 Period: 26

**GETTING STARTED**

**I. Aims And Objectives**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "My neighbourhood".

**II. Language focus**

- Vocab: words about neighbourhood.

- Grammar: comparative adjectives.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Kim’s game  (picture Getting started – p38)  - T gets Ss to look through the picture and remember some things in it.  **II.Vocabulary**  - ex'cited (a): phấn chấn, khích ứng  - ex'citing (a): thú vị, hứng thú, kích ứng  - historic [his'tɔrik](a): cổ kính, cổ  - lost (a): lạc, bị lạc  - memorial [mə'mɔ:riəl] (n): Đài tưởng niệm  - cathedral [kə'θi:drəl](n) : Nhà thờ lớn  \*Check: R.O.R  **III.Listen and read**  \*Set a scene by using the picture (p38)  ?Where are Nick , Khang and Phong?  ?What might be happening to them?  ?What are they doing?  ?Have you ever got lost? Where and when?  ?How did you feel then? What did you do?  *1.Open prediction*: Statement order (Exercise 1a/p39)  -Shows the statement and have ss guess the order.  -Collect ss’ ideas + write on the board.  -Play the recording, SS listen and check  \*Key: 2 – 5 – 3 – 4 – 1 – 6  2.Making suggestions  - Tell Ss to refer back to the conversation to find the phrases. Practice saying them together( play the recording again as a model if necessary)  ***Form***: Shall we + V (inf) + …..?  Let’s + V (inf) + ……  \**Key*: 1.a.Where shall we go first?  b. Let's go to " Chua cau"  2.a. Shall we go by bicycle?  b. Ok, sure.  3.a.Shall we go by bicycle?  b. No, let's walk there.  **IV.Practice**  *2.Role-play making suggestions.*  \_ First, model the role- play with a more able St. Then ask pairs to role- play the short conversations before demonstrating the class.  *3.Matching*  -Have Ss work in groups.Ss match the picture with the places.  -Then play the recording , pausing after each item and asking them to repeat chorally and individually.  -Correct their pronunciation.  *Key:*1. E 2. H 3. F 4. C 5. G 6. A 7. B 8. D  4.Ask and answer  - First, model this activity with a more able St. Ask Ss to work in pairs .  -Call some pairs to practice in front of the class.  *5.Matching*  -Have Ss quickly match each instruction with the diagram. Check their answer.  -Translation ( weak student)  -Ask some additional questions( strong Students)  *6.Game:* - Ask Ss to give their partner the directions to one of the places on the map, and they try to guess. Then swap.  *Example:*  A: Go straight. Take the second turning on the left. It’s on your right.  B: Is that the art gallery?  A: Yes, it is./ No, try again.  **V.Homework**  - Practice giving directions to your house.  - Learn by heart all new words.  - Prepare for the next lesson: Unit 4: Closer look 1. | -Group work  - Repeat in chorus and individually  - Copy all the words  -Individual answer  -Have a guess (in groups)  -Listen and check  -Individual  -Work in pairs  -Work in groups  -Listen and repeat in chorus  -Work in pairs  -Individual work  -Work in pairs  -Take note |

*Experiments:*

**Unit 4: MY NEIGHBOURHOOD**

Week: 10 Period: 27

**CLOSER LOOK 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /i:/ and /i/ in isolation and in context; Use the lexical items related to the topic “My neighbourhood”.

**II. Language focus**

- Vocab: Words to describe a neighbourhood.

- Pronunciation: /i:*, i*/.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**:Network  large  -Draw a circle with an example.  -Give instructions of the game and divide class into 4 groups.  -Get feedback and correct if necessary  **II.Presentation**  1.Pre-teach vocab  - narrow ['nærou](a): hẹp  - Fantastic [fæn'tæstik] (adj): tuyệt vời, tuyệt diệu  - convenient (adj)[kən'vi:njənt]: tiện lợi  - polluted (adj)[pə'lu:tid]: bị ô nhiểm  -peaceful(adj)['pi:sfl]:yên bình, thanh bình  \*Check: R.O.R  *2.Gap fill (ex1/40)*  -Ask Ss to write the correct adjectives in the blanks.  -Play the recording as many times as required to allow Ss to check their answers and support their pronunciation.  \*Key:  2.convenient 3.boring 4.polluted  5.historic 6. Narrow 7. Noisy  *3.Matching*  Watch out  - Explain the contents in " Watch out!" carefully to the Ss. T may take some more examples to illustrate.  -Ask Ss to do the vocabulary exercise individually. Check with the whole class. When checking, ask Ss to refer to 1 to make the meanings of the opposites clearer to them.  *Key:*  - boring – exciting - historic – modern  - noisy – quiet/ peaceful - convenient – inconvenient  - fantastic – terrible  *4.Work in pairs*  - First, model this activity with an advanced student. Remind Ss that they only use the adjectives they have learnt in 1 and 2 to talk about their village, town or city.  -Then Ss works in pairs. Call some pairs to practise in front of the class.  **III.Pronunciation/i:/ and /i/**  *4.Listen and repeat*  - T asks some Ss to read out the words first , then plays the recording for them to listen and repeat the words.  -Help Ss listen and distinguish /i:/ and /i/  \*Key   |  |  | | --- | --- | | */i:/* | */i/* | | *cheap sleep peaceful convenient police* | *historic exciting expensive noisy*  *friendly* |   *5.Listen and circle*  - T asks Ss to circle the words while they listen .  - Ss compare their answers in pairs before T checks their answers with the whole class  ***Key.***1.Living 2.Heat 3.Seats 4.Sheep  5.Tins 6.Mill 7.Teams 8.Chip  **IV.Production**  *6. Listen and practice the chant.*  - Ask Ss to listen while T plays the recording.  - Help them to recognize the sounds and the rhythm.  - Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.  **V.Homework**   * Prepare for the next lesson: Unit 4: Closer look 2. * Do exercise A1, 2 (p.26), B1, 2, 3 (P.26, 27) workbook. | -Work in groups of 8  - Repeat in chorus and individually  - Copy all the words  -Individual work  -Individual work  -T- a student  -Half –half  -Work in pairs  -Whole class  -Individual  =>compare with the partner  -Individual work  =>compare with the partner  -Whole class  -Listen and chant  -Take note |

Feedback:....................

**Unit 4: MY NEIGHBOURHOOD**

Week: 10 Period: 28

**CLOSER LOOK 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to use comparative adjectives to compare things in their neighbourhood.

**II. Language focus**

- Grammar: The comparative adjectives

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up:**  large  -Draw a circle with an example.  -Give instructions of the game and divide class into 4 groups.  -From the ss’ answer, T distinguish the long adj and short adj  + Short adj: 1-2 syllables  +Long ajd: 2, 3 syllables or more syllables  **II.Grammar**: Comparative adj  \*Set a scene:  - Choose 2 Ss of very different height and ask them to stand up.  + Nam is tall, but An is taller.  =>An is taller than Nam  - Focus Ss’ attention on comparative forms by giving examples.  - Take other example with long adj.  + This book is expensive, but that book is more expensive.  =>That book is more expensive than this book  =>Form:  ***S1+ to be + short adj + er + than S2***  ***S1 + to be + more + long adj + than S2.***  \*Note: special case  Good – better bad – worse  Much/many – more little – less  Far – further/ farther old – elder/ older  **III.Practice**  *1.Complete the sentences (short adj)*  - Ask Ss to read the instructions. Tell Ss what they should do.  - Have Ss compare their answers in pairs before checking with the whole class.  *Key:*  2. taller 3. Bigger  4. noisier 5. cheaper  *2.Complete the sentences (long adj)*  - Ask Ss to read the instructions. Use the example to show ss what should do.  - Ask them to pay attention to the syllables in each adjective and look back at the grammar box if necessary.  Key:  2. more beautiful 3. more convenient  4. more interesting 5. more expensive.  *3.Read and complete Vy’s letter*  - Ask Ss to read and complete the sentences individually. Remind them to pay attention to the number of the syllables in each adjectives.  Key:  1. Drier 2. Smaller 3. Older  4. Wider 5. more delicious  6. Older 6. Cheaper  *4.Look at the pictures and write the differences.*  - Elicit the contrast between the things in the two neighborhoods and the adjectives that can be used to describe them.  - Correct.  *5.Complete the sentences*  - Tell Ss how to form a question and pay attention to the number of the syllables in each adjectives.  - Check their answers.  Key:  2.More expensive 3. More comfortable  4.More historic 5. Narrower  *6. Work in pair. Ask and answer questions.*  - Model with a St. Ask Ss to look at the picture in 4 and work in pairs.  - Call some pairs to practice in front of the class.  **IV.Production**  *7.Work in pairs. Ask and answer questions about the places that you know.*  - Ask Ss to think ot the places they’ve been to. Model with a more able Ss and then have them work in pairs while T goes around the class and monitors.  - Ask a few pairs with the most imaginative ideas to report them to the class.  Ex: Is Hue busier than Da Nang?  No , it isn't  \*Word cues  1. Your house/ big/ my house  2. English/ difficult/ History  **V.Homework**  - Write 3 sentences using comparative adjectives.  -Do exercise B4, B5, B6, B7 (p.28, 29) (Workbook). | -Work in groups  -Distinguish the long/short adj  -Listen and take note  -Listen and repeat in chorus  -Work in pairs  -Read the instructions  -Individual work  -Individual work  -Work in pairs  -Individual work =>compare with the partners  -Work in pairs  T- a student  Work in pairs  -Take note |

*Feedback*

**Unit 4: MY NEIGHBOURHOOD**

Week: 10 Period:29

**COMMUNICATION**

**I. Aims And Objectives**

By the end of the lesson, Ss can :

* Listen for specific information about directions to some places in a neighbourhood.
* Talk about different places, use connective words and some expressions to give directions to these places in the neighbourhood.

**II. Language focus**

*1. Vocabulary:* the lexical items related to the topic “My neighbourhood”.

*2. Structures:* Comparative adjectives.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak Ss may find it difficult to express their idea.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Brainstorming  ***Hoi An***  Cao lÇu  Chïa cÇu  World heritage  An ancient town  Many old house  - Ask Ss to write anything they know about Hoi An  -Lead to the new lesson  **II.Vocabulary**  - first : trước tiên  - then : tiếp theo , rồi thì…  - after that : sau đó  - finally : cuối cùng  - to guide : hướng dẫn  - be famous for : nỗi tiếng về  - direction (n): phương hướng  - Sa Huynh Culture : nền văn hóa Sa Huỳnh  \*Check: R.O.R  **III.Practice**  \*Set a scene: Nick is listening to an audio guide to H.A  *1.Listen and fill in the gaps*  - Playing the recording. Ask Ss to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen.  - Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers.  - Ask Ss to read the audio guide again, paying attention to the use of the connective works.  \*Key: 1. historic 2. covenient 3. straight  4 second 5.left 6 right 7 second 8 next to.  *2.Creat an audio*  - Ask Ss to read the brief information about London and Ho Chi Minh city and look carefully at the two simplified maps of the two cities.  - Remind Ss of the expressions they can use to give directions; have Sss refer to the expressions in the dialogue and 5 of getting started.  - Haves Ss prepare their audio guide individually and then share it with a partner.  - Have Ss practice presenting their audio guide in pairs.  *Remember to:*  - include some comparisons with other cities.  - give directions to different places.  **IV.Production**: Present your audio  - Call some Ss to present their audio guide to the whole class.  - After each St has finished his/ her audio guide, ask for some comments from the other Ss.  - Make comments and any mistakes if there are any.  **V.Homework**  - Write your audio guide in your notebook.  -Do exercise C1, 2 (p.29-30) (Workbook).  - Prepare the next lesson :***(Skill 1)*** | -Work in groups  - Repeat in chorus and individually  - Copy all the words  -Listen the whole audio  -Listen and fill individually  -Compare with the parterns.  -Look at the pictures.  -Read the brief information  -Write the audio guide individually  -Practise with the partners  -Present the audio guide  -Take note |

*Feedback*

|  |
| --- |
| ***Period:30*** |

**Correcting the test**

**A. Aims**

-Check the knowledge (from unit 1 to unit 3) which students have learned in the class.

-Help students realize the mistakes so that they can revise and get better marks next time.

**B. Procedure**

1. **Warmer**

* Greeting.
* Checking attendance.
* Asking for the teaching date.

1. **New lesson**

* Give comment about the results
* Students check their own test result in pairs and in groups
* T gives the typical mistakes and corrects

**Version 01**

***I. Listening***

***Part 1. Listen and number from 1 to 4 (1pt)***

*Mỗi tranh đúng 0.25đ*

1. 0 b.2 c.4 d.1 e.3

Listening script:

*0. I like my bedroom most.*

*1. Mary is a talkative person. She likes chatting on the phone with her friends.*

*2. Phong is playing badminton with Nam.*

*3. Where is your mother? – She’s cooking in the kitchen.*

*4. Can I borrow your calculator?*

***Part 2. Listen and write True (T) or False (F) (1pt)***

*Mỗi câu đúng 0.25đ*

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

Listening script:

*Tony is tall and handsome. He has short fair hair and big brown eyes. He is intelligent and funny. He makes jokes and everyone laughs. He likes listening to music and he can sing many songs. Next Sunday he is going to the cinema with his friends.*

***II. Find out the word which has a different sound in the part underlined(1pt)***

*Mỗi từ đúng 0.25đ*

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

***III. Find the odd A, B, C or D (1pt)***

*Mỗi từ đúng 0.25đ*

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

***IV. Choose the best answers to complete the sentences (1.5pts)***

*Mỗi câu đúng 0.25đ*

1.B 2.A 3.D 4.B 5.C 6.A,C

***V. Complete the passage using the given words in the box (1.25pts)***

*Mỗi câu đúng 0.25đ*

1.country 2. rooms 3.bedrooms 4.chairs 5.television

***VI. Read the passage and answer the questions (1.25pts)***

*Mỗi câu đúng 0.25đ*

1. He lives in Sydney (with his family).

2. There are nine rooms (in his house).

3. She is a student (at the Law University).

4. He works in an office (20 kilometers from their house).

5. No, she isn’t.

***VII .Complete the sentences using the given words (2pts)***

*Mỗi câu đúng 0.5đ*

1. Quang often plays football in the afternoon (/every afternoon).

2. My mother is cooking dinner in the kitchen now.

3. She has a small nose.

4. There are twenty students in the classroom.

**Version 02**

***I. Listening***

***Part 1. Listen and number from 1 to 4 (1pt)***

*Mỗi tranh đúng 0.25đ*

1. 0 b.1 c.4 d.2 e.3

*Minh: Hi, Phong.*

*Phong: Hi, Minh. Nice to see you again.*

*Minh: Oh, your school bag looks heavy.*

*Phong: Yes, it is. I have a pencil case and some notebooks.*

*Minh: I also have a new school bag. My mother bought it last Sunday.*

*Phong: It looks nice. I like its color.*

*Minh: Really? I also have a new ruler and a calculator.*

***Part 2. Listen and write True (T) or False (F)(1pt)***

*Mỗi câu đúng 0.25đ*

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

Listening script:

*Peter lives in Sydney with his family. They live in a large house. There are many flowers in the yard, especially in summer.*

*His father works in an office 20kilometers from their house. His mother is a nurse. She works in a hospital. She always gets up early to cook breakfast for her family. Peter is a student. Peter goes to the same school with his brother.*

***II.Find out the word which has a different sound in the part underlined(1pt)***

*Mỗi từ đúng 0.25đ*

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

***III.Find the odd A, B, C or D (1pt)***

*Mỗi từ đúng 0.25đ*

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

***IV.Choose the best answers to complete the sentences (1.5pts)***

*Mỗi câu đúng 0.25đ*

1.C 2.B 3.C 4.A 5.A,D 6.B

***V. Complete the passage using the given words in the box (1.25pts)***

*Mỗi câu đúng 0.25đ*

1.school 2. trees 3.play 4.students 5.raining

***VI. Read and answer the questions (1.25pts)***

*Mỗi câu đúng 0.25đ*

1. She gets up at half past six every day.

2. She has some bread and a glass of milk for breakfast.

3. She goes to school by bus. / By bus.

4. No, she doesn’t.

5. She has lunch with her parents.

***VII .Complete the sentences using the given words (2pts)***

*Mỗi câu đúng 0.5đ*

1.She usually has breakfast at 7 o’clock.

2.He has big eyes.

3.There is a picture and a wardrobe in my bedroom.

4.They are listening to music now.

1. **Homework**

* Prepare unit 4: Skill 1.

**Unit 4: MY NEIGHBOURHOOD**

Week: 11 Period: 31

**Skill 1**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

* Reading for specific information about good things and bad things in a neighbourhood.
* Talking about different places and show directions to these in a neighbourhood

**II. Language focus**

*1. Vocabulary:* the lexical items related to the topic “My neighborhood”.

*2. Structures:* Ask and answer about directions.

Practise reading and speaking skill

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Chatting  ?Where do you live?  ?Is it queit or noisy there?  ? Do you like your neighborhood? Why or why not?  - Ask Ss to look at the picture of Khang’s neighborhood. And ask them some questions.  ?Where do you think Khang’s neighborhood is?  ?What do you think about it?  ?Do you like living there? Why? Why not?  **II.Vocabulary**  - T asks Ss to scan the blog to find these words in the pasage.  - T may help Ss find out the meaning of the words in the context.  + Suburb ['sʌbə:b](n):        ngoại ô + sandy: có cát  + Incredibly [in'kredəbli](adj): thật ngạc nhiên, khó tin  + (to) dislike:        không thích  \*Check: Slap the board  **III.Reading**  \*Set a scene: Khang’s blog  *1.Answer the questions*  T asks Ss to read the text again and answer the questions.  -T asks Ss to note where they found the information that helped them to answer the questions.  -Have ss work in pairs to find the answers.  -Get feedback some pairs before class  *2.Read and fill in the table*  -Ss scan the passage again and find the information to complete the table.  - Ss note where they found the information and compare with their partners.  - Feedback: 2Ss write on the board.  - T checks and corrects it   |  |  | | --- | --- | | Like | Dislike | | - It’s   great for outdoor activities.  - There’s almost everything here.  - Most houses have a backyard and a frontyard.  - People are incredibly friendly.  - The food is very good. | The streets are busy, crowded and noisy during the day. |   **IV.Speaking**  \*Set a scene: the map of Khang’s neighborhood  *1.Look at the map. Ask and answer*  -T reviews the expressions they can use to give directions.  Directions:  1. Go straight on 2. Turn left ... 3. Go past…  4. Take the first 5. Go to the end  6. Go along 7. Cross  -T may model this activity with a good student.  -Call some pairs to talk before the class. Ss work in pairs to practice the dialogue.  -Have ss work in pairs to practise  - Select some good pairs to act out their dialogues in front of the class. Then invite some comments from other Ss.  2. *Ask and answer the question about the way to get to the places in your town/village/etc*  - Note some common errors and discuss them with the whole class.  - select some pairs to act out their dialogue in front of the class.  **V.Homework**   * Learn by heart all the new words * Do Ex D1, 2, 3 (WB) * Prepare for the next lesson: Unit 4: Skills 2. | -Individual  -Read the blog and try to find the meaning  - Repeat in chorus and individually  - Copy all the words  -Read the text again  -Work in pairs to find the answers  -Read and complete the table individually  -Compare with the partners  -Review the expressions to give directions  T- a good student  -Work in pairs  -Work in pairs  -Take note |

Feedback:

**Unit 4: MY NEIGHBOURHOOD**

Week: 11 Period: 32

**Skill 2**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

- Listen for specific information about directions to some places in a nieghbourhood.

- Write about what they like or dislike about their neighbourhood.

**II. Language focus**

*1. Vocabulary:* the lexical items related to the topic “My neighborhood”.

*2. Structures:* Ask and answer about the directions.

Practise listening and writing skill

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Ss may get confused in writing.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Check up old lesson  *?Describe your neighbourhood*  -Call 2 ss go to the board.  -Check their exercises at home.  -Get feedback and give mark  **II.Vocabulary**  -super market: siêu thị  -cafe' ['kæfei]: cà phê  -secondary school: trường cấp 2  -lower secondary school : trường cấp 1  -office: văn phòng, cơ quan  \*Check: Matching  **III.Listening**  *1.Listen and fill in the blanks*  - Ask Ss to read Study Skills – Listening carefully. Then apply these tips to doing Listening exercises.  -Ask Ss to read the dialogue and guess the missing words.  - Play the recording and ask Ss to write down the words or phrases in the blanks.  - Play the recording again for Ss to check the answers.  *\*Key:*  1. the end 2 right 3.lower secondary school  4. Le Duan street 5.second right  *2.Listen and choose the correct places*  - Ask Ss to read the rubric and study the map carefully. Ask them to work in pairs to discuss how to get to the places numbered 1 – 4.  - Play the recording and have Ss choose the correct answers as they listen.  - Call on some Ss to write their answers to the board.  - Play the recording again for Ss to check their answers. Pause at the sentences that include the information Ss need for their answers.  \*Key: 1A 2C 3F 4D  **IV.Writing**  *3.Tick what you like or don’t like*  -Ask Ss tick what they like or don't like about a neighbourhood.  -Hang the poster on the board.  - Share their answers with partners  *4.Make note about your neighbourhood*   |  |  | | --- | --- | | Like | Dislike | |  |  |   - Ask Ss to make notes on what they like and dislike about their neighbourhood. (*not to write full sentences*, *use abbreviations* )  - Ask them to share their notes with their partners.  - Read out the notes from some more able Ss to the whole class.  *5. Write a paragragh about your neighbourhood*  - Ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.  - Ask them to write the first draft. Then have them write their final version.  - Display some of the leaflets on the wall/ notice board. Other Ss and T comment.  **V.Homework**   * Learn new words by heart. * Write your paragraph in your book * Do Ex E1, 2 (WB). * Prepare for the next lesson: Unit 4: Looking back & Project. | -Answer question  - Repeat in chorus and individually  - Copy all the words  -Individual work  -Read and guess individually  -Individual work  -Work in pairs  -Individual work  -Write answers on the board  -Individual work  =>share with the partners  -Individual work  =>share with the partners  -Individual work  -Take note |

*Feedback*

**Unit 4: MY NEIGHBOURHOOD**

Week: 12 Period: 33

**Looking back & Project**

**I. Aims And Objectives**

To help students recycle the language from the previous sections and link with the topic: My neighbourhood.

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 4.

- Write a description of their ideal neighbourhood.

**II. Language focus**

*1. Vocabulary:* the lexical items related to the topic “My neighborhood”.

*2. Skill:* Practise all skills

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Kim’s game  -Show the pictures (ex 1/ p46) on the screen.  -Encourage ss to remember and write all items they see.  Key: statue, park, temple, memorial, cathedral, …  **II.Vocabulary**  *1.Write the words*  -Have ss write the words under the pictures.  -Get feedback and correct if necessary  \*Key:  1. Statue 2.Railway station 3. park  4 temple 5. memorial 6 cathedral.  *2.Fill the suitable adjective*  - Ask Ss to read the sentences carefully and complete them with the adjectives they have learnt in Unit 4.  \**Key:*  1. noisy 2 narrow 3 historic  4 incovenient 5. cheaper/ more expensive.  **III.Grammar**  3.Put the adj in the correct column  - Ask Ss to work individually to put the following adjectives in the correct column.  - Check and confirm the correct answers.   |  | | --- | | **One syllable** | | *Fast, hot, large* | | **Two syllables** | | *Happy, noisy, quite, heavy* | | **Three or more syllables** | | *Exciting, expensive, convinient, difficult, polluted* |   *4.Matching*  - Ask Ss to match the name of a nature wonder in column A with a word in column B.  - Ask Ss to check their answers with a partner before discussing their answers as a class.   |  |  | | --- | --- | | Faster  More convenient  Noisier  More difficult  Heavier  More expensive | Happier  Hotter  More polluted  More exciting  Larger  Quieter |   *5.Complete the sentences*  -Explain the task and have ss work in pairs.  -Get feedback and correct if necessary  Key:  1. Noisier than 2. More modern than  3. More convenient than 4. More beautiful than  5. More expensive than  **IV.Communication**  *6.Matching questions and answers*  - Ask Ss to read the questions and answers twice. Then match them.  - Have them write all sentences in their notebooks.  Key*:*  a – c d – e f – g h – b  *7. Role-play the questions and answers.*  - Ask Ss to role-play the questions and answers  **V.Homework**   * Prepare for the next lesson: Review 1: Language. * Do “project”. | -Work in groups  -Individual work  -Individual work  -Individual work  -Individual work  -Pair work  -Work in pairs  -Individual work  -Work in pairs  -Take note |

*Feedback*

**Unit 5: natural wonders of the world**

Week: 12 Period: 34

**Getting started**

**I. Aims And Objectives**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "Natural wonders of the world".

**II. Language focus**

- Vocab: travel items, things in nature.

- Grammar: superlatives of short adjectives.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**:Network    -Give instruction of the game, devide class into 2 teams  -Get feedback and correct  **II.Vocabulary**  - Desert ['dezət]: sa mạc  - Waterfall ['wɔ:təfɔ:l]: thác nước  - Island ['ailənd]: hòn đảo  - Valley ['væli]: thung lũng  - Cave [keiv]: hang động  \*Check: R.O.R  **III.Practice**  *Ex2.Listen and repeat the words*  -Play the recording.  -Get feedback some individuals and correct the pronunciation if necessary.  *Ex3.Label the pictures.*  -Introduce the pictures and explain the task.  -Ask Ss work in pairs to label the pictures with correct words. Show the picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.  \**key:*  1.Mountain 2.river 3waterfall 4forest 5.cave 6.desert 7.lake 8.beach 9.island 10.valley  *Ex4.Read and tick the words you can find*  - SS look back at the conversation in getting Started and try to find the vocabulary used.  **IV.Listen and read**  \*Set a scene by using picture p48:  ?How many people are there?  ?Where are they?  ?What are they talking about?  -Play the recording, ss listen and read.  -Have ss practice in pairs the conversation.  *1a.Answer the questions*  -Have ss scan the dialogue again and find the answers.  -Get feedback and correct if necessary.  \*Key:  1.Vy is 2.She went to the wrong room  3.Uluru 4.Australia 5.An island  *1.b.Put the words in the correct order.*  -Have ss do the exercise individually and correct  \*Key  1.Can you spell that, please?  2.Can you repeat that?  3.Can I come in?  ?*Which situations do you use these sentences? (1.c)*  =>GRAMMAR: ***polite request***  Can I/ you + V (inf) +……, please?  *1c.Role play*  -Have ss practice the example and have them extend their conversation.  -Get feedback some pairs before class.  **V.Homework**   * Prepare for the next lesson: Unit 5: Closer look 1. * Practise reading the dialogue fluently. * Learn by heart all new words. | -Work in teams  -Listen and repeat in chorus and individually  -Copy all the words  -WC listen and repeat  -Work in pairs  -Individual work  -Listen and read  -Practice in pairs  -Work in pairs  -Individual work  -Work in pairs (role play)  -Take note |

*Feedback*

**Unit 5: Natural wonders of the world**

Week: 12 Period: 35

**A Closer look 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /t/ and /st/ in isolation and in context; Use the lexical items related to the topic “Natural wonders of the world”.

**II. Language focus**

- Vocab: travel items, things in nature.

- Pronunciation: /t*, st*/.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**:Brainstorm  Imagine you are going to have a picnic, What things can you bring with?  **II.Presentation**  *1.Pre-teach vocab*  -Plaster ['plɑ:stə]: băng dán  - Walking boots : đôi ủng  - Painkillers: thuốc giảm đau  - Sun cream: kem chống nắng  - Scissors ['sizəz]: cái kéo  - Sleeping bag: túi ngủ  - Backpack: ba lô  \*Check: Matching (exercise 1/ p50)  -Have ss match items with the correct pictures.  -Get feedback and correct if necessary.  *2.Complete the sentences.*  -Have ss read all sentences and fill in the gaps.  -Get feedback some indiduals before class.  \*Key:  a. compas b. sun cream c. painkillers.  d. backpack e. plaster  *3.Put the items in order.*  -Ask Ss to work in group of 4 to disscus about the importance of these things in travel with 2 situations, put the items in order from the most useful to the least useful. Give the reasons why.  + Situation 1: a beach holiday  + Situation 2: a camping trip in the forest.  -Get feedback some representatives.  **III.Pronunciation**: /t/ and /st/  -T notices the way to read the sounds: : /t/ and /st/  /s/ is a long sound,/st/ is a long sound with /t/  *4.Listen and number*  -Have ss read out all the words first.  -Play the recording.  -Get feedback some individuals.  -Play the recording again to check their answers.  \*Key:  1.best 2.boat 3.coast 4.lost  5. boot 6. desert 7.plaster 8. forest.  *5.Listen again and repeat the words.*  -Play the recording for them to listen and repeat the words.  -Call some ss to speak out before class.  -Correct their pronunciation if necessary.  **IV.Production**  *6.Listen and repeat (book closed)*  -Ask Ss to listen carefully and raise their hands when they hear the / t/ or /st/.  -Alternatively, divide the class into a /t/ group and a/st/ group and they listen and repond to their own sound.  -Play the recording. Ss listen and repeat sentence by sentence.  -Get feedback some individuals.  -T and other ss comment and correct spelling mistakes.  **V.Homework**  -Prepare for the next lesson: Unit 5: Closer look 2.  -Do exercise A1, 2 (p.33), B1, 2, 3 (P.33, 34) workbook. | - Ss make a list of items related to travel.  - Repeat in chorus and individually  - Copy all the words  -Individual work  -Individual work  -work in groups of 4  -Listen and practise  -Read all the words  -Listen and number  -Listen and repeat in chorus  -Listen and raise the hands  -Listen andrespond  -Listen and repeat sentence by sentence.  -Take note |

*Feedback*

**Unit 5: natural wonders of the world**

Week: 13 Period: 36

**a Closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

- use comparative and superlative adjectives to describe things in nature.

- use must and mustn’t to give orders..

**II. Language focus**

- Vocab: travel items, things in nature.

- Grammar: comparative and superlative adjectives

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**:  ? Tell the names of some famous places in our country or in the world.  *Eg*: West Lake in Ha Noi  Phong Nha cave in Quang Binh  Pyramids in Egypt …  **II.Presentation**  *1.Pre-teach vocab*  High – highest wide – widest  Large – largest hot – hottest  Long – longest good – best bad – worse  *2.Prediction*  \*Set a scene: Vy is giving a quiz about the wonders of the world. Read sentences and guess if they’re T or F.  -Have ss work in groups to guess.  -Get feedback some individuals.  -Play the recording for ss’ check.  \**Key*: 1T 2T 3F 4T 5T 6T  3.Underline all words ending in ***–est*** in the quiz.  4.Complete the table  -Explain the task and have ss do the work individually  -Get feedback some individuals.  =>***GRAMMAR 1***: Superlative of short adjectives  ***S + to be + the + adj (est)***  **III.Practice**  *5.Complete the passage*  Ss fill in the sentences individually then go to the board to write their sentences  - Other Ss and T feedbacks  \**Key*: 1 hottest 2 hotter 3+4 coldest 5 colder  6 biggest 7 highest 8 smaller  *6.Write the name of some famous places.*  -Have ss write some names of famous places on the pieces of paper.  -Have them work in groups to make sentences about places first.  -Then call some ss to practice before class  +S1: Read out the famous place.  + S2: make sentence using superlative of adj.  Eg: The West Lake is the largest lake in Hanoi.  \****GRAMMAR 2***: *Modal verb “must” – an order.*  -Elicit the model sentence by giving an situation.  ? Who is the laziest person in our class?  ? Why?  ? How can you order her/ him ?  *- He must do his homework.*  =>Form: ***S + must (not ) + V (bare)***  => Use: *B¾t buéc ai lµm g× hoÆc ko ®­îc phÐp lµm g×*  *7.Read and underline the forms of must*  -Have ss read and underline.  -Call 2 ss to read out the sentences.  **IV.Production**  -Hang on some signs and have ss guess their meaning.  -Have ss speak out the rules first, then write in the notebook.  *\*Key*  images (1)3.We must put the waste in the waste basket.  bien-cam-hut-thuoc4.We mustn’t play football.  5.We mustn’t smoke.  6.We mustn’t ride a motorbike here.  **V.Homework**  -Prepare for the next lesson: Unit 5: Communication.  -Do exercise B4, B5(p.34, 35) (Workbook). | -Individual  -Listen and repeat in chorus and individually  -Read and have a guess  -Individual work  -Take note the new structure about the superlative of adj  -Individual work  -Work in groups of 4  -Some closed pairs  -Take note the new structure  -Read and underline  -Observe the signs and give the rules.  -Work in pairs  -Take note |

*Experiments:*

Week: 13 Period: 37

**Unit 5: natural wonders of the world**

**communication**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

* Review comparative and superlative adjectives to describe things in nature.
* Use “ must” and “mustn’t” to give order.

**II. Language focus**

- Vocab: travel items, things in nature.

- Grammar: comparative and superlative adjectives, modal verb “must”

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak Ss may find it difficult to express their idea.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: *Checking old lesson*:  - Teacher checks Ss homework  - Get one S to go to the board and make sentences using superlative adjectives.  **II.Presentation**  *1.Pre-teach vocabulary*  - Tent : lều, rạp  - waterproof coat : áo mưa, vải không thấm nước  - torch: ngọn đuốc, đèn pin  - map: bản đồ  - sun hat: mũ, nón che nắng  - mobile phone: điện thoại di động  - diverse [dai'və:s](a): gồm nhiều loại khác nhau  \*Check: Slap the board  *2.Review grammar*  *a.Superlative*  -Ask ss answer the question  What is the highest mountain in the world?  -Have them retell about the form of superlative  *b.Modal verb “ must”*  ?What must we do when the traffic light is red?  -Have ss retell the form  **III.Practice**  \*Set a scene: Mount Everest  *1.Open predicton*  a.The Himalayas is very special.  b. Mount Everest is in the Himalayas.  c.There aren’t any forests, plants and animals there.  -Have ss read the passage and check their prediction  \*Key: a.T b.T c.F  *2.Make list of things you must take to the Himalayas.*  -Show the table and have ss to fill in.  -Get feedback   |  |  | | --- | --- | | **MUST** | **MUSTN’T** | | Compass | Go alone | | Torch | Shorts | | Tent | T-shirts | | Coat |  | | Waterproof |  | | flashlight |  | | Sun hat |  | | Mobile phone |  | | map |  | | Ask for advice |  |   **IV.Production**  *Role play: a guide and a tourist.*  -Make a model with a good ss.  -Explain the task and have ss practice in pairs.  -Get feedback some pairs before class  -Correct if necessary  *A: I want to go to the Himalayas.*  *B: OK. I think you must take the ............because it is ....................*  *A: Yes. Anything else?*  *B: ..........*  **V.Homework**   * Prepare for the next lesson: Unit 5: Skills 1. * Do exercise C1, 2, 5 (p.35, 36) (Workbook). | -2 students  -Listen and repeat in chorus and individually  -Copy all the words  -Answer the question  -Answer the question  -Work in pairs to have a guess  -Individual work  -T and a student  -Work in pairs  -Take note |

*Experiments:*

**Unit 5: Natural wonders of the world**

Week: 13 Period: 38

**Skill 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

* Read a brochure for tourist information.
* Talk about and giving travel advice.
* Practise speaking and reading skills.

**II. Language focus**

- Vocab: travel items, things in nature.

- Skill: Reading and speaking skill

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Chatting  http://t0.gstatic.com/images?q=tbn:ANd9GcS2hsgTLMU7dweVAoJdNAewprnGrJlYuzciq0rHAu2iGLrl3quvOg http://khamphahue.com.vn/upload/vhdl/vanhoa/disan/vatthe/2012/06/kt2.jpg  -Show some pictures about Ha Long Bay and Hue and ask questions:  ? Do you know these places?  ? Are they famous for tourist?  ? Have you ever gone there? When? With whom?  ? Do you like to go there?  **II.Vocabulary**  *1.Pre-teach vocabulary*   |  |  | | --- | --- | | bay(n):  island(n)  boat(n)  seafood(n)  traditional (a)  dance(n)  exciting(a)  imperial city(a)  gallery(n):  attraction(n)  cuisine(n) [kwi':zi:n] | Múa  Phòng trưng bày  Ẩm thực  Vịnh  Thành nội  Thuyền  Hào hứng, hấp dẫn  Điểm thu hút du lịch  Đảo  Hải sản  Truyền thống |   \*Check: Matching  \*Set a scene: (pictures + passage)  **III.Reading**  *1.Open prediction*  ? Where is the passage from?  ?What is it about?  ? What do you know about the subject?  -Have ss read the study skills.  -Have them read the passage and check the prediction  *\*Key*  It is from a magazine/newspaper  It is about natural beauty in Viet Nam.  I think the subject is about some famous and wonderful places for visiting in Viet Nam.  *2.Read the words in the passage and check their meaning.*  -Have ss scan the passage again and find the words.  -Ask them to guess the meaning of the words.  *\*Key*  +*Essential*(a): something very important  +*Activity*(n): actions or things done(eat seafood, watch dance, take a boat,…)  +*Attraction*(n): things or places very attractive  +*Cuisine*(n) a kind of food in Hue  *3.T or F statements*  -Have ss read all the sentences.  -Ask them to work in pairs to tick T or F.  (underline the information in the passage)  -Get feedback some individuals and correct  *\*Key*: 1. T 2. F 3. T 4. F 5. T  *4.Answer the questions*  -Have ss read the questions and find the answer  -Get feedback some pairs and correct  \*Key:  1. Ha Long Bay is in Quang Ninh province.  2. You must take a boat ride.  3. A visit to the Imperial City is more important.  4. Because people travel there just for the food.  **IV.Speaking**  *5.Table grid*  - T asks Ss to complete the table.  -Get feedback some individuals   |  |  | | --- | --- | | **Ha Long Bay** | **Hue** | | Island  Caves  Seafood  Traditional dance  beaches | Huong famous river  Imperial City  Museum  Art gallery  Cuisine  Ngu Binh mountain |   *6.Tell your partner about the place*  - Ask them to use the ideas they brainstormed to fill in their own schedule.  + Group A describes Ha Long Bay  + Group B describe Hue.  -Get feedback some representatives.  *7.Role play the conversation in groups*  -Ss have 3 minutes to speak each other.  - Ss can report to the class about their partner’s schedule.  + Things they must do/bring:\_\_\_\_\_\_\_\_\_  + Things they mustn’t do/bring:\_\_\_\_\_\_\_  **V.Homework**   * Prepare for the next lesson: Unit 5: Skills 2. * Learn by heart all the new words * Do Ex D1, 2, 3, 4 (WB) | -Answer the questions  -Listen and repeat in chorus and individually  -Copy all the words  -Answer the question (book closed)  -Individual work  -Read and find the words  -Read all setences  -Have a guess  -Work in pairs to find the answers  -Individual work  -Work in groups  -Work in pairs  -Take note |

*Experiments:*

**Unit 5: natural wonders of the world**

Week: 13 Period: 39

**Skill 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

* Listen to get information about travel plans.
* Write a travel guide entry about an interesting place.
* Practise listening and writing skills.

**II. Language focus**

- Vocab: travel items, things in nature.

- Skill: Listening and writing skill

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Check up old lesson   * Teacher checks Ss’ homework. * Get one student to go to the board to write new words.   **II.Listening**  \*Set a scene by using the bronchure: Nick’s family are in the travel agent’s. They want to go on holiday. They are choosing a place from the bronchure.  *1.Prediciton: which place do they choose*  =>Information:   * Beach - Hotel * Resort - Bay   -Have ss guess the place and play the recording twice  + 1st listening: listen whole passage.  + 2nd listening: listen and catch the key word and choose place.  *2.Listen and answer the questions*  -Have ss read all the questions.  -Play the recording again.  -Get feedback some individuals  \**Key:*  1. Ha Long Bay, Mui Ne, Hue or Nha Trang  2. Can we see a picture of the hotel in Mui Ne? / Which is cheaper, Mui Ne or Nha Trang?  3. Mui Ne is cheaper but I think Nha Trang is more interesting.  4. Yes, he is.  **III.Writing**  *3.Write a travel guide about a place you know.*  - T pairs Ss ands asks them to use the ideas they brainstormed to fill in their own schedule.  - Ss have 3 minutes to speak each other.  - Ss can report to the class about their partner’s schedule  *4.Fill each blank in the network. Write a paragraph.*  -Introduce the network and have ss answer the questions and fill in the blank.  -From above information, ask ss write a short paragraph about the place.  **IV.Production**  -Collect some writing and correct the typical mistakes.  \**Example*: It is in Ba Vi District. It is about 50 km to the North of Hanoi Capital. I can get there by car or taxi. It is special and famous for its beautiful natural sights such as: Tan Vien Mountain, small streams and beautiful waterfalls. It is beautiful and it has wonderful scenery especially the air is cool and fresh all year round. I can visit King Pond.  **V.Homework**   * Prepare for the next lesson: Unit 5: Looking back & Project. * Complete the writing * Do Ex E1, 2, 3 (WB) | -Individual  -Have a guess  -Listen and take note  -Read the questions  -Listen and answer the questions individually  -Work in pairs  -Speak out the travel guide  -Work in pairs  -Individual work  -Give comments  -Take note |

*Experiments:*

**Unit 5: natural wonders of the world**

Week: 14 Period: 40

**looking back**

**I. Aims And Objectives**

To help students recycle the language from the previous sections and link with the topic: Natural wonders of the world.

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 5.

- Write down what they know about Vietnam (The weather, natural wonders and travelling).

**II. Language focus**

- Vocab: travel items, things in nature.

- Skill: Reading, speaking and writing skill

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Label the things  -Show the pictures on the screen and have ss call out all items.  -Ask ss to write the things in the pictures.  -Get feedback 3 ss  \*Key:1. mountain 2 waterfall 3 forest 4 cave  5 desert 6 lake 7 beach 8 island 9 valley.  **II.Vocabulary**  *Ex2/p56: Write the words*  -Have ss write individually.  -Get feedback 2 ss  \*Key: 1 scissors 2 sleeping bag 3compass  4 torch 5painkiller 6 plaster  **III.Grammar**  *3.Complete the sentences*  -Have ss retell about the superlative.  -Explain the task and ask them to do exercise 3/ p56  \*Key: 1 hottest 2 longest 3 highest 4 largest 5 best  4.Matching  -Ask Ss to work in pairs and match the name of a natural wonder in column A with a word/ phrase in column B.  -Monitor the activity and offer help to Ss when necessary.  \*Key: 1-d 2-c 3-a 4-e 5-b  5.Practise the conversation  -Have Ss work in pairs and practice conversation.Draw Ss' attention to the questions and answers for the information about Everest and Loch lomond then discuss all in 4.  -Provide any related infomation they know about.  A : What is Everest?  B: I think it is the highest mountain in the world.  IV.Communication  6.Complete the dialogue  T elicits the language being practiced in this activity: model verb " must".  -T asks Ss to complete the conversation individually.  -Ss can share answers with their partners.  T divides Ss into groups of As and Bs.  -Feedback: Ss practice asking and talking about the advice " must or mustn't.  \*Key: 1 must 2 must 3 must 4 must  V.Project  1.Ask and answer  -Explain the task, have ss to ask and answer about Viet Nam.  -T do model with a student.  -Note: using the superlative of adj.  2.Writing  *How well do you know about Vietnam?*  (Ss write about VN at home)  -Get Ss to write about what they know about Vietnam (Talk about the weather, natural wonders and travelling).  **VI.Homework**   * Prepare for the next written test 45’. * Write about what they know about Vietnam (Talk about the weather, natural wonders and travelling). | -Individual work  -Individual work  =>compare with the partners  -Retell about the superlative  -Individual work  -Work in pairs  -Work in pairs  -Individual work  =>compare with the partners  -Work in groups A-B  T- a student  -Individual work  (at home)  -Take note |

*Experiments:*

|  |  |
| --- | --- |
| Week: 15 Period: 42 |  |

**Written test No.2**

**A. Aims**

* Check the knowledge (from unit 4 to unit 5) which students have learned in the class.
* Help students realize the mistakes so that they can revise and get better marks next time.

**B. Objectives**

* Listen and write True (T) or False (F)
* Which word is pronounced differently?
* Which word is stressed differently?
* Find the odd A, B, C or D
* Choose the best answers to complete the sentences
* Circle A, B, C or D to find out the mistake
* Read the passage and write true (T) or False (F)
* Read the passage and answer the questions
* Complete the second sentence so that it has the same meaning to the first

**The content of the test**

***I. Listen and write True (T) or False (F) (1pt)***

1. Phong learns at a primary school. …………..

2. He goes to school at seven o’clock. …………..

3. He plays volleyball in his free time. …………..

4. He often goes to the library. …………..

**II/ Phonetics**

**\* Which word is pronounced differently? (0.5pt)**

1. A. kn***o***w B. cl***o***se C. t***o***wn D. s***o***fa

2. A. ***c***ity B. ***c***athedral C. ***c***entral D. ***c***inema

**\* Which word is stressed differently? (0.5pt)**

3. A. plaster B. noisy C. peaceful D. convenient

4. A. correct B. camera C. activity D. banana

***III. Find the odd A, B, C or D (0.5pt)***

1. A. visit B. walk C. map D. cross

2. A. larger B. worker C. smaller D. better

3. A. river B. lake C. waterfall D. mountain

4. A. polluted B. comfortable C. fantastic D. cheap

5. A. island B. palace C. cathedral D. temple

***IV. Choose the best answers to complete the sentences (1.5pts)***

1. My new house is …………….than the old one.

A. more convenient B. convenient C. the convenient D. most convenient

2. Can you …………me the pencil, please?

A. to pass B. passes C. pass D. passing

3. Turn left. It’s ………….your right.

A. at B. on C. of D. in

4. We …………..trees in the garden now.

A. plant B. plants C. planting D. are planting

5. Nam is tall, but Son is ………………….

A. taller B. tall C.the tallest D. tallest

6. Students must ……………homework.

A. doing B. do C. does D. to do

***V. Circle A, B, C or D to find out the mistake (1pt)***

1. It is raining. You mustn’t take your umbrella.

A B C D

2. Of the two girls, Mai is the tallest.

A B C D

3. They doesn’t go fishing in the winter.

A B C D

4. Tom and Jim often play soccer on the afternoon.

A B C D

***VI. Read the passage and write true (T) or False (F) (1pt)***

My name is Tuan. I am a student in class 6A. I live with my family in the countryside. We live in a large house. The house has a living room, a kitchen, three bedrooms and a bathroom. There is a backyard having many flowers, especially in summer.

My elder brother is twenty years old. He’s a student in an university. My father is a worker. He works in a factory. Every day, he goes to work by bus. My mother is a teacher in a primary school. She likes listening to music in the free time. We live very happily and I love my family very much.

1. There are five people in Tuan’s family. …………..

2. He lives in a large house. …………..

3. There are three rooms in his house. …………..

4. His father goes to work by car every day. …………..

***VII. Read the passage and answer the questions (1pt)***

Da Nang is one of the major port cities in Viet Nam. It is the biggest city in the South Central Coast of Viet Nam. It has a population of 951, 700 people. It has many beautiful landscapes. The Han River flows through the city. There are five bridges across the river. The Han River is the newest one. Non Nuoc Beach is a white sandy beach on the outskirts of Da Nang. However, walking on the street on a summer afternoon is not a good idea here because there are not many trees, then the city does not have many shadows and it’s often very hot at noon.

***Questions***

1. What is the population of Da Nang?

………………………………………………………………………………………

2. How many bridges are there across the river?

………………………………………………………………………………………

3. What is Non Nuoc Beach like?

………………………………………………………………………………………

4. Are there many trees here?

………………………………………………………………………………………

Asks Ss to prepare for the next lesson: Unit 6: Getting started.

***VIII. Complete the second sentence so that it has the same meaning to the first (1pt)***

1. Remember to turn off the light.

You must ……………………………………….……………………..……………..

2. My house is smaller than your house.

You house ……………………………………………………………………………

3. She likes English.

Her favorite ………………………………………………………………………….

4. My family has four people.

There are ……………………………………………………………………………..

*\**Ask students to prepare Unit 6: Our Tet holiday – Lesson 1: Getting started

**Unit 6: our tet holiday**

Week: 15 Period: 43

**GETTING STARTED**

**I. Aims And Objectives**

This lesson will present the vocabulary and grammar items to be learned. Ss then practice listening and speaking with the lexical items related to the topic "Our Tet holiday".

**II. Language focus**

- Vocab: Tet things and activities.

- Grammar: “will” for intentions, :should/shouldn’t” for advice.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up:** Network  Peach blossom  \*Possible answer:  Lucky money, firework, stick rice, apricot blossom, flowers, spring roll  **II.Vocabulary**  - (to) celebrate ['selibretid]: Kỷ niệm  - (to) decorate ['dekəreit]: Trang trí  - fireworks: Pháo hoa  - family gathering (n): Sum họp gia đình  - peach blossom (n) [pi:t∫'blɔsəm]: Hoa Đào  - apricot blossom (n)['eiprikɔt'blɔsəm]: Hoa Mai  - lucky money (n): Tiền lì xì  \*Check: Matching  **III.Listen and read**  \*Set a scene:  ?What is Phong doing ? He’s having an interview.  It’s about Vietnamese Tet  ?What is the interview about? Holiday.  *1.Open prediction: T or F statement prediction*  -Show 5 sentences on the screen (exercise 2/p59)  -Have ss read carefully and guess T or F  -Collect ss’ ideas + write on the board  -Play the recording, ss listen and read to check.  \*Key: 1.F, 2.F, 3.F, 4.T, 5.T  *2.Fill in the blanks (exercise 3/p59)*  -Have ss read the dialogue again and find the information  -Get feedback some individuals.  \*Key: 1. The end of January 2. house  3. flowers and plants 4. fireworks  5. great food ; lucky money  6. family gatherings  *3.Matching (exercise 4/p59)*  -Have ss observe the pictures and call out the items.  -Ask them to read the words and do matching.  -Have them speak out in chorus  *\*Key*: 1.b; 2.a; 3.c; 4.e; 5.h; 6.g; 7.f; 8.d  -Ask ss to look at the pictures and find out the things relating to Tet  *\*Key*: 1, 2, 3, 7, 8  **IV.Production**  Game  -Ask Ss to write down three things or activities they like best about Tet, using structure *I like/love/ enjoy*...’  **V.Homework**   * Prepare for the next lesson: Unit 6: Closer look 1. * Practise reading the dialogue fluently. * Learn by heart all new words. | -Work in 4 groups  -Listen and repeat in chorus and individually  -Copy all the words  -Answer the questions  -Read the sentences andhave a guess (pairs)  -Individual work  -Look at the pictures + words to do the matching  -Individual work  -Work in pairs  -Take note |

*Experiments:*

**Unit 6: our tet holiday**

Week: 15 Period: 44

**A closer look 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /∫/ and /s/ in isolation and in context; Use the lexical items related to the topic “Our Tet holiday”.

**II. Language focus**

- Vocab: Tet things and activities.

- Pronunciation: /∫*, s*/.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities***  Decorate house | ***Students’ activities*** |
|  | **I.Warm up**: Network  \*Possible answer:  Visit pogoda, receive or give lucky money, see firework, visit relatives, send cards, cook delious meal.  **II.Presentation**  *1.Pre-teach vocab*  - calendar ['kælində]  - (to) hang  - rubbish /'rʌbiʃ/  - (to) wish /wi∫/  \*Check: R.O.R  *2.Listen and repeat the words in the box*  -Play the recording.  -Get feedback some individuals  *3.Label the pictures with the words in 2.*  -Present the pictures on the screen.  -Have ss discuss and label pictures with the words.  -Get feedback some individuals  \**Key*:1.b, 2.i, 3.d, 4.j, 5.f,  6.g, 7.h, 8.e, 9.k, 10.c, 11.a  *4.Match the verbs with the suitable nouns*.  -Explain the task and make and example.  -Have ss work in pairs.  -Get feedback some individuals  \**Key*:  1 cook special food 7. plant trees  2. go to a pagoda 8. make a wish  3. give lucky money 9. hang a calendar  4. visit relatives 10. watch fireworks  5. clean the furniture 11.do the shopping  6. decorate our house 12.buy peach blossoms  **III.Pronuciation**  *5.Listen and repeat*  -Distinguish the sound: /∫*, s*/ help ss to pronunciate.  - Play the recording. Ss listens carefully first and repeat  -Then asks them to write the words in the two appropriate boxes. Check if they do this correctly.  \*Key:   |  |  | | --- | --- | | **/**∫**/** | **/s/** | | She, shopping, should, wish, rubbish | Blossoms, summer, rice, celebrate, school, speacial, spring |   *6.Listen and tick*  -Ask Ss to look at the sentences first and underline any words they think contain the sounds /∫/ and /s/.  -After that, play the recording and Ss listen and decide which sentence has /s/ and which has /∫/.   |  |  |  | | --- | --- | --- | | **Statements** | **/**∫**/** | **/s/** | | 1. We come home every summer |  | ✓ | | 1. We should leave early. | ✓ |  | | 1. I will make a wish | ✓ |  | | 1. I’m second in class. |  | ✓ | | 1. My mother goes shopping every day. | ✓ |  | | 1. This is a small garden. |  | ✓ | | 1. Spring is coming. |  | ✓ |   **IV.Production**  *Listen and practice reading the poem*.  - Ask Ss to listen to the poem and practice reading it.  - Ask them to pay more attention to the key words with /s/ and /∫/ sounds. Then asks some volunteers to stand up and read the poem aloud  **V.Homework**   * Prepare for the next lesson: Unit 6: Closer look 2. * Do exercise A1, 2 (p.40), B1, 2(P.40, 41) -WB. | -Work in groups  -Listen and repeat in chorus and individually  -Copy all the words  -Listen and repeat in chorus  -Work in pairs  -Work in pairs  -Listen and pronunciate  -Write the words in the table  -Read the sentences and undderline the words containing /∫/ and /s/.  -Listen and repeat in chorus  -Practise in pairs  -Take note |

**CHECK THE TEST**

Week: 15 Period: 47

***I. Listen and write True (T) or False (F) (1pt)***

*(Mỗi câu đúng 0.25đ)*

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

Listening script:

*Phong is a student at Tran Phu secondary school. He is in class 6A. Every day, he goes to school at 7 o’clock. His house is near the school, so he walks to school. Classes always start at 7.30 and end at 11 o’clock. In his free time, he often plays volleyball with his friends. Sometimes, he goes to the library to read books.*

*(Mỗi từ đúng 0.25đ)*

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

***II.Find the odd A, B, C or D (0.5pt)***

*(Mỗi từ đúng 0.1đ)*

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

***III. Choose the best answers to complete the sentences (1.5pts)***

*(Mỗi câu đúng 0.25đ)*

1.A 2.C 3.B 4.D 5.A 6.B

***IV. Circle A, B, C or D to find out the mistake (1pt)***

*(Mỗi câu đúng 0.25đ)*

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

***V. Read the passage and write true (T) or False (F) (1pt)***

*(Mỗi câu đúng 0.25đ)*

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

***VI. Read the passage and answer the questions (1pt)***

*(Mỗi câu đúng 0.25đ)*

1. The population of Da Nang is 951, 700 people.

2. There are five bridges across the river.

3. Non Nuoc Beach is a white sandy beach on the outskirts of Da Nang.

4. No, there aren’t.

***VIII. Complete the second sentence so that it has the same meaning to the first (1pt)***

*(Mỗi câu đúng 0.25đ)*

1. You must turn off the light.

2. Your house is bigger than my house.

3. Her favorite subject is English.

4. There are four people in my family.

**Unit 6: our tet holiday**

Week: 16 Period: 45

**A closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to identify and practise the language of intentions with “will” and advice with “should”.

**II. Language focus**

- Vocab: Tet things and activities.

- Grammar: “Will” to express intentions, “should/shouldn’t” for advice.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: \* Brainstorming  *?Name the things related to Tet*  - Have Ss work in 2 teams  - Give feed back  **II.Vocabulary**  - (to) climb/klaim/ - (to) cheat /tʃi:t/:lừa đảo  - (to) behave/bi'heiv/ - (to) fight/fait/: đấu tranh  - (to) break/breik/ đánh nhau  \*Check: Slap the board  **III.Grammar 1**  \*Set a scene: Nam and his mother.  *1.should/ shouldn’t: express an advice*  Nam, you shouldn’t wet the floor  You should take your raincoat off first.  \*Check: form, meaning and use  ***S + should/ shouldn’t + V(bare)***  \*Look at the pictures and complete the sentences.  -Explain the task, and ask ss to complete sentences  -Get feedback some individuals  \*Key: 1+ 3 .shouldn’t 2 + 4.should  *2.Complete the sentences*  -Do the sam as the previous exercise.  -Have ss read the Remember/p61  \*Key: 1+ 3 .shouldn’t 2 + 4.should  *3.Look at the pictures and tick*  -Ask Ss to look at the pictures and Tet activities. Ss tick at the activities children *should* do at Tet and cross at the activities they *shouldn’t*.  \*Key:  Should: 1, 3, 5, 6  Shouldn’t: 2, 4, 7, 8  *4.Make sentences.*  -Have ss look at the pictures again and make sentences with modal verb “ should/ shouldn’t.  *Example*: We should behave well.  We shouldn’t eat a lot of sweets.  **IV.Grammar 2**: will or won’t (will not)  \*Set a scene: Phong’s letter to Tom  -Ask ss to read the letter and ask:  Is Tet coming?  What will he do before Tet?  Will he help his parents cook banh chung now?  *1.Model sentence:* future intention  My father will repair the house.  We won’t buy banh chung  \*Check: meaning, use and form  *Use*: future intention  *Form*: S + will + V  S + w on’t + V  Will + S + V?  *2.Write full sentences in the table.*  -Ask ss to read the letter again and find sentences containing will/ won’t  *3.Write the sentence with will/won’t*  -Have ss look at the pictures and ask them speak out the activities using future intention first.  -Then ask them to write the sentences.  -Get feedback and correct if necessary  *\*Key*  1. Phong will visit his relatives.  2. Phong will go to a pagoda.  3. Phong will go out.  4. Phong won’t study.  5. Phong won’t give a present.  **V.Homework**   * Prepare for the next lesson: Unit 6: Communication. * Do exercise B3, B4(p.41) (Workbook). | -Work in groups  -Listen and repeat in chorus and individually  -Copy all the words  -Listen and take note new structure  -Work individually  -Individual work  -individual work  =>compare with the partners  -Individual work  -Answer the questions  -Listen and take note new structure about future intention  -Read and find the sentences  -Work in pairs  -Write sentences individually  -Take note |

|  |
| --- |
| ***Period*** |

**Correcting the test**

**A. Aims**

* Nh»m ®¸nh gi¸ møc ®é lµm bµi cña häc sinh.
* Gióp häc sinh nhËn ra vµ söa ch÷a nh÷ng lçi sai th­êng m¾c ph¶i ®Ó lÇn sau kh«ng lÆp l¹i nh÷ng lçi sai ®ã n÷a.
* T×m ra nh÷ng häc sinh yÕ vÒ c¸c kü n¨ng nµo ®Ó tõ ®ã gi¸o viªn cã biÖn ph¸p gióp ®ì thÝch hîp.
* Gióp häc sinh häc tËp nh÷ng c¸ch tr×nh bµy bµi kiÓm tra s¹ch sÏ, khoa häc cña b¹n.

**B. Procedure**

1. **Warmer**

* Greeting.
* Checking attendance.
* Asking for the teaching date.

1. **New lesson**

* NhËn xÐt chung vÒ bµi kiÓm tra:
* Tr¶ bµi kiÓm tra cho häc sinh.
* Häc sinh xem l¹i bµi, trao ®æi theo nhãm.
* Gi¸o viªn ®­a ra c¸c lçi sai tiªu biÓu mµ nhiÒu häc sinh m¾c ph¶i:

+ Kü n¨ng viÕt cßn h¹n chÕ.

+ HiÓu biÕt vÒ ng÷ ©m cßn yÕu.

+ Grammar mistakes:

famouser fater ...

+ Spelling: ThiÕu dÊu c©u, ®Çu c©u kh«ng viÕt hoa, kho¶ng c¸ch gi÷a c¸c tõ trong c©u qu¸ liÒn nhau,...

* Ch÷a bµi kiÓm tra:

**TEST 1+ 2**

***I. 2 ®iÓm (Mçi c©u ®óng ®­îc 0,5 ®iÓm)***

*(Teacher plays the disc: English 5, Unit 12 – Exercise 4 (P. 16)*

1. B (shopping) 2. A (computer games)

3. A (films) 4. C (pop)

***V. 2 ®iÓm (Mçi c©u ®óng ®­îc 0,5 ®iÓm)***

1. Trang is taller than Linh.
2. Ha Long Bay is more famous than Phu Quoc Island.
3. Who is the worst student in your class? (Test 1)

Who is the best student in your class? (Test 2)

1. Ngoc is the most intelligent (student) in our class.

**TEST 1**

***II. 1 ®iÓm (Mç c©u ®óng ®­îc 0,25 ®iÓm)***

1.A 2.B 3.A 4.B

***III. 3 ®iÓm (Mçi c©u ®óng ®­îc 0,5 ®iÓm)***

1B 2A 3C 4C 5B 6C

***IV. 2 ®iÓm (Mçi tõ ®óng ®­îc 0,25 ®iÓm)***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. four | 2. winter | 3. spring | 4. summer |
| 5. cool | 6. cold | 7. in | 8. dry |

**TEST 2**

***II. 1 ®iÓm (Mç c©u ®óng ®­îc 0,25 ®iÓm)***

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

***III. 3 ®iÓm (Mçi c©u ®óng ®­îc 0,5 ®iÓm)***

1D 2C 3C 4A 5C 6B

***IV. 2 ®iÓm (Mçi tõ ®óng ®­îc 0,25 ®iÓm)***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. and | 2. are | 3. the | 4. helping |
| 5. kitchen | 6. washing | 7. her | 8. busy |

- Gi¸o viªn gi¶i ®¸p th¾c m¾c cña häc sinh (nÕu cã).

1. **Homework**

* ChuÈn bÞ bµi 6: Communication.

**Unit 6: Our Tet holiday**

Period:

**Communication**

**I. Aims And Objectives**

By the end of the lesson, Ss will be able to get to know New Year in other countries

**II. Language focus**

- Vocab: Tet things and activities.

- Grammar: “Will” to express intentions, “should/shouldn’t” for advice.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak Ss may find it difficult to express their idea.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Network  Thailand  \*Matching: Exercise 1/p63  -Introduce the flags and name of countries.  -Ask ss to match the flags with the right countries  -Get feedback and correct if necessary  \**Key*: 1.Holland 2.Japan 3.The USA  4. Australia 5.Thailand 6. Viet Nam  7.Scotland 8.Korea  T reads the words of countries and nationalities aloud and asks Ss to repeat in chorus and ind.  **II.Vocabulary**  Viet Nam – Vietnamese Australia – Australian  Thailand – Thai Japan – Japanese  England – English Korea – Korean  America – American Scotland – Scotlish  \*Check: R.O.R  **III.Practice**  1.Game:  T models the way to do this with a student (Activitiy 2)  Ex: A: I’m from England.  B: You’re English.  - T asks Ss to hold a flag, move around the class, meet their friends and introduce where they come from. Then their friends will tell them their nationalities.  -Elicit the model sentences  ***S + to be + from + country.***  ***S+ to be + nationality***  *2.Matching pictures with th groups of people.*  -First, present the pictures and ask them what they can see in the picture and where it is.  -Have them do the matching.  -Get feedback some individuals.  \*Key: 1. The Scottish, Scotland  3. The H’Mong, Viet Nam  2. The Thai, Thailand  4. The Japanese, Japan  *3.Read the paragraphs and fill in the table.*  -T asks Ss to read the four paragraphs.  -T helps Ss by drawing their attention to some details from the reading and referring to the picture provided in 3. T asks to Ss to underline the verbs and the objects to remember the information from the reading.  \*Key: a. H’mong b. Thai c. Japanese d. Scottish  4.Matching words with definitions  - T asks Ss to find and check the meaning of some new words as they are used in the text by matching them with the definitions.  \*Key:  a. feathers: the covers of a rooster, chicken or bird.  b. cool down: become colder  c. remove: take away  *d. first footer: the first person to enter your home after New Year’s Eve.*  IV.Production  T asks Ss to work in groups to write the two fact they like best down on a piece of paper. then they take turns to read aloud. The group decides which group of people he/she is talking about.  V.Homework   * Prepare for the next lesson: Unit 6: Skills 1. * Do exercise C1, 2(p.42, 43) (Workbook). | -Group work  -Group work  -Listen and repeat in chorus and individually  -Copy all the words  -Listen and repeat  -Pair work (closed pair)  -Take note new structure  -Individual work  =>compare with the partners  -Read the paragraphs  -Underline the main verbs & objects  -Fill in the table  -Individual work  -Work in groups  -Take note |

*Experiments:*

**Unit 6: our tet holiday**

Period:

**Skill 1**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

* get to know about New Year in some countries.
* talk about Tet activities and traditions.

**II. Language focus**

- Vocab: Tet things and activities.

- Skill: Reading and speaking.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Chatting  Do you like Tet?  When does it happen in Viet Nam?  How do children spend their holiday?  =>Lead to new lesson  **II.Vocabulary**  - strike (v): / straik/ đánh đập, phá vỡ  - midnight (n): lóc nöa ®ªm  - move [mu:v] (v): di chuyÓn  - backwards ['bækwədz] (adv): vÒ phÝa sau  - succeed [sək'si:d] (v): thµnh c«ng  - shrimp [∫rimp] (n): con t«m  - bow [bou] (v): cói chµo  \*Check: R.O.R  **III.Reading**  \*Set a scene: Children in different countries are talking about their New Year.  ?Who are they and where are they from?  ? Do you know how the children in these countries spend their New Year? What do they like or believe?  *1.Matching the name*.  -Have ss read the passage again and find the information.  -Get feedback some individuals  \*Key: 1C 2A 3B 4C 5B 6C  *2.Tick your memory*  - Get Ss to close all their books.  - T gets 2 Ss to go to the board and write the answers.  - Teacher check with whole class.  Keys: Appear: a-b-c-e-f-g-i  Don’t appear: d-h-j  **IV.Speaking**  *1.Talk with your friends*  -Get Ss look back the pasages in 1 then read the activities given to talk about what they will do or won’t do this year.  - Get feedback some individuals and have them write the answers in the notebook.  Eg:I will have a lot of fun.  *2.Work in groups*  -Have Ss talk about New Year beliefs in Vietnam and in other countries they know without putting emphsis on whether the belief is right or wrong.  Example:  - cleaning up our whole houses will get rid of all those bad lucks in the previous year. After the New Year’s day, we will not sweep our houses on the very first day or else the new luck will be brushed off.  - Vietnamese/Chinese people pay respect first to their ancestors. They go to temples and pray for prosperity for the New Year.  *3.Discuss in groups*  -Ask Ss to tick what they should or shouldn’t do at Tet.  - Encourage Ss to use “*I agree*”, “*Yes, we should*”, or “*I don’t think so”*...  *Example*  A: We should make a wish.  B: I agree. But we shouldn’t get up early.  A: No, we shouldn’t. We should invite friends home, shouldn’ we?  B: Yes, I think we should.  **V.Homework**   * Learn by heart all the new words * Do Ex D1, 2, 3 (WB) * Prepare for the next lesson: Unit 6: Skills 2. | -Answer the questions  -Listen and repeat in chorus and individually  -Copy all the words  -Answer the questions  -Read the passage and find information  -Individual work  -Work in pairs (book closed)  -Read the passage in 1 again.  -Work in pairs  -Work in groups  -Work in groups of 4  -Take note |

*Experiments:*

**Unit 6: our tet holiday**

Period:

**Skill 2**

**I. Aims And Objectives**

By the end of the lesson students will be able to:

* Listen to get information about shopping for Tet.
* Write complete sentences from prompts and write a short guided passage.

**II. Language focus**

- Vocab: Tet things and activities.

- Skill: Listening and writing.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to write their e-mails.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Brainstorming  New clothes  \*Possible answer: new clothers, flowers, peach blossom, apricot blossom, stick rice, spring roll, sweets, chocolate, fruit, postcard,etc.  **II.Listening**  \*Set a scene: Mai and her mother are going shopping for Tet. Listen and tick the things they’ll buy.  *1.Listen and tick*  -Let Ss look at the list and read them aloud. Make sure they pronounce the words correctly.  - T plays the recording and ask Ss which words from the list they can hear. Draw Ss’ attention to the positive and negative forms of the verbs and other signals for positive/negative answers. Ex: Yes, dear. We don’t. No, dear...  \*Key: 1. peach blossoms 3. new clothes  4. a tie 5. sweets  7. chocolate biscuits  *2.Listen and write the names*  -Get Ss focus on the list of people and ask them to guess the things that those people will buy.  -Collect ss’ ideas + write on the board.  -Play the recording for checking. Pause before sentences containg the key.  \*Key: 1. Clothes 2. a tie 3.some sweets  **III.Writing**  *Write an e-mail to a friend about your Tet holiday*  -Elicits the use of “will/won’t”, “should/shouldn’t” from Ss.  -Have Ss write an e-mai to a friend about their Tet holiday including what they will and won’t do. Also include things people should and shouldn’t do.  - Teacher may allow advanced students to get out of the framework and write as they like.  \*Example:  *Dear Trang Linh,*  *I feel very happy and excited. Our Tet is coming.*  *This year I will dress beautiful clothes. I will visit my relatives and invite my friends home.*  *I won’t play games all night and break things. I also won’t set off firecrackers.*  *At Tet, people should behave well and give each other best wishes.*  *People shouldn’t drink too much wine, especially when driving.*  *Write to me soon,*  *Love,*  *Ngoc*  **IV.Homework**   * Learn by heart all the new words * Do Ex E1, 2, 3, 4 (WB) * Prepare for the next lesson:Looking back | -Work in groups  -Look at the list and read aloud.  -Listen and tick individually  -Have a guess  -Listen and write  -Review will/won’t ….  -Individual work =>compare the writing with the partners  -Take note |

*Experiments:*

**Unit 6: our tet holiday**

Period:

**Looking back**

**I. Aims And Objectives**

To help students recycle the language from the previous sections and link with the topic: Our Tet holiday.

By the end of the lesson students will be able to:

- Revise and make the use of all the target knowledge in unit 6.

- Know how to make a wish in English and use imagination to talk about their incredible dreams.

**II.Language focus**

- Vocab: Tet things and activities.

- Grammar: will/ won’t + should/ shouldn’t.

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It is rather difficult for Ss to make use of all the content of this unit.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Game: About or not about Tet  -Ask 5 volunteers to stand in front of the class. they take in turn to read aloud each phrase from the list. The quickest student with the right answer gets one point for one right answer. The student with the highest score wins.  Example:  Volunteer A**:** make a wish  Student A: about Tet  Volunteer B: buy present  Student B: not about Tet  **II.Vocabulary**  Matching (Vocab 1/p66)  -Explain the task and do a model.  -Have ss work in pairs and share with others.  -Get feedback some individuals  \*Key:   |  |  |  | | --- | --- | --- | | 1. j | 2. e | 3. d | | 4. c | 5. i | 6. f | | 7. h | 8. g | 9. a | | 10. k | 11. b | 12. l |   **III.Grammar**  *1.Write full sentences*  \*Set a scene by using the picture: Phong is visiting Thailand at their New Year Festival.  ?When is New Year Festival in Thailand? (in April)  ?What is the weather like?(very hot)  ?Will people throw water at each other? (Yes)  ?How can you travel in Thailand?(by plane, car, bus..)  -Have ss retell about the use of will/won’t.  -Ask them to write full sentences individually.  -Check with whole class.  *2.Listen and fill should/ shouldn’t*  \*Set a scene: Tom is asking Phong what children in Viet Nam should or shouldn’t do at Tet.  - Ask Ss look at the summary first and then to listen and fill in the blank individually. Then share with the partners  - Give feedback and retell how to use “should/ shouldn’t”  1. should 2. should 3. should  4. shouldn’t 5. shouldn’t 6. should  **IV.Communication**  *1.New words*  -Give the meaning of some words: good health, success, long life.  -Elicit the model sentences with “wish”.  *It’s your birthday today. I wish you happiness.*  =>M.S: ***wish you + Noun***  -Ask Ss to practise to make a wish  I wish you a good health  *2.Rearrange words to complete the sentences*.   * + I wish you a Happy New Year.   + Have a great year with your studies.   + I wish you success in your career.   + I wish you a joyful year.   ***\*Project***  Write the dreams on a piece of paper and read aloud.  -Guide Ss to different kinds of dreams fro themselves and for others.  -Encourage Ss to have dreams which might be impossible to become true. (Tet will be longer, I will fly to the moon…)  **V.Homework**   * Prepare for the next lesson: Review 2: Language. | -Pair work  -Compare with other pairs  -Pair work  -Answer the questions  -Revise about future intention with will/won’t  -Individual work  -Revise about advice with should/shouldn’t  -Guess meaning  -Listen and repeat  -Individual work  =>compare with the partners  SS can do at home  -Take note |

*Experiments:*

**Revision for 1st semester**

Period:

**I. Aims And Objectives**

By the end of the lesson, Ss can review knowledges they have learnt from unit1 to unit 6 by doing exercises.

**II.Language focus**

- Grammar: will/ won’t + should/ shouldn’t + comparatives & superlatives of adj

- vocab: from unit 1 to unit 6

**III. Teaching aids**

1. Teacher’s aids: Board, course book, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Palmenisism   |  |  |  |  |  | | --- | --- | --- | --- | --- | | get | have | wash | go | play | | goes | gets | plays | washes | has |   -T gives the instruction of game.  -SS take part in (2 groups)  -T gets feedback, evaluates.  **II.Presentation**  *1. Present simple tense vs. Present continuous tense*  -T has ss retell about the present simple tense& present continuous tense: form, meaning & use.  -T: Request ss to change the sentences into negatives and questions.  What do you do every morning?  I get up.  *(+) S + V(s,es).........*  *(-) S + don`t/ doesn`t + V*  *(?) Do/ Does + S + V ?- Yes, S + do/ does.*  *2.Future intention with “will”*  Form: S + will (not ) + V(bare)  Will + S + V? Yes, S + will./ No, S + won’t.  *3. Question words*  T: Ask ss to retell the questions words they have learnt.  Ss: Give out .  What/ Where / What time/ How/ How many........  *4.Comparatives and superlatives of adj*  Long – longer – longest  Tall – taller – tallest  Comfortable – more comfortable – most comfortable  Modern - more modern - most modern  *5.Advice with should/ shouldn’t*  You should learn harder.  We shouldn’t leave the trash.   * S + should/ shouldn’t + V(bare)   **III.Practice**  *Exe 1: Supply the correct form of the verbs.*   1. Look! It \_\_\_ (snow). We are going to have a white Christmas. 2. They \_\_\_ (usually/travel) to the mountains, but this summer they \_\_\_ (travel) to the beach. 3. Bob \_\_\_ (watch) the news on TV every morning. 4. I have to go now. It \_\_\_ (get) dark. 5. They \_\_\_ (have) a great time at today's party. 6. Who \_\_\_\_\_ (he/wait for?) I guess for his mother. 7. How often \_\_\_\_\_ (you/eat out)? Not very often. Once a month.   *Exe 2: Make questions for the answer.*  a- It`s ten past eleven.  *-> What`s the time ?*  b- She is in class 6B.  *-> Which class is she in ?*  c- She has two pens.  *-> how many pens does she have ?*  d- They live in the city.  -> *Where do they live?*  **IV.Production**  *Exe 3: Write sentences in comparison:*   1. This mountain / hight / the world. 2. Which / long / river / the world? 3. Trang / intelligent / the class. 4. He / clever / of all.   *Ex5. Rewrite sentences:*  1.It’s the oldest building in the town.  No other………………………………………...  2.It was the happiest day of my life.  -No other……………………………………………  3.It’s the best film.  -No other…………………………………………..  4.She is the most popular singer in our country.  -No other singer…………….……………………….  **V.Homework:**-Revise unit 1-6  -Prepare for the 1st semester test. | =>Review about verb of present simple tense  -Answer the questions  -Revise the future intention  -Individual work  -Make sentences and write form  -Individual work  =>compare with the partners  -Individual work  =>compare with the partners  -Individual work  -Individual work  -Take note |

**Revision**

Period:

**I. Aims And Objectives**

By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt by doing exercises.

**II.Language focus**

- Vocab: adjectives.

- Grammar: will/ won’t + should/ shouldn’t + comparatives & superlatives of adj

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Brainstorming  polluted  long  **II.Pronunciation**  - Tell the Ss the first tongue twister for practising  the 1st sounds/ i/ and /i:/,  the 2nd sounds /t/and /st/  the 3rd sounds /s/ and / /  - Play the tape  - Have Ss practise individually, in pairs  **III.Vocabulary**  *1.Find the opposites of the words*  Play ***game: “Race to the board”***  Team work: Asks for 20 Ss for two teams; each team has 10 Ss. The two teams stand in 2 lines facing towards the board and when they hear a signal sound from the teacher they will take turns to write the opposites on the board as quickly as they can. The fastest team which has the most correct answer wins.  -Check and dicide who is the winner  -Ask Ss to write down on their notebook.  *\*Key:*  1. small 2. noisy 3. Cheap 4. low 5. sad 6. Desert 7.unimportant 8.short 9.clean 10.boring  *2.Choose the correct word for the definition*  - Asks Ss to close their books  - Reads the definitions and have Ss guess the words  - Asks Ss open their books and check  - Gives answer key  1. square 2. first footer 3. waterfall  4. shop 5. museum 6. desert  7. wish 8. lucky money 9. mountain  *3.Write the words for each topic*  -Ask Ss to give some words they know each of the topics.  -Ask Ss to put the words in bold in activity 3 in their appropriate group.  -Allow ss to work together for this task  -Give the answers   * 1. *square, supermarket, school, shop, theater, museum*   2. *desert, rocks, forest, mountain*   3. *wish, greet, lucky money, new clothes*   **IV.Grammar**  *1.Rewrite the sentences*  -Explain the task  -Do the first sentence with Ss as a model  -Ask them to indentify the adjective  -Asks them to give the opposite then elicit the new sentence beginning the the subject “Viet Nam…”  -Have Ss do the same  *2.Should/ shouldn’t*  Asks Ss some questions:  - How often do you online?  - What do you do online?  Tells Ss the Internet is useful, but sometimes it can be dangerous because it is difficult to say if the information they receive can be trusted.  -Have ss read sentences and choose should/shouldn’t  *\*Key:*  1. should 2. should 3. should  4. shouldn’t 5. should 6. should  *3.Will/won’t*  -Asks Ss to complete the passage and then read the passage  *\*Key:*  1. won’t be 2. will be 3. will celebrate  4. will spend 5. will visit 6. will take  7. will go 8. won’t cook 9. will have  *4.Choose the best replies.*  -Have ss read whole sentences and replies.  -Ask them to clarify the kind of sentences: advice, suggestion ….  -Ask them work in pairs to match the questions with the replies to make mini dialogue and practise saying the dialogues together.  -Get feedback some pairs.  *\*Key*: 1. a 2. c 3. f 4. b 5. d  **V.Homework**  -Prepare for the next lesson: Revision. | Work in groups  Listen to the recording and practise:  + individually  + in pairs  Work in groups  -Write down on the notebook  - Close the book  - Listen to the teacher and guess the words  - Open the books and check the answer  -Work in groups  -Identify the adjectives  -Individual work =>compare with the partners  -Individual work  -Individual work  -Read all sentences and replies.  -Work in pairs to match  -Take note |

*Experiments:*

**Review 2**

Period:

**Skills**

**I. Aims And Objectives**

By the end of the lesson, Ss can review skills( reading, speaking, listening & writing they have learnt from unit4-5-6 by doing exercises.

**II.Language focus**

- Grammar: will/ won’t + should/ shouldn’t + comparatives & superlatives of adj

- Skill: reading, speaking, listening and writing

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Check up old lesson  - T checks Ss’ homework.  - Ask if Ss have any questions or not.  **II.Reading**  *1.Read and find the names*  \*Set a scene: a website about Singapore.  -First, has ss guess the meaning of some new words  + ethnic quarter: + adventurous  +species: + include  -Ask them to read the website and find the names.  -Get feedback and confirm answers  \**Key*  1. The Zoo, Night Safari, Jurong Bird Park  2. Chinatown, Kampong Glam, Little India  3. Art Retreat, NUS Museum, Red Dot Design Museum.  4.Sentosa, Resorts world Sentosa  2.Matching  - Have Ss underline the key content words in each paragraph and ask them in which topic these content words are.  \*Key: A. e B.d C.c D.a  3.Answer the questions  -Have ss work in pairs to find the answers.  -Get feedback some pairs and correct if necessary  \*Key:  1. Rainforest, gardens, parks, the Zoo, Night Safari, Jurong Bird Park.  2. They have impressive art collections, some of which are among the best and finest from all over the world.  3. They happen all year round.  4. They can have adventurous activities, visit historical monuments, or go to Resorts World Sentosa.  III.Speaking  -Have Ss look back at the places mentioned in the website above. Tell them which place you would like to go to and explain why. Ask Ss to do the same with their friend.  -Get feedback some pairs before class.  IV.Listening  5.Listen and answer the question  \*Set a scene: Mai’s family is going to Singapore.  - play the resording once for Ss to listen.Play the recording again for Ss to check their answers. Announce the answers to Ss  \*Key: Mai’s family will go to Singapore at Tet.  6.Listen and write T or F  -Ask Ss to go through the statements. Ask them to identify key words that carry important information.  - Play the recording again, ask for answers and encourage Ss to give reasons for their answers.  \*Key:  1. F (They will stay there for 5 days)  2. F ( There’s not much shopping.)  3T 4T 5T 6T  V.Writing  -Ask Ss to look at the website 1 again for the format and the contents. Go through each heading with Ss and brainstorm the information that your city/town or the nearest city/town to where you live.  -Ask them to answer the guided questions, then choose four of the headings to include in your writing.  VI.Homework   * Review unit 1-6. * Prepare for the first semester test. | -Individual work  -Have guess  -Listen and repeat  -Read and find the names  -Individual work  -Work in pairs to find the answers  -Write down on the notebook  -Work in pairs  -Individual work  -Individual work =>compare with the partners  -Answer the questions  -Individual work  -Take note |

*Experiments:*

**Revision for 1st semester**

Period:

**I. Aims And Objectives**

By the end of the lesson, Ss can review knowledges they have learnt from unit1 to unit 6 by doing exercises.

**II.Language focus**

- Grammar: will/ won’t + should/ shouldn’t + comparatives & superlatives of adj

- vocab: from unit 1 to unit 6

**III. Teaching aids**

1. Teacher’s aids: Board, course book, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Weak students may find it difficult to catch up with the whole class.

**V. Procedure**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** |
|  | **I.Warm up**: Palmenisism   |  |  |  |  |  | | --- | --- | --- | --- | --- | | get | have | wash | go | play | | goes | gets | plays | washes | has |   -T gives the instruction of game.  -SS take part in (2 groups)  -T gets feedback, evaluates.  **II.Presentation**  *1. Present simple tense vs. Present continuous tense*  -T has ss retell about the present simple tense& present continuous tense: form, meaning & use.  -T: Request ss to change the sentences into negatives and questions.  What do you do every morning?  I get up.  *(+) S + V(s,es).........*  *(-) S + don`t/ doesn`t + V*  *(?) Do/ Does + S + V ?- Yes, S + do/ does.*  *2.Future intention with “will”*  Form: S + will (not ) + V(bare)  Will + S + V? Yes, S + will./ No, S + won’t.  *3. Question words*  T: Ask ss to retell the questions words they have learnt.  Ss: Give out .  What/ Where / What time/ How/ How many........  *4.Comparatives and superlatives of adj*  Long – longer – longest  Tall – taller – tallest  Comfortable – more comfortable – most comfortable  Modern - more modern - most modern  *5.Advice with should/ shouldn’t*  You should learn harder.  We shouldn’t leave the trash.   * S + should/ shouldn’t + V(bare)   **III.Practice**  *Exe 1: Supply the correct form of the verbs.*   1. Look! It \_\_\_ (snow). We are going to have a white Christmas. 2. They \_\_\_ (usually/travel) to the mountains, but this summer they \_\_\_ (travel) to the beach. 3. Bob \_\_\_ (watch) the news on TV every morning. 4. I have to go now. It \_\_\_ (get) dark. 5. They \_\_\_ (have) a great time at today's party. 6. Who \_\_\_\_\_ (he/wait for?) I guess for his mother. 7. How often \_\_\_\_\_ (you/eat out)? Not very often. Once a month.   *Exe 2: Make questions for the answer.*  a- It`s ten past eleven.  *-> What`s the time ?*  b- She is in class 6B.  *-> Which class is she in ?*  c- She has two pens.  *-> how many pens does she have ?*  d- They live in the city.  -> *Where do they live?*  **IV.Production**  *Exe 3: Write sentences in comparison:*   1. This mountain / hight / the world. 2. Which / long / river / the world? 3. Trang / intelligent / the class. 4. He / clever / of all.   *Ex5. Rewrite sentences:*  1.It’s the oldest building in the town.  No other………………………………………...  2.It was the happiest day of my life.  -No other……………………………………………  3.It’s the best film.  -No other…………………………………………..  4.She is the most popular singer in our country.  -No other singer…………….……………………….  **V.Homework**  -Revise unit 1-6  -Prepare for the 1st semester test. | =>Review about verb of present simple tense  -Answer the questions  -Revise the future intention  -Individual work  -Make sentences and write form  -Individual work  =>compare with the partners  -Individual work  =>compare with the partners  -Individual work  -Individual work  -Take note |