

Week 1 Period 01	INTRODUCTION FOR USING TEXTBOOKS STUDYING MATERIALS AND METHODS TO LEARN ENGLISH	DP: 3/9/2023
---------------------	---	--------------

I. Objectives:

1. Knowledge: - To introduce new Tiếng Anh 6 textbooks, student's books, workbooks

- Tell Ss something about Great Britain, England and English. Ss learn how to study English well and know the way to learn English

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperate well with teacher and friends.

2. Competences: By the end of the lesson, Ss will be able to

- know how to study learn English effectively and how to use Ss' book, workbook, and know the methods to learn English in class and at home.

3. Character qualities: To teach Ss the love of English, the love of their new school. The awareness about importance of learning English. Ss have a good attitude to working in groups, individual work, pair work, cooperative learning and working

II. Teaching aids: - Grade 6 textbook, planning, picture, laptop, projector

III. Procedure:

1. Warm up: Chatting

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

- to give T and Ss a chance to introduce themselves

- Teacher introduces herself/ himself

- T. asks some sts to introduce about themselves in English

Hello. My name's.....I'm eleven years old. I live in I like....

2. Pre- stage

Aim: : To introduce the topic of the unit, the period, the content for English

- T asks some questions to introduce new Tiếng Anh 6 textbook

- Ss answer. If Ss cannot, T answers the questions for them.

* Questions

1. How often do you have English lessons a week?

2. How many units does the textbook have?

3. How many units do we learn in each semester?

4. What do we do in class and at home when we learn English?

*Answer key :

1. Three times a week 2. Twelve units

3. We learn six units in each semester

4. We have to learn vocabulary , new structures and do your homework

3. During –stage

* **Aims:** To introduce the topic of the unit, periods, set the content for English;

T. gives some pictures to introduce them with sts.

- English 6 has 12 Units. Each unit has 7 lessons

+ Lesson 1: Getting started

+ Lesson 2: A closer look 1

+ Lesson 3: A closer look 2

+ Lesson 4: Communication

Teacher: Chau Thi Hien

+ Lesson 5: Skills 1

+ Lesson 6: Skills 2

+ Lesson 7: Looking back and project

- Ss can practice all 4 skills

- English is not too difficult but it requires you working hard.

- Sts need learn by heart all vocabulary and their usage.

4. Homework - Review the lesson everyday. - Learn English everyday
- Prepare Unit 1 (Getting started) P. 6-7

Week 1 Period 02	Unit 1: MY NEW SCHOOL Lesson 1: GETTING STARTED	DP: 3/9/2023
---------------------	--	--------------

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

1. Knowledge:

- Introduce the topic *My new school*
- Have an overview about the topic “*My new school*”
- Use the vocabulary to talk about school things and activities..
- Recognize the present simple tense

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Listening and reading to get information about the first day at school of a student.
- Cover the content of the conversation about the topic *My new school* by listening and reading
- Communication, self-learning capability, creative capacity, ability to use of language.....

3. Character qualities: Know how to love to their school and friends.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, TV,...

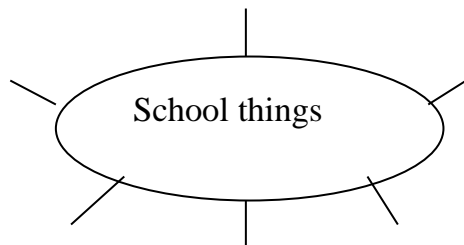
III. PROCEDURES:

1. Warm – up: Game: Networks

* **Aim:** -To activate students’ knowledge on the topic of the unit.

- To introduce the topic *My new school*, and have an overview about the topic.

Ruler



* **Chatting**

- Teacher asks Ss to set the context for the listening and reading text:
- In order to know about Phong, Vy and Duy's special day. Let's come to Unit 1 Lesson
 - + What is a special day?
 - + Why is it special for you?
 - + What makes -you remember the most?

2. Pre – stage

* **Aim:** - To prepare students with vocabulary related to the topic *My New School*.

- To have students get to know the topic.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- (to) wear (v) = put on: mặc, đội, mang
- uniform (n) : đồng phục
- pencil sharpener (n) : đồ gọt bút chì
- calculator (n) : máy tính

Teacher: Chau Thi Hien

- compass (n) : com pa
- smart (adj): bảnh bao, thông minh
- heavy: (adj) nặng

* **Checking vocab:** What and Where

b. Task 1/p.6: Listen and read

* **Set the sences: T-Ss**

Look at the picture on page 6

- a) Who are they? b) What is Phong doing? c) Who are Vy and Duy?
d) 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*

Answer the questions:

- a) They are Phong, his Mum, Vy and Duy. b) He is having breakfast.
c) They are Phong's schoolmates. d) Because it is their first day of the new school
- Teacher plays the recording twice.
- Students listen and read.
- Teacher checks students' prediction.
- Teacher calls 3 students to read the conversation aloud.

3. During- Stage:

***Aims:** *To help students understand the main idea of the conversation, learn some vocabulary from the conversation visually to ensure their understanding of the context and develop the vocabulary about the topic.*

a. Task 2/p.7: Read the conversation again and tick (✓) T (True) or F (False).

- T asks sts to read the conversation again and work independently to find the answers.
- Remind sts to correct the false statements
- T has St pair compare before checking with the whole class.

***Answer key:**

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

b. Task 3/p.7: Write one word from the box in each gap.

- T asks sts to read the conversation again and work independently to put a suitable word from the box to fill in the gap.

T calls one st to write the answer on the board

T asks sts to look at the board , check their mate's answer.

***Answer key:**

1. wear 2. has 3. go 4. uniforms 5. subjects

c. Task 4 /p.7: Match the words with the school things. Then listen and repeat.



- Ask Ss to match the words with the school things.

- Explain some words if necessary.

***Answer key:**

- | | | |
|--------------|----------------|---------------------|
| 1. schoolbag | 2. compass | 3. pencil sharpener |
| 4. rubber | 5. pencil case | 6. Calculator |

*** Language Note:**

- Present simple:

- + I live near here, and we go to the same school.
- + Your school bag looks heavy.

- Adverbs of frequency:

- + We always look smart in our uniforms.

4. Post – stage: Task 5/p.7 *Look around the class- write the names of things you can see around the class in your notebook.*

***Aims:** - To provide students vocabulary.

- To check students' vocabulary and improve group work skill.

- Sts work in groups of four to look around the class and write down things they can see in the class
- Sts share with the whole class

Eg: Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil,

5. Wrap-up: *** Aim:** To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Wear, uniform, pencil sharpener, calculator,...

Listen and read

- Practice
- T/F, Gap-fill, Matching

Language Note

Present simple
Adverbs of frequency

6. Homework

- Learn by heart all the new words.
- Do exercises in the workbook.
- Think of activities students can do at school.
- Prepare for the next lesson: Unit 1: A Closer look 1

***Feedback:**

Week 1 Period 3	Unit 1: MY NEW SCHOOL Lesson 2: A CLOSER LOOK 1	DP: 1/9/2023
--------------------	--	--------------

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

1. Knowledge:

- Use the lexical items related to the topic *My new school*;
- Use the combinations: *to study, to have, to do, to play + N*;
- Pronounce correctly the sounds /ɑ:/ and /ʌ/.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities:

- Love their school and be more interested in studying at school.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector...

III. PROCEDURE:

1. Warm up: GAME: Kim's game

***Aim:** To review vocabulary related to the topic "My New School".



2. Pre-stage:

***Aim:** To teach Ss some words related to school subjects, and some nouns related to school and school activities.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- exercise (n/v) tập luyện, bài tập
- history (n) môn lịch sử
- homework (n) bài tập về nhà
- school lunch: bữa trưa ở trường
- science (n): khoa học

- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)

* Checking vocabulary: Rub out and remember

b) Task 1/p.8: Listen and repeat the words.

- T lets listen the record and asks them to repeat.
- T calls some Ss to read again aloud, then asks others to give comment.
- T gives feedback and corrects if necessary.

3. During- stage:

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

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

a) Task 2/p.8: Work in pairs. Put the words in Task 1 in the correct columns

- T asks students to work in pairs tell them to put the word in 1 into groups. Then check their answers.
- T calls some pairs to share their answers, others give comment.

***Answer key:**

play	do	have	study
Football music	homework exercise	school lunch lessons	English History/ Science

- T explains to Ss that in english some verbs and nouns go together and some don't.
- T encourages Ss to extend their vocabulary by adding as many words as possible to the groups.(eg. Play sports, do the housework, have a rest, stydy new words..)

b) Task 3/p.8: Put the words in the blanks.

- T asks students to work independently and put a suitable word in each blank
- T calls some Ss to share their answers with their classmates, other Ss listen and give comment.
- T gives feedback.

***Answer key:**

1. homework
2. football
3. lessons
4. exercise
5. science

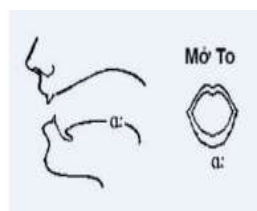
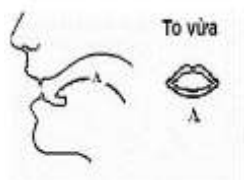
4. Pronunciation:

***Aim:** - To teach Ss how to pronounce the sounds /ɑ:/ and /ʌ/ and practise pronouncing these sounds in words correctly

- To help students pronounce the sounds /ɑ:/ and /ʌ/ correctly in context.

a) Task 4/p.8: Listen and repeat. Pay attention to the sounds /ɑ:/ and /ʌ/.

- T introduces 2 sounds /ɑ:/ and /ʌ/ to students and let them watch videos and pictures about how to pronounce these two sounds.



- T plays the recording and asks Ss to listen to these words and repeat.

b) Task 5/p.8: Listen and repeat. Underline the words with the sounds /ɑ:/ and /ʌ/.

Teacher: Chau Thi Hien

- Have Ss quickly read the sentences and underline the words having the sounds /ɑ:/ and /ʌ/.
- T plays the recording and asks Ss to listen and check the words that they have underlines.
- Have Ss work in pairs to compare their answers. Check Ss' answers.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underline words.

***Answer key:**

1. /ʌ/ brother/ compass
2. /ɑ:/ classroom / large
3. /ɑ:/ smart
4. /ɑ:/ art/ start
5. /ʌ/ lunch/ sunday

5. Post-stage: GAME: Who is faster?

***Aim:** To help students to apply what they learnt to practice speaking English with their classmate: "Talk about your school activities."

- T asks Ss to practice in groups of three.
- T gives some question cues to make the conversation:
 - + What do you usually do at school in the recess?
 - + Do you often play soccer/ skip rope... ?
 - + Who do you often chat with?
- Ss practice with their group.
- T calls some pairs or groups to present in front of the class, others listen and give comment.
- T gives feedback and correct their mistakes if necessary.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

- exercise, history, science...
- Listen and repeat
- Put the words in the blanks

Pronunciation

sounds /ɑ:/ and /ʌ/

7. Homework:

- Learn the new words by heart and practice pronouncing again the sounds /ɑ:/ and /ʌ/.
- Write 2 sentences with the combinations the sound /ɑ:/ and /ʌ/ to describe the school activities.
- Prepare the lesson: Unit 1: A closer look 2.
- Prepare for the looking back and project.

Students will work in groups to find suitable photos or draw pictures to create a poster about their dream school. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Feedback:

Week 2 Period 4	Unit 1: MY NEW SCHOOL Lesson 3: A closer look 2	DP: 09/9/2023
----------------------------------	--	---------------

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

1. Knowledge: Learn how to use the present simple and adverbs of frequency.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Practice using verbs in the present simple
- Use the adverbs of frequency in sentences and in context.

3. Character qualities: Be good behaviors to their school and their activities

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop.

III. PROCEDURES:

1. Warm up: * Game: Sentence puzzling

*** Aims:** To review and introduce the use and the form of the present simple tense.

- T divides the class into 4 groups.
- T delivers a set of word cards which are jumbled sentences in present simple(from the conversation in getting started) to each group.
- Students will have to work in groups to create the correct sentences from the word cards as possible.
- The group with the most correct sentences will be the winner.

***Suggested sentences:**

1. Peter	lives	near	his school.
2. We	go	to	the same school.
3. They	have	new	subjects.
4. We	always	look	smart in our uniforms

2. Pre-stage:

*** Aim:** To teach students the present simple tense and review adverbs of frequency.

a. The present simple

- T recalls the form of **The present simple**

Form: (+) S(I, You, We, They, Ns) + V- inf /use do/don't

S(She, He, It, N) + Vs/es/ use does/doesn't

(-) S + don't/ doesn't + V-inf

(?) Do/ Does + S + V-inf ?

Use: Something often happens or fixed.

***The present simple verbs with he / she / it need an s / es.**

b. Adverbs of frequency

- T asks Ss to read the sentences in Exercise 2 P.9 and asks them when to use the present simple tense with the adverbs of frequency

We often ride a bike to school

We don't often go to the cinema.

* Note: (*always, usually, sometimes, rarely, never*)

-We usually place the adverb of frequency before the main verb, after to

3. During-stage:

* **Aims:** - To give Ss practice in using the present simple tense in sentences.

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

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

- To help Ss practice using adverbs of frequency in context.

a. Task 1/p9: Choose the correct answer A, B or C

- T has students work independently, look at the form and do Exercise 1 – page 9.

- T lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).

***Answer key:**

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

b. Task 2/p9: Write the correct form of the verbs

- T asks students to work independently.

- T calls 1 or 2 students to write their answers on the board, checks their answers sentence by sentence.

***Answer key:**

1. has 2. do you have 3. like 4. does Vy walk

5. ride 6. go

c. Task 3/p10: Fill the blanks with *sometimes, usually or never*.

- T shows the graph and lets students fill in the blanks with suitable adverbs of frequency: *sometimes, usually or never* (Exercise 3 – page 10)

- T lets students work in groups of four to make 5 sentences using the 5 adverbs of frequency above.

- T calls some groups to read aloud the answers and gives feedback.

***Answer key:** 2. usually 3. sometimes 5. never.

d. Task 4/p10: Choose the correct answer A or B to complete each sentence.

- Let Ss work in pairs. Then call on some Ss to read aloud the sentences and give their answers. Check and confirm the correct answers.

***Answer key:** 1. B 2. A 3. A 4. B 5. A

4. Post-stage:

* **Aims:** To help students practise asking and answering questions about the topic of school, using present simple and adverbs of frequency.

***Task 5/p10: Work in pairs. Make questions then interview your partner.**

- Put Ss in pairs. Have them take turns to ask questions and give the answers. T goes round and corrects mistakes or gives help when and where necessary.

- T goes round and correct mistakes or gives help if necessary

* **Answer key:**

1. Do you often ride your bicycle to school?

2. Do you sometimes study in the school library?

3. Do you like your new school?
 4. Do your friends usually go to school with you?
 5. Do you usually do your homework after school?
- Ss' answers may vary. Accept all answers which are grammatically and logically correct

5. Wrap-up: * **Aims:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
<i>the present simple tense and adverbs of frequency</i>	<ul style="list-style-type: none"> - Choose the correct answer - Write the correct form of the verbs - Fill the blanks 	Make questions

6. Homework:

- Learn by heart grammar notes.
- Make 5 sentences about your fun fact using adverbs of frequency in the present simple tense.
- Prepare lesson 4 (Communication)
- Continue to prepare the project.

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

Week 2 Period 5	Unit 1: MY NEW SCHOOL LESSON 4: COMMUNICATION	DP: 9/9/2023
--------------------	--	--------------

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

1. Knowledge: Learn some new words and phrases about making friends.

HSKTK: In class 6.4 Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences: Introduce someone, ask appropriate questions when making friends at school.

3. Character qualities: Have good behaviors to friends.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector, sachmem.vn

III. PROCEDURES

1. Warm-up: Game: **Guessing word**

* **Aim:** To create a friendly and active atmosphere in the class to motivate students.

- T shows four pictures to let students guess what word is presented.
- The one who can guess the right word first can take a gift

Teacher: Chau Thi Hien

Game: Guessing word: Friendship



2. Pre-stage

* **Aims:** - To teach useful vocabulary and phrases related to the topic.

- To introduce the structure of introducing someone.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- classmate: (n) (explain) : bạn cùng lớp

- share: (n/v):(situation) chia sẻ

- help(v): giúp đỡ

- remember(v): nhớ, ghi nhớ

* **Checking vocab: Rub out and remember**

b. Task 1 (p11): Listen and read the dialogue.

- T lets students listen and read the dialogue.

- Ss listen and practice saying with their partners.

- T asks Ss to pay attention to the highlighted sentences and asks them what the characters say when they first meet someone.

- T calls some students to share their opinions.

- T gives more explanations and writes down the structure of introducing someone.

***Structure:**

This is

Nice to meet/ see you.

Nice to meet/ see you, too

3. During-stage

* **Aims:** - To practice the structure of introducing someone.

- To identify questions people should ask when they first meet.

a) Task 2/p11: Work in groups. Practise introducing a friend to someone.

- T asks students to work in groups, introducing themselves to the group members, using structures above.

- T calls some students to introduce their new friends to the whole class.

b) Task 3/p11: Read and tick the questions you think are suitable to ask a new friend at school.

- First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.

- T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.

- Ask Ss to read and tick the questions individually. Then let them discuss the questions in groups T may ask them to explain their answers.

1. Are you from around here?

2. Do you like music?

3. How much money do you get?

4. What is your favourite subject at school?

5. Are you hungry now?

6. Do you play football?

7. How do you go to school every day?

8. Where do you often go shopping?

- Allow Ss time to write one or two more questions on a piece of paper and share them with the class or group.

4. Post-stage

* **Aims:** - To help Ss practise asking and answering questions about friends.

- To help Ss revise Yes/ no questions with the present simple.

- To help Ss ask and answer questions about friends and practise making a presentation.

a) Task 4/p11: Friendship quiz.

4 There is a quiz for students in the new school newsletter. Answer the questions.

ARE YOU A GOOD FRIEND AT SCHOOL?		
	Yes	No
1. Do you remember all your new classmates' names?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you often listen to your friends' advice?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you share things with your classmates?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you keep your friends' secret?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you play with your classmates at break time?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you help your classmates with their homework?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you go to school with your friends?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you listen when your classmates are talking?	<input type="checkbox"/>	<input type="checkbox"/>

- Teacher asks students to complete the quiz on their own

- Teacher calls on some pairs to ask and answer

- Teacher gives feedback.

b) Task 5/p11: Work in groups. Take turns to interview the others, use the questions above.

- T asks ss to do a survey using the 8 questions in Ex. 4 P. 11 then give feedback on their mates.

- Teacher calls some groups to make models.

Ex: Group 1: I asked Lan some questions about her friends and I think she is a good friend because she always helps her friends in class. She goes to school with her classmates' everyday. In class, she usually listens to her teacher...

- Teacher gives feedback

5. Wrap-up:

Teacher: Chau Thi Hien

* **Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

Introducing someone:

This is

Nice to meet/ see you.

Nice to meet/ see you, too

A good friend at school

- friendly, helpful,...

Production

**-Interview some friends
about their friends.**

6. Homework:

- Practice the dialogue and structure
- Prepare for the next lesson: “Unit 1-My new school/ Skill 1”P. 12
- Continue to prepare the project.

***Feedback:**

Week 2 Period 6	UNIT 1: MY NEW SCHOOL LESSON 5: SKILLS 1	DP: 9/9/2023
----------------------------------	---	--------------

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

1. Knowledge:

- Extend vocabularies and phrases related to the topic *My New school*.
- Read to get to know about types of schools in our country.
- Make a conversation for the choice of types of schools they would like to go to.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Read to get specific information about the schools.
- Talk about things they like and don't like at school and the reasons for that

3. Character Qualities: -Be hard working; have good behaviors to friends, be fond of their school.

II. Teaching aids: Grade 6 textbook, planning, picture, laptop, projector,...

III. Procedure:

1. Warm- up:

***Aims:** To motivate students' some activities related to the topic of reading.

Teacher asks Ss some questions to lead in the reading skill.

Suggested questions:

1. Is your school big or small?
2. How many classes are there in our school?
3. Do students have to wear uniform when they go to school?
4. How many computer rooms does our school have?
5. What do you often do at breaktime?

2. Pre-stage:

***Aims:** - To teach useful vocabulary and phrases related to the topic

- To lead in the reading skill.

- To get Ss acquainted with a reading skill.

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

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- green field (picture) cánh đồng lúa xanh
- mountain(n) ngọn núi
- boarding school (n) [explanation] trường nội trú
- playground (n) [visual] sân chơi
- international school [explanation] trường quốc tế
- art club: câu lạc bộ mỹ thuật

*** Checking Voc:** What and where

Lead-in: - Teacher leads students into the lesson by showing pictures of 3 schools *Sunrise, An Son* and *Dream* and asks them some questions.



1. What can you see in these pictures?
2. Are these schools in the same place?
3. Which school do you think is in Viet Nam?

Suggested answers:

1. I can see three different schools.
2. No, they aren't.
3. The second school

b) Task 1/p12: Look at the picture and quickly read the passages. Match 1-3 with A-C.

- Teacher asks students to open the book, read through the text and do Ex. 1 – p. 12.
- Teacher calls some students to give the answer, explain which sentence give them the information.
- Students look at the picture and read the passages, then match.
- Teacher calls on some students to give the answer, others gives comments.
- Teacher gives feedback.

1. Sunrise	A. a school in Bac Giang
2. An Son	B. an international school
3. Dream	C. a boarding school in Sydney

***Answer key:** 1. C ; 2. A ; 3. B

c) Prediction: Fill in the blanks (Task 2/p12)

- T asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks.

3. During-stage:

***Aims:** - To help Ss develop their reading skill for specific information (scanning).

- To help students rurther develop their reading skill for specific information (scanning).

a) Checking the prediction: Task 2/p12: Read the passages again and complete the sentences

- T asks students to work individually to read the passage and compare their prediction in pairs.
- T calls on some students to give the answer, others gives comments.
- T gives feedback

***Answer key:**

1. Boarding
2. Sydney
3. mountains and green fields
4. Dream School
5. English-speaking teachers

b) Task 3/p12: Answer the questions.

- Teacher asks students to read the questions and underline key words, reminds them to focus on the types of information they have to find (What/ Where/ Which school...).
- Teacher asks students to work in pairs and find the answer.

- Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class.

***Suggested answers:**

1. Sunrise is a boarding school.
2. An Son School is in Bac Giang.
3. Yes, there is.
4. They join many interesting clubs

4. Post –stage

***Aims:** To help students use what they have learnt to talk about things they like and don't like at school and the reasons for that.

a) Task 4/p12: Which school in Exercise 1 would you like to go to? Why/ Why not? - Complete the table.

- Teacher asks students to work independently and complete the table.

Name of school	Reasons you like it	Reasons you don't like it

- Teacher goes around and offers help if necessary.

***Discuss your choice with your friends**

- Ask Ss to complete the table in their notebooks. Then arrange Ss in pairs. Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar. Discuss any common errors and provide further practice if necessary.

Example:

A: Which school would you like to go to?

B: I'd like to go to Dream school.

A: Why?

B: Because I'd like to paint the art club

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- **Vocabulary:** green field, mountain, boarding school,....
- **Read a passage and complete the sentences/answer the questions**

Speaking

Discuss about Dream school you would like to go to with a friend

6. Homework:

- Learn by heart new.
- Write a short passage about your school. What you like about it. What you don't like about it
- Prepare for the next lesson: "Unit 1-My new school/ Skill 2"P. 13 and project

*Feedback:

Week 3 Period 7	UNIT 1: MY NEW SCHOOL LESSON 6: SKILLS 2	DP: 13/9/2023
--------------------	---	---------------

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

1. Knowledge:

- Use the lexical items related to the topic *My new school*;
- Listen for specific information about school in foreign country; write a passage about their new school.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Learn how to write a paragraph about schools, using correct punctuation, word choice and linking words.

- Know how to use the present simple. Students will develop listening and writing skills.

3. Personal qualities: Love their school and friends.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Crossword Puzzle

***Aim:** - To review some vocabulary related to the topic of “ My new school”

Teacher divides class into 2 teams. Each team takes turns to choose a crossword, reads the clues and solves the puzzle.



1. This is an area designed for children to play in outside, especially at school
2. This is an adjective used to describe people who have a clean, tidy and stylish appearance
3. Complete the following sentence with a suitable word:

Mrs Nguyen teaches all my history _____.

4. What is this subject? – you can sing during this lesson.
5. What is this school thing? – [visuals]
6. This is a small electronic device that is used for calculations

***Key word:** **PALMER** – the name of a school in America, lets them know they are going to listen to Janet, a student from Palmer school.

2. Pre-stage:

***Aims:** - To enrich students' vocabulary and lead in the listening tasks.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- foreign language (n): ngôn ngữ nước ngoài
- helpful (adj): hay giúp đỡ
- favourite (adj): yêu thích
- friendly (adj): thân thiện
- biology (n): sinh học

Checking vocab: <what and where>

b) Prediction: (Task 1/p13)

Guess the answer to the following questions.

1. Do you think the students there wear uniforms?
 2. Do they learn Vietnamese as a foreign language?
- Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses.

3. During stage:

**Aims: To help develop students' skill of listening for specific information.*

a) Checking the prediction: Task 1/p13

- Teacher plays the recording once. Students listen to check their guesses.

**Suggested answers:* 1. Yes, they do. 2. Yes, they do.

b) Task 2/p13: Listen again and choose the correct answer A or B.

- Have Ss look at the sentences. Tell them how to do it. Give them some strategies to do the exercise. (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).
- Play the recording twice and allow Ss to choose the correct answers as they listen. Ss can share their answers before listening to the recording a final time to check

**Answer key:* 1. A 2. B 3. B 4. A 5. A

4. Post –stage:

**Aim: - To help Ss prepare ideas for their writing in 4.*

- To help Ss practise writing a paragraph about their school.

a) Task 3/p13: Write the answers to the following questions about your school.

- T asks students to work independently to answer the questions.
- T encourages students to write in full sentences
- T asks students to pair compare their answers.
- T invites one or two students to write their answers on the board and gives feedback as models.

1. What is the name of your school?

→ **It's Chu Van An Secondary school**

2. Where is your school?

→ **It's in Tam xuan 2 village Nui Thanh district**

3. How many students/classes does your school have?

→ **It has more than 500 students and 14 classrooms**

4. What do students do at your school?

→ **They learn many subjects and play games at breaktime.....**

b) Task 4/p13: Use the answer in Task 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you.

- T asks students to work in groups of four, and asks them to write the full paragraph into the paper in 6 minutes.
- T asks students to pay attention to punctuation, structures, word choice, etc.
- T has the groups swap and give feedback on each other's writing.
- T then gives feedback on one writing as a model..

*** Sample paragraph:**

My school is CVA secondary School. It is in Tam Xuan 1 village. Nui Thanh district. It has 14 classrooms with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are nice and friendly, and my friends are helpful. I love my school very much.

5. Wrap- up: * **Aim:** To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about Janet's school

Writing

Write a passage about your school.

6. Homework:

- Learn by heart new words and rewrite the paragraph in the notebooks.
- Prepare the new lesson: **Looking Back + Project**

***Feedback :**

Week 3 Period 8	UNIT 1: MY NEW SCHOOL LESSON 7: LOOKING BACK & PROJECT	DP: 13/9/2023
--------------------	---	---------------

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

1. Knowledge:

- Practice using vocabularies, phrases related to My new school and the present simple tense.
- Make a product in group of eight: draw a picture of your dream school.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use simple present tense to talk about actions or events that often happens or are fixed and describe or present ideas about their dream school.

3. Personal qualities: Be hard-working, co-operative, and proud of their school.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: GAME: CROSSWORD

* **Aims:** Review some vocabulary about school things and lead in the new lesson

+ calculator

School things. + compass

+ pen....

- Teacher divides the board, and divides the class into 2 teams.
- Members of each team take turns and write as many school things as possible
- The group having more correct answers is the winner.

2. Pre- stage:

LOOKING BACK:

* **Aims:** - To help students revise school things.

- To help students revise the combination: to study, to have, to do, to play + N.

*** VOCABULARY**

a) Task 1/p14: Look at the pictures. Write the correct words in the gaps.

- T encourages students to complete the task individually
- Ss exchange their textbooks with their partners.
- T gives feedback as a class discussion.

* **Answer key:**

1. uniform 2. pencil sharpener 3. notebook 4. compass 5. calculator 6. Ruler

b) Task 2/p14: Match the words in A with the words/ phrases in B.

- T encourages students to complete the task individually.
- Ss exchange their textbooks with their partners.
- T gives feedback as a class discussion.

* **Answer key:** 1. e 2. d 3. b 4. a 5. C

- T encourages students to provide more school activities

3. During – stage:

* **Aims:** - To help students revise the present simple tense.

- To help students revise the position of adverbs of frequency in context.

*** GRAMMAR:**

a) Task 3/p14: Complete the sentences with the present simple.

- T has students complete the task individually.
- Ss exchange their textbooks and give feedback to each other.
- T gives feedback as a class discussion.

***Answer key:**

1. comes 2. don't 3. walks 4. do 5. teaches

b) Task 4/p14: Complete the text with the correct form of the verbs in brackets.

- Ss work in pairs.
- T asks students to read the sentences carefully and give the answers.
- Ss complete the task and discuss the answers.
- T gives feedback as a class discussion.

***Answer key:** 1. is 2. has 3. walks 4. study 5. Likes

b) Task 5/p14: Put the adverb in brackets in the correct place in each sentence.

- Ss work in pairs.
- Ss complete the task and discuss the answers.
- T gives feedback as a class discussion.

***Answer key:**

1. I always remember to do my homework.
2. Nick usually gets good marks in exams.
3. We do not often see a rabbit in town.
4. I rarely read in bed at night.
5. Do you sometimes sing in the shower?

4. Post- stage:

PROJECT: YOUR DREAM SCHOOL(POSTERS EXHIBITION: Prepared at home)

*** Aims:** Show ideas about a dream school using the knowledge they have learnt at previous lessons

a) Task 1: Design your dream school. What does it look like?

- T has students work in groups and gives instructions to students as follow.

b) Task 2: Draw a picture of your dream school.

- T has Ss find or draw the pictures of their dream school in groups.

c) Task 3: Present your poster to the class:

- Ss discuss in groups then show their posters and present their dream school to the class.
- Ss vote for the best performance.
- T gives feedback.

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to school

Grammar

Present simple

Project

Discuss and present your dream school to the class.

5. Homework:

- To revise UNIT 1
- Do exercise in the workbook
- Prepare next lesson: Unit 2: *Getting Started*

* **Feedback**.....

Week 3 Period 9	Unit 2: MY HOUSE Lesson 1: GETTING STARTED	DP: 13/9/2023
--------------------	---	---------------

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

1. Knowledge:

- Use the lexical items related to the topic *My house*
- Ask and answer about where someone lives.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Cover the content of the conversation about the topic *My house* by listening and reading
- Practice asking and answering about where they live

3. Character qualities: - Love of their own rooms and houses.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, TV,...

III. PROCEDURES:

1. Warm – up: Matching

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

- T gives some pictures and asks Ss to do the matching.
- T gives feedback



1.



2.



3.



4.

a. country house

b. apartment

c. town house

d. stilt house

***Answer key:** 1. c 2. d 3. b 4. a

2. Pre – stage

- * **Aim:** To teach the vocab, set the context for the introductory text and introduce the topic of the unit.

Teacher: Chau Thi Hien

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- flat = apartment (n): căn hộ
- town house (n): nhà phố
- country house (n): nhà ở vùng quê
- move (to) (v): chuyển đến
- aunt (n): cô , dì
- cousin (n): anh em họ

* **Checking vocab:** R.O.R

b. Task 1/p.16: Listen and read

* **Set the scene:**

- T shows the pictures (textbook): This is Mi and this is Nick.
- T asks some questions.

1. What are they doing?
2. Can you share any experiences of chatting online?
3. Where do you live?

- *We are going to listen and read*

=> *lead-in the new lesson.*

- T plays the recording twice for students to listen and read along, has Ss underline the words that are related to the topic of the unit while they are listening and reading.
- T invites some pairs of students to read the dialogue aloud.

3. During Stage:

***Aims:** To help Ss understand the text and develop Ss knowledge of the vocabulary about types of house.

a. Task 2/p.17: Which family members does Mi talk about? Put a tick (✓)

- Ss work in pairs and do the task.
- T gives the correct answers.

***Answer key:**

1. parents	✓
2. Sister	
3. Brother	✓
4. Aunt	✓
5. Cousin	✓

b. Task 3/p.17: Read the conversation again. Complete each sentence with ONE word.

- T has ss work independently and allows them to share answers before discussing as class.
- T asks ss to write the correct answers on the board.

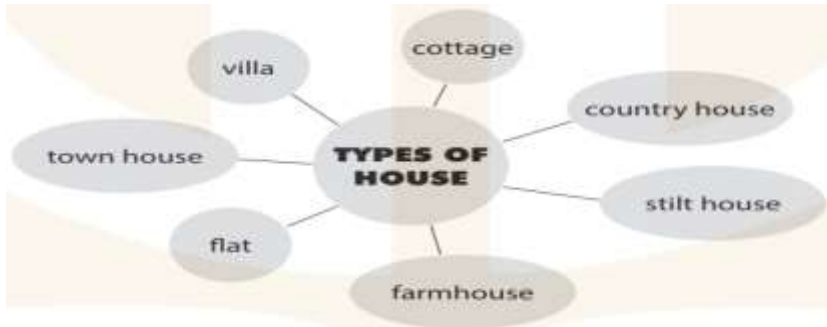
***Answer key:**

1. sister
2. TV
3. town
4. country
5. three

c. Task 4 /p.17: Complete the word web. Use the words from the conversation and the ones you know.

- T has ss do exercise 4 in pairs.
- T asks for Ss' answers.
- T gives feedback

***Suggested answers:**



*** Language Note:**

- Possessive case:

- + Your room looks so big, Nick.
- + It's Elena's room.

- Prepositions of place:

- + I live in a town house.

4. Post – stage: Task 5/p.17 *Work in groups. Ask your friends where they live. Then report their answers.*

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

- T models first and asks ss to work in groups.
- Call some groups present their answers.

A. Where do you live?

B. I live in a flat.

A. How many rooms are there?

B. There are seven rooms.

A. What are they?

B. A living room, three bedrooms, a kitchen and two bath rooms.

.....

5. Wrap-up: * *Aim:* To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

flat, town house,
country house ...

- Practice
- Put a tick, Gap-fill, ...

Possessive case
Prepositions of place

6. Homework

- Learn by heart all the new words.
- Do B1, 2, 3 in workbook.
- Prepare for the next lesson: Unit 2: A Closer look 1

***Feedback:**

Week 4

UNIT 2: MY HOUSE

DP: 18/9/2023

Teacher: Chau Thi Hien

Period 10

Lesson 2 : A CLOSER LOOK 1

A. OBJECTIVES:

1. Knowledge: Students learn some new words/ phrases about rooms and furniture in the house and know how to pronounce and recognise the sounds /s /and /z/.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competencies: Students will be able to use some words/ phrases about rooms and furniture in the house and pronounce and recognise the sounds /s /and /z/ in isolation and in context correctly.

3. Character qualities: Show their love to their house, be responsible for furniture in their house.

B. TEACHING AIDS:

Grade 6 textbook, Unit 2, laptop, TV, extra boards, Pictures - CD disk, cassette - sachmem.vn

C. PROCEDURE:

I. WARM UP : Brainstorming

Aim: To activate students' prior knowledge and some vocabulary related to the topic "My house"

- Ss name the things used in the house : a sofa , a chair , a bed

- T gives feedback

II. PRE-STAGE:

Aim: To teach Ss some words related to things in the house and help students identify how to pronounce the final sounds /s/ and /z/ at the end of the words.

1. Vocabulary:

+ hall (n) : phòng lớn nhất trong ngôi nhà, sảnh

+ cupboard(n) : tủ đựng đồ đạc, vật dụng

+ chest of drawer (n) : ngăn đựng áo quần

+ dishwasher (n) : máy rửa chén

+ fridge (n) : tủ lạnh

Act4. Listen and repeat the words.

- T uses different techniques to teach vocab (Using Pictures to teach Vocab.)

*Checking vocabulary: matching the words with the pictures

2. Pronunciation:

- Have Ss read out the words first.

- Play the recording for Ss to listen and repeat the words. Play the recording as many times as necessary.

- Have Ss comment on the way to pronounce s at the end of the words.

Teacher: Chau Thi Hien

- Explain the rules :

+ /s/: Final-S is pronounced /s/ after voiceless sounds (/t/,/p/,/k/, /f/,/)

Eg: cats. lamps , books, months

+ /z/ Final-S is pronounced /Z/ after voiced sounds (b,d,g,h,m.l. .) and any vowel sounds .

Eg : beds . dogs, cans, rooms

III. DURING-STAGE:

Aim: To use the names of the rooms, the names of furniture pieces in the house, practise asking and answering about the furniture in a room and pronouncing final sounds /s/ in words.

3. Act1: Name the rooms of the house.

- Ask Ss to say the names of the rooms in the house they know.

- Have Ss work individually to match the names with the rooms in the picture.

- Check the answers.

*Key: a. hall b. living room c.bedroom
 b. bathroom e. kitchen

4. Act2: Name the things in each room in 1

- Ask Ss to work in groups to do this activity.

- Write the names of the rooms on the board, in different places.

- Have Ss write the names of the furniture under these rooms.

- Ask other groups to comment.

* Key: Living room : Lamp, sofa, picture.
 Bedroom : lamp, picture, chest of drawers
 Kitchen : cupboard, sink, fridge, dishwasher.
 Hall : Picture
 Bathroom : toilet, shower, sink

5. Act3: Ask and answer questions to guess the room.

- Model this activity with a student.

T: What's in the room? S1: A sofa and a television.

T: Is it the living room? S1: Yes.

- Ask Ss to work in pairs.

- Call some pairs to practice in front of the class.

- Comment on their performance.

6. Act5. Listen to the conversation and repeat. Underline the final s in the words and put them into the correct column

- Have Ss quickly read the conversation and underline the final s in the words.

- Play the recording for Ss to listen to the conversation and write /s/ or /z/ under each 's' that they have underlined.
- Tell them to put the words with the final 's' in the correct columns according to the sounds "s".
- Have them to work in pairs to compare their answers.
- Check their answers.
- Ask Ss to explain their answers.

Key: /s/: lights, chopsticks, lamps.

/z/: bowls, things, homes

IV. POST-STAGE:

Aim: To give students chance to apply words about rooms, furniture in the house and sounds /s/ /z/ learnt.

Game: Who is faster?

- Ask each st to write two sounds /s/ and /z/ on two pieces of paper.
- Read aloud the words about houses and furniture in the house containing final sounds /s/ /z/.

Eg. bedrooms, toilets, lamps, pictures, ...

- Have Ss listen to the teacher and quickly raise /s/ or /z/
- The fastest student will win the game.

HOMEWORK:

- Learn vocabulary by heart.
- Prepare for the next lesson: Unit 2: Closer look 2.
- Do Exercises 1,2 in Section A, exercises 1,2,3 in Section B in WB / page (Unit2).

Prepare the project about a modern house

Feedback:

.....
=

Week 4 Period 11	UNIT 2: MY HOUSE Lesson 2 : A CLOSER LOOK 2	DP: 18/9/2023
-----------------------------------	--	---------------

A. OBJECTIVES:

1. Knowledge: Students learn some new words/ phrases about rooms and furniture in the house and know how to pronounce and recognise the sounds /s /and /z/.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competencies: Students will be able to identify and practise forming the correct form of possessive case and identify different prepositions of place and use them correctly to describe where people or things are.

3. Character qualities: Ss will be able to have a good observation when they describe where people or things are. Show their love to their house, be responsible for furniture in their house.

B. TEACHING AIDS:

Grade 6 textbook, Unit 2, laptop, TV, extra boards, Pictures sachmem.vn

C. PROCEDURE:

I. WARM UP : Game ‘Pelmanism’

Aim: To create an exciting atmosphere at the beginning of the lesson and remind Ss of the basic way to show possession, then elicit to possessive case.

1	2	3	4	5	6	7
I	We	You	They	He	She	It
a	b	c	d	e	f	g
Their	His	Its	My	Her	Your	Our

- Ss are divided into 2 teams. Each team takes turn to open a number and a letter. If the subject pronoun matches the possessive adjective, that team will get one point; otherwise the other team will take the chance to play. The team having more points will be the winner.

- T gives feedback.

Key:

1. d 2. g 3. f 4. a 5. b 6. e 7. c

II. PRE-STAGE:

Aim: To teach possessive case and review prepositions of place.

a) Possessive case:

- T models, using a picture: “This is Tina. This is her room.” We say: “This is Tina’s room.”

- T explains:

+ We use’s after a proper name.

+ We use’s after a singular noun.

Teacher: Chau Thi Hien

Ex: This is my mum's book.

b) Prepositions of place:

- T uses the pictures of Activity 3 (page 19), models picture 1 and lets Ss write the correct preposition under each picture.

Key:

2. next to 3. behind 4. in 5. in front of 6. between 7. under

- T explains: Prepositions of place describe where people or things are.

Ex: The dog is on the chair.

-> Form: S + be + prep of place + N

III. DURING-STAGE:

Aim: To help Ss identify the correct form of possessive case, identify different prepositions of place and use them correctly to describe and give Ss further practice in using prepositions of place where people or things are.

1. Act1: Choose the correct answer.

- T asks Ss to do exercise 1 individually.
- Ss do the exercise quickly then give the answers to teacher.
- 2 Ss go to the board to write their answers.
- Other Ss and T gives feedback.

Key:

1. grandmother's 2. sister's 3. cousin's 4. Nam's 5. An's

2. Act2: Complete the sentences with the correct possessive forms.

- T has Ss work in pairs and complete the sentences, then have some pairs give their answers.
- T gives feedback.

Key:

1. Mi's 2. teacher's.3. Nick's. 4. father's 5. brother's

3. Act3: Write a sentence to describe each picture.

- T asks Ss to work in groups of 4, write their answers on sub-boards.
- Ask some groups to show their answers.
- T gives feedback.

Key:

- 2. The dog is next to the armchair.
- 3. The cat is behind the TV.
- 4. The cat is in the wardrobe.
- 5. The dog is i front of the kennel.

6. The cat is between the lamp and the armchair.

7. The cat is under the table.

4. Act4: Look at the picture and write T or F for each sentence. Correct the false ones.

- T has Ss look at the picture of the room. Ask them to read each sentence, look at the picture and decide if each sentence is true or false. If it is false, correct it.

- Ss do the task individually then share their answer with a partner. Ask some Ss to read out their answer. Confirm the correct ones.

Key:

1. T

2. F. The school bag is under the table.

3. F. The clock is between the pictures.

4. T

5. F. The cap is on the pillow.

IV. POST-STAGE:

Aim: To help Ss practise asking and answering about the position of things.

5. Act5: Work in pair. Look at the picture in 4 carefully, and then cover it. Ask and answer questions about position of things in the picture.

- T asks Ss to look at the picture carefully in 30 seconds then close their books.

- T models with a student before Ss do this activity in pairs.

T: "Where are the books?"

S: "They're on the table."

- T lets Ss do the task then calls some pairs to ask and answer in front of the whole class.

Suggested answer:

A: Where is the chair?

B: It's next to the table.

A: Where is the computer?

B: It's on the table.

etc.

HOMEWORK:

- Review the lesson.

- Do exercises 4, 5 p11 in workbook.

- Prepare for Lesson 4: Communication

Feedback:

.....

Teacher: Chau Thi Hien

Week 4
Period 12

UNIT 2: MY HOUSE
Lesson 4 : COMMUNICATION

DP: 18/9/2023

A. OBJECTIVES:

1. Knowledge: Students learn how to give suggestions with How about? and Let's and describe houses, rooms and furniture.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competencies: Students will be able to ask and answer questions about the differences between two houses and give a house description .

3. Character qualities: Ss will be able to know how to love their house.

B. TEACHING AIDS:

Grade 6 textbook, Unit 2, laptop, TV, extra boards, sachmem.vn

C. PROCEDURE:

I. WARM UP : Game ‘Pelmanism’

Aim: To motivate students describe a room by using the picture.

-T shows the picture of Nam's living room and asks the position of things in the picture

-T and one student give model first.

Ex : - Where is the cat ?

- It is on the table, in front of the computer .

- Where are the books ?

- They are on the table and on the bookshelf.

- T asks some pairs of Ss to ask and answer in front of class.

- T monitors and corrects if necessary

*To lead in the lesson: Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give suggestions and practice describing a house”.

II. PRE-STAGE:

Aim: To help Ss how to give suggestions with How about and Let's.

1. Act1: Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue . Pay attention to the highlighted sentences.

- T plays the recording for Ss to listen and read the dialogue between Elena and her mum at the same time.

- T asks Ss to pay attention to the highlighted sentences.

- T elicits the structures to give suggestions from the Ss.

Teacher: Chau Thi Hien

- T explains the structures to give suggestions .

*** Note :**

• **How about + V-ing ?**

• **Let's + V- inf.**

Ex : - How about going to the cinema ?

- Let's play football.

- T has Ss practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class.

III. DURING-STAGE:

Aim: To help Ss practise giving suggestions, practise some grammar points and vocabulary related to the topic: "My house" and find the differences between two houses.

2. Act2: Work in pairs. Make similar dialogues

- T gives Ss 2 situations to practise.

Situation 1: You want to do some activities at the weekend with your friends.

Situation 2: You want to buy some new school things.

-T asks Ss to work in pairs

- T moves around to observe and provide help.

-T calls some pairs to practise in front of the class, then give comments on their performance

Suggested answers :

A: I am so bored.

B: How about going to the cinema this weekend ?

A: Great idea!

3. Act3: Look at the picture of Mi's grandparents' house and complete the sentences.

- T asks Ss to look at the picture and complete the sentences.

- Ss work in pairs, volunteer to answer and give comments to other pairs' answers if necessary

- T gives feedback

Key:

1. country 2. are 3. is 4.chairs 5. on

- Ss take notes

4. Act 4: Find the differences between the two houses.

-T and one Student give model the way to do this exercise.

Example:

A: Where does Mi live?

B: Mi lives in a town house.

- T asks Ss in each pair not to look at each other's picture and to make similar conversations.
- T asks Ss to note down the differences between the two houses.
- T has some pairs to act out the conversation.
- T asks other pairs listen and add more differences if there are any.

Suggested questions:

A: How many rooms are there in Mi's house?

B: There are six rooms. What about Nick's house? How many room are there...

IV. POST-STAGE:

Aim: To help Ss practise describing their house

5. Act 5: Draw a simple picture of your house. Tell your partner about it.

- Ss work individually to draw a simple plan of their houses.
- T monitors and gives helpful hints.
- Ss work in pairs to describe their houses in front of class.
- T calls some volunteer pairs to describe their houses in front of class.
- T asks Ss to note down the differences between their houses.

Ex: "This is my house, it's not very big but it's nice. It has 6 rooms,"

HOMEWORK:

- Learn the vocabulary and structures by heart.
- Do Ex C1, C2, C3 page 12, 13 in textbook
- Prepare for new lesson: Skills 1.

Feedback:

.....
.....

Week 5 Period 13	UNIT 2: MY HOUSE LESSON 5: SKILLS 1	DP: 26/9/2023
-----------------------------------	--	---------------

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

1. Knowledge:

- understand the description of a room at the Crazy House Hotel in Da Lat;
- describe one room (in their imagination) in that hotel.
- Imagine/ create/ draw/ show/ describe the new room

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

Teacher: Chau Thi Hien

3. Character Qualities:

- Develop their group-working skills and creativity.
- Be tidied and clean when staying an accommodation.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up:

**Aims: To motivate Ss to find out the topic of reading text.*



- T shows some pictures about famous tourist attractions in Da Lat (Love Valley, Crazy house, Lang Biang, Cam Ly Water Fall, etc.)

** Suggested questions:*

- Do you know these places?
- Where are they?
- Have you ever been to these places?

Lead-in:

- Today, you are going to read about a room at the Crazy house in Da Lat.

2. Pre-stage:

**Aims: - To provide students with some lexical items before reading the text.*

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- crazy (adj): kỳ lạ
- strange (adj) = crazy: kì lạ
- shape (n): hình dạng
- wardrobe (n): tủ quần áo

**Checking Vocab: R.O.R*

b) Reading skill: Predicting

- Teacher asks students to read the “Reading skill” box and explains any words that students do not know.
- Teacher tells students that predicting is an important reading skill that can help them have a general understanding of the text.

c) Prediction: (Task 1/p22)

1. Is it an email or letter?
2. What is the text about?

- Teacher tells students to quickly look at the text, the pictures and predict answering the questions.

3. During-stage:

** Aims: - To help Ss develop their reading skill for specific information (scanning).*

a) Checking the prediction: Task 1/p22: Look at the text. Answer the questions

- T tells them to read the text quickly to check their prediction.
- After that, teacher confirms the correct answers.

Teacher: Chau Thi Hien

***Answer key:**

1. It's an email.
2. The text is about Nick's room at the Crazy House Hotel

b) Task 2/p22: Read the text and answer the questions.

- T lets students look at Act. 2 on p. 22 and instructs them how to do this exercise in pairs
- T has Ss read the text and volunteer to answer the given questions with following evidence.
- T feedbacks
- Ss take notes

- *Answer key:**
1. He's in Da Lat with his parents.
 2. There are ten rooms.
 3. Because there's a big tiger on the wall.
 4. It's under the bed.

c) Task 3/p22: Circle the things in the Tiger Room.

Are these things in the room?

- T asks Ss to scan the text and find the words.
- Ss work individually, then share the answers with their partners.
- T checks with the whole class
- Ss take notes.

***Answer key:** a window a lamp a wardrobe a des

4. Post –stage

***Aims:** To provide an opportunity for students to practise describing the hotel room they have designed.

a) Task 4/p22: Create a new room for the hotel. Draw a plan for the room.

- Ask student to create a new room for the hotel and draw a plan for the room.
- Ask students what to include when they want to describe a room in the hotel. Here are some things:
 - Name of the room
 - Reason for the name
 - Position of things in the room

B: Because I'd like to paint the art club

b) Task 5/p22: Describe your plan.

- Have students work in pairs and show the plan to their partner. Ask students to take turns to describe their rooms.
- Remind them to focus on the three points on the board. Move around to observe and offer help
- Call on some students to show their plan to the whole class and describe it

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- **Vocabulary:** crazy, strange, shape.....
- **Read a passage and answer the questions**

Speaking

Describe a new room for the hotel.

6. Homework:

- Learn by heart new words.
- Prepare for the next lesson: “Unit 2/ Skill 2”P.233 and project

***Feedback:**

Week 5 Period 14	UNIT 2: MY HOUSE LESSON 6: SKILLS 2	DP: 26/9/2023
-----------------------------------	--	---------------

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

1. Knowledge:

- Use the lexical items related to the topic *My house*;
- Listen to get information about rooms and houses.
- Write an e-mail to a friend.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Love their house and be responsible for taking care of the furniture in the house

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Brainstorming

***Aim:** To motivate students describe Nick's room in the hotel again.

- Teacher divides the class into 3 big groups.
- Each group will be assigned a name.
- Students work in groups then go to the board and write some home lexical items.
- The group having the most suitable and correct answers is the winner

Suggested answers:

living room

table

sofa

.....

bedroom

bed

wardrobe

.....

kitchen

cupboard

fridge

.....

2. Pre-stage:

***Aims:** To prepare students for the listening text.

a) Task 1/p23: Name the pieces of furniture.

- Ask students to look at the pieces of furniture and parts of the house and name them.
- Call on some students to read the words out loud.
- Ask some students to write the words on the board.

***Answer key:** 1. Bookshelf 2. Sofa 3. Desk 4. Clock 5. window

b) Prediction: (Task 1/p23)

- Have students guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word.
- Play the recording once for students to check their guesses.

3. During stage:

***Aims:** To help develop students' skill of listening for specific information.

a) Checking the prediction: Task 1/p23

Teacher confirms the correct answers for their prediction.

***Answer key:** Things mentioned in the listening text: bookshelf, desk, clock, window.

b) Task 2/p23: Listen to Mai talking about her house. Tick True (T) or False (F)

- Teacher has Ss look at the sentences in this activity. Give them some strategies to do exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words)
- Teacher plays the recording twice for students to do exercises 2.
- Teacher asks students to take notes of the information to explain why the sentence is false.
- Teacher has students share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones
- Teacher plays the recording again if needed, stopping at the place where students find it difficult to understand.

***Answer key:**

1. There are four people in Mai's family . F (There are three people)
2. Mai's house has seven rooms . F (There are six rooms)
3. The living room is next to the kitchen. T
4. In her bedroom, there's a clock on the wall. T
5. She often listens to music in her bedroom. F (She reads books)

Audio script:

My name's Mai. I live in a town house in Ha Noi. I live with my parents . There are six rooms in our house: a living room, a kitchen , two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair , and a bookshelf. It also has a big window and a clock on the wall. I often read books in my bedroom .

4. Post –stage:

***Aim:** To help Ss prepare ideas for their writing and help Ss write an email to tell Mira , a pen friend, about their houses.

a) Task 3/p23: Answer the questions.

1. Where do you live ?
 2. How many rooms are there in your house ? What are they ?
 3. Which room do you like the best in your house ? Why
- T asks students to work in pairs to answer these questions .
 - T guides them to write the answers in full sentences.
 - T gives the suggested answers.

*** Suggested answers.**

1. I live in Tam Xuan 1 village .
2. There are six rooms in my house : a living room, three bedrooms, a bathroom and a kitchen.
3. I live the living room best because it is beautiful and bright.

b) Task 4/p23: Write an email to Mira, your pen friend . Tell her about your house. Use the answers to the questions in 3.

- T tells Ss to write an email to Mira about their house, covering as many ideas as possible to answer the questions in 3.

- Ask students to write the body of their email individually.
- Ask one or two students to write their email on the board
- Give feedback and check

From : mi@fastmail.com

To : Mira@webmail.com

Subject : My house

Hi Mira,

Thanks for your e-mail. Now, I'll tell you about my house.

I live with my parents and younger brother in a town house. It's big. There are six rooms : a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom best.

What about you? Where do you live?

Tell me in your next e-mail

All the best,

Mi

5. Wrap- up: * **Aim:** To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about Mai's school

Writing

Write an email.

6. Homework:

- Learn by heart new words and rewrite the email on the notebooks.
- Prepare the new lesson. **Looking Back + Project**

***Feedback :**

Week 5 Period 15	UNIT 2: MY HOUSE LESSON 7: LOOKING BACK & PROJECT	DP: 26/9/2023
---------------------	--	---------------

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

1. Knowledge:

- Review the vocabulary and grammar of Unit 2
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKTK: In class 6.4 these Ss can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be friendly and cooperative to develop team-work skill

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: KIM'S GAME

*** Aims:** To motivate and help Ss revise some vocabularies related to rooms, types of house and furniture.



- Ss look over the pictures the rewrite them in 2 minutes in two groups
- The group having the most suitable and correct answers is the winner

2. Pre- stage:

LOOKING BACK:

*** Aims:** To help students revise the vocabulary items they have learnt in the unit.

*** VOCABULARY**

*** Task 1/p24:** Put the words into the correct group. Add a new word to each group.

- T divides the students into three big groups.
- T explains the task to students and asks them to do Act 1
- Ss works in groups to put the words into the correct column and add some more words.
- Teacher monitors and gets feedback.

*** Answe key:**

Types of house	Rooms	Furniture
----------------	-------	-----------

Town house Country house Flat	kitchen, bedroom, bathroom, living room	Sink Fridge Dishwasher Cupboard Chest of drawers
-------------------------------------	---	--

3. During – stage:

*** Aims:** - To help students revise the possessive case, the prepositions of place.

- To help students revise the way to describe their favourite room using the prepositions of place.

*** GRAMMAR:**

a) Task 2/p24: Complete the second sentence with the correct possessive form.

- Have students say how to form the possessive form with proper names and singular nouns.
- Ask students to do the exercise individually and then exchange their answers with a classmate.
- Call on some students to write their answers on the board. Other Ss give comments.
- Confirm the correct answers.

***Answer key:**

1. teacher's 2. brother's 3. Elena's 4. grandfather's 5. Vy's

b) Task 3/p24: Make sentences using prepositions of place.

- Ask students to say the prepositions of place they have learnt.
- Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board.
- Check students' answers.

***Answer key:**

1. The cat is on the table.
2. The dog is in front of the kennel / doghouse.
3. The cat is between the bookshelf and the sofa.
4. The cat is behind the computer.
5. The girl is on the sofa.
6. The boy is next to the sofa.

c) Task 4/p24: Write three sentences to describe your favourite room.

- Have students write three sentences to describe their favourite room.
- Remind students to use prepositions of place.
- Students share their sentences with their partners.
- Some students are asked to write their sentences on the board.
- Teacher and other students give feedback.

4. Post- stage:

PROJECT: STRANGE HOUSE (POSTERS EXHIBITION: Prepared at home)

*** Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.

a) Task 1: Which one would you like to live in? Why?

- Ss work in groups. One student in each group asks other group members question “Which one would you like to live in? Why?” and fill the information in the following table.

	House A	House B	House C
Name			
Reasons			

- This student then summarises their group members' answers and reports the result to the whole class.

b) Task 2: Now work in groups;

- Have students work in groups to draw their own strange house.
- Ask them to practise describing their house in groups before telling the class about their house.
- The class vote for the best strange house.

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to houses	Possessive case, prepositions of place	Discuss and present your strange houses to the class.

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Unit 3: Getting started

*** Feedback**.....

Week 6 Period 16	Unit 3: MY FRIENDS Lesson 1: GETTING STARTED	DP: 5/10/2023
---------------------	---	---------------

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

1. Knowledge:

- Have an overview about the topic *My friends*
- Have vocabulary to talk about body parts and appearance to describe people's appearance

HSKTK: In class 6.4 these students can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Use some words of describing their friends , recognise the present continuous, know how to use some words of the topic 'my friends'.

3. Character qualities: Love to their friends.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, TV,...

III. PROCEDURES:

1. Warm – up: Matching

*** Aim:** - To create an active atmosphere in the class before the lesson;

Teacher: Chau Thi Hien

- *To lead into the new unit.*

* Listen and do along

- Play the song “Head , Shoulder , Knees and Toes“ on speakers.

- Ask students to sing along and point at the mentioned body parts in the song lyrics. - - Ask Ss to do 2-3 times and make it faster each time.

- Lead to the new lesson

2. Pre – stage

* **Aim:** - *To prepare students with vocabulary related to the topic ‘my friends’.*

- *To introduce the topic ‘my friends’, and have an overview about the topic.*

- *To practice the targeted language (adjectives) and the background knowledge.*

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- biscuit (n) (realia): bánh quy

- pass (v) (situation) : đưa qua, chuyển qua

- glasses (realia): mắt kính

- magazine (n) (picture): tạp chí

- cheek (n) cái má

- mouth(n) miệng

- leg (n) cẳng chân

- curly (adj) xoắn

* **Checking vocab:** R.O.R

b. Task 1/p.26: Listen and read

* **Set the scene:**

- T draws students’ attention to the picture in the textbook and asks them questions about the picture:

1. What are Phong and Nam doing?

2. What is Phong favourite magazine?

3. Who do Phong and Nam see?

4. Where are the two girls going?

Suggested answers:

1. They are having a picnic.

2. It’s ...

3. They see ...

They are going to ...

- *We are going to listen and read*

=> *lead-in the new lesson.*

- T plays the recording twice for students to listen and read along, has Ss underline the words that are related to the topic of the unit while they are listening and reading.

- T invites some pairs of students to read the dialogue aloud.

3. During- Stage:

* **Aims:** - *To practice using the targeted vocabulary.*

- *To help ss deeply understand the text.*

- *To revise and provide ss with some vocabulary related to parts of the body.*

a. Task 2/p.27: Fill the blanks with the words from the conversation.

- Ask Ss to work in pairs.

- Ask Ss to share their answers before discussing as a class.

- Ask Ss to explain their answers.

* **Answer key:**

1. picnic

2. favourite magazine
3. Mai and Chau
4. glasses; long black hair
5. are going to

b. Task 3/p.27: Label the body parts with the words in the box.



- T have Ss go to the board to stick the right stickers with the body part names to the right place on the picture.
- T ask Ss to work Ex. 3 independently.
- T asks students to give out more names of body parts that they have known.

***Answer key:**

- | | |
|-------------|----------|
| 1. eye | 6. foot |
| 2. nose | 7. arm |
| 3. shoulder | 8. mouth |
| 4. hand | 9. cheek |
| 5. leg | 10. hair |

c. Task 4 /p.27: Work in groups. Complete the word webs

- Ask Ss to work in groups to complete this task.

***Answer key:**

1. Long/short: hair, arms, legs, fingers, ...
2. Big/small: nose, eye, hand, feet, mouth, ...
3. Hair: blonde, curly, wavy, straight, short, long, dark, ...

*** Language Note:**

- Present continuous:

- + What are you reading, Phong?
- + They're coming over.

4. Post – stage: Task 5/p.27 Game: Guesing

***Aims:** - To use the vocaburaly and structure in real life context.

- To help ss practise using words for body parts and appearance through a guessing game.

- Ask Ss to work in groups, take turns to describe a classmate. Other group members guess who he/she is.

***Suggested answers:**

A:She has glasses, she has long black hair.

B:Is she Mai?

A:No, she isn't. She has a small nose.

B: Is she Lan?

A: Yes, she is./ That's right

5. Wrap-up: * *Aim: To consolidate what students have learnt in the lesson*

- T asks Ss to say what they have learnt in the lesson

Vocabulary

- biscuit, pass, cheek, leg,...

Listen and read

- Practice the dialogue
- Fill the blanks, Label the body parts, ...

Language Note

Present continuous

6. Homework

- Learn vocabulary by heart.

- Write some sentences to describe at least 3 classmates.

- Do exercise in the workbook.

- Prepare 'A closer look 1' on page 28

***Feedback:**

Week 6 Period 17	Unit 3: MY FRIENDS Lesson 2: A CLOSER LOOK 1	DP: 5/10/2023
---------------------	---	---------------

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

1. Knowledge:

- Use vocabulary and structures about body parts, appearance and personality
- Correctly pronounce the sound /p/ and /b/ in isolation and in context.

HSKTK: In class 6.4 these students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Love to their friends.

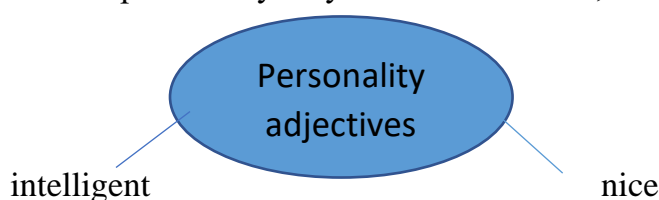
II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up: Brainstorming

***Aim:** To activate students' some vocabulary related to Personality.

Ss give some words about personality they have known: nice, intelligent, lazy...



2. Pre-stage:

***Aim:** - To teach Ss some words related to personality adjectives .

- To practice the targeted language (adjectives) and the background knowledge.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- confident (adj): tự tin (example)
- funny (adj) : khôi hài (explain)
- caring (adj): chu đáo (transation)
- active (adj): năng động (explanation)
- shy (adj): xấu hổ (picture)
- creative (adj) : sáng tạo
- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)

* Checking vocabulary: Matching

b) Task 1/p.28: Match the adjectives to the pictures

- Ask Ss to look at the pictures and do the matching individually.
- Ask Ss to compare their answer in pair.
- Call some pair to write their answers on the board and checks.

***Suggested answer:** 1.c, 2.e, 3.d, 4.a, 5.b

3. During- stage:

***Aims:** - To revise the names of the rooms, the names of furniture pieces in the house .

- To practise asking and answering about the furniture in a room.

Teacher: Chau Thi Hien

a) Task 2/p.28: Use the adjectives in the box to complete the sentences. Pay attention to the highlighted word/phrases.

- Ask Ss to look at the picture and read the adjectives in the box.
- Explain the meaning of each adjective if necessary
- Have Ss read the sentence and pay attention to the highlighted parts
- Ask Ss to do the exercise in pair and compare
- Call some Ss to write their answers on the board and check

*** Suggested answers:**

1. Creative 2. Kind 3. Friendly 4. Careful 5. Clever

b) Task 3/p.28: Game: Friendship Flower

- Have Ss work in groups and draw a flower with the number of petals equal to the number of group members
- Ask Ss to discuss and write 2 adjectives to describe each member on 1 petal and share ideas with other groups
- Invite some Ss to report the adjectives their group member have used and which adjective(s) is/are used the most

4. Pronunciation:

***Aim:** - To give students chance to apply personality adjectives.

- To teach Ss how to pronounce the sounds /b/ and /p/ and pronounce /b/ and /p/ in context.

a) Task 4/p.29: Listen and repeat these words.

Listen and circle the words you hear. Then repeat.

- Have Ss practice reading the word pairs first.
- Explain the rule /b/: voiced sound and /p/: voiceless sound
- Ask them to listen to the recording and circle the word they hear
- Play the recording again for them to repeat

***Key & Audio script:** 1. Pig 2. Pear 3. Buy 4. Rope

b) Task 5/p.29: Listen. Then practice the chant. Notice the rhyme

- Have Ss look at the chant.
- Ask Ss listen while T plays the recording and notice the rhyme
- Play the recording again and asks Ss to chant along.
- Tell Ss to pay attention to the words that have sound /b/ or /p/

5. Post-stage: GAME: “Up and down”

***Aim:** To recognise the targeted vocabulary and sounds.

- Teacher explains the rules:

• **Round 1:** Teacher says 1-15

personalities that students have learnt in the lesson. Students stand up for the positive ones, sit down for the negative ones.

• **Round 2:** Teacher says 1-15 words containing the sound /b/ and /p/. Students stand up for the ones with the “b” sound, sit down for “p” sound.

- Students play on groups.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- confident, funny, caring...
- Matching
- Complete the sentences

Pronunciation

sounds /b/ or /p/

7. Homework:

- Learn by heart all the new words
- Practice the lesson again.
- Prepare lesson 3 (a closer look 2)
- Prepare for the looking back and project.

Students will work in groups to find suitable photos or draw of the friend sitting next to them on a large sheet of paper. Then interview their friend to find out about him/her (name, appearance, personality,...) and write on the page and decorate the page to create a poster about their class yearbook. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Feedback:

Week 6 Period 18	Unit 3: MY FRIENDS Lesson 3: A closer look 2	DP: 5/10/2023
-----------------------------------	---	---------------

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

1. Knowledge:

- Use the present continuous to talk about things happening now;
- Ask about appearance and personality

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities: Love to their friends.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop.

III. PROCEDURES:

1. Warm up: * Game: ‘Pelmanism’

** Aims: To activate students’ prior knowledge and vocabulary related to the targeted grammar of present continuous and to increase students interest.*

- T has students look at some pictures and asks them some questions.
- Students look at the P, listen and and answer the questions.
- T feedback and lead in the new lesson.



1. What are these boys doing?
- They are playing football.



2. What is this girl doing?
-. She is watching TV.

→Lead in

Teacher says: “This lesson today we are going to use the present continuous to talk about things happening now; ”

Teacher introduces targeted grammar of present continuous

2. Pre-stage:

** Aim: To help students get to know the use of present continuous.*

- Teacher introduces targeted grammar of present continuous
- Elicit the knowledge of present continuous from Ss

Form:

- (+) S + am/is/are + V-ing.
- (-) S + am/is/are not + V-ing
- (?) Am/Is/Are + S + V-ing?

Use: *Something is happening now.*

3. During-stage:

- * **Aims:** - *To help students get to know the use of present continuous.*
 - *To give students opportunities to use present continuous correctly in context.*
 - *To help students identify between the present simple and the present continuous*

a. Task 1/p29: Put the verbs in the brackets in the present continuous.

- T has students complete Ex. 1 (p. 29).
- T then asks students to exchange their textbooks to check their friends' answers.

* **Answer key:**

1. is reading 2. are playing 3. isn't making 4. am going 5. are; talking

b. Task 2/p29: Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs

- Ask ss to look at the pictures and briefly describe what the person is / people are doing. Ask them to write sentences, using positive or negative present continuous verbs. Have ss compare their answers. Invite some ss to write their answers on the board. If time allows, have ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous. (E.g. 1. Nam and Ba are not eating ice cream They are talking.) Check and confirm the correct answers.

* **Answer key:**

1. Nam and Ba are not / aren't eating ice cream.
2. Lan and Trang are taking photos.
3. Ha is / Ha's writing a letter.
4. Duong and Hung are not / aren't playing badminton.
5. Phong is not / isn't drawing a picture.

Task 3/p30: Work in pairs. Make questions and answers from the given words and pictures.

- T has students work on the exercise in pairs.
- T gives feedback as a class discussion.

* **Answer key:**

1. Is your friend swimming? — Yes, he is.
2. Are they listening to music? — No, they aren't. (They're / They are having a picnic.)
3. Is Mi playing the piano? — No, she isn't. (She's / She is doing karate.)
4. Are they learning English? — Yes, they are.
5. Are your friends cycling to school? — No, they aren't. (They're / They are walking to school.)

d. Task 4/p30: Put the verbs in brackets in the present simple or present continuous.

- Have ss read the Remember! box in the book. Ask ss to give the form and usage of the present simple. Ask them about the signals used with the present simple (everyday, every afternoon, always, usually, etc.) and the present continuous (now, at the moment, at present, etc.). Ask ss to do this exercise individually and then compare their answers with a classmate. Invite some ss to write their answers on the board. Confirm the correct answers.

* **Answer key:**

1. does not/ doesn't walk; cycles 2. is he playing
3. Do your friends and you study.. 4. am writing 5. isn't doing/ is reading

4. Post-stage:

- * **Aims:** *To help Ss practise asking and answering about the position of things.*

* **Task 5/p30: Game Charades**

- Take turns to mime different actions. Others guess what you are doing

- Have Ss play the game in groups. Move around to observe and provide help if needed.
- Make sure Ss use English when they play the game.

Example:

A: Are you dancing? B: No, I'm not.

C: Are you looking for something? B: Yes, I am

5. Wrap-up: * *Aims: To consolidate what students have learnt in the lesson.*

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
Present continuous	<ul style="list-style-type: none"> - Put the verbs in the present continuous - Write sentences 	Ask and answer by using the present continuous

6. Homework:

- Learn vocabulary by heart.
- Do exercise in the workbook.
- Prepare Communication P. 31
- Continue to prepare the project.

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

Week 7 Period 19	Unit 3: MY FRIENDS LESSON 4: COMMUNICATION	DP: 13/10/2023
---------------------	---	----------------

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

1. Knowledge:

- Ask and answer about people's appearance and personalities
- Practice to talk about people's appearance and personalities.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Know how to love their friends.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up: Game: Bingo

* *Aim: To activate students' some vocabulary related to personalities.*

- T asks students to make a table into their notebooks and fill in with different personalities.

active	clever	kind
...		

Teacher: Chau Thi Hien

- T reads out loud 9 personalities. The student has a line of 3 can shout: BINGO.
- T checks the answer
- T leads students into the lesson by telling about what they are going to learn: "How to ask and answer about people's appearance and personalities".

2. Pre-stage:

- * **Aims:** - To activate students' some vocabulary related to personalities.
- To introduce question to ask about people appearance and personalities.

a) **Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- long black hair : (realia) mái tóc dài đen
- bright brown eyes (picture): đôi mắt sáng màu nâu
- (to) look like :(trans) trông giống như
- short curly hair (realia): mái tóc ngắn quăn

*Check vocabulary: R&R

b) **Task 1 (p31):** *Listen and read the dialogue between Linda and Mi. Pay attention to the highlighted questions.*

- T plays the recording for students to listen and read the dialogue between Linda and Mi at the same time.
- T asks students to pay attention to the highlighted questions.

Audio script:

Linda: What does your best friend look like?

Mi: She's short with long black hair. She has bright brown eyes.

Linda: What's she like?

Mi: She's very kind and creative.

***Structure:**

- Asking about appearance:

What + do/ does + S + look like?

S + be + adj

S + have/ has + (a/ an) + adj. + body part

Ex: What does your best friend look like?

She has blue eyes.

- Asking about personality:

What + to be + S + like?

S + to be + adj.

Ex: What is she like?

She is very kind and creative.

- T has students practise the dialogue in pairs.
- T calls some pairs to practise the dialogue in front of the class.

3. During-stage

- * **Aims:** To practice talking about appearance and personalities.

a) **Task 2/p31:** *Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.*

- T asks Ss to work in pairs to make similar dialogues about their best friend, using the questions they have learnt.

-T calls on some pairs to practise in front of the class.

***Suggested answer:**

- What does Ba look like?
- He is tall and slim. He has short black hair.
- What is he like?
- He is hard-working and creative and caring.

b) Task 3/p31: Read about these students in 4Teen magazine. Use one or two adjectives to describe them.

- T introduces the two friends Vinh and John to Ss.
- T asks them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.
- T tells Ss to underline the words that help them decide which adjectives to use for each friend.

*** Suggested answers:**

- Vinh: clever, hard-working
- John: creative, kind

4. Post-stage

*** Aims: To introduce the concept of star sign to Ss and help students get used to talking about people's appearance and personalities**

a) Task 4/p31: Read the descriptions in pairs and find out if they match your friend's personalities

- T tells students that each person has a star sign, depending on his / her birthday, and the star sign may decide a person's personality.
- T asks students to read the descriptions and check if they match the friends in Ex. 3.
- Students can refer to the answers to Activity 3 that have been written on the board.

21/3 – 19/4: confident, active
 20/4 – 20/5: loving, hard-working
 21/5 – 21/6: active, friendly
 22/6 – 22/7: caring, clever
 23/7 – 22/8: confident, creative
 23/8 – 22/9: careful, hard-working
 23/9 – 23/10: creative, friendly
 24/10 – 21/11: careful, funny
 22/11 – 21/12: clever, confident
 22/12 – 19/1: careful, hard-working
 20/1 – 18/2: friendly, clever
 19/2 – 20/3: kind, creative

b) Task 5/p31: Read the descriptions in 4. Share your opinion within a group

- Students work in groups and read the descriptions in 4. They write down their ideas to complete the three sentences in the book.
- Students work in groups to share their answers.
- Teacher invites some students to share their opinion with the class

My birthday is ...

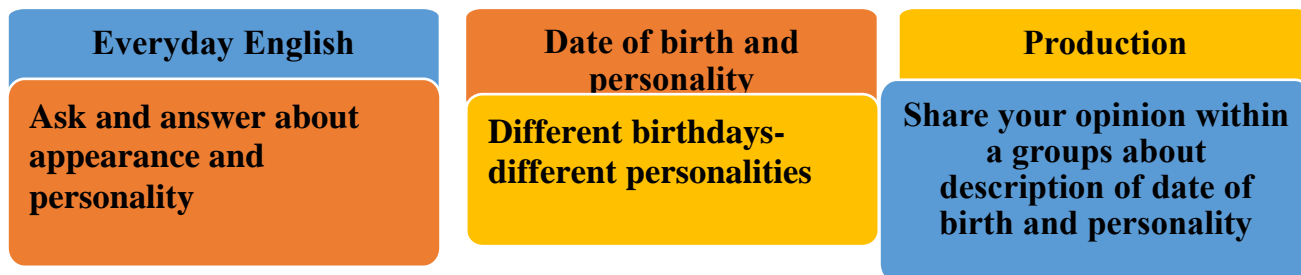
It's true that ...

It isn't true that ...

5. Wrap-up:

*** Aim: To consolidate what students have learnt in the lesson.**

Teacher asks students to talk about what they have learnt in the lesson.



6. Homework:

- Practice the dialogue, vocabulary and structure.
- Practice the lesson a gain
- Prepare for the next lesson: “Unit 3-My house/ Skill 1
- Continue to prepare the project.

***Feedback:**

Week 7 Period 20	UNIT 3: MY FRIENDS LESSON 5: SKILLS 1	DP: 13/10/2023
-----------------------------------	--	----------------

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

1. Knowledge:

- Read for specific information about friends and summer camps;
- Talk about friends and summer camps.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character Qualities: Be fond of taking part in a camping activity in their summer vacation.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up: Task 1/p32

***Aims:** To help Ss have a general knowledge about the new lesson via some questions.

- T asks Ss to answer some questions related to their summer camp individually.
 - Do you often go camping in summer vacation?
 - Is it an international or local summer camp?
 - Do you like to be in an international summer camp?
- Ss answer the questions.
- T encourages as many Ss' answers as possible.
- T asks Ss to read the advertisement of "the superb summer camp" and answer the questions in task 1 /P. 32 with a time limit.
- T invites some Ss to give their answers.
- T explain strange phrases for Ss, such as: *hand-on fun, field trip, leadership* and then gives feedback.

Answer key:

1/ It is for kids aged between 10 and 15.

2/ Children can play games, sports, draw pictures, play music, go on field trip...

2. Pre-stage:

***Aims:** To help ss revise important words related to the topic and motivate Ss' interest in the text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- superb (adj) = perfect (adj): tuyệt vời, hoàn hảo
- leadership (n) [expl.] sự hướng dẫn
- field trip (n) [expl.] chuyến đi thực tế
- suitable (a) [expl.]: phù hợp
- sporty(a) tính thể thao

***Checking Vocab:** R.O.R

b) Prediction: (Task 2/p32)

- T asks Ss to read the statements in Exercise 2 and guess whether they are True or False without reading the text.
- T collects Ss' answers and writes them out on the board.

3. During-stage:

* **Aims:** To help Ss develop their reading skill.

* **Checking the prediction: Task 2/p32: Look at the text. Answer the questions**

- T tells Ss to read the text carefully in pairs to check their predictions with a time limit.
- T has Ss compare their answers with each other.
- T encourages Ss to correct false sentences and give the information in the text.
- T gives feedback.

* **Answer key:**

1. F (they speak English only)
2. F (he has three)
3. F (Jimmy likes taking photos)
4. T
5. T

4. Post –stage

* **Aims:** To improve ss' speaking skill by having ss talk about how the Superb camp suits certain students and themselves.

a) Task 3/p32: Making a discussion.

- T lets Ss go through the advertisement's details about the age and activities in the summer camp.
- T asks Ss to read the information about students: Mi, An, Vy and underline key information to compare with the requirements stated in the advertisement.
- Ss discuss in a group of four to decide if they are suitable for the camp.
- T invites different Ss from many groups to share answers.

* **Answer key:**

- 1/ The camp is suitable for her because it suits her age and she can speak English. The summer camp will develop her creativity.
- 2/ The camp doesn't suits him because he is too old for the camp and he can't speak English.
- 3/ The camp is suitable for her age and it helps her to improve her English

b) Task 4/p32: Talking about yourself.

- T asks Ss to think about themselves to decide if the camp suits them.
- T encourages them to give reasons why.
- T has Ss work in group of four to share their opinion.
- T goes around observing and helping Ss if needed.
- T invites Ss to present as the class.
- T gives feedback.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- **Vocabulary:** superb, leadership,.....
- **Read a passage and answer T/F**

Speaking

Talk about friends and summer camps

6. Homework:

- Learn by heart new words.
- Prepare for the next lesson: “Unit 3/ Skill 2 and project

***Feedback:**

Week 7 Period 21	UNIT 3: MY FRIENDS LESSON 6: SKILLS 2	DP: 13/10/2023
---------------------	--	----------------

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

1. Knowledge:

- Listen for specific information about best friends
- Write a diary entry about best friends.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Have a good friendship in daily life.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Chatting (Task 1/p33)

***Aim:** To motivate students to describe about things happening now.

- T shows 3 pictures on page 33 and ask Ss a question “ What are the students doing in each picture?”



- T calls some Ss to give answers orally.

key:

- talking
- b.They are playing football.
- c.They are walking.

***Answer**

a.They are

2. Pre-stage:

***Aims:** To teach Ss some words related to the topic “ my friends” and activate Ss’ knowledge of the topic of the listening text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- slim (adj): thanh mảnh, mảnh khảnh (picture)
- diary(n): nhật kí (a notebook in which you write down the things that happen to you each day) (explanation)

***Checking Vocabulary:** R.O.R

b) Prediction: (Task 2/p33)

- T asks Ss to look at the picture and describe the two girls.



- T asks Ss to guess who Lan is and Who Chi is.
- T calls some Ss to give answers orally.

3. During stage:

***Aims:** To help develop students' skill of listening for specific information.

a) Checking the prediction: Task 2/p33

- T plays the recording and asks Ss to check their predictions.
- T plays the recording the second time for Ss to explain the reasons.
- T calls some Ss to confirm their answer.

***Answer key:**

Lan is the girl wearing a red and white jacket and a red cap. She is tall and slim. Chi is the girl wearing a white T-shirt and a blue skirt. She is short.

b) Task 3/p33: Listen again and fill in the blanks.

- T asks Ss to read the sentences and fill each blank with a word/ number from the recording.
- T calls some Ss to give the answers on the board .
- T plays the recording for Ss to check their answers.

***Answer key:**

A 2. black, mouth 3. friendly 4. big 5. kind

1. 6

***Audio script:**

Mi: My best friend is Quyen. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!

Minh: Chi is my best friend. We're in class 6B. She's short with long black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her homework before class. Look, she's going to the library.

4. Post –stage:

***Aim:** To help Ss brainstorm ideas for their writing and practise writing a diary entry about their best friends.

a) Task 4/p33: Ask and answer about best friends.

- T asks Ss to work in pairs to ask and answer questions about their best friends.
- T asks Ss to take notes on their own answers.
- T calls some pairs to practise in front of the class.
- T asks other pairs to comment.

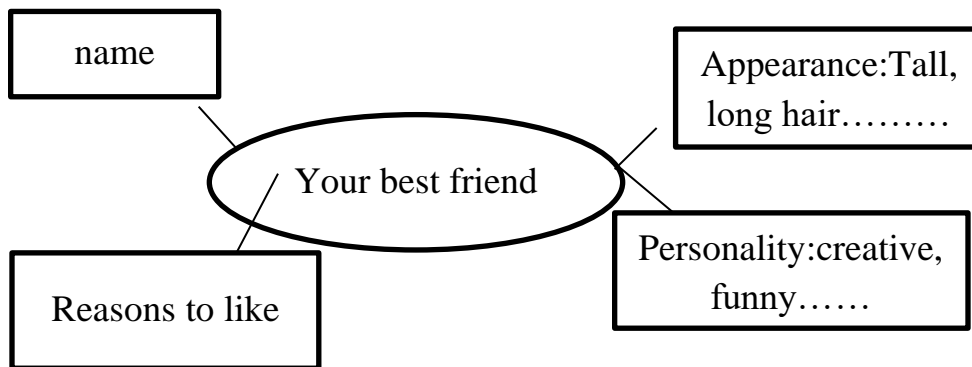
Suggested answers:

1. His/Her name is ...
2. He/She is...

...

b) Task 5/p33: Write a diary entry of about 40-60 words about your best friends.

- T asks Ss to work in groups in this activity.
- T guides Ss how to write it (using descriptive adjectives and appropriate ideas, writing their first draft and then checking with their partner to improve it.
- T asks Ss to brainstorm vocabulary and ideas by using information in **Exercise 4/33**



- T goes around to observe.
- T asks 2 groups to stick their finished diary on the board.
- asks other students to comment.

**Suggested*

writing: My best friend is Lan. We are in class 6A. She is short with long black hair. She has big clear eyes. She is kind and friendly. She always helps her Mum do the housework at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmate now!

5. Wrap- up: * Aim: To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about best friends

Writing

Write a diary entry about best friends

6. Homework:

- Learn vocabulary by heart and the way to write the diary entry at home.
- exercises 7,8 p25 in the workbook.
- Prepare for the next lesson : unit 3: Looking Back and Project.

***Feedback :**

Week 8 Period 22	UNIT 3: MY FRIENDS LESSON 7: LOOKING BACK & PROJECT	DP: 18/10/2023
---------------------	--	----------------

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

1. Knowledge:

- Review the vocabulary and grammar of Unit 3
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

Teacher: Chau Thi Hien

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Love and respect their friends, behave well.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Brainstorming

** Aims: To revise the vocabulary related to the topic.*

- Teacher divides the board, and divides the class into 2 big groups.
- Each group will be assigned a category: APPEARANCE & PERSONALITIES
- Teacher asks students to brainstorm all adjectives related to people's appearance and personalities.
- The group having the most suitable answers is the winner.

**Suggested answers:*

Appearance: tall, short, beautiful, smart, ...

Personalities: confident, careful, clever, funny, ...

2. Pre- stage:

LOOKING BACK:

** Aims: To revise the adjectives describing people and the vocabulary items they have learnt in the unit in a meaningful way.*

*** VOCABULARY**

a) Task 1/p34: Choose the best options to complete the sentences.

- Teacher encourages students to complete the task individually.
- Students exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.
- Teacher gives feedback as a class discussion.

**Answer key:*

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

b) Task 2/p34: Answer questions about your classmates.

*** Game: Lucky Numbers.**

- Teacher divides the class into 2 groups.
- Teacher asks students to choose the number and answer the questions quickly in 3 seconds.
- If students choose the lucky number, they don't have to answer.

1. Who has long hair in your class?

2. Who has a small nose

3. Who has a round face?

4. Does the classmate next to you have long hair?

5. Does the classmate next to you have big eyes?

6. LUCKY NUMBER

3. During – stage:

** Aims: To revise present tenses in context and the differences between the present simple and the present continuous.*

*** GRAMMAR:**

a) Task 3/p34: Put the verbs in the brackets in correct forms.

- Elicit the form and usage of the present continuous.
- Let Ss do the exercise individually and then compare their answers.
- Check and confirm the correct answers.

***Answer key:**

1. are running
2. are talking
3. are not talking / aren't talking
4. are drawing
5. is not teaching / isn't teaching

b) Task 4/p34: Put the verbs in brackets in the present simple or present continuous.

- Review the present simple and present continuous.
- T can ask Ss to tell the differences between the two tenses before explaining.
- Let Ss do the exercise individually
- Compare their answers.
- Check and confirm the correct answers.

***Answer key:**

1. are you doing; am writing / 'm writing
2. cycles; don't cycle; walk
3. Is he doing; is reading / 's reading

4. Post- stage:

PROJECT: MY CLASS YEARBOOK (POSTERS EXHIBITION: Prepared at home)

*** Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.

*** My class yearbook:**

- Teacher sets the context and asks students to bring a photo of his/her friend to class.
- Teacher asks students to write a draft (using the clues)

1. Stick a photo / drawing of the friend sitting next to you on a large sheet of paper.
2. Interview your friend to find out about him / her (e.g. favourite subjects, favourite books, what he / she likes, etc.).
3. Write a short description of your friend. Describe his / her appearance and personality. Add some information you have from the interview.
4. Decorate the page. Show it to your class and talk about it.
5. Together make a class yearbook.



- Teacher checks and sets time for students to make a year-book page
- Teacher gives comments and feedback

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to friends

Grammar

The present simple and present continuous

Project

Make a class yearbook

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Review 1

*** Feedback**.....

Week: 8 Period: 23	REVIEW 1 UNIT 1,2,3 Language	DP: 18/10/2023
-------------------------------------	---	----------------

I. Objectives: By the end of this review, students will be able to

1. Knowledge:

- Revise vocabulary related to the topic My new school, my house and my friends;
- Pronounce the sounds /a:/ /ʌ/ /s/ /z/ /b/ /p/ in isolation and in context;
- Revise how to use the present simple, present continuous, possessive case, prepositions of place.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pairwork and teamwork
- Actively join in class activities

3. Character qualities: Develop self-study skills

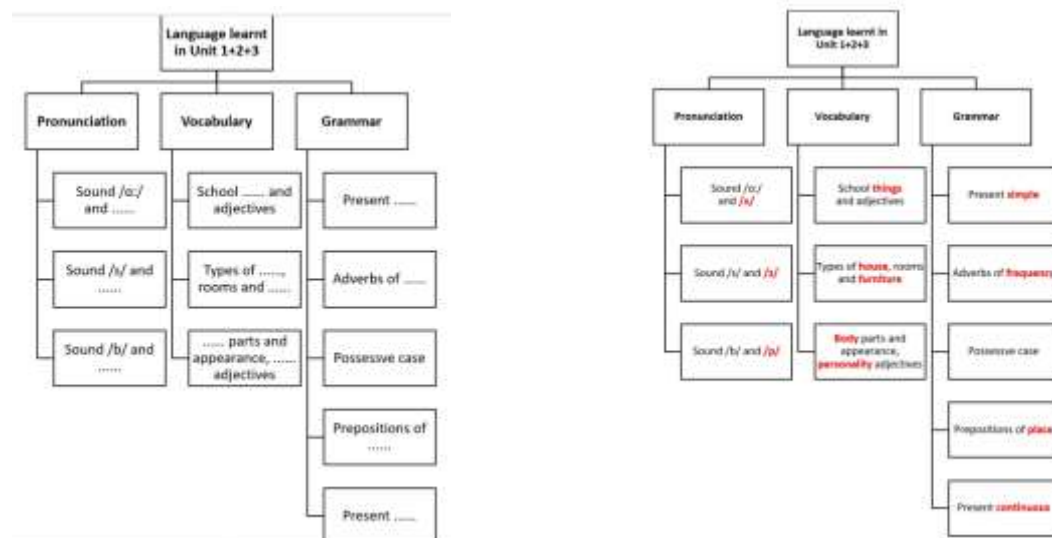
II. Teaching aids: Textbook, Projector/ TV/ pictures and cards, extra boards

III. Procedure:

1. Warm-up : Memory game

Aims: To revise the language that students have learnt in Units 1+2+3.

Complete the chart.



2. Pre – stage

Aims: To help students review the pronunciation of the sounds learnt in Units 1-2-3: /a:/ and /ʌ/; /s/ and /z/ correctly and the pronunciation of the sounds /b/ and /p/ in words.

*Pronunciation:

Task 1:

- T elicits the rules of pronouncing final -s if needed.
- Ss do this exercise individually then share their answers with their partners.
- T gives feedback and confirms the answers.

Answer key:

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

Task 2:

T organizes this task as a game.

- Ss do this task in pairs. The pair that finds the most words will go to the board and write their answers.
- Other pairs may want to add more words. Write other words on the board.
- T gives feedback and confirms the answers.

Suggested answers:

/b/: book, bag, bed...
/p/: pen, pencil, picture, poste...

***Revision pre.simple and pre. continuous:**

Aim: To help students review the present simple and present continuous tenses.

• **Present simple:**

- (+) **Positive:** S + Vinf/ V(s/es) +
- (-) **Negative:** S + don't/ doesn't + Vinf +
- (?) **Yes- no question:** Do/ Does + S + Vinf + ... ?

• **Present continuous:**

- (+) **Positive:** S + am/is/are + v.ing... .
- (-) **Negative:** S + am/is/are + not + V.ing
- (?) **Yes- no question:** Am/Is/Are + S + V.ing + ... ?

3. During stage:

Aims: To help students review the word groups used with “play, have, do” and study; the personality adjectives, the words related to body parts, rooms and types of house; grammar elements taught in Units 1-2-3: prepositions of place, possessive case and present continuous.

Task 3: Complete the words.

- T has students do this task individually and then share their answers with their partners.
- T calls one or two students to write their answers on the board.
- T checks and confirms the correct ones.

Answer key:

1. English 2. homework 3. lunch 4. sports 5. badminton

→ play: sports, badminton → have: lunch

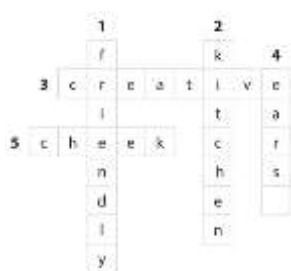
→ do: homework

→ study: English

Task 4:

- T sticks the crossword puzzle on the board.
- T divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle.
- The team with the most correct answers will be the winner.

Answer key:



Task 5:

- T has students look at the picture of a classroom and complete the sentences.
- S compare their answers with a classmate.
- T checks and confirms the correct answers.

Answer key:

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

4. Post – stage:

Aim: To help Ss review the the present simple and present continuous of verbs.

Task 6: T elicits form and usage of the present simple and the present continuous.

- T asks students to do the exercise individually before calling one or two students to write their answers on the board.
- T checks students' answers and asks them for explanation if necessary

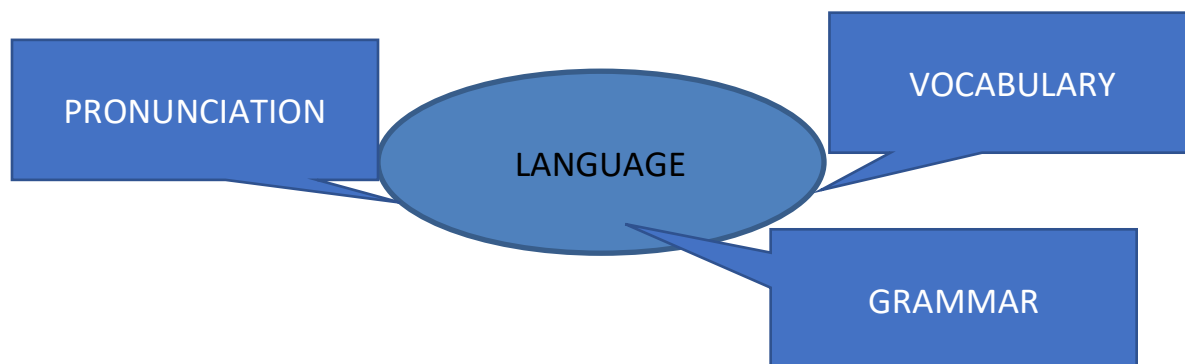
Answer key:

1. is / 's raining 2. do you have 3. Is she studying
4. likes 5. is not / isn't cooking; is reading

5. Wrap – up:

Aim: To consolidate what students have learnt in the lesson.

- T asks students to talk about what they have learnt in the lesson.



6. Homework:

- Revise vocabulary, grammar points in Unit 1-3
- Prepare Review 1: Skills

Feedback: _____

Week: 8 Period: 24	REVIEW 1 UNIT 1,2,3 Skills	DP: 18/10/2023
-------------------------------------	---	----------------

I. Objectives: By the end of this review, students will be able to

1. Knowledge: - Revise the skills they have learnt in Unit 1-2-3

Reading ; speaking; listening and writing skills.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competence: Master the skills they have learnt in Units 1 – 3 and practise doing exercises.

3. Character qualities: know the importance of revision and they will be interested in learning English more.

II. Teaching aids: Textbook, teacher's book, lesson plan, board, chalks, pictures and posters, stereo and the CD record.

III. Procedure:

1. Warm-up :

Aim: To increase students' interest and lead them into the lesson.

*** Chatting:**

- Teacher asks students some questions to lead them into the lesson:

1. *Do you have any pen pals?*

2. *How do you communicate with your pen pal?*

3. *Do you often write emails to your pen pal?*

Teacher lead in the reading part of the lesson.

2. Pre – stage:

***Reading:**

Aim: To help students practise reading for specific and general information.

Task 1: Choose A, B, or C for each blank in the email below.

- Ss do these exercises individually.

- Ss check their answers with their partners before they give the answers to teacher.

- T confirms the correct answers.

Answer key: 1. A 2. C 3. C 4. B 5. B

Task 2: Read the text and answer the questions.

- Ss do these exercises individually.

- Ss check their answers with their partners before they give the answers to teacher.

- T confirms the correct answers.

Answer key:

1. It's in a quiet place not far from the city center.

2. They are hard-working and kind.

3. They are helpful and friendly.

4. There are five clubs.

5. Because it's a good school.

3. During stage:

*** Speaking:**

Aims: To help students practise asking and answering about what they like and dislike about their school and the reasons why.

Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.

	What he / she likes + reasons	What he / she dislikes + reasons
Classmate A		
Classmate B		

- T has students work in groups of three. One interviews the other two about what they like and dislike about their school and the reasons why.
- T tells students to write their group members' answers in their notebooks and report them to the class.
- T summarizes students' ideas.

*** Listening:**

Aims: To help students review listening for specific information.

Task 4: An and Mi are talking on the phone. Listen and fill each blank with one word.

- T has students read the sentences.
- T plays the recording for the first time.
- T asks students to listen and complete the sentences. Ask for their answers and writes them on the board.
- T plays the recording the second time for students to check their answers.
- T checks students' answers.
- T plays the recording the last time if necessary, stopping at different places where students got the wrong answers.

Answer key: 1. home 2. plants 3. living 4. sleeping 5. TV

4. Post – stage

*** Writing:**

Aim: To help students complete a guided paragraph of 40-45 words about a student's family member.

Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.

- T elicits the parts of an email.
- T asks students to discuss and answer the questions in pairs.
- T then has them write their emails individually.
- T asks one student to write the email on the board.
- Other students and teacher comment on the email on the board.
- T then collects some emails to give feedback at home.

5. Wrap-up:

Aim: To consolidate what students have learnt in the lesson.

- T asks students to talk about what they have learnt in the lesson.

6. Homework:

- Revise all exercises from unit 1-3.
- Well – prepare for the first mid test.

*** Feedback:** _____

Week 9 Period 25	Unit 4: MY NEIGHBOURHOOD Lesson 1: GETTING STARTED	DP: 24/10/2023
---------------------	---	----------------

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

1. Knowledge:

- Extend vocabularies and phrases related to neighborhood
- Talk about different places and show directions to these in a neighborhood.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Love to their neighborhood.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, TV,...

III. PROCEDURES:

1. Warm – up: Chatting

* **Aim:** To motivate students' some vocabulary related to the places of Hoi An.

- Teacher shows some images of Hoi An on the screen and asks students some open questions: "Do you know where it is?"

"Have you ever been to Hoi An?"

"Do you remember anything special in Hoi An?"



- Today we are going to travel around Hoi An; before we start the lesson, let's get some vocabulary first.

2. Pre – stage

* **Aim:** To teach the vocab, set the context for the introductory text and introduce the topic of the unit.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- neighborhood (n): near a particular place.
- to be/ get lost: bị lạc (explanation) when you cannot find the way or don't know where you are in a neighborhood.
- go straight (picture): đi thẳng
- turn right (picture): rẽ phải
- turn left: (picture): rẽ trái
- cross the road (picture): băng qua đường

* **Checking vocab:** R.O.R

b. Task 1/p.38: Listen and read

* **Set the scene:**

- T shows the pictures (textbook): This is Nick, Phong and Khang

Teacher: Chau Thi Hien

- T asks Ss some questions :

1. *What are Nick, Phong and Khang doing?*
2. *Where are they?*
3. *What might be happening to them?*
4. *Have you ever got lost?*
5. *How did you feel? What did you do?*

- T asks Ss to give their answers, but does not confirm whether their answers are right or wrong.
- T plays the recording twice for Ss to listen and read along.
- Ss: underline the words that are related to the topic of the unit while they are listening and reading.
- T invites some pairs of students to read the dialogue aloud.

3. During- Stage:

***Aims:** Help Ss know to use “Let’s” and “Shall we” to make suggestions.

Help Ss deeply understand the text.

Help Ss know how to give direction through the conversation

a. Task 2/p.39: *Find in the conversation the sentences used to make suggestions.*

- Teacher asks students to look at the photo and the text in order to find the answers.
- Students work independently.
- Teacher allows students to share their answers before discussing it as a class.

***Answer key:**

1. Let’s go to Chua Cau!
2. Shall we go there first?
3. First, cross the road, and then turn left.
4. Fine, let’s go.
5. Let’s ask her.

* **Note:** We can use *shall we.....?* and *let’s* to make suggestions.

- Teacher can add 2 more ways to make suggestions

+ How about/ What about...?

+ Why don’t we ...

b. Task 3/p.39 *Read the conversation again. Put the actions in order.*

- Teacher sets the context for the listening and reading
 “Today we’ll meet 3 students. They are Nick, Phong and Khang. Let’s look at the picture and answer some questions:

1. *What are Nick, Phong and Khang doing?*
2. *Where are they?*
3. *What might be happening to them?*
4. *Have you ever got lost?*
5. *How did you feel? What did you do?*

***Answer key:**

1. b 2. c 3. d
4. e 5. D

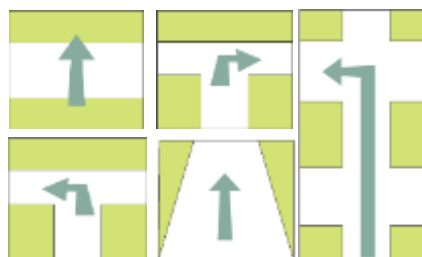
c. Task 4 /p.39: *Find and underline the phrases used to give directions in the conversation then match each direction with the diagram.*

- Ask students to work individually to find and underline the phrases used to give directions in the

Teacher: Chau Thi Hien

conversation

- Have students quickly match each direction with the diagram.



***Answer key:**

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

*** Language Note:**

- **Comparative adjectives:**

+ Tan Ky House is nearer.

4. Post – stage: Task 5/p.39 Game: Find places

***Aims:** To help students to another way of practising asking for and giving directions to the places in their neighbourhood.

- Ask students to play the game in pairs. In a weaker class, work together with students first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs.



5. Wrap-up: *** Aim:** To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

- neighborhood, turn left, turn right,...

Listen and read

- Practice the dialogue
- Find in the dialogue: suggestions/ directions, ...

Language Note

Comparative adjectives

6. Homework

- Learn vocabulary by heart.
- Practice giving directions to your house.
- Do exercise in the workbook.

- Prepare 'A closer look 1' on page 40

- ***Feedback:**

Week 9 Period 26	Unit 4: MY NEIGHBOURHOOD Lesson 2: A CLOSER LOOK 1	DP: 24/10/2023
-----------------------------------	---	----------------

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

1. Knowledge:

- Use the lexical items related to the topic *My neighbourhood*;
- Use adjectives and structures to talk about and describe places in a neighbourhood;
- Pronounce and recognize the sounds /i/ and /i:/.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Know how to love their neighbourhood.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up: Game: Jumbled words

***Aim:** To review some vocabulary related to the topic “My neighbourhood”.

- Teacher shows one by one a mixed up set of *letters* and students have to unscramble the *letters* to find the correct word.
- Teacher asks students to raise hands to give the correct names and spelling of the places
- The fastest group raising their hands will get the chance to answer first.

***Answer key:**

- | | |
|------------------------------|------------------------|
| 1. takmre= market | 2. Oslhoc = school |
| 3. aiencm =cinema | 4. Knab =bank |
| 5. Metsakretup = supermarket | 6. Petmle = temple |
| 7. qearsu = square | 8. Apoilths = hospital |

2. Pre-stage:

***Aim:** To teach some words related to neighbourhood.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- square (n) [picture] quảng trường
- cathedral (n) [picture] thánh đường
- railway station (n) [picture] ga tàu
- crowded (adj) [explanation] đông
- peaceful (adj) [synonym] > < quiet
- modern (adj) [antonym] > < historic
- boring (adj) [antonym] > < interesting
- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)

*** Checking vocabulary:** Matching

b) Task 1/p.40: Match the places below with the pictures. Then listen, check and repeat the words.

- Teacher asks students to match the places with the pictures.
- Teacher asks students to swap their books and mark in pairs.

Teacher: Chau Thi Hien

- Teacher plays the recording (Track 24) for students to listen and check their partner's answers.

***Answer key:** 1. C 2. E 3. D 4. A 5. B

3. During- stage:

***Aims:** To revise the adjective students learnt in primary school and help them practise asking and answering about places in a neighbourhood.

a) Task 2/p.40: Work in pairs. Ask and answer questions about where you live.

- T asks Ss to work in pairs to ask and answer questions about where they live remind them that they can use the places in 1 or any places they want to ask.
- Teacher calls some pairs to practice in front of the class.
- Teacher gives feedback and correction (if necessary).

b) Task 3/p.40: Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.

- T models this activity with a strong student and remind students that they can use adjectives in the box or other adjectives they know to talk about their village, town, city.

Example.

A: Is your neighborhood noisy? B: No, it isn't.

A: Is it peaceful?

B: Yes, it is

- Students work with their partners.
- Teacher calls some pairs to practice in front of class
- Teacher may ask other students to give comments.

4. Pronunciation:

***Aim:** - To help students identify and practice the /i/ and /i:/ sounds.

- To help students practise the sounds /i/ and /i:/ in sentences.

a) Task 4/p.40: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.

- T models the sounds /i/ and /i:/ first then asks Ss to identify which sound is longer and which sound is shorter
- T asks Ss to practice the sound /i:/ and /i/ together.
- T plays the recording and asks Ss to repeat
- T gets Ss to work in pairs and put the words in the correct column while they listen and call some pairs to write their answers on the board before checking their answers with the whole class.

***Answer key:**

/i/: noisy, exciting, expensive, friendly

/i:/clean, peaceful, convenient, cheap

b) Task 5/p.40: Listen and practice the chant. Notice the sounds /i/ and /i:/.

- Teacher asks students to listen while teacher plays the recording.
- Teacher plays the recording again and ask students to chant along.
- Teacher provides further practice by dividing the class into 2 groups. Teacher has groups sing alternate lines.

5. Post-stage: Game: Tongue Twister

***Aim:** To give students chance to apply and challenge what they have learnt with more difficult task.

-Teacher shows the Tongue Twisters and asks students to practise in groups of 4.

1. He took a chilly dip six feet deep in the sea. He says it keeps him fit.

2. He thinks he's slick in his sleek wheels meeting and greeting the elite.

-Students practise in groups.

-Teacher calls the representative from each group to say the sentences in front of the class. Teacher asks each group to vote for the group which has the best pronunciation.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

Pronunciation

- square, cathedral, crowded,...
- Matching
- Ask and answer.

sounds /i/ or /i:/

7. Homework:

- Learn by heart all the new words

- Find 5 more words with the sound /i/ and 5 more words with the sound /i:/.

- Revision for the first mid-term test (Unit 1-3)

- Prepare for the looking back and project.

Students will work in groups draw a map of a neighbourhood and write names of at least five places on their map. Students will show their posters and present their ideas and take turns to ask for and give directions to the places on the map in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Feedback:

Week 9 Period 27	REVISION FOR THE FIRST MID-TERM TEST	DP: 24/10/2023
-----------------------------------	---	----------------

I. OBJECTIVES: By the end of this lesson,

1. Knowledge

- Students will be able to review vocabulary
to review grammar notes and
to review skills they have learnt in Units 1, 2,3.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use words and phrases related to the topic in units 1-3.
- Use grammar notes learnt in units 1-3.
- Read and listen for general and specific information.
- Write complete sentences using words and grammar notes learnt in units 1-3.

3. Character qualities: Be aware of the importance of revision.

II. TEACHING AIDS: textbooks, CD player, pictures, sub boards.

III. PROCEDURE:

1. Pre-stage:

Aim:

- To help ss review the word groups used with play, do, have and study.
 - To help ss review the personality adjectives, the words related to body parts, rooms and types of house.
 - To help ss review grammar elements taught in Units 1 — 3: prepositions of place, possessive case, present simple and present continuous.
- T. helps Ss to revise vocabulary and grammar notes related to the topics of Unit 1,2,3.

Vocabulary:

- Words related to topic from U1 to U3(My new school, My house, my friends)
- Adjectives of personality

Grammar points:

Present simple, Present continuous, Adverbs of frequency, Prepositions of place, Possessive case,

2. During-stage:

Practice doing exercises:

I. Choose the best answer a, b, c or d to complete the sentence.

- Don't stand _____ the TV I'm trying to watch this programme.
a.behind b. next to c. under d. in front of
- You should never stand _____ a tree when it is raining,
a.at b. under c. between d. on
- My mother is in the _____ baking a cake for my birthday.
a. bathroom b. dinning room c. kitchen d. bedroom
- Please turn the _____ on. It's so hot in here.
a.fan b. light c. television d. faucet
- The Tay and Nung people mostly live in _____ made of wood and bamboo.
a. apartments b. stilt houses c. town houses d. villas

Teacher: Chau Thi Hien

6. In our dining room, _____ four chairs and a table. We have breakfast there every morning.
a. there is b. there are c. there isn't d. there aren't
7. _____ any children in the playground right now.
a. There is b. There are c. There aren't d. There isn't
8. I like my bedroom best. It's my _____ room.
a. beautiful b. comfortable c. wonderful d. favourite
9. My room is so _____! Dirty clothes, toys, books are all over the floor!
a. messy b. crazy c. tidy d. cozy
10. 'Where do you live?' '_____',
a. On the floor. b. In the kitchen.
c. In a town house. d. Next to the bookshelf.

II. Put the verbs into the correct tense form.

1. I don't like the garden in winter time. There _____ (be) **any** flowers.
2. There _____ (be) some new **furniture** in the living room.
3. _____ (you/ **get**) up early in the morning?
4. The students _____ (not prepare) for the science exam at the moment.
5. _____ (there/ be) a student called Andrea in this class?
6. **Listen!** Someone _____ (play) the guitar. It _____ (sound) great.
7. You _____ (look) sad. What's the matter?
8. What _____ (you/ look) for? – My pen.
9. Jack _____ (not spend) much time on reading.
10. Susan often _____ (drive) to the beach when the weather _____ (be) nice.

III. Supply the correct form of the words in brackets.

1. There are only 20 _____ in my class. (study)
2. Some _____ students do drawings and paintings in the art club. (create)
3. The class is _____; students do not stop talking to each other. (noise)
4. Your room is a _____; please pick up your toys. (messy)
5. Every day, students learn English with English _____ teacher. (speak)
6. In the afternoon, they can join many _____ clubs. (interest)
7. My house is warm and _____. (comfort)
8. Kids are not allowed to use _____ in math class. (calculate)
9. What is your _____ room, Tony? (favour)
10. I'm so _____ about my first day at school. (excite)

IV. Match the sentences.

- | | |
|---|--|
| ___ 1. Where do you live? | a. Five. |
| ___ 2. Who do you live with? | b. Between the study and the stairs. |
| ___ 3. How many rooms are there? | c. In a town. |
| ___ 4. What's in the living room? | d. Yes. There's one next to the window. |
| ___ 5. Where is your room? | e. My bedroom. |
| ___ 6. Is there a television in your room? | f. A sofa set, a television and a lamp. |
| ___ 7. What is your favourite room? | g. My parents and sister. |
| ___ 8. Are there any pictures in the kitchen? | h. Yes. There's a big one on the wall opposite my bed. |

V. Complete the sentence with the correct preposition *in, on or at*.

1. I've got a computer _____ my bedroom.
2. Do you live _____ a house or an apartment?
3. He is sitting _____ a sofa _____ the corner of the sitting room.
4. There is such a mess _____ the kitchen!
5. The dog is sleeping _____ the carpet.
6. We live _____ the 3rd floor _____ 53 Pine Street _____ London.
7. Jane is waiting for a bus _____ the bus stop.
8. Are there any pictures _____ the walls _____ the living room?
9. We are staying _____ the Roosevelt Hotel _____ New York City.
10. My camera is _____ a box _____ a shelf _____ the bedroom closet

VI. Complete the second sentence so that it has the same meaning as the first.

1. What is your favorite subject? → What subject
2. There are 35 students in my class.
→ My class
3. Mai live near her school. → Mai's house isn't
4. Do you like physics? → Are you interested
6. The school has a computer room and a library. There

VII. Complete the sentences with the correct possessive forms.

1. _____ mother is my teacher of English. (Mai)
2. Is it - _____ study room? (Nam)
3. My _____ bedroom is my favourite room in our house. (grandmother)
4. My _____ father is my uncle. (cousin)
5. Look! _____ dog is running in the park. (Tom)
6. There is a cat behind my _____ computer. (sister).

VIII. Put the verbs in brackets into the present simple or present continuous.

1. This (be) _____ my best friend, Nam.
2. He (wear) _____ a T-shirt and shorts today.
3. Look! He (play) _____ football now.
4. He (like) _____ eating apples.
5. Apples (be) _____ good for our health.
6. Now he (look) _____ at me and (smile) _____ at me.

Homework

Do Test yourself in the Workbook.

Prepare for mid-term test 1.

***Feedback**

.....

Week 9 Period 28	THE MID-FIRST TERM TEST	DT: 30/10/2023
-----------------------------------	--------------------------------	----------------

I. OBJECTIVES: By the end of this lesson,

1. Knowledge

- T checks Ss' understanding from Unit 1 to Unit 3 about three topics: My new school, My houses, my friends.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Use words and phrases related to the topic in units 1-3.
- Use grammar notes learnt in units 1-3.
- Read and listen for general and specific information.
- Write complete sentences using words and grammar notes learnt in units 1-3.

3. Character qualities: Be aware of the importance of TEST.

II. TEACHING AIDS: textbooks, CD player, pictures, sub boards.

III. PROCEDURE:

MÃ ĐỀ: A

A. LANGUAGE COMPONENT: (3,0ms)

I. Phonetics: Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5m)

1. A. lamps B. cats C. lessons D. books
2. A. smart B. compass C. brother D. study

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2.5ms)

3. The Tay and Nung people mostly live in _____ made of wood and bamboo.
A. apartments B. stilt houses C. town houses D. villas
4. Nowadays, students often use _____ in maths lessons.
A. rubbers B. calculators C. pencils D. dictionaries
5. Mary is _____ badminton with her friends in the schoolyard.
A. having B. studying C. playing D. doing
6. My brother is really _____. He always does his homework before going to school.
A. hard-working B. serious C. confident D. patient
7. They _____ to the cinema once a week.
A. are going B. go C. going D. to go
8. The picture is _____ to the clock.
A. on B. in C. next D. between
9. _____ there a table in your room?
A. Has B. Have C. Are D. Is
10. My _____ dad is my uncle.
A. cousin's B. cousin C. cousins D. cousin is
11. Nam: Let's play basketball. – Phong:.....

Teacher: Chau Thi Hien

- A. No, I can't B. That's a good idea. C. I'm sorry. D. Yes, I can

12 _____ classrooms does your school have? – It has 20 classrooms.

- A. When B. How many C. How much D. What

B. READING: (2.5ms)

I. Read the text and fill in the blank with suitable words from the box. (1.5ms)

music bookshelf next on favourite there

My (13) _____ room is our living room. It is rather big and warm. There is a big window with lots of pot plants and green and yellow curtain. In our living room, (14) _____ is a green sofa and two green armchairs. There is a big yellow rug (15) _____

_____ the floor. (16) _____ to the sofa there is a small coffee table with a vase of flowers. By the wall there is a big table with six brown chairs. We have a television and a (17) _____ with a lot of books and pictures. We also have a CD player on the shelf.

I often watch TV, listen to (18) _____ or read books there. I really like my living room.

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1.0m)

Lan lives in a house near the sea. It's an old house, about 100 years old, and it's very small. There are two bedrooms. The bathroom is next to the kitchen and there's a living room where there's a lovely old fireplace. There's a garden in front of the house. The garden goes down to the beach and in spring and summer there are flowers in it. She lives with her parents. She loves her house for many reasons: the garden, the flowers in summer, the fire in winter, but the best thing is the view from her bedroom window.

19. What is the passage about?

- A. Lan's room. B. Lan's house. C. bedrooms D. a living room

20. How many rooms are there in the house?

- A. five B. four C. six D. three

21. Which does the word "it" in line 4 of the passage refer to?

- A. the garden B. the house C. the fireplace D. the beach

22. Which is NOT true about the house?

- A. It's near the sea. B. A garden is behind the house.
C. There are flowers in spring and summer. D. She lives with her parents.

C. WRITING: (2.5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0.5m)

23. They aren't wear school uniform everyday.

- A B C D

24. Nam has short black curly hair.

- A B C D

II. Rewrite the sentences so as its meaning keeps unchanged. (1.0m)

25. The bus station isn't far from the new shopping center.

→ The bus station is.....

26. Is there a lamp in the living room?

→ Does the living room.....

27. How about playing football?

→ Let's

28. Mary has a small nose.

-> Mary's

III. Make the sentences with cued words. (1.0m)

29. My new school / big /and/ it/large library

=>

30. He / tall/ fat/ short curly/ blonde hair

=>

D. LISTENING: (2.0ms)

I. Listen to Mi and Minh talking about their best friends and tick T/F (1.0 pt)

Statements	T	F
31. Lan is studying in class 6A.		
32. Lan has short black hair and a big mouth		
33. Chi's hair is long and black, and her nose is big.		
34. Chi isn't hard-working		

II. Janet is talking about her school. Listen and choose the correct answer. (1.0pt)

35. Janet is _____ years old.

A. 10 B.11 C.12 D.13

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

A. maths B. science C. history D. biology

37. Janet studies Vietnamese _____ hours a week.

A. one B. three C.four D.two

38. She usually does her homework _____

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

The end./.

HSKT của lớp có thể hoàn thành tốt các câu đã được làm nổi

.....

ĐÁP ÁN ANH 6 GIỮA KÌ 1

A. LANGUAGE COMPONENT: (3,0ms)

I. Phonetics: Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5m)

1. C. lessons_

2. A. smart

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2.5ms)

3. B. stilt houses

4. B. calculators

5. C. playing

6. A. hard-working

7. B. go

8. C. next

9. D. Is

- 10 A. cousin's
11. B. That's a good idea
12 B. How many

B. READING: (2.5ms)

I. Read the text and fill in the blank with suitable words from the box. (1.5ms)

13 favourite, 14 there, 15 on, 16 next, 17 bookshelf 18. music

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1.0m)

19. B. Lan's house
20. A. five
21. A. The garden
22. B. A garden is behind the house

C. WRITING: (2.5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0.5m)

23. A. aren't sửa lại thành don't
24. C. black curly sửa lại thành curly black

II. Rewrite the sentences so as its meaning keeps unchanged. (1.0m)

25. → near the new shopping center.
26→ have a lamp? .
27. -> play football.
28-> (Mary's) nose is small.

III. Make the sentences with cued words. (1.0m)

29. My new school is big and it has a large library
30. He is tall and fat (and he has/ with) short curly blonde hair

D. LISTENING: (2.0ms)

I. Listen to Mi and Minh talking about their best friends and tick T/F (1.0 pt)

31. T, 32 F, 33T, 34F

II. Janet is talking about her school. Listen and choose the correct answer. (1.0pt)

35. B.11
36. A. maths
37. D. two
38. A. in the library

.....

MÃ ĐỀ: B

A. LANGUAGE COMPONENT (3,0ms)

I. Phonetics: Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5 m)

1. A. toilets B. lamps C. cupboards D. books
2. A. subject B. brother C. Monday D. uniform

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2.5ms)

Teacher: Chau Thi Hien

3. She lives in the country, but her parents live in a _____ in the city.
A. villa B. city C. apartment D. town
4. We use _____ in maths lesson
A. rubber B. pencilcase C. compass D. pencil sharpener
5. Mary is _____ aerobic with her friends in the schoolyard.
A. having B. studying C. playing D. doing
6. Minh is _____. He likes helping his friends
A. active B. friendly C. careful D. kind
7. We _____ the housework every day.
A. don't often do B. don't do often C. often don't do D. don't often
8. John is sitting _____ front of Mary.
A. between B. behind C. under D. in
9. There _____ ten boys in my class.
A. be B. is C. are D. am
10. Whose is this book? – It's _____.
A. my sister B. my sister's C. my sister' D. my sisters
11. A: How about reading these books? B:.. _____
A. No, I can't B. That's a good idea. C. I'm sorry. D. Yes, I can
12. _____ does she look like? – She is tall with long curly black hair.
A. Who B. What C. When D. Where

B. READING (2.5ms)

I. Read the text and fill in the blank with suitable words from the box. (1.5ms)

curly good subject outgoing play likes

My name's Quan. One of my best friends is Phong. He is my classmate and we always go to school together.

Phong is twelve. He's tall and rather thin. He has short (13) _____ black hair and brown eyes. Phong is funny and (14) _____. I like being with him because he always makes me laugh. We often (15) _____ basketball and football at the weekend. He loves music and he plays the guitar. Phong doesn't like computer games. He (16) _____ playing with his friends in the street.

Phong is a very good student. His favourite (17) _____ is Maths. He's not (18) _____ at Science.

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1.0m)

Hi. My name is Nga. I live with my family in a big apartment in the city centre. In our apartment, there are four bedrooms, a living room, a kitchen and two bathrooms. The living room is next to the kitchen. There is a bookshelf between them. In the living room, we hang many pictures on the wall. There is also a sofa and a coffee table. The most favourite place is my bedroom. I have many posters on the wall and a big bed in it. There is also a piano I can play my favorite songs when I am stressed.

19. What is the passage about?

- A. Nga's apartment B. Nga's family C. Nga's father D. Nga's parents

20. How many rooms are there in Nga's apartment?

- A. 4 B. 6 C. 7 D. 8

21. Which does the word "it" in line 5 of the passage refer to?

A. living room B. bedroom C. bathroom D. kitchen

22. Which is not true about Nga?

A. Nga lives with her family. B. Nga's favourite place is Nga's bedroom.
C. Nga can play her favorite songs. D. Nga can't play the piano.

C. WRITING (2.5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0.5m)

23. John doesn't cleans the room everyday.

A B C D

24. My new friend is tall and long curly hair.

A B C D

II. Rewrite the sentences so as its meaning keeps unchanged. (1.0m)

25. There is a bookstore in front of my school.

-> My school.....

26. There isn't a table in our bedroom.

-> Our bedroom

27. **Let's drink water.**

-> **How about**

28. Lan has a book and it's on the table.

=> is on the table.

III. Make the sentences with cued words. (1.0m)

29. My new school / big /and/ it/ 20 rooms

=>.....

30. He / short / fat / short straight/ blonde hair

=>

D. LISTENING (2.0ms)

I. Listen to Mi and Minh talking about their best friends and tick T/F (1.0 pt)

Statements	T	F
35. Mi's best friend is Lan.		
36. Lan is tall and slim with short black hair and a small nose.		
37. Chi's hair is short and black, and her nose is small.		
38. Chi is hard-working and she helps Minh with his English		

II. Janet is talking about her school. Listen and choose the correct answer. (1.0pt)

31. Janet is now in year _____ at Palmer School. A. 5 B.6 C.7 D. 8

30. The teachers at Janet's school are _____ .

A. nice and helpful B. nice and friendly C. nice and active D. nice and creative

31. Mrs. Smith teaches her _____ .

A. Vietnamese B. Biology C. Maths D. English

32. Today her class is going to have a biology lesson _____.

A. in the library B. in the park C. in the playground D. on the farm

The end./.

HSKT của lớp có thể hoàn thành tốt các câu đã được làm nổi

ĐÁP ÁN ANH 6 ĐỀ B

A. LANGUAGE COMPONENT (3,0ms)

I. Phonetics: Choose the word (A, B, C or D) whose underlined part is pronounced differently. (0,5 m)

1. C. cupboards
2. D. uniform

II. Choose the correct answer (A, B, C or D) to complete each sentence. (2.5ms)

3. A. villa
4. C. compass
5. D. doing
6. D. kind
7. A. don't often do
8. D. in
9. C. are
10. B. my sister's
11. B. That's a good idea
12. B. What

B. READING (2.5ms)

I. Read the text and fill in the blank with suitable words from the box. (1.5ms)

13 curly, 14 outgoing, 15 play, 16 likes, 17. Subject, 18 good

II. Read the text and circle the best answer (A, B, C or D) to each of the questions. (1.0m)

19. A. Nga's apartment
20. D. 8
21. B. bedroom
22. D. Nga can't play the piano.

C. WRITING (2.5 ms)

I. Find out the underlined word or phrase (A, B, C or D) that needs correcting and correct it. (0.5m)

23. B. cleans sửa lại thành clean
24. C and sửa lại thành with

II. Rewrite the sentences so as its meaning keeps unchanged. (1.0m)

25. -> My school is behind the bookstore.
- 6.-> Our bedroom doesn't have a table.
27. -> How about drinking water.
- 28.=>Lan's book..... is on the table.

III. Make the sentences with cued words. (1.0m)

29. My new school is big and it has 20 rooms
30. He is short and fat with short straight blonde hair

D. LISTENING (2.0ms)

I. Listen to Mi and Minh talking about their best friends and tick T/F (1.0 pt)

35 T, 36 F, 37 F, 38 T

II. Janet is talking about her school. Listen and choose the correct answer. (1.0pt)

- 31. B.6
- 30. A. nice and helpful
- 31. C.maths
- 32. D.on the farm.

Tapescripts Anh 6 giữa kì 1

Part 1:

Mi: My best friend is Lan. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!

Minh: Chi is my best friend. We're in class 6B. She's short with long black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her homework before class. Look, she's going to the library.

Part 2

Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.

6. Homework:

- Prepare for Closer look 2
- Continue to prepare the project.

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

Week 10 Period 29	Unit 4: MY NEIGHBOURHOOD Lesson 3: A closer look 2	DP: 2/11/2023
------------------------------------	---	---------------

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

1. Knowledge:

- Learn the comparative form of adjectives to compare things (comparative: smaller, more expensive...)

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities: Be considered and helpful with their neighbors.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop.

III. PROCEDURES:

1. Warm up: * Game: Kim's game

*** Aims:** - To create an exciting atmosphere at the beginning of the lesson.

- To remind Ss of some adjectives they have learnt

- T gets Ss to look through the words and think of the opposite words of these.

Write the opposite words:

quiet	fresh	narrow
boring	good	modern

2. Pre-stage:

*** Aim:** To teach Ss the comparative form of adjectives.

- Teacher shows the pictures and says: We can use comparative adjectives to compare two people and asks the class a question: *Who is taller?*

- Tom is **taller than** Mary



- Explain that comparative adjectives are constructed in several different ways in English

*** Short adjectives:** one or two syllable(s)

S1 + V + adj + er than + S2

(fast- faster; large- larger; noisy- noisier; hot- hotter)

*** Long adjectives:** two, three or more syllables

S1 + V + more adj + than + S2

(modern- more modern; expensive- more expensive...)

***Irregular adjectives**

- good/ well → better ; bad → worse
- many / much → more little → less
- far → farther / further

3. During-stage:

* **Aims:** - To help Ss identify the correct comparative form of adjectives

- To help Ss practise forming the correct comparative form of adjectives and using comparative adjectives

a. Task 1/p41: Complete the following sentences with the comparative form of adjectives in brackets.

- Ask Ss to read the instruction.
- Tell Ss what they should do. (With a weaker class, do the first sentence as an example)
- Remind Ss to pay attention to the number of the syllables in each adjective.
- Ask Ss to do the exercise individually and then compare their answers with a classmate.
- Check the answers as a class.
- Confirm the correct answers.

***Answer key:**

1. taller 2. noisier 3. bigger 4. more peaceful 5. more exciting

b. Task 2/p42: Use the correct form of the words in brackets to complete the letter.

- Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an *example*).
- Ask Ss to read and complete the letter individually.
- Remind them to pay attention to the number of the syllables in each adjective.
- Have Ss compare their answers in pairs before checking with the whole class.
- Observe and help when and where necessary, and correct Ss' pronunciation and intonation.
- Confirm the correct answers.

***Answer key:**

1. hotter 2. smaller. 3. older 4. wider 5. more delicious 6. cheaper

c. Task 3/p42: Look at the pictures of the two neighbourhoods: Binh Minh and Long Son.

Compare two neighbourhoods using the adjectives.

- Ask Ss to look at the pictures of the two neighbourhoods. (page 42)
- Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them.
- Have Ss compare their sentences in pairs before showing some of their sentences to the whole class.
- Ask other Ss to give comments and correct any mistakes if possible.
- Move around to offer help if needed.
- If there is time, ask some Ss to write their sentences on the board.

***Answer key:**

- a) Binh Minh is **noisier** than Long Son.
- b) Binh Minh is more **crowded** than Long Son.
- c) Long Son is **quieter** than Binh Minh.
- d) Long Son is more **peaceful** than Binh Minh.
- e) Binh Minh is more **modern** than Long Son.
- f) Binh Minh is **busier** than Long Son.

g) Long Son is more **boring** than Binh Minh.

4. Post-stage:

* **Aims:** To give Ss further practice on using comparative adjectives.

* **Task 4/p42: Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3.**

- Model this activity with a stronger student.
- Tell Ss that they can use the information from the sentences they have written in **3** to ask and answer questions about the two neighbourhoods
- Ask Ss to work in pairs.
- Go around to observe and offer help if necessary.
- Call some pairs to practise in front of the class.
- Ask other Ss to give comments and correct any mistakes if possible.
- Check and confirm the correct answers.

* **Example:**

A: Is Binh Minh noisier than Long Son? **B:** Yes, it is.

A: Is Long Son more modern than Binh Minh? **B:** No, it isn't.

- Summarise the main points of the lesson.
- Ask Ss to make sentences to compare people and things in their classroom, using comparative adjectives.

5. Wrap-up: * **Aims:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
Comparisons	<ul style="list-style-type: none"> - Use the correct form of the words - Complete the sentences 	Ask and answer about neighborhood

6. Homework:

- Learn by heart all the new words(comparative adjectives).
- Revise the form and use of comparative adjectives.
- Prepare for Communication
- Continue to prepare the project.

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

Week 10 Period 30	Unit 4: MY NEIGHBOURHOOD LESSON 4: COMMUNICATION	DP: 2/11/2023
------------------------------------	---	---------------

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

1. Knowledge:

- Vocabulary: use the lexical items related to the topic *My neighbourhood*
- Everyday English: ask for and give directions in a neighbourhood

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

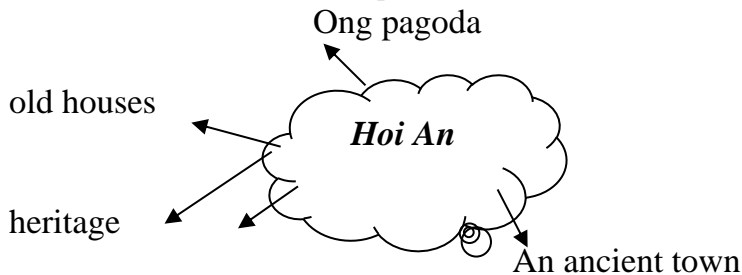
3. Character qualities: Love to their neighborhood, the hometown and the country.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up: Brainstorming

* **Aim:** To introduce the topic.



- Teacher leads students into the lesson by asking students some questions:

Have you ever been to Hoi An?

What do you know about this place?

→ Today we are going to listen to a guide to Hoi An.

2. Pre-stage:

* **Aims:** - To lead in the lesson about vocabulary and pronunciation.

- To introduce ways to ask for and give directions in English.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- first : trước tiên - then : tiếp theo , rồi thì...
- after that : sau đó - finally : cuối cùng
- to guide : hướng dẫn
- be famous for : nổi tiếng về
- direction (n): phương hướng
- Sa Huynh Culture: nền văn hóa Sa Huỳnh

***Check vocabulary: R&R**

b) Set the scene: Teacher leads students into the lesson by asking students some questions: *Have you ever been to Hoi An?*

What do you know about this place?

→ Today we are going to listen to a guide to Hoi An.

Suggested answers:

Yes, I have.

I think Hoi An is an ancient town, it has Ong pagoda, HoaNhap workshop,...

c) Task 1/ p43: Listening and expressing the structures of giving directions.

- Teacher plays the recording for students to listen and read the dialogue between A and B at the same time. Ask students to pay attention to the sentences and phrases used to ask for and give directions.

- Teacher elicits the structures for directions

1. Could you tell me the way to ...?

2. Where's the nearest ...?

- Teachers elicit the phrases to give directions from students

+ go along

+ on your left/ right

+ take the first turning

- Teacher asks students to work in pairs and take turns to practice the dialogue.

3. During-stage

* **Aims:** - To practise asking for and giving directions.

- To help students get used to some famous landmarks in big cities.

a) Task 2/ p43: Work in pairs. Make similar conversations to ask for and give directions to places near your school.

- Teacher asks students to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. Encourage them to practice asking for and giving directions to some places near their school.

- Call some pairs to practice in front of the class.

- Comment on their performance.

b) Task 3/ p43: Nick is listening to an audio guide to Hoi An. Listen and fill in the blanks.

- Students listen and fill in the gaps

- Students compare with a partner, then check together.

Answer key: 1. straight 2. second 3. right 4. next to

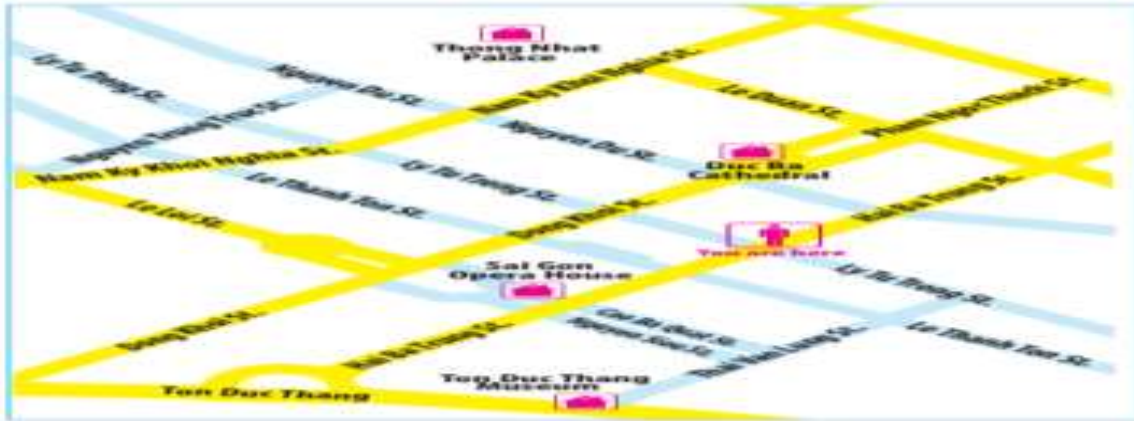
4. Post-stage

* **Aims:** - To help students practise creating an audio guide for District 1 of Ho Chi Minh City.

- To apply the knowledge about asking and giving directions in a neighborhood.

a) Task 4/ p43: Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.

- Teacher asks students to look carefully at the simplified map of Ho Chi Minh City .



- Ask students to read the instructions carefully.
- Ask students some questions to check if they know what they are supposed to do.
- Remind them of the expressions they can use to give directions.

***Suggested answer :**

- Welcome to Ho Chi Minh city! It's the largest city in South of Viet Nam. The streets are very busy with a lot of motorbikes and cars. Ho Chi Minh is famous for its beautiful places, parks and restaurants. First, go to Duc Ba Cathedral. To get there, walk along Hai Ba Trung street. Then turn left on the first street. The Cathedral is on your left, in Nguyen Du street. Second, go to Sai Gon Opera House. To get there, walk along this road for ten minutes. The Sai Gon Opera House is on your right, between Cao Ba Quat street and Nguyen Sieu street. After that, go to Thong Nhat palace. Cross Dong Khoi street, walk along Ly Tu Trong street then take the first go on your right. Go to the end of this street. The Thong Nhat palace is on your left.

b) Task 5/ p43: Present your audio guide to your class.

- Have students to prepare their audio guide individually and then share it with a partner.
- Have students practice presenting their audio guide in other pairs or in groups.

*Consolidation: Teacher asks students to talk about what they have learnt in the lesson.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	Audio guide to a place	Production
Ask for and give directions	<ul style="list-style-type: none"> - Listen and fill in the gaps - Give directions 	Present audio to class

6. Homework:

- Practice the dialogue, vocabulary and structure.
- Read Khang's blog and make notes about what you like or dislike about your neighborhood.
- Prepare for Unit 4- Lesson 5: Skill 1.

- Continue to prepare the project.

***Feedback:**

Week 11 Period 31	UNIT 4: MY NEIGHBOURHOOD LESSON 5: SKILLS 1	DP: 7/11/2023
------------------------------------	--	---------------

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

1. Knowledge:

- Reading: Develop Ss' reading skill for general information and specific information

- Speaking:

+ identify different features of a place

+ use what they have learnt to talk about a city

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

3. Character Qualities: Be proud of their neighborhood.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm-up: Name some pictures

***Aims:** To motivate Ss to know about DaNang City.



Beach



Ba Na Hill



Han Bridge



Dragon Bridge

They are in Da Nang City

2. Pre-stage:

***Aims:** Help Ss to know some new words related the topic.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

+ **suburb** (n)

+ **outdoor activity**

+ **backyard**

+ **dislike** (v)

+ **incredibly** (adv)

+ **crowded** (adj)

***Checking Vocab:** R.O.R

b) Prediction:

- T shows the picture about Khang's neighbourhood and asks some questions:

1/ Where do you think Khang's neighbourhood is?

2/ What do you think about it?

3/ Do you like living there? Why? Why not?

3. During-stage:

* **Aim:** Read Khang's blog to get to know about his neighborhood, pay attention to what he likes and dislikes about it.

a) Checking the prediction:

Teacher: Chau Thi Hien

- T asks Ss to read the text and answer the questions.

- * **Key:** 1/ It is in the suburbs of Da Nang
2/ It has beautiful parks and sandy beaches and fine weather.
3/ Yes, because people are very friendly.

b) Task 1/ p44: Read Khang's blog. Look at the words in the box, then find them in the text and underline them. What do they mean?

- Ask Ss to read the blog carefully and under the words
- Share with their partners.

- * **Key:** - I live in the suburbs of Da Nang City
- It's great for outdoor activity - I dislike about it.

c) Task 2/ p44: Read Khang's blog again and fill the table with the information

- 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.
- 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 front-yard. - People are incredibly friendly. - The food is very good.	The streets are busy, crowded and noisy during the day.

d) Task 3/ p44: Read Khang's blog again. Then answer the questions.

- Ask Ss to read the blog again and answer the questions

- * **Key:** 1. It's in the suburbs of Da Nang City.
2. Because it has beautiful parks, sandy beaches and fine weather
3. They are very friendly 4. They are busy and crowded.

4. Post –stage:

***Aim:** Help Ss develop speaking skill by making a similar conversation in part 5.

a) Task 4/ 44: Make notes about your neighbourhood. Think about what you like / dislike about it.

- T asks Ss to tell something that they like or dislike about their neighbourhood.
- Ss work in groups of five.

LIKES	DISLIKES
-	-
-	-

- T gives some extend vocabularies and phrases related to neighborhood.

b) Task 5/ p44: Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.

- Ss work in pair.
- T calls some pairs to talk before the class. Ss work in pairs to practice the dialogue.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Teacher: Chau Thi Hien

Reading

- **Vocab: suburb; dislike...**
- Read about Khang's blog and find "likes" or "dislikes"// Answer

Speaking

Talk about "likes" or "dislikes" and make dialogues

6. Homework:

- Learn by heart new words.
- Prepare for the next lesson: "Unit 4/ Skills 2 and project

***Feedback:**

Week 11 Period 32	UNIT 4: MY NEIGHBOURHOOD LESSON 6: SKILLS 2	DP: 7/11/2023
------------------------------------	--	---------------

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

1. Knowledge:

- Listening: Develop Ss' skill of listening for specific information about one's neighbourhood.
- Writing: Ss practise writing a paragraph about one's neighbourhood.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be aware of protecting the environment in their neighbourhood

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: JUMBLED WORDS

***Aims:** To introduce about the destination in the listening.

- Short video: Introduce busy life in Ho Chi Minh City.
- Teacher (T) ask some questions about them and class.
- Ask Ss about the content of the previous lesson. Teacher may ask students to describe Khang's neighbourhood again.
- Teacher shows a picture and ask students where it is?
- Students (Ss) answers: Ho Chi Minh City.
- T leads in the lesson

2. Pre-stage:

***Aims:** To help students brainstorm about destination in the talk.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- faraway (adv) - traffic (n) - dirty (adj) - heavy (adj)

***Checking Vocabulary:** R.O.R

b) Prediction: (Task 1/p45)

1. Vy lives in the center of Ho Chi Minh City.
 2. There is a big market near her house.
 3. The streets are narrow.
 4. The schools are far-away.
 5. There are some factories near her neighbourhood.
- T asks Ss to go through the statements (1 – 5) to make sure that they understand them and know what information they have to catch for the answers.
 - Ss underline the key word(s) in each statement and guess whether they are True or False individually

3. During stage:

***Aims:** To help students develop their skill of listening for specific information.

a) Checking the prediction: Task 1/p45. Listen to the conversation between Khang and Vy and tick (✓) T (true) or F (False).

- Teacher plays the recording once or twice.
- Teacher asks students to listen and tick the answers.
- Teacher asks students to compare their answers with the prediction made previously.
- Teacher checks students' answers as a class.

***Answer key:**

1. F (Vy lives in the suburbs of HCMC.) 2. T
3. F (The streets are wide.) 4. T 5. T

b) Task 2/p45: Listen to the conversation again and fill the blanks.

- Play the recording again and have students write the answers as they listen. Students can share their answers with their partners.
- Teacher checks students' answers as a class.

*** Answer key:** (1) art gallery (2) wide (3) friendly (4) faraway (5) crowded

4. Post –stage:

a) Task 3/ p45: Tick (✓) what you like or dislike about a neighbourhood.

- Ask Ss to read the thing carefully and tick.
- T call some Ss to give their answers

b) Task 4/ p45: Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang's blog as a model.

- Tell Ss to write a paragraph about their neighbourhood, covering as many ideas as possible to answer the question in 3
- Tell Ss that they can add their own ideas.
- Ask one or two Ss to write their paragraph on the board.
- Other Ss and T comment on the writing.
- T collects some Ss paragraphs to correct at home

Example paragraph:

My neighbourhood is in a small town. It is near the sea. There is a supermarket, a big park, a big hospital and school in my neighbourhood. Everything here is very good because there are great facilities. All the things are better than the thing is other place. In my neighbourhood the best thing I like is the supermarket because I can find all things I need in it I love my neighbourhood very much....

5. Wrap- up: * Aim: To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about Vy's neighbourhood

Writing

Write about your neighbourhood

6. Homework:

- Write your paragraph in your book.
- Prepare for the next lesson: Unit 4: Looking back & Project

***Feedback :**

Week 11 Period 33	UNIT 4: MY NEIGHBOURHOOD LESSON 7: LOOKING BACK & PROJECT	DP: 7/11/2023
----------------------	--	---------------

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

1. Knowledge:

- Review the vocabulary items and grammar points in the unit
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Love to their neighbourhood, the home town

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Task 1/ p46

***Aim:** To revise the vocabularies related to the topic.



***Answer key:**

1. temple 2. railway station 3. square 4. art gallery 5. cathedral

- Leads in: This is the last lesson of Unit 4, I want you to revise the topic *My neighbourhood* by doing some more exercises.

2. Pre- stage:

LOOKING BACK:

***Aim:** To review SS some words related to the topic

a) Vocabulary:

- Adjectives: confident; peaceful, noisy....
- Places: bank; hospital, art gallery....

b) Grammar: Comparative

_ Short Adjective:

ADJ- ER

Ex: tall => taller; large => larger....

_ Long Adjective:

more + Adj

Ex: beautiful => more beautiful....

3. During – stage:

*** Aim:** To help students revise the vocabulary about places in the neighbourhood. To help students revise the vocabularies about long and short adjectives. To help students to make sentences using the comparative form.

a) Task 2/ p 46: Put the following adjectives in the correct column.

Teacher encourages students to complete the task individually.

Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases.

Teacher gives feedback as a class discussion.

***Answer key:**

1. syllable: fast/ hot/ large/ quiet
2. syllables: heavy/ noisy
3. syllables: expensive/ beautiful/ exciting

b) Task 3/ p46: Write their comparative form in the table below.

Teacher encourages students to complete the task individually.

Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases.

Teacher gives feedback as a class discussion.

***Answer key:** faster more beautiful noisier more expensive hotter
more exciting quieter heavier larger

c) Task 4/ p46: Complete the sentences comparing the pictures.

Students work individually.

Teacher asks students to look for clues in each sentence to decide which word to fill the blank.

Teacher asks students to swap their answers and check.

Teacher checks their answers as a class.

***Answer key:** 1. noisier 2. more modern 3. more expensive 4. more peaceful

4. Post- stage:

PROJECT: MY MAP (POSTERS EXHIBITION: Prepared at home)

*** Aim:** To allow students to apply what they have learnt (vocabularies and grammar) into practice through a project.

This is to introduce students to another way of practising asking for and giving directions to the places in their neighbourhood.

Presentation:

***Task 2: Work in pairs. Take turns to ask for and give directions to the places on the map.(prepared at home)**

- Ask students to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary. If there is time, have some pairs practise in front of the whole class.
- Teacher gives comments and feedback.
- Students vote for the best performance.

*Now I can:

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Grammar

Project

Words related to neighbourhood

Comparative

Giving direction

- Do exercise 7,8 on page 32 in the workbook
- Prepare for next lesson 1: Unit 5 – Getting started.

* **Feedback**.....

Week 12	Unit 5: NATURAL WONDERS OF VIET NAM	DP: 9/11/2023
Period 34	Lesson 1: GETTING STARTED	

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

1. Knowledge:

- Get an overview about the topic *Natural wonders of Viet Nam*
- Use vocabulary and structures to describe wonders of Viet Nam

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities: - Be proud of some natural wonders in Viet Nam

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, TV,...

III. PROCEDURES:

1. Warm – up: Matching

- * **Aim:** - To lead in the topic of natural wonders of Viet Nam
- Teacher asks students to look at the picture in student's book.
- Students look at the picture and answers.

***Questions:**

- 1/ Who are they? → They are Alice, Elena and Nick.
- 2/ What are they looking at? → They are looking at some photos/ pictures.
- 3/ What are they talking about? → They are talking about attractive places in Viet Nam.

2. Pre – stage

- * **Aim:** - To teach students some vocabulary related to the topic “ Natural wonders of Viet Nam ”
- To practise using the targeted language and the background knowledge of natural wonders.
- To help students identify the location of the places mentioned in the conversation.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

1. scenery (n): [picture] : phong cảnh
2. natural (adj): [antonym] thiên nhiên
3. wonders (n): [picture]: kì quan
4. amazing (adj): [synonym] very good: tráng lệ
5. island (n): [picture] : đảo
6. desert(n) : sa mạc
7. waterfall(n): thác nước
8. forest(n): khu rừng

*** Checking vocab:** R.O.R

b. Task 1/p.48: Listen and read

- T shows the picture and asks Ss questions:

a/ *What places can you recognize from the photos on their tables?*

b/ *Why are they attractive? etc.*

- Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong.

- Teacher plays the recording, asks students underline the words they have learned in the vocabulary part. Students listen and read.

- Teacher nominates some pairs of students to read the dialogue aloud.

- Teacher has students say the words in the text that they have underlined.

3. During- Stage:

***Aims:** - *To help students focus on the use of lexical items to describe the places.*

- *To help students visualize some lexical items related to the topic.*

a. Task 2/p.49: Complete the following sentences with the words from the box.

- Teacher tells students to read the text again in order to find the words to complete the sentences independently.

- Teacher allows students to share their answers before discussing as a class.

- Teacher nominates students to give answers and corrects them if necessary

***Answer keys:**

1. amazing 2. Islands 3. scenery 4. natural 5. wonders

b. Task 3/p.49: Listen and repeat the words, then label the pictures.

- Teacher asks students to look at the words in the box, listen and repeat.

- Teacher has students match the pictures with the appropriate words independently.

- Teacher allows students to share their answers before discussing as a class.

- Teacher asks students to give answers and corrects them if necessary

***Answer keys:**

1. desert 2. island 3. caved. d. river e. waterfall f. mountain g. Forest h. beach

*** Language Note:**

- **Countable and uncountable nouns:**

+ I'm going to talk about some natural wonders of Viet Nam.

+ It's has many islands.

- **Modal verb: must/ mustn't:**

+ But remember you must always be on time.

4. Post – stage: Task 4/p.49

***Aims:** - *To give students a fun time revising what they have learnt so far in the lesson and responding the questions about natural wonders.*

Work in groups. Choose the correct answer to each of the questions. (p. 49)

- Teacher divides the class into groups of four or five and provides each group with a set of A and B signs.

- Teacher gives students time to read the quiz carefully and choose the correct answers.

At the end of the activity, 3 groups having the high points are the winners.

***Answer keys:** 1. A 2. A 3. B 4. B 5.B

* T shows short videos of Ha Long Bay, Ganh Da Dia, Son Doong Cave and other wonders of Viet Nam to show them. (If have enough time)

5. Wrap-up: * *Aim: To consolidate what students have learnt in the lesson*

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

- scenery, natural, wonders, ...

- Practice the dialogue
- Complete the sentences, Label the pictures, ...

Countable and uncountable nouns,
Modal verb: must/
mustn't

6. Homework

- Learn vocabulary by heart.
- Prepare a small talk about their favorite natural wonders in Viet Nam
- Do exercise in the workbook.
- Prepare 'A closer look 1' on page 50

***Feedback:**

Week 12 Period 35	Unit 5: NATURAL WONDERS OF VIET NAM Lesson 2: A CLOSER LOOK 1	DP: 9/11/2023
------------------------------------	--	---------------

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

1. Knowledge:

- Use lexical items related to the topic of natural wonders of Viet Nam
- Use the vocabularies and structures to talk about famous natural places
- Identify and pronounce the sounds /t/ and /d/

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Be careful to prepare for a picnic.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up:

**Aim: Help Ss review the old lesson and introduce the topic of new lesson*

Warm up:

Game: Pelmanism



- Teacher uses the pictures in Ex. 3 P. 49
- Teacher has students match the pictures with the appropriate words in two teams

2. Pre-stage:

***Aim:** - To introduce six travel items using pictures.

- To manipulate forms (spelling and pronunciation) of six travel items.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- plaster (n): [picture]: băng dán y tế
- sleeping bag (nph): [picture]: túi ngủ
- backpack (n): [picture]: ba lô
- compass (n): [picture]: la bàn
- sunscreen (n): [picture]: kem chống nắng
- scissors (n): [picture]: cái kéo
- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)
- * Checking vocabulary: **Matching: Task1/p.50**

plaster sleeping bag backpack compass sunscreen scissors



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- Teacher asks students to match the suitable word with each picture
- Students do the task.

***Answer key:**

1. Plaster 2. sunscreen 3. sleeping bag
4. scissors 5. backpack 6. compass

3. During- stage:

***Aims:** - To provide restricted practice in using travel items in context.

Teacher: Chau Thi Hien

- To give students authentic practice in using six travel items.

a) Task 2/p.50: Complete the sentences with the words in task 1.

- Teacher asks students to work in pairs and use the words in task 1 to complete the sentences.
- Teacher calls some pairs to share their answers with the whole class.
- Teacher gives feedback and corrections (if necessary).

***Answer key:**

1. compass 2. suncream 3. sleeping bag 4. backpack 5. plaster

b) Task 3/p.50: Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday.

- Teacher asks students to work in groups of three.
- Teacher gives students 3 minutes to discuss and put the item in the order of usefulness.
- Teacher asks students to share their answers as a whole class.

4. Pronunciation:

***Aim:** - To help students to identify how to pronounce the sounds /t/ and /d/ and practise them.

- To help students practise the sounds /t/ and /d/ in sentences.

a) Task 4/p.50: Listen and repeat these words.

- T introduces 2 sounds /t/ and /d/ to students and lets them watch a video about how to pronounce these two sounds.
- T asks Ss to observe T's mouth for these two sounds.
- T plays the recording for them to listen and repeat the words.

Audio script:

- /t/ mountain waterfall desert plaster
- /d/ wonder island guide holiday

b) Task 5/p.50: Listen and repeat. Pay attention to the bold-typed parts of the words.

- T divides the class into a /t/ group and a /d/ group
- T asks them to listen carefully and raise their hands when they hear their assigned sounds.
- Play the recording of the sentences.
- Ss do as requirement.
- T plays the recording again. Pause after each sentence and ask Ss to repeat.
- Correct pronunciation

5. Post-stage: GAME: “Whispering”

***Aim:** To give students chance to apply what they have learnt.

- Teacher divides the class into 4 big groups and asks students to stand in four lines.
- The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group.
- They will continue until the member in the first place and this member will say the sentence aloud.
- The fastest group with the correct sentence will win the game.

Suggested sentences:

1. I must bring a plaster when going camping.
 2. I want to visit a famous desert in the world.
- He lives in a quiet island.

6. Wrap-up:

***Aim :** *To consolidate what students have learnt in the lesson.*

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- plaster, sleeping bag, backpack,...
- Complete the sentences

Pronunciation

sounds /t/ or /d/

7. Homework:

- Learn by heart all the new words
- Practice the lesson again.
- Prepare lesson 3 (a closer look 2)
- Prepare for the looking back and project.

Students will work in groups to print or draw a picture of a dream destination. Then make a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Feedback:

Week 12 Period 36	Unit 5: NATURAL WONDERS OF VIET NAM Lesson 3: A closer look 2	DP: 9/11/2023
------------------------------------	--	---------------

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

1. Knowledge:

- Use countable nouns and uncountable nouns
- Use quantifiers *some, many, much, a few, a little* with countable nouns and uncountable nouns
- Use “must” and “mustn’t” to make classroom rules.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities: Love natural wonders of Viet Nam.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop.

III. PROCEDURES:

1. Warm up: * Game: Unscrambled words

*** Aims:** To motivate students’ some vocabulary related countable and uncountable nouns and review the vocabularies.

Unscrambled words

1. emcra
2. kcor
3. ladisn
4. tbuetr
5. cbapackk
6. tlapser

Answer key:

1. cream
2. rock
3. island
4. butter
5. backpack
6. plaster

- Students work individual then share with their partner.
- Teacher checks and gives feedback
- The group with more correct words will be the winner.

2. Pre-stage:

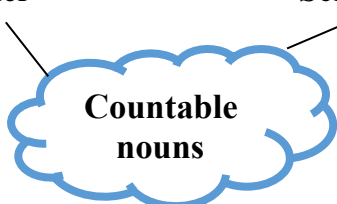
*** Aim:** - To show the students when and how the uncountable and countable nouns and how to use *Some, many, much, a few, a little*.

- To show the students when *must* and *mustn't*

- Teacher writes on the board 2 phrases “Countable and Uncountable”.
- Teacher draws students’ attention to the words finished in the game and ask them whether they know the types of these words.

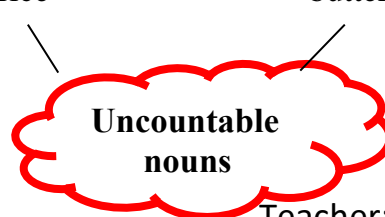
Plaster

Scissor



rice

butter



Teacher: Chau Thi Hien

- Teacher draws students' attention to the words finished in the game and ask them whether they know the types of these words.
- Teacher provides or confirms the answers and lead in the grammar focus of the lesson

*** Countable and Uncountable nouns:**

"Countable nouns are for the people and things we can count using numbers. Countable nouns can be singular."

"Uncountable nouns are for the things that we cannot count with numbers. They usually do not have a plural form."

*** Some, many, much, a few, a little:**

- Teacher gives students a handout of each definition of each quantifiers.
- Teacher has students work in groups of 4 to match the words in column A with definitions in column B.

Answer key:

QUANTIFIER S	USE
1. many	countable nouns, usually in negative statements and questions
2. much	uncountable nouns, usually in negative statements and questions
3. a few	countable nouns, means 'some'
4. a little	uncountable nouns, means 'some'
5. some	countable nouns, uncountable nouns

*** Remember!**

We use *some, many, a few* with countable nouns

We use *some, much, a little* with uncountable nouns

*** Modal verb: *must / mustn't***

Teacher elicits the students when *must* and *mustn't* are used and how to make a sentence with these modals.

"We use must to say that something is very necessary or very important."

"We use mustn't to say that doing something is not allowed."

3. During-stage:

*** Aims:** - To use the uncountable and countable nouns in sentences;

- To use quantifiers: *some, many, much, a few, a little* with countable nouns and uncountable nouns;
- To use *must* and *mustn't* to make the classroom rules:

a. Task 1/p51: Is the underlined noun countable or uncountable? Write C (countable) or U (uncountable).

- Teacher has students complete the underlined activity individually.
- Teacher then asks students to swap their textbooks to check their classmates' answers.

***Answer key:**

1 – C 2 – U 3 – U 4 – C 5 – U

b. Task 2/p52: Choose the correct option for each sentence.

- Teacher has students work on the exercise individually before they compare answers with each other.
- Teacher gives feedback as a class discussion

Teacher: Chau Thi Hien

***Answer key:**

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

Task 3/p52: Fill each blank with a, any, some, much or many.

- Teacher has students work on the exercise individually before they compare answers with each other.
- Teacher gives feedback as a class discussion.

***Answer key:**

1. many 2. any 3. much 4. some 5. a

d. Task 4/p52: Fill each blank with must or mustn't.

- Teacher has students work on the exercise individually before they compare answers with each other.
- Teacher gives feedback as a class discussion.

***Answer key:**

1.must 2.musn't 3.must 4.mustn't 5.must

4. Post-stage:

*** Aims:** To help students further practice using must and mustn't to make a set of rules to follow in school.

*** Task 5/p52: Write some more rules for you and your classmates at school.**

- Teacher divides the class into groups of 6 students.
- Teacher assigns the roles for each member by asking questions:
 - + Who's leader?
 - + Who are rules makers / Idea thinkers?
 - + Who's a note taker?
 - + Who's a presenter?
- Teacher asks students to work in group and make at least 3 classroom rules in 3 minutes.
- After that, the presenter of each team goes to the board and present about their rules.
- The other teams listen and give comments on their friends' ideas
 - We must arrive on time.
 - We mustn't come late.
 - We mustn't use cell phones
 - We mustn't litter etc..

5. Wrap-up: * Aims: To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
<ul style="list-style-type: none"> - Countable and Uncountable nouns - Some, many, much, a few, a little - Modal verb: <i>must</i> / <i>mustn't</i> 	<ul style="list-style-type: none"> - Choose the correct option - Fill in the blanks 	<ul style="list-style-type: none"> - Write some rules for you and your classmates

6. Homework:

- Learn by heart all grammar notes and write the answers on your notebooks.
- Prepare for the next lesson: **Communication**
- Continue to prepare the project.

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

Week 13 Period 37	Unit 5: NATURAL WONDERS OF VIET NAM LESSON 4: COMMUNICATION	DP: 24/11/2023
------------------------------------	--	----------------

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

1. Knowledge:

- Make and accept appointments
- Have knowledge about a travel guide
- Use *must* and *mustn't* to talk about what to prepare for a trip

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Love to travelling and be interested in being a tourist guide.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up: Game: **Pass the ball**

* **Aim:** To help Ss review *must* and *mustn't* and introduce the topic of new lesson.

- Teacher plays the music. When music's on, students pass the ball as fast as they can. When music's off, the student taking the ball has to make a sentence with *must/ mustn't*.



2. Pre-stage:

* **Aims:** To introduce how to make and accept appointments.

- Teacher sets the scene: They are Duong and Steven. Steven wants Duong to go picnic with him this Sunday. What structures can he use? If Duong agrees, what does he say?
- Students give their answers.

* **Task 1/p.53:** Listen and read the short conversation, paying attention to the highlighted parts.

- Teacher asks students listen and read the short conversation, paying attention to the highlighted parts, which is used to make appointments and which is used to accepting appointments.
- Teacher gives more explanations and elicit the form.

Making and accepting appointments

Let's + V.

How about ...?

Accepting appointments:

That's fine/ Sure.

Teacher: Chau Thi Hien

3. During-stage

- * **Aims:** - To practice making and accepting appointments.
 - To use *must* and *mustn't* to talk about a travel guide

a) Task 2/p53: Work in pairs. Make a short conversation, following the example in Task 1.

- Teacher asks students to work in pairs and make a short conversation, following the example.
- Teacher models with a volunteer.
- Students do the task in pairs.
- Teacher calls some pairs to make a conversation in front of the class.

Example:

- **Huy:** Nam, let's go to the supermarket this Sunday morning.
- **Nam:** That's great. What time can we meet?
- **Huy:** How about 8 o'clock?
- **Nam:** Sure, I'll meet you at that time

b) Task 3/p53: Read the travel guide entry.

- Ask Ss to look at the picture of Mount Everest and show picture of extra vocabulary. Ask Ss to decide whether the objects are useful for going to Mount Everest,
 e.g. *Must we take a compass to Mount Everest?*
- Ask Ss to read quickly and check their ideas and ask some follow-up questions.

c) Task 4/p53: Make a list of the things you must bring to the Himalayas. Then add things you mustn't bring.

In group of 2, students write as many things they must and mustn't bring to the Himalayas

Must	mustn't
compass	bicycle
sun cream	shorts
painkillers	t-shirt
backpack	
plaster	

4. Post-stage

- * **Aims:** To help students talk about what to prepare for a trip

a) Task 5/p53: Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to the Himalayas, and give reasons.

b) Task 5/p31: Read the descriptions in 4. Share your opinion within a group

- Students work in pair. Make a conversation.
- Teacher calls some pairs to talk in front of the class

* **Example:**

Nga: Lan, let's go somewhere this Saturday.

Lan: That's fine. Where can we go?

Nga: How about the **Vinpearl land Hoi An?**

Lan: Sure. I'll meet you there at 9 o'clock.

5. Wrap-up:

- * **Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

Making and accepting appointments

A travel guide

Make a list of the things you must/ mustn't bring to the Himalayas

Production

**Role-play
(a tour guide and a tourist)**

6. Homework:

- Learn by heart all grammar notes
- Prepare for the next lesson: **Skill 1**
- Continue to prepare the project.

***Feedback:**

Week 13 Period 38	Unit 5: NATURAL WONDERS OF VIET NAM LESSON 5: SKILLS 1	DP: 24/11/2023
------------------------------------	---	----------------

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

1. Knowledge:

- Develop reading skill for general and specific information about the topic
- Use the lexical items related to the topic ‘things in nature’ and ‘travel items’
- Use what they have learnt to talk about a famous place, and what people must/ mustn’t do there

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character Qualities: Be proud of the natural wonders in Viet Nam.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up: Chatting

***Aims:** To introduce the topic of reading.



- Teacher shows the picture and ask students some questions:

1. What are the places?
2. What do you know about these places?
3. Have you ever been to these places?"

- Teacher gives feedback and corrections: **Hạ Long Bay and Mui Ne**
Today, let's see what do they have."

2. Pre-stage:

***Aims:** To provide students with some lexical items before reading the text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

1. tourist attraction (n)(a place that people visit for pleasure and interest)
2. popular (adj) = well-known, common: nổi tiếng, phổ biến
3. wonder (n): kỳ quan
4. amazing landscapes: phong cảnh tuyệt vời
5. sand dunes: cồn cát
6. slope: sườn dốc

***Checking Vocab:** R.O.R

b) Prediction: (Task 1/p54)

Teacher: Chau Thi Hien

- Teacher asks students to close the book.
- Teacher shows the pictures of the places and asks students to answer the questions:
 1. What is the reading about?
 2. What do you know about these places



- Ss discuss in pairs.
- T invites some Ss to share their discussion in front of the class.

3. During-stage:

** Aims: To develop Ss' skills of using vocabulary in different context and reading for specific information.*

a) Checking the prediction: Task 1/p54: Before you read, look at the pictures below. Make predictions about the reading. Then read and check your ideas.

- Teacher asks students to open the book, read the text and check their ideas.

**Answer key:*

1. The reading about Ha Long Bay and Mui Ne
2. The Ha Long Bay: is in Quang Ninh, it has many islands and caves. Tuan chau is a tourist attraction
- Mui Ne is in Binh Thuan. It has different colours: white, yellow, red.. It's like desert here natural wonders of Vietnam

b) Task 2/ p.54: Complete the sentences, using the words from the box.

- T asks Ss to do Exercise 2 individually in 3 minutes.
- T lets Ss swap their answers with their partner.
- T checks the answers and correct (if necessary)

**Answer key:*

1. islands
2. wonder
3. desert
4. Remember
5. visit

**Note: Ly Son Island: an island district of Quang Ngai Province.*

c) Task 3/ p.54: Read the text again. Answer the following questions.

- T asks Ss to go through the questions (1 – 5) to make sure that they understand them and know what information is being asked.
- Ss underline the key word(s) in each question to locate the answer in the reading text.

GAME: LUCKY NUMBERS

- T checks the answers.

**Answer key:*

1. Ha Long Bay is in Quang Ninh Province.
2. You can enjoy great seafood and join in exciting activities.
3. No, there isn't.
4. You can have a picnic in Mui Ne by the beach.
5. The best time to visit the Mui Ne Sand Dunes is early morning or late afternoon.

4. Post –stage

***Aims:** *To provide Ss an opportunity to talk about famous/ interesting places, and what one must/ mustn't do there.*

a) Task 4/p54: *Work in pairs. Make notes about one of the places in the reading. You can add your own ideas.*

- T asks Ss to work in pairs and make notes about one place in the reading.
- T asks Ss to tell their partner about the place by looking at the notes.
- T goes around and offers help if needed.
- Ss share their ideas with the whole class.

**Examples: Ha Long Bay has a lot of interesting islands. It ...*

b) Task 5/p54: *Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the place as well as what they must and mustn't do there.*

- T gives instructions and asks Ss to practice presenting in groups of 6.
- T makes sure that Ss speak in full sentences.
- T invites some groups to go to the board and share their preparation with the whole class.

**Examples:*

- *You must follow the rules.*
- *You mustn't take photos when you are in the City Museum.*

5. Wrap-up:

*** Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: tourist attraction, popular,....
- Read a text and complete the sentences, answer the questions

Speaking

Talk about some interesting places

6. Homework:

- Learn by heart vocabulary and search for information about Phu Quoc Island.
- Prepare for the next lesson: **Skill 2**
- Continue to prepare the project.

***Feedback:**

Week 13 Period 39	Unit 5: NATURAL WONDERS OF VIET NAM LESSON 6: SKILLS 2	DP: 24/11/2023
------------------------------------	---	----------------

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

1. Knowledge:

- Listen for specific information about a natural wonder
- Write a paragraph about a natural wonder.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be proud of the natural wonders in Viet Nam.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Hidden picture

***Aim:** To introduce about the destination in the talk that students will hear and lead to the new lesson.

- Teacher show the slide with the picture that was hidden.



- Students look at the slide.
- Teacher gives some information about the hidden picture and asks students to guess the natural wonder in the picture.

Cues:

- It's a famous island in Viet Nam.
- It's in Kien Giang province.
- Students guess.
- Teacher gives feedback.

Suggested answers: Phu Quoc Island

- Teacher leads to the new lesson.

"Today we are going to listen to a talk about a famous natural wonder of Viet Nam. It's Phu Quoc Island."

2. Pre-stage:

***Aims:** To help students brainstorm about destination to lead in the listening task.

***Prediction: (Task 1/p55)**

- Ss work in groups.
- Have them look at the picture and discuss the question.

"What do you know about Phu Quoc Island?"

- Ask them to talk about anything they know or give prediction.
- T may give some hints:
 - the location of Phu Quoc Island
 - the climate
 - interesting / special features
 - what you can do there
- ...

3. During stage:

**Aims: To help develop students' skill of listening for specific information.*

a) Checking the prediction: Task 1/p55 Work in groups. Discuss and answer the question.

- Play the recording one or two times for Ss to check their answers.
- Teacher asks students to share what they have discussed about Phu Quoc Island.
- Students share their ideas.

**Suggested answers:*

- *Phu Quoc is a beautiful island in Viet Nam.*
- *Tourists can enjoy many entertaining activities such as visiting the night market, sightseeing, visiting the Safari,...*
- *The food in here is delicious and unique.*

b) Task 2/p55: Listen again and tick True or False.

- Ask Ss to read through the questions carefully before they attempt to give the answers.
- Play the recording two or three times for Ss to do the activity and check their answers. Ss can share their answers before T confirms the correct ones.
- Encourage Ss to identify the parts of the recording that helped them answer the questions.

**Answer key:*

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

Audio script:

Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.

4. Post –stage:

- *Aim:* - *To help students talk about a travel attraction they know based on the talk in Task 2.*
 - *To help students write a paragraph of 50 words about a travel attraction they know.*

a) Task 3/p55: Fill each blank in the network with the information about a travel attraction you know.

- Teacher models the task by summarizing the information of the talk with a student using the questions in the network.

**Suggested answers:*

Teacher: What is the name of the attraction?

Student: *It's Phu Quoc island*

Teacher: *Where is it?*

Student: *It's in Kien Giang*

Teacher: *How can you go there?*

Student: *You can fly to the island because it has an international airport.*

Teacher: *What can you do there?*

Student: *I can visit the fishing villages, the national parks, beautiful beaches, temples, pagodas, etc. I can enjoy some water sports like Sailing and fishing or buy interesting things at the night market.*

Teacher: *What is special about it?*

Student: *It's one of the most famous natural wonders of Viet Nam and thousands of tourists visit it every year.*

- Teacher asks students to choose a travel attraction they know and individually brainstorm about that place using the network in Task 3. (p. 55)
- Students choose a travel attraction they know and individually brainstorm about that place using the network in Task 3.
- Teacher goes round and help if needed.
- Teacher asks students to share with their friends about their chosen places using the filled network. Students share with their friends.
- Teacher asks 1-2 students to stand up and talk about their chosen place then give them comments.

b) Task 4/p55: Write a paragraph of 50 words about a travel attraction you know. Use the information in Task 3.

- Teacher shows the picture in Task 4 and explains to students that they should begin the paragraph with a topic sentence for



Suggested paragraph

I am writing about Ly Son island. It is a beautiful island in Quang Ngai province. And it's not far from here. You can go there by ship. It is a pristine island with exotic seafood. Ly Son island is famous for its friendliness, long beautiful beaches, and being "the kingdom of garlic." There you can enjoy great Vietnamese seafood; Especially King crab. You can go diving and swimming. You can join exciting activities. I think, you should have a visit to Ly Son.

- Teacher asks students to exchange their textbooks to check their friends' writing.
- Teacher then gives feedback as a class discussion.

5. Wrap-up: * Aim: *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Writing

Listen about a natural wonder

Write about a natural wonder

6. Homework:

- Rewrite the paragraph in your notebook.
- Prepare for the next lesson : unit 5: Looking Back and Project.

*Feedback :

Week 14 Period 40	Unit 5: NATURAL WONDERS OF VIET NAM LESSON 7: LOOKING BACK & PROJECT	DP: 27/11/2023
----------------------	---	----------------

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

1. Knowledge:

- Review language use and skills student have learned in Unit 5;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Love to natural wonders of Viet Nam and be proud of the nation.

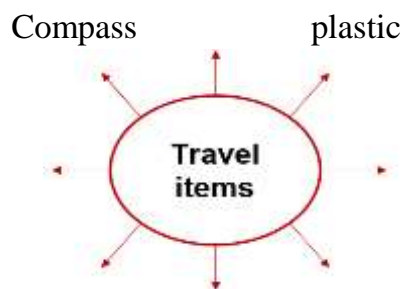
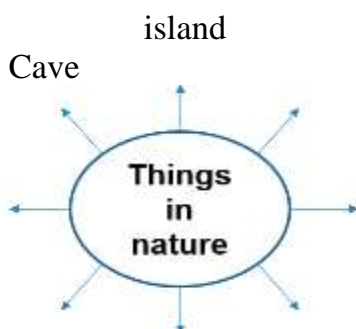
II.TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Brainstorming

* *Aims:* To revise the vocabulary related to the topic and lead in the next part of the lesson.

- Teacher divides the class into 2 big teams A and B.
- Then, teacher asks students to work in groups of 6.
- Write 2 main words on the board.



2. Pre- stage:

LOOKING BACK:

Teacher: Chau Thi Hien

*** Aims:** *To help students revise the vocabulary items they have learnt in the unit.*

*** VOCABULARY**

a) Task 1/p56: *Write the name for each picture.*

- Teacher encourages students to complete the task individually.
- Teacher asks students to swap their books with their partners
- Teacher shows the answer and check.

***Answer key:**

1. waterfall 2. Cave 3. Desert 4. Lake 5. Beach 6. island

b) Task 2/p56: *Match the name of a natural wonder on column A with a word indicating it in column B.*

- Teacher asks students to work in pairs.
- Teacher checks the answers with the whole class.

*** Answer key:**

1. d 2. c 3. a 4. e 5. f 6. B

c) Task 3/p56: *Write the words under the pictures.*

- Teacher asks students to do this exercise individually.
- Teacher lets students compare their answers in pairs before checking as a class.

***Answer key:**

1. scissors 2. sleeping bag 3. compass
4. backpack 5. plaster

3. During – stage:

*** Aims:** *To help students revise the grammar: countable / uncountable nouns and use of must/ mustn't in context.*

*** GRAMMAR:**

a) Task 4/p56: *Find the mistake in each sentence and correct it.*

- Teacher asks students to work independently.
- Teacher asks students to read the sentences carefully and correct the mistakes.
- Students complete the task and discuss about the answers.
- Teacher gives feedback as a class discussion.

***Answer key:**

1. is → are 2. are → is 3. instrument → instruments
4. are → is 5. luggages → luggage

b) Task 5/p56: *Complete the dialogue, using must / mustn't.*

- Teacher lets students to work in pairs and complete the activity.
- Teacher asks students to stand up and make a role play.
- Teacher checks the answers with the whole class.

***Answer key:**

1. must 2. must 3. mustn't 4. must 5. mustn't

4. Post- stage:

PROJECT: DREAM DESTINATION (POSTERS EXHIBITION: Prepared at home)

*** Aims:** *To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

(Making a poster/ travel brochure)

- Teacher sets the context:

- + Teacher will be a tourist who is looking for a dream destination to go on holiday.
- + Students will be the travel agents who have to suggest the tourist by providing their travel brochure (poster).
- Teacher divides the class into groups of 6. Each group will act as a travel agency.
- Teacher asks them to look for necessary information for the visit, basically by discussing the suggested questions.

What the natural wonder is?

Where is it?

How can you go there?

What is it special about?

What can you do there?

- Students summarise the information and design A0 size posters about the places they would like to promote.
- Teacher gives comments and feedback to all groups and awards special prize the group which has the most votes.

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to natural Wonders of Viet Nam	Countable / uncountable nouns and use of must/ mustn't	Make a poster about a natural wonder

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Unit 6: Getting started

*** Feedback**.....

Week 14 Period 41	Unit 5: NATURAL WONDERS OF VIET NAM Lesson 1: GETTING STARTED	DP: 27/11/2023
----------------------	--	----------------

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

1. Knowledge:

- Get an overview about the topic *Natural wonders of Viet Nam*
- Use vocabulary and structures to describe wonders of Viet Nam

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
 - Be collaborative and supportive in pair work and teamwork
 - Actively join in class activities
- 3. Character qualities:** - Be proud of some natural wonders in Viet Nam

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, TV,...

III. PROCEDURES:

1. Warm – up: Matching

* **Aim:** - To lead in the topic of natural wonders of Viet Nam

- Teacher asks students to look at the picture in student's book.
- Students look at the picture and answers.

* **Questions:**

- 1/ Who are they? → They are Alice, Elena and Nick.
- 2/ What are they looking at? → They are looking at some photos/ pictures.
- 3/ What are they talking about? → They are talking about attractive places in Viet Nam.

2. Pre – stage

- * **Aim:** - To teach students some vocabulary related to the topic “ Natural wonders of Viet Nam ”
- To practise using the targeted language and the background knowledge of natural wonders.
 - To help students identify the location of the places mentioned in the conversation.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

9. scenery (n): [picture] : phong cảnh
10. natural (adj): [antonym] thiên nhiên
11. wonders (n): [picture]: kì quan
12. amazing (adj): [synonym] very good: tráng lệ
13. island (n): [picture] : đảo
14. desert(n) : sa mạc
15. waterfall(n): thác nước
16. forest(n): khu rừng

* **Checking vocab:** R.O.R

b. Task 1/p.48: Listen and read

- T shows the picture and asks Ss questions:

a/ What places can you recognize from the photos on their tables?

b/ Why are they attractive? etc.

- Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong.

- Teacher plays the recording, asks students underline the words they have learned in the vocabulary part. Students listen and read.
- Teacher nominates some pairs of students to read the dialogue aloud.
- Teacher has students say the words in the text that they have underlined.

3. During- Stage:

- *Aims:** - To help students focus on the use of lexical items to describe the places.
 - To help students visualize some lexical items related to the topic.

a. Task 2/p.49: Complete the following sentences with the words from the box.

- Teacher tells students to read the text again in order to find the words to complete the sentences independently.
- Teacher allows students to share their answers before discussing as a class.
- Teacher nominates students to give answers and corrects them if necessary

***Answer keys:**

2. amazing 2. Islands 3. scenery 4. natural 5. wonders

b. Task 3/p.49: Listen and repeat the words, then label the pictures.

- Teacher asks students to look at the words in the box, listen and repeat.
- Teacher has students match the pictures with the appropriate words independently.
- Teacher allows students to share their answers before discussing as a class.
- Teacher asks students to give answers and corrects them if necessary

***Answer keys:**

1. desert 2. island 3. caved. d. river e. waterfall f. mountain g. Forest h. beach

* Language Note:

- Countable and uncountable nouns:

+ I'm going to talk about some natural wonders of Viet Nam.

+ It's has many islands.

- Modal verb: must/ mustn't:

+ But remember you must always be on time.

4. Post – stage: Task 4/p.49

- *Aims:** - To give students a fun time revising what they have learnt so far in the lesson and responding the questions about natural wonders.

Work in groups. Choose the correct answer to each of the questions. (p. 49)

- Teacher divides the class into groups of four or five and provides each group with a set of A and B signs.
- Teacher gives students time to read the quiz carefully and choose the correct answers.

At the end of the activity, 3 groups having the high points are the winners.

***Answer keys:** 1. A 2. A 3. B 4. B 5. B

* T shows short videos of Ha Long Bay, Ganh Da Dia, Son Doong Cave and other wonders of Viet Nam to show them. (If have enough time)

5. Wrap-up: * Aim: To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

- scenery, natural, wonders, ...

Listen and read

- Practice the dialogue
 - Complete the sentences, Label the pictures, ...

Language Note

Countable and uncountable nouns,
 Modal verb: must/ mustn't

6. Homework

- Learn vocabulary by heart.
- Prepare a small talk about their favorite natural wonders in Viet Nam
- Do exercise in the workbook.
- Prepare 'A closer look 1' on page 50

***Feedback:**

Week 14 Period 42	Unit 5: NATURAL WONDERS OF VIET NAM Lesson 2: A CLOSER LOOK 1	DP: 27/11/2023
------------------------------------	--	----------------

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

1. Knowledge:

- Use lexical items related to the topic of natural wonders of Viet Nam
- Use the vocabularies and structures to talk about famous natural places
- Identify and pronounce the sounds /t/ and /d/

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Be careful to prepare for a picnic.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up:

**Aim: Help Ss review the old lesson and introduce the topic of new lesson*

Warm up:

Game: Pelmanism



- Teacher uses the pictures in Ex. 3 P. 49
- Teacher has students match the pictures with the appropriate words in two teams

2. Pre-stage:

**Aim: - To introduce six travel items using pictures.*

- To manipulate forms (spelling and pronunciation) of six travel items.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- plaster (n): [picture]: băng dán y tế
- sleeping bag (nph): [picture]: túi ngủ
- backpack (n): [picture]: ba lô
- compass (n): [picture]: la bàn
- sunscreen (n): [picture]: kem chống nắng
- scissors (n): [picture]: cái kéo
- T uses different techniques to teach vocab (**Using Pictures to teach Vocab.**)

** Checking vocabulary: **Matching: Task1/p.50***

plaster sleeping bag backpack compass suncream scissors



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- Teacher asks students to match the suitable word with each picture
- Students do the task.

***Answer key:**

1. Plaster 2. suncream 3. sleeping bag
4. scissors 5. backpack 6. compass

3. During- stage:

- *Aims:** - To provide restricted practice in using travel items in context.
- To give students authentic practice in using six travel items.

a) Task 2/p.50: Complete the sentences with the words in task 1.

- Teacher asks students to work in pairs and use the words in task 1 to complete the sentences.
- Teacher calls some pairs to share their answers with the whole class.
- Teacher gives feedback and corrections (if necessary).

***Answer key:**

2. compass 2. suncream 3. sleeping bag 4. backpack 5. plaster

b) Task 3/p.50: Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday.

- Teacher asks students to work in groups of three.
- Teacher gives students 3 minutes to discuss and put the item in the order of usefulness.
- Teacher asks students to share their answers as a whole class.

4. Pronunciation:

- *Aim:** - To help students to identify how to pronounce the sounds /t/ and /d/ and practise them.
- To help students practise the sounds /t/ and /d/ in sentences.

a) Task 4/p.50: Listen and repeat these words.

- T introduces 2 sounds /t/ and /d/ to students and lets them watch a video about how to pronounce these two sounds.
- T ask Ss to observe T's mouth for these two sounds.
- T play the recording for them to listen and repeat the words.

Audio script:

- /t/ mountain waterfall desert plaster
- /d/ wonder island guide holiday

b) Task 5/p.50: Listen and repeat. Pay attention to the bold-typed parts of the words.

Teacher: Chau Thi Hien

- T divides the class into a /t/ group and a /d/ group
- T asks them to listen carefully and raise their hands when they hear their assigned sounds.
- Play the recording of the sentences.
- Ss do as requirement.
- T play the recording again. Pause after each sentence and ask Ss to repeat.
- Correct pronunciation

5. Post-stage: GAME: “Whispering”

***Aim:** To give students chance to apply what they have learnt.

- Teacher divides the class into 4 big groups and asks students to stand in four lines.
- The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group.
- They will continue until the member in the first place and this member will say the sentence aloud.
- The fastest group with the correct sentence will win the game.

Suggested sentences:

3. I must bring a plaster when going camping.

4. I want to visit a famous desert in the world.

He lives in a quiet island.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- plaster, sleeping bag, backpack,...
- Complete the sentences

Pronunciation

sounds /t/ or /d/

7. Homework:

- Learn by heart all the new words
- Practice the lesson again.
- Prepare lesson 3 (a closer look 2)
- Prepare for the looking back and project.

Students will work in groups to print or draw a picture of a dream destination. Then make a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

Feedback:

Week 15 Period 43	Unit 6: OUR TET HOLIDAY Lesson 3: A closer look 2	DP: 5/12/2023
------------------------------------	--	---------------

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

1. Knowledge:

- Use *should* and *shouldn't* to make advice
- Use *some* and *any* to talk about quantity

Teacher: Chau Thi Hien

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use phrases and produce sentences with the target language of *should / shouldn't*
- Identify and practice using *some/ any* for amount.

3. Character qualities: Be aware of what they should/ shouldn't do at Tet.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop.

III. PROCEDURES:

1. Warm up: Chatting

* **Aims:** To motivate students' some vocabulary related to Tet and activate students' prior knowledge and vocabulary related to the targeted grammar and to increase students' interest

- Ask SS about some activities the student learned in the last lessons related to Tet holiday

E.g.:

- | | |
|------------------------|------------------------|
| 1. visit relatives | 2. give lucky money |
| 3. make a wish | 4. clean the furniture |
| 5. ask for lucky money | 6. make special food |

- Then teacher can say: "We can add *should* and *shouldn't* when we talk about the things we think that it's right or wrong. E.g.: "We should visit relatives at Tet."

"We shouldn't ask for money at Tet."

"We should make some special food at Tet."

- Show the picture/ then teacher asks students to make sentences with *There is / There are*.

Suggested answers:

- There are fruits
- There is meat/ beef.
- ...
- Teacher can explicit the targeted grammar by saying: "We can add *some* or *any* into these sentences." and then say some examples.
- Teacher leads students into the lesson by telling them that "In today, we are going to learn more about how to use "*should/ shouldn't*" and "*some/ any*."



2. Pre-stage:

* **Aim:** - To teach vocabulary

- To introduce targeted grammar of "*should / shouldn't*" and "*some / any*".

a. Vocabulary:

- Teacher introduces the vocabulary by showing the pictures

- to behave well : đối xử tốt	- to break things: làm vỡ đồ
- to fight: đánh nhau	- to plant tree: trồng cây

b. Grammar:

* **Should / shouldn't for advice:**

- Teacher asks students to look at the picture and asks them some questions to exploit the situation leading to the use of *should / shouldn't*

E.x: Where are they?

Why is Nam wearing a raincoat?

What will happen if Nam comes into the kitchen with his raincoat still on?

- then writes the mother's saying on the board and underlines the word "shouldn't".

"Nam, you **shouldn't come** in with your raincoat on"

- T checks the meaning, use and form

- T asks Ss give some examples

* **Some/ Any for amount:**

- Teacher asks students to read the yellow grammar box

Remember!

Some	any
(+) My mother bought some fruits.	(-) I can't answer any questions.
(+) I need some milk for the cake.	(?) Do you have any sugar?

- Teacher tells them to pay attention to the phrases in bold in the sentences to see how "some / any" are used differently (positive, negative, and question).

- **Teacher reminds them that *some* and *any* can be used with both countable/ uncountable nouns. When they go with countable nouns, the nouns are always in plural.**

3. During-stage:

* **Aims:** - To help students see what activity is good / not good to be done and practise the use of *should* / *shouldn't* in real context and give students some controlled practice on the use of *some/ any*.

a. Task 1/p61: Look at the signs at the library and complete the sentences with *should* or *shouldn't*. -

Ask students to look at the four signs in the library and lets them complete the sentences.

- Ask them to swap their answers with a partner.

- Teacher calls students to read aloud the sentences and checks their answers as a class.

***Answer key:** 1. should 2. shouldn't 3. should 4. shouldn't

b. Task 2/p61: Tick the activities children *should* do at Tet and cross the ones they *shouldn't*.

- Ask SS to look at the pictures and read the phrases under the pictures.

- Ticks (it's good) or cross (it's not good) each picture. The pictures help make the meanings of the phrases clear/ checks the answers as a class.

***Suggested answer:** 1. ✓ 2. × 3. ✓ 4. × 5. ✓ 6. ✓ 7. × 8. ×

Task 3/p61: Look at the activities in 2. Take turn to say what you think children *should* / *shouldn't* do.

- Ask students to use the tick and cross for each activity in Task 2

- Ask SS to produce sentences with the target language of *should* / *shouldn't*

Teacher checks the answers as a class/ makes sure they pronounce the words *should* and *shouldn't* correctly too.

d. Task 4/p62: Complete the sentences with *some* and *any*.

- Ask students to look for clues (+ or - / ? sentences) and decides whether to use *some* or *any*.

- Check their answers as a class and explain the choice.

***Answer key:** 1. some, some 2. any, any 3. any, some

4. Post-stage:

* **Aims:** To give students much freer practice with *some/ any* in real context.

* **Task 5/p62: Game – What's there in the fridge?**

- Ask SS to read out loud the things in the fridge, and also the things that aren't in the fridge (to practice negative form).

***Suggested answers:**

1. There are some eggs (in the fridge).
2. There is some fruit juice./ There are some packs of fruit juice.
3. There are not any apples.
4. There is not any bread.
5. There are some bananas.
6. There is some cheese.

5. Wrap-up: * **Aims:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
<ul style="list-style-type: none"> - Should/ shouldn't for advice - Some/ any for amount 	<ul style="list-style-type: none"> - Complete the sentences - Tick the activities - Say what you think children should/ shouldn't do 	<p>Make sentences with the words/ phrases, using some/any</p>

6. Homework:

- Write 5 rules that students should and shouldn't do at home.
- Write 5 things available in their house's fridge, and 5 things unavailable.
- Prepare for Unit 6 Lesson 4: **Communication**
- Continue to prepare the project.

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

Week 15 Period 44	Unit 6: OUR TET HOLIDAY LESSON 4: COMMUNICATION	DP: 5/12/2023
------------------------------------	--	---------------

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

1. Knowledge:

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

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Say New Year's wishes and know about some new year's practices in other countries

3. Character qualities: Be aware of saying New Year's wishes.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up:

*** Aim:** To introduce the topic.

- Teacher shows students the flags of five countries and asks them if they know the name of the countries.

				
1.....	2.....	3.....	4.....	5.....

- Students look at the flags and say the names of the countries

*** Suggested answer:**

1. Japan 2. Thailand 3. Romania 4. Spain 5. Switzerland

- Teacher elicits the lesson by asking students : How do people wish others on New Year holiday ?
- Students say their wishes
- Teacher collects wishes from students
- Teachers introduces the lesson : Today , we will learn about how to say “wishes” to other on New Year holiday and how people in different countries celebrate New Year

2. Pre-stage:

*** Aims:** To introduce vocabs related to New Year and introduce New Year's wishes.

a. Vocabulary :

- happiness (n) sự sung sướng , hạnh phúc (eliciting from the word “happy”)
- success (n) sự thành công (explanining its meaning)
- hole (n) cái lỗ (picture)
- throw (v) ném , vút (action)
- drop (v) thả xuống (action)
- ring a bell (v) rung chuông (visual aid and action)
- good luck (noun phr) điều may mắn (explanining its meaning)

*** Check vocabs : rub out and remember**

b. Task 1/p.63: Listen and read the New Year's wish.

- Teacher turns on the audio , students listen and read the New Year's wish :
“ Wishing you joy and laughter from January to December”

Teacher: Chau Thi Hien

- Teacher asks students if they can add some more wishes
- Students come up with the patterns :

Wishing you	} + noun / noun phrase
I wish you	

- Students give some examples : I wish you good health and good luck
Wishing you a joyful year

3. During-stage

* **Aims:** - To practice saying New Year's wishes and introduce some New Year's practices in other countries to students

a) Task 2/p63: Practise saying New Year's wishes to your friends, using the suggestions below or creating your own.

- Students work in groups and say New Year's wishes. students can add some more ones
- Teacher calls on some students to say the wishes aloud and corrects mistakes

Keys : - Wishing / I wish you happy days from January to December
- Wishing / I wish you a year full of fun
- Wishing / I wish you happiness and cheers
- Wishing / I wish you a life full of happy moments
- Wishing / I wish you success in your studies
- (students' answers)

b) Task 3/p63: Match the sentences with the pictures. Then match them with the countries.

- Teacher lets students read sentences first.
- Teacher explains new words if they don't know. (hole, throw water)
- Teacher asks students to look at the pictures and do the matching.
- Teacher asks students to look at the names of the countries and do the matching.
- Teacher checks answer as a class.

c) Task 4/p63: Read how people in different countries celebrate their New Year. Then match the countries with the activities.

- Teacher divides class into four groups.
- Each group reads part 4 and fill in the table :

Countries	Activities to celebrate New Year
1. Japan	
2. Spain	
3. Switzerland	
4. Romania	
5. Thailand	

- Teacher checks the answers as a class :

Countries	Activities to celebrate New Year
1. Japan	ring bells 108 times
2. Spain	put 12 grapes in the mouth
3. Switzerland	drop ice cream on the floor
4. Romania	throw coins into a river

Teacher: Chau Thi Hien

5. Thailand

throw water on other people

4. Post-stage

** Aims: To help Ss talk about New Year's practices around the world.*

a) Task 5/p63: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which country he/ she is talking about.

- Teacher asks students to underline all the activities they find in the passages. → Students memorize the key words to help them talk.
- Teacher calls on students and ask them to describe the activities they have chosen to the group.
- Using the information from the previous table and how to say New Year wishes , students work in pairs and ask and answer the following question:

Student 1 : How do people in Japan celebrate their New Year ?

Student 2 : They ring bells 108 times

Student 1 : What wish do people say on New Year ?

Student 2 : Wishing / I wish you happiness and cheers /

- Teacher calls on some pairs to ask and answer in front of the class , then correct mistakes
- Students can ask about New Year practices in other more countries

5. Wrap-up:

** Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

**Wishing you
I wish you**

**New Year practices in
the world**

**Countries with the their
New Year activities**

Production

**Talk about activities in
celebrating New Year of
the countries**

6. Homework:

- Learn by heart all grammar notes
- Prepare for the next lesson: **Skills 1**
- Continue to prepare the project.

***Feedback:**

Week 15 Period 45	Unit 6: OUR TET HOLIDAY LESSON 5: SKILLS 1	DP: 5/12/2023
------------------------------------	---	---------------

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

1. Knowledge:

- Develop reading skill for general and specific information about the topic
- Express judgement about the what children should/shouldn't do at Tet

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Read and get to know about New Year in some countries, pay attention to the activities
- Talk about New Year activities and make a conversation, using *should* and *shouldn't*.

3. Character Qualities: Be aware of what people often do and don't do at Tet.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up: Word cloud

***Aims:** To introduce the topic of reading (countries).

- Teacher tells students that they have 20 seconds to look at a picture, and they have to find how many words there are on the picture and also find what these words are.



- Teacher invites some students to share their answers.

*** Answers key:**

1. The United States
2. Vietnam
3. China

- Teacher leads students into the lesson by asking students some questions:

1. Do all these three countries celebrate the lunar new year?
2. Do you know how they celebrate the New year?

- Teacher invites some students to share their answers and accept all reasonable answers.

Teacher tells students that they are going to read about how these countries celebrate the New year.

2. Pre-stage:

***Aims:** - To provide students with some lexical items before reading the text..

Teacher: Chau Thi Hien

- To let students find out the meanings of these lexical items themselves based on.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- (to) welcome: chào mừng
- (to) strike: đánh, điểm
- enough (adj): đủ
- (to) cheer: chúc mừng
- custom (n): phong tục

***Checking Vocab:** R.O.R

b) T/F prediction:

T sets the scene

- T shows Ss the pictures about the three children in different countries talking about their New Year
- Ss guess the activities people often do at tet.

a) Russ often goes to the Times Square with his parents to welcome the New Year.

b) There aren't colorful fireworks light up the sky.

c) Wu dresses beautifully and go to the main room after getting up.

d) The children don't get lucky money on New Year.

e) Cats are lucky animals for Vietnamese people on Tet holiday.

3. During-stage:

*** Aims:** - To develop reading skill for specific information.

- To help Ss boarden and deepen their knowledge about New Years

a) Task 1/p.64:

➤ **Checking the prediction:**

- T asks Ss to read the passages (p.64) and check task 1:

***Answer key:** a. T b. F aren't => are c. T d. F don't get => get e. F are → aren't

➤ **Read the passages and decide who says sentences 1 – 5. (p. 64)**

*** Scanning: Teacher reminds students on how to scan a text.**

- T asks Ss to read the passages individually.
- Teacher checks the answers in the whole class and asks for students' explanation.
- Say who the following statements refer to: **A. Russ B. Wu C. Mai**

***Answer key:** 1. C 2. A 3. B 4. C 5. D

b) Task 2/ p.64: Test memory. Tick (✓)/ (x).

T shows the cards about these ativities **Test memory. Tick (✓)/ (x).**

Ss do it

***Answer key:**

- Appear: a b d e f g i
- Don't appear: c h j

4. Post –stage

***Aims:** To help students generate ideas for their speaking based on what they have read and practice talking about them.

a) Task 3/p.64: Work in groups. These are some activities from the reading passages in Task 1. Tell your group if you do them during Tet.

+ Talk to your friends and say which you do this New Year. (exercise 3/ P 64)

+ Discussion: Look at the list and discuss with your friends what you do or don't do

I watch fireworks on New Year's Eve

+ Students talk about what they should do and should not do in front of the class (individual)

Teacher encourages students to freely express their opinion.

b) Task 4/p.64: Work in groups. Read the list and discuss what you should or shouldn't do at Tet.

- Teacher tells students that to form an opinion using should/ shouldn't, students have to decide whether each activity is good.

- Teacher calls students to share their opinions with the class.

Example:

A: We should make a wish.

B: I agree. But we shouldn't break things.....

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: welcome, strike, enough,.....
- Read a text and decide who says sentences 1-5

Speaking

Discuss what you should or shouldn't do at Tet

6. Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 16 Period 46	Unit 6: OUR TET HOLIDAY LESSON 6: SKILLS 2	DP: 12/12/2023
----------------------	---	----------------

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

Teacher: Chau Thi Hien

1. Knowledge:

- Listen for specific information about preparations for Tet
- Write an email about what people should/ shouldn't do at Tet

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be aware of what they often do and don't do at Tet.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Chatting

***Aim:** To introduce the topic of listening.

- T asks Ss some questions:
 - a) What should children do at Tet?
 - b) What shouldn't children do at Tet?
 - c) What do people usually do before Tet ?
 - d) Do you get lucky money at Tet?
- Ss answer the questions.

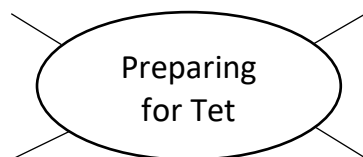
2. Pre-stage:

***Aims:** To help students brainstorm ideas about Tet preparation and guess what they hear.

***Prediction:**

- Teacher writes on the board and asks students how their family and they prepare for Tet.

Buy new clothes



Clean the house

- Teacher accepts all reasonable answers and writes on the board.
- Teacher tells students that they are going to listen to Nguyen's letter to his pen-friend – Tom about how his family prepares for Tet.

3. During stage:

***Aims:** To help Ss practise listening about preparations for Tet holiday.

a) Checking the prediction: Task 1/p65. Listen and tick the things you hear.

- Ss listen and check their predictions.
- Ss listen again and tick the things they hear.

***Answer key:**

- | | |
|----------------|------------------|
| 1. old things | 2. peach flowers |
| 3. new clothes | 4. wishes |

b) Task 2/p65: Listen again and answer the questions in one or two words. (p. 65)

- Have Ss read the questions first to determine what information is needed to answer the questions. Remind them that only the key words are used for the answers.
- Ss listen again and answer the questions in one or two words.(exercise 2/P 65)
- Check their answers as a class.
- Help correct Ss' answers. Write the answers on the board.

***Answer key:**

- | | |
|---------------|-----------------|
| 1. old things | 2. Their houses |
| 3. red | 4. His father |
| 5. anything | |

Audio script:

Dear Tom,

*Tet is coming and I'm very happy. We do a lot of things before Tet. We throw some **old things** away. We clean and decorate our **homes**. My mother goes shopping and buys food, **red** envelopes, and peach flowers. She also buys new clothes for us. **My father** makes banh chung and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break **anything**. It brings bad luck.*

Yours, Nguyen.

4. Post –stage:

***Aim:** - To help students brainstorm ideas for their email; and to review Tet vocabulary.

- To help students complete an email talking about what people should/ shouldn't do at Tet.

a) Task 3/p65: Work in groups. Discuss and make a list of four things that you think children should and shouldn't do at Tet.

- Teacher divides students into groups of four to discuss and make a list of the things they think children should/shouldn't do at Tet.
- Ask one or two Ss to share their writing with the class. Check their writing.
- Collect some of the Ss' emails to correct at home.

*** Role play:**

- Ss work in pairs, ask and answer the questions:

S1: What should you do at Tet?

S2: I should

S1: What shouldn't you do at Tet?

S2: I shouldn't

- T corrects the mistakes and calls some pairs to perform in front of class.

b) Task 4/p65: Complete the email, using your ideas in 3.

- Teacher lets students do this task individually.
- Teacher walks around the class and offers help if needed.

5. Wrap- up: * Aim: To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about preparations for Tet

Writing

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

6. Homework:

- Complete the email into your notebook.
- Be ready Unit 6 Lesson 7: Looking back + project.

***Feedback :**

Week 16 Period 47,48	REVISION FOR THE FIRST TERM TEST	DP: 16/12/2023
---------------------------------------	---	----------------

I. Objectives: By the end of this review, students will be able

1. Knowledge:

a) Vocabulary: Extend and practice vocabulary related to units 1,2,3,4,5,6.

b) Grammar:

- Review: The present simple tenses, the present progresssive tense, the simple future tense, comparisons of adjectives.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competence: Develop Skillss of communication, co- operation and self management.

3. Character quantities: Having the serious attitude toward studying and the good relationship with friends. The love of learning English.

II. Teaching aids: Text book, laptop, louspeaker, projector...

III. Procedure:

1. Warm up: - Greetings.

- Chatting.

2. Presentation:

- Teacher uses different techniques to elicit from Ss

A. Grammar

I. LANGUAGE COMPONENT

Pronunciation:

- Indicate the word whose underlined part is pronounced differently from that of the rest. Sounds: /s/, /z/, /ʌ/, /ju:/

- Vocabulary from unit 1 - 5

Grammar and structure:

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

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

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

(-) S + am / is / are + not...

(?) Am / Is / Are + S + ...

b. Ordinary Verbs

(+) S + V s / es ...

Ex: He (go) ...**goes** ... to school every day

(-) S + **do / does + not + verb– inf.**

Ex: I **do not go** to school ./ He **does not go** to school.

(?) **Do / Does + S + Verb (bare – inf) ...?.**

Ex: **Do you go** to school? / **Does he go** to school?

- Trong câu thường có các trạng từ: **always, usually, often , sometimes , never , every**

2. The present progressive tense (Thì Hiện tại tiếp diễn)

(+) S + am / is / are + V – ing ...

(-) S + am / is / are + not + V – ing ...

(?) Am / Is / Are + S + V – ing ...?.

- Thường có các trạng từ ở cuối câu : **Now , at present , at the moment , right now , at this time ...** và **Look ! , Listen ! , Be careful! , Be quite ! ,ở đầu câu .**

3. Comparative of adjectives (so sánh của tính từ).

a. Comparative: (so sánh hơn)

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

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

4. Adverbs of frequency (Trạng từ chỉ tần suất)

Trạng từ chỉ tần suất	Ý nghĩa
Always	Luôn luôn
Usually	Thường xuyên
Often	Khá thường xuyên, thường lệ
Sometimes	Đôi khi, đôi lúc
Rarely	Thỉnh thoảng
Never	Không bao giờ

*Vị trí của trạng từ chỉ tần suất trong câu

Trong một câu hoàn chỉnh, trạng từ chỉ tần suất thường đứng ở 4 vị trí: trước động từ thường, sau động từ to-be, sau trợ động từ, và ở đầu hay cuối câu.

5. Prepositions of place (các giới từ chỉ nơi chốn)

- In front of: phía trước
- Behind: Đằng sau
- Between ... and: ở giữa
- Next to/ beside: kế bên
- On: Ở trên
- In: Ở trong
- Under: Ở dưới

6. Possessive case (Sở hữu cách)

- Chúng ta sử dụng sở hữu cách 's sau một tên riêng: Ex. This is Elena's room.
- Chúng ta sử dụng sở hữu cách 's sau một danh từ số ít: Ex. This is my mom's book.

7. Countable and uncountable nouns (Danh từ đếm được và danh từ không đếm được)

a. Countable nouns (Danh từ đếm được)

- Danh từ đếm được là danh từ chỉ người hoặc vật mà có thể đếm được bằng số đếm.

Ex: an apple, two cats, five books ...

- Danh từ đếm được có 2 hình thái: *số ít* và *số nhiều*. Số nhiều là khi danh từ này có số lượng từ 2 trở lên. Thông thường, để biến một danh từ đếm được từ số ít sang số nhiều, bạn chỉ cần thêm 's' hoặc "es" vào cuối danh từ đó là được.

Ex: A cat → cats

A dog → dogs

A picture → pictures

A car → cars

- Thêm "es" vào những danh từ tận cùng bằng CH, SH, S, X, O

Số ít

Số nhiều

box

boxes

bus

buses

watch

watches

potato

potatoes

tomato tomatoes

Lưu ý: quy tắc này có những trường hợp ngoại lệ như: PIANO -->PIANOS, PHOTO -->PHOTOS, ...

- Những danh từ tận cùng bằng một phụ âm và Y: ĐỔI Y thành I và THÊM “ES”.

Số ít Số nhiều

butterfly butterflies

lady ladies

baby babies

- Một số danh từ đặc biệt không theo qui tắc.

Số ít Số nhiều

mouse mice

goose geese

louse lice

child children

man men

woman women

sheep sheep

tooth teeth

foot feet

b. Uncountable nouns (Danh từ không đếm được)

- Danh từ không đếm được là danh từ chỉ vật và không thể đếm được bằng số đếm. Khác với danh từ đếm được, danh từ không đếm được thường không có dạng số nhiều.

c. Từ chỉ lượng đi cùng danh từ đếm được và không đếm được.

- Các từ chỉ dùng với danh từ đếm được: a/an, many, a few

- A/ an (một) + danh từ đếm được số ít
- Many (nhiều) + danh từ đếm được số nhiều
- A few (một vài, một ít) + danh từ đếm được số nhiều

- Các từ chỉ dùng với danh từ không đếm được: much (nhiều), a little (một vài, một ít)

d. Some (một vài, một ít), any (một chút, một ít)

- Some/ any + danh từ đếm được số nhiều và danh từ không đếm được.

- Some: dùng trong câu khẳng định, câu mang nghĩa lời mời, lời đề nghị

- Any: dùng trong câu phủ định và nghi vấn

e. There is/ There are:

- There is + a/ an/ one + N (danh từ đếm được số ít)

- There is + N (không đếm được)

- There are + N (danh từ đếm được số nhiều)

II. READING

- A school

- A natural wonder of Viet Nam

(Task types: Read the text and fill in the blank with suitable words from the box; Read the text and choose the best answer)

III. WRITING

- Present simple tense/ Present continuous tense;

- Comparative adjectives;

- Question words;
- Adverbs of frequency;
- verbs + noun;

(Task types: Identify the error / Sentence building / Sentence transformation)

IV. LISTENING

- Listen to the information (topics relating to Unit 4) and tick T/F.
- **Listen to the information (topics relating to Unit 1) and choose the correct answers.**

V. SPEAKING

- **Part 1 - Introduction:** Students' self-introduction including *name, age, address, hobby, ...*
- **Part 2 - Cue pictures (Vocabulary):** Each student chooses a topic and present the pictures/ vocabulary in the topic
- **Part 3 – Interview/ Role-play:** There are SIX questions (teacher asks 1 question/ 1 student = TWO questions; 2 students ask answer FOUR questions)

B. PRACTICE

I. Choose the word whose underlined part is pronounced differently.

- | | | | |
|-------------------------|-------------------|-------------------|--------------------|
| 1. A. <u>number</u> | B. <u>subject</u> | C. <u>music</u> | D. <u>cupboard</u> |
| 2. A. <u>calculator</u> | B. <u>funny</u> | C. <u>suburb</u> | D. <u>lunch</u> |
| 3. A. <u>study</u> | B. <u>subject</u> | C. <u>music</u> | D. <u>club</u> |
| 4. A. <u>ears</u> | B. <u>lips</u> | C. <u>hands</u> | D. <u>toes</u> |
| 5. A. <u>eyes</u> | B. <u>lips</u> | C. <u>ears</u> | D. <u>hands</u> |
| 6. A. <u>sinks</u> | B. <u>lamps</u> | C. <u>sofas</u> | D. <u>flats</u> |
| 7. A. <u>notebooks</u> | B. <u>rulers</u> | C. <u>erasers</u> | D. <u>pencils</u> |

II. Circle the right word in brackets to complete each sentence.

1. _____ long rivers of the world begin from the Himalayas.
A. Any B. Some C. A D. An
2. I am having a Maths lesson but I forgot my _____. I have some difficulty.
A. calculator B. bicycle C. pencil case D. pencil sharpener
3. You _____ buy a ticket to enter the zoo. It's not free.
A. mustn't B. don't C. must D. have
4. Do you know _____ English songs for children?
A. any B. a few C. some D. an
5. The USA has _____ natural wonders.
A. many B. much C. a little D. a
6. Hung often.....his bike to visit his hometown.
A. drives B. flies C. rides D. goes
7. It's cold. The students usually.....warm clothes.
A. wear B. wears C. wearing D. are wearing
8. My friend friendly.
A. always is B. is always C. has often D. often have
9. Students live and study in a school . They only go home at weekends.
A. international B. national C. boarding D. secondary
10. Lan's brother volleyball at the moment.
A. play B. are playing C. is playing D. plays

Teacher: Chau Thi Hien

11. Look ! The girls rope in the playground.

A. are skipping B. is skipping C. are skipping D. skip

12. The cat isthe computer and the lamp

A. between B. behind C. next to D. in front of

III. READING A/ *Complete the passage using the words in the box*

nervous - secondary - subjects - walk - interesting - on

Hi, I'm Linda. I'm in the sixth grade. Today is my first day at (1)..... school. In the morning I put (2)..... my new uniform and get my new bag. My best friend and I (3) to school together. We are both very (4) and excited. When we get school, we are shown into our classroom with our new teacher. It is quite scary because I don't know most of the children. Then we go to our first lesson. We have lots of different subjects and the lessons are really fun. My favourite (5) are Art and English. I really like my new school, all my teachers are lovely, the lessons are really (6) and I enjoy my first day. I can't wait to go back tomorrow!

*** Answer the questions**

1. What grade is Linda in?
2. Why does she feel scary?
3. Does she enjoy her first day at school?

IV. WRITING

A. Put the words in the correct order to make meaningful sentences.

1. morning./My parents/in/go jogging/the park/ every
2. in the town/Do/live/you/in the big city?/or
3. She/ with/fair hair /blue eyes/very lovely/is/

B. Rewrite sentences using the word given in bracket.

1. There are some chairs and a table in my room. (HAS)
→ My room
2. The lamp is behind the computer. (IN FRONT OF)
→
3. I don't have a pencilcase in my bag (ISN'T)
→ There.....
4. Let's play the volleyball tomorrow afternoon. (WHAT ABOUT)
→.....
5. It is wrong of us to throw rubbish.(MUSTN'T)
→ We
6. Da Nang is smaller than Ha Noi. (BIG)
→
7. Things at the market are cheaper than things at the shop(EXPENSIVE)
→

C. Make a question for each underlined part.

1. My brother is tall and slim.
→
2. Lan's sister is smart and very kind.
→
3. There is one cupboard in the kitchen

→
 4. Tom usually take the bus to school
 →

V. LISTENING:

PART 1: Listen to the conversations and write the missing information by circling

A, B or C. (1.0 pt)

- Example: 0/ Lan is tall and _____. A. fat (B) slim C. thin
 1. Lan has short black hair and a small _____. A. nose B. mouth C. eye
 2. Lan likes playing _____. A. sport B. chess C. games
 3. Lan is active and _____. A. kind B. friendly C. creative
 4. Chi is kind and _____. A. active B. hard-working C. friendly
 5. Chi always does her _____. A. exercises B. housework C. homework
 6. Chi is short and a big _____. A. nose B. mouth C. eye

PART 2: Listen and tick (✓) T (True) or F (False).

	T	F
1. Phu Quoc is a very beautiful island in Viet Nam.		
2. There are no green forests in Phu Quoc.		
3. Tourists can visit fishing villages and national parks there.		
4. You cannot play water sports in Phu Quoc.		
5. People sell interesting things at the markets.		

*Homework: - Prepare for: **The final test of the first term.**

Week 17 Period 49	Unit 6: OUR TET HOLIDAY LESSON 7: LOOKING BACK & PROJECT	DP: 24/12/2023
----------------------	---	----------------

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

1. Knowledge:

- Review the vocabulary and grammar of Unit 6

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

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be proud of the traditional Tet of Vietnamese people.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

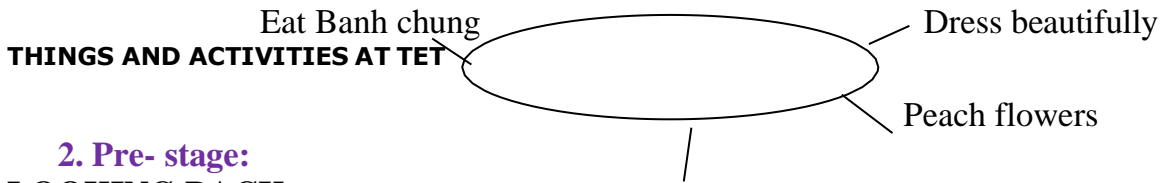
III. PROCEDURE:

1. Warm - up: Network

* **Aims:** To revise the vocabulary related to the topic and lead in the next part of the lesson.

Aim: - To revise the vocabulary related to the topic and lead in the next part of the lesson.

Teacher: Chau Thi Hien



2. Pre- stage:

LOOKING BACK:

* **Aims:** To help students revise the vocabulary about things and activities at Tet.

* VOCABULARY

a) **Task 1/p66:** Match the verbs on the left with the nouns on the right.

- Teacher encourages students to complete the task individually.
- Students exchange their textbooks to compare their answers together.
- Teacher gives feedback to the whole class.

***Answer key:**

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

b) **Task 2/p66:** Complete the sentences with the words/phrases in the box.

- Teacher encourages students to complete the task individually.
- Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases.
- Teacher gives feedback as a class discussion.

***Answer key:**

1. lucky money 2. cleaning 3. Banh Chung 4. peach 5. gathering

3. During – stage:

* **Aims:** To help Ss practice should / shouldn't, some and any in context.

* GRAMMAR:

a) **Task 3/p66:** Read the passage and fill the blanks with some or any.

- T helps Ss revise the use of some and any.
- T shows pictures and asks Ss to fill in the blanks with some or any



- There are (some eggs)

-There are not.....



(any eggs)

- There is
(some rice)



- There is not (any rice)



- Ask Ss to look for clues in each sentence to decide which word to use to fill in the blank.
- Allow Ss to swap their answers then check their answers as a class.

***Answer key:** 1. some 2. some 3. any 4. any 5. some 6. any

4. Post- stage:

PROJECT: I WISH (POSTERS EXHIBITION: Prepared at home)

*** Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project(write the wishes , hang it on the tree).

- Teacher asks students to get a small piece of paper. (Paper in different colors can give the tree a bright atmosphere.)
- Teacher reminds students not to write their names on the paper.
- Teacher explains and asks students write the wishes by using “I want to” or any structures

Examples:

I want to have a good result in English , I want to visit my grandparents



- Teacher let students come up and hang their wishes on the tree.
- In the end, ask students to make a list of wishes they are most interested in so that they can share with their family when they return home.

*Now I can:

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson. Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to things and activities at Tet

Grammar

should/ shouldn't, some and any

Project

Write the wishes, hang it on the tree

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Review 2

*** Feedback**.....

Week 17 Period 50	REVIEW 2 (UNIT 4,5,6– LANGUAGE)	DP: 24/12/2023
----------------------	--	----------------

I. Objectives: By the end of this review, students will be able to:

1. Knowledge: Revise the language they have learnt Units 4,5,6.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competence: Review vocabulary related to the topic Neighbourhood, Natural Wonders of Viet Nam, Tet Holiday; the pronunciation of sounds /s/ -/ ɒ/ ; /i:/- /I/; / t/; /d/;review how to use countable/ uncountable nouns , should; shouldn't; must/ mustn't...

3. Character quantities: Be confident to be ready for the first test.

II. Teaching aids: text book; projector; Poster; sachmem.vn...

III. Procedure:

1. Warm –up: MATCHING (Task 2/ 68)

* **Aims:** To revise some adjectives

- Match the words opposite with given words

a. short b. noisy c. low d. small e. boring f. hot g. sad h. cheap

1. big 2. happy 3. cold 4. quiet 5. long 6. expensive 7. high 8. interesting

2. Pre- Stage:

* **Aim:** To revise how to pronounce the sounds / t/- / d/ , sounds / i: . - / I/; sounds / s/ - / ɒ/

To help Ss to revise some vocabulary they have learnt

To help Ss to revise the point of grammar they have learnt

a) Pronunciation:

- Elicits the rules of the sounds

I. Pronunciation:(Revision)

1. Sounds /s / and / ʃ /:

- /s / **Ex: seat, smart, rice, celebrate....**

- / ʃ / **Ex: sure, shopping, special, wish.....**

2. Sounds /i:/ and /I/:

- /i:/ **Ex: tea: beach; convenient; cheap, beef.....**

- /I/ **Ex: noisy; expensive; exciting; boring....**

3. Sounds /t/ and /a /:

- /t/ **Ex: cat; teacher; taller; ten;.....**

- /a / **Ex: head; do; crowded; modern.....**

b) Vocabulary:

- T asks Ss to remind the vocabulary related to topics: Neighbourhood; Natural wonders; Tet Holiday

+ **Neighbourhood:** temple; railway station...

+ **Natural wonders:** waterfall; bay; desert...

+ **Tet Holiday:** lucky money; new clothes...

c) Grammar:

- Elicits must/ mustn't; should/ shouldn't, countable/ uncountable nouns

* **Must/ mustn't:** **S + must/ mustn't + V (inf)...**

* **Countable/ uncountable nouns:**

+ **Countable Nouns:** a table; a pen....

+ **Uncountable Nouns:** water; sugar...

=>**Note:** - We use: **some/ many/ a few** with countable nouns

- We use : **some/ much/ a little** with uncountable nouns

- We use: **any** in negative and interrogative

***Should/ shouldn't for advice**

- + **Should** for things that are good to do
- + **Shouldn't** for things that aren't good to do

3. During- Stage:

* **Aim:** To help Ss to do some kinds of exercises.

a) Task 1/ p 68: Listen and circle the word with the different underlined sound

- Ss do individually then share their answers with a partner.
- Asks Ss to come to the board to write the answer.
- T corrects and give the correct answers.

* **Key:** 1A 2C 3B 4C 5C

b) Task 3/ p68: Choose the correct word/ phrase for each definition

- Ss do individually
- Asks Ss to share their answers with a partner.
- Asks Ss to come to the board and write down the answers.
- Checks Ss 'answers and give the correct answers.

* **Key:** 1. waterfall 2. compass 3. museum 4. wish 5. Lucky money

c) Task 4/p 68: Complete the sentences with the correct answer A, B or C

- Ask Ss to work individually, then share.
- T gives feedback

***Key:** 1. B 2. C 3. C 4. A 5.A

4. Post- Stage: Lucky Numbers (choose Should/ shouldn't)

- Ask Ss to do Task 5 by LUCKY NUMBERS

* **Key:** 1.should 2. Shouldn't 3. Shouldn't 4. should 5. should

5. Wrap- up:

***Aim:** To consolidate what students have learnt in the lesson.

- T asks Ss to say what they have learnt in the lesson

Pronunciation

sounds / t/- / d/ , sounds / i: . - /
l/; sounds / s/ - / □/

Vocabulary

**Words related to
neighbourhood; Natural
wonders; Tet hoiliday**

Grammar

countable/ uncountable
nouns , should; shouldn't;
must/ mustn't...

6. Homework:

- Revise Pronunciation, Points of Grammar
- Do exercise in the workbook
- Prepare next lesson: Review: SKILLS

Week 17 Period 51,52	The final test of the first term	DP: 24/12/2023
-------------------------	---	----------------

I. OBJECTIVES: By the end of this lesson,

1. Knowledge

- T checks Ss' understanding from Unit 1 to Unit 5 about three topics: My new school, My houses, My friends, My neighborhood, Natural wonders of Viet Nam.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use words and phrases related to the topic in units 1-5.
- Use grammar notes learnt in units 1-5.
- Read and listen for general and specific information.
- Write complete sentences using words and grammar notes learnt in units 1-5.

3. Character qualities: Be aware of the importance of TEST.

II. TEACHING AIDS: textbooks, CD player, pictures, sub boards.

III. PROCEDURE:

Week 18 Period 53	REVIEW 2 (UNIT 4,5,6– SKILL)	DP: 24/12/2023
----------------------	---------------------------------------	----------------

I. OBJECTIVES:

1. Knowledge:

- To revise the skills they have learnt in Unit **4-5-6**. Reading ; speaking; listening and writing skills.
- a) Vocabulary: Ss revise words and phrases about places in a neighbourhood; things in nature; things and activities at Tet.
- b) Grammar : - Review : Comparative adjectives; Must / Mustn't. Countable and uncountable nouns. Should/ shouldn't; some any .
- c) Writing : - Writing a paragraph about a neighbourhood; Writing a paragraph about a natural wonder; Writing an email about what children should/ shouldn't do at Tet.
- d) Speaking: Asking for directions; Making appointments; Saying new year's wishes.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competence: By the end of the lesson students will be able to revise the skills they have learnt in Unit 4,5,6 . Practising doing exercises.

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

II. TEACHING AIDS:

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

III. PROCEDURE:

Teacher: Chau Thi Hien

Aims:

- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 4 – 6.

- Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.

- T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

* Content: Revision the previous lessons. Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

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

* Organisation :Teacher's instructions...

+ Chatting

- Teacher (T) asks Ss some questions about them and class.

- Ask Ss to open their book and introduce what they are going to study....

+ Greeting

+ Chatting

- Students (Ss) listen and learn how to do.

- Open their book and write .

2. PRESENTATION/ NEW LESSON (25')

PRACTICE EXERCISES ↯-

SKILLS

ACTIVITY 1 :

Reading

Aim : To help Ss practise reading for general information.

*** Content: Reading the passage and do the matching.**

*** Outcome: Get some information of the passage by doing the matching.**

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

Teacher's & Student's activities Content

1. Read the passage and match the headings (A, B, C) with the paragraphs.

*) Pre- teach vocabulary:

- Teacher uses different techniques to teach vocabulary (situation, realia, translation) if have

.....

- Have Ss read the headings and the paragraphs carefully before they decide which goes with which.

- Ask them to underline the words / phrases in the paragraphs to help them match. Go through the underlined words and phrases Ss have done. - Guide them how to look for clues. This will help Ss do activity 2 more easily.

- Check the answers as a class.

- Check their pronunciation

- Confirm the correct answers

1. Read the passage and match the headings (A, B, C) with the paragraphs.

- T_ Ss

+ Vocabulary :

Teacher: Chau Thi Hien

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- Answer the teacher's questions and enquirements.

* Key:

1. B 2. C 3. A

ACTIVITY 2 :

Aim: To help Ss practise reading for specific information.

* **Content: Reading the passage again for specific information.**

* **Outcome: Understanding more the content of the passage by choosing the best answer .**

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

2. Read the passage again and choose the correct answer A, B or C

*) Pre- teach vocabulary:

- Teacher uses different techniques to teach vocabulary (situation, realia, translation) if have

+ Follow the steps to teach vocabulary

- Have Ss read each sentence and look for the key word(s) In It.

- Decide where to look for the information (paragraph 1,2, or 3) in 1. This will make it quicker and easier for Ss to find the correct answers.

E.g. Sentence 1 has plants and flowers' go to

-> paragraph 1: Nature.

- Check Ss' answers as a class.

- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.

2. Read the passage again and choose the correct answer A, B or C

- T_ Ss; Ss do it.

* Vocabulary: ...

- Ss work individually first then work in pairs ask and answer the questions

- Do the tasks

- Share the answers.

* Key:

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

ACTIVITY 3 :

Speaking

Aim: To help Ss practise asking and answering about a place they want to visit and explain why.

* **Content: Read again the passage. Make a list of the places. Ask and answer about the places.**

* **Outcome: Improve speaking skills. Asking and finding out which places their partners want to visit.**

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

3. Work in pairs. Read the passage "Visit Singapore " again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why.

- Ask Ss to refer to the passage about Singapore in 1 and make a list of the places mentioned.

- Allow them some time to form their own ideas of where to go and why they want to go there. - Have Ss then work in pairs, asking and answering to find out where their partners want to go and why.
- Go round and support Ss If It's needed.
- Call on some Ss / pairs to present their Ideas to the class.
- Let Ss do the exercise and then compare their answers.
- Check and confirm the correct answers. 3. Work in pairs. Read the passage “Visit Singapore ” again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why.
- T_ Ss
- Ss work in pairs
- Listen to the instructions clearly
- Work in pairs
- Ss’s answers.

3. PRACTICE (10')

ACTIVITY 4:

Listening

Aim: To help Ss review listening for specific information (T/F questions).

*** Content: Listen to a travel agent about their trip to Singapore. Tick T/F**

*** Outcome: Ss Listen and can tick T/F correctly.**

*** Organisation :Teacher’s instructions.....**

Teacher’s & Student’s activities Content

4. Mai’s family is talking to a tavel agent about their trip to singapore. Listen and tick (✓) T (True) or F (False)

- Allow Ss some time to read the statements carefully get the gist of the listening.
- Guide them to look for key words which can help them focus while listening. For example: four days (1), won't go (2) a full day (3)...
- Play the recording two or three times (as needed). Ss listen and tick the answers.
- Allow Ss to swap their answers.
- Check their answers as a class. Encourage Ss to correct the false statement(s).

If there is enough time, T may tell Ss more about the Light and Sound Show and Sentosa.

The Light and Sound Show: a form of nighttime entertainment that is usually presented outdoor, using light and sound to tell a historical story.

Sentosa: a sunny island in Singapore, a big centre of entertainment, which offers activities for people of different age groups. There are Sea Aquarium, Butterfly Park, Insect Kingdom, Skyline Luge, Cove Waterpark, Universal Studio, and the famous Light and Sound Show.

- Compare their answers.
- Check and confirm the correct answers. 4. Mai’s family is talking to a tavel agent about their trip to singapore. Listen and tick (✓) T (True) or F (False)
- T_ Ss
- Listen to the teacher’s instructions carefully.
- Check the answers
- Give the answers

* Key:

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

Audio script:

Travel agent: Here we have a four-day programme for you ...

Mai's mother: Do we visit somewhere natural?

Travel agent: Oh yes. We have two days for nature: one day at the National Park and one day at the zoo. Mai's mother: How about Sentosa?

Travel agent: Sentosa is a 'must' for families. We spend one day there.

Mai's mother: Is it enough?

Travel agent: We start early and return late. There we visit the Sea Aquarium ...

Mai's mother: What is it?

Travel agent: It's a zoo for fish.

Mai's mother: Great.

Travel agent: In the evening we will watch the Light and Sound Show. And the last day is for ...

ACTIVITY 5 :

Writing

Aim: To help Ss complete a guided paragraph of about 50 words to describe their neighbourhood.

* **Content: Complete a guided paragraph .**

* **Outcome: Ss can complete the paragraph to describe the place they live.**

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

5. Complete this paragraph to describe the place you live.

- Have Ss read the guided paragraph first and decide which information is needed for each blank.
- Allow them some time to think about the information they need to complete the frame.
- Allow them some time to do the task.
- Go round and check if they are doing the task correctly and offer help if needed.

* Post- writing

- Call on one or two volunteers to read aloud their answers. Call for other Ss' comments.
- Collect some writings to correct at home.
- T collects some writing to give feedback at home.
- Get feedback.
- T_ Ss
- Listen to the teacher's instructions carefully.
- Do the tasks
- Compare the answers.

Sample answer:

I live in Tam Diep Town, Ninh Binh. Life is very slow and quiet here. There are large pineapple fields in my neighbourhood.

At weekends, my friends and I often go to the town playground where we can play football and fly kites. That's our favourite place.

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

* Summarise the main points.

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

Teacher: Chau Thi Hien

+ Words / phrases and combinations related to friends...

*** HOME WORK**

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

Week 18 Period 54	CORRECT THE FIRST TEST	DP: 30/12/2023
----------------------	-------------------------------	----------------

Week 19 Period 55	Unit 7: TELEVISION Lesson 1: GETTING STARTED	DP: 10/01/2024
----------------------	---	----------------

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

1. Knowledge:

- Gain an overview of the topic *Television*
 - Use lexical items related to the topic, including TV programmes and people
- HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use the lexical items related to the topic television programmes for children;
- Use the vocabulary and structures to talk about famous children's programmes.

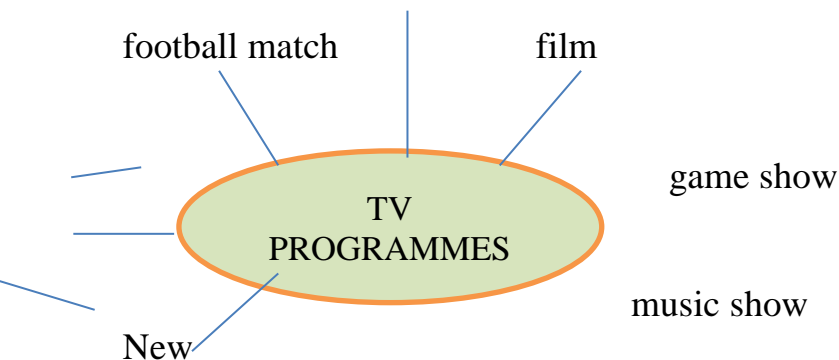
3. Character qualities: Be confident to share their opinions on choosing programs.

II. TEACHING AIDS: Textbooks, computer accessed to the Internet, projector,...

III. PROCEDURES:

1. Warm – up: Brainstorming

*** Aim:** To attract Ss' attention to the lesson and introduce the topic to lead in the lesson



- T write the words “TV PROGRAMMES” on the board and asks Ss to write all the words related to TV programmes.
- Ss go to the board to write down the programmes they know.
- T confirms and give comments and lead in the lesson

2. Pre – stage

* **Aim:** To introduce the content of the lesson and teach some vocabulary related to the topic "Television"

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- programme (n): chương trình
- channel (n): kênh
- educational (adj): mang tính giáo dục
- animated film (n): hoạt hình
- talent (n): tài năng
- to prefer: thích hơn

* **Checking vocab:** R.O.R

b. Task 1/p.6: Listen and read

- T shows a picture and ask Ss some questions:



* **Set the sences: T-Ss:** Look at the picture on page 6 again

- a) Who are they? b) What are Phong and Hung doing? c) What are they watching?

* **Answer the questions:**

- a) They are Phong and Hung.
 b) Maybe They are taking about programmes on TV
 c) They are watching the music show.

- T leads in the new lesson
- T plays the recording, asks students to underline the words they have learned in the vocabulary part.
- T can play the recording more than once.
- Ss listen and read.
- T invites some pairs of students to read the dialogue aloud.

3. During- Stage:

* **Aims:** To help Ss know some programs on TV and practice the targeted language.

a. Task 2/ p.7: Choose the correct answer A, B, or C.

- Teacher asks students to read the questions carefully and choose the correct answers

* **Answer key:**

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

b. Task 3/ p.7: Read the conversation again and match the names with suitable descriptions.

- Ask students to work independently.
- Teacher allows students to share their answers before discussing as a class.

- Teacher checks the answers as a class and asks if any students have watched these programmes.

***Answer key:**

1. c 2. a 3. e 4. b 5. d

c. Task 4/ p.7: Find and write the adjectives in the conversation which describe the programmes and characters.

- Teacher guides students to look back at the conversation and find where the names of the programmes/ characters appear. The answers they need are around.

- Students can work in pairs to complete this task.

***Answer key:**

1. interesting 2. Wonderful 3. Clever 4. educational

*** Language Note:**

- Wh-questions:

+ What are you watching, Hung?

+ What programme do you often watch, Phong?

- Conjunctions in compound sentences:

+ I often watch them with my little brother, but he prefers cartoons.

4. Post – stage:

***Aims:** To encourage students to talk about what TV programmes they like.

***Task 5/p.7. Work in groups**

- Students can work in groups of 4 to ask and answer about their favourite TV programmes.

- T asks Ss to share their answers and report to the class. The class votes for the group with the most interesting answers

Survey:

Name	Favourite TV programmes
Nam	
Hoa	
Hung	
Me	

Eg: In our group, Mai likes sports programme on TV. Binh likes

5. Wrap-up: *** Aim:** To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

- programme,
channel...

- Practice the dialogue
- Choose the correct answer,
matching...

Wh-questions,
conjunction

6. Homework

Teacher: Chau Thi Hien

- Learn by heart vocabulary
- Practice the lesson again.
- Write things you like about television and the reason
- Prepare the lesson: **Unit 7: A closer look 1:** Practice using vocabulary/phrases related to the topic “Television”; Learn more adjectives to describe television programmers and characters and Identify how to pronounce the sounds /θ/ and /ð/ and practice.

***Feedback:**

Week 19 Period 56	Unit 7: TELEVISION Lesson 2: A CLOSER LOOK 1	DP: 10/01/2024
------------------------------------	---	----------------

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

1. Knowledge:

- Use the lexical items related to the topic *Television*
- Use the vocabulary and structures to talk about TV programmes
- Pronounce and recognize the sounds /θ/ and /ð/.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use vocabulary/phrases to describe television programmers and characters
- Practice pronouncing these sounds in isolation and in context

3. Personal qualities: Be more aware of spending time watching TV.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up:

***Aim:** To attract Ss' attention to the lesson and review some programs on TV.

Write the words / phrases in the box under the pictures.

1  Talent show	2  Educational shows	3  channel
4  Live	5  animated film	6  comedy
7  viewers	8  Performer	9  Game show

2. Pre-stage:

***Aim:** To enrich students' vocabulary related to TV topic.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- . cute (adj): dễ thương
- . comedy (n): hài kịch
- . viewer (n): người xem truyền hình

- . live (adj): trực tiếp
- . popular (adj): phổ biến
- . performer (n): người biểu diễn
- * Checking vocabulary: **What and Where**

3. During- stage:

***Aims:** *To revise / introduce some words related to TV topic.*

a) Task 1/p.8: **Write the words/phrases in the box next to the definition.**

- Teacher asks students to read the words/phrases in the box first and see if they can remember some of them from the previous lesson.
- Teacher calls some students to give their answers.
- Teacher gives feedback and corrections (if necessary).

* **Answer key:**

- 1.Character 2.educational programme 3. Comedy 4. talent show 5.viewer

b) Task 2/p.8: **Complete the sentences with the words/phrases in the box.**

- Teacher asks students to work in pairs and use the words/phrases in the box to complete the sentences.
- Students work in pairs and do the task.
- Teacher calls some pairs to share their answers with the whole class.

***Answer key:**

- 1.Channel 2. Character 3. animated films 4.game show 5.comedies 6.viewers

c) Task 3/p.8: **Complete the sentences with the adjectives in the box.**

- Teacher asks students to use the given adjectives to complete the sentences.
- Students work independently

Answer key:

- 1.Popular 2. Boring 3.cute 4. Live 5.funny 6. educational

4. Pronunciation:

***Aim:** *- To help students identify and practice the sound /θ/ and /ð/.*

a) Task 4/p.8: **Listen and repeat the words.**

- T writes 2 words '**thing**' and '**them**' on the board and asks Ss to read.
- T underlines sounds /θ/ and /ð/ and asks Ss how to pronounce these sounds.
- Ss answer.
- T gives feedback.

+ /ð/: voiced sound

+ /θ/: voiceless sound.

- T opens the record and asks Ss to listen and repeat in chorus, individually.

/θ/	/ð/
theatre	there
earth	them
anything	neither
both	weather
through	than

5. Post-stage:

***Aim:** To help students pronounce the sounds /θ/ and /ð/ correctly in context.

***Task 5/p.8: Tongue Twister**

Game: Who is faster?



- Ss read slowly at first, then faster and faster
- T may turn it into a competition to see
- Who read the twister fast and correctly is the winner.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- cute, comedy, viewer,...
- Complete the sentences

Pronunciation

sounds /θ/ and /ð/

7. Homework:

- Learn by heart vocabulary.
- Practice vocabulary and pronunciation /θ/ and /ð/ sounds.
- Prepare lesson 3 (a closer look 2)
- Prepare for the looking back and project.

Feedback:

Week 19	Unit 7: TELEVISION	DP: 10/01/2024
---------	--------------------	----------------

Teacher: Chau Thi Hien

Period 57	Lesson 3: A closer look 2	
------------------	----------------------------------	--

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

1. Knowledge:

- Use *Wh*-questions and conjunctions in compound sentences: *and, but, so* correctly.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Use question words to ask and answer about TV in Viet Nam.

- Practice using conjunctions in complete sentences, and conversation

3. Character qualities: Be more aware of spending time watching TV and choosing the best programmes for yourself.

II. TEACHING AIDS: textbook, laptop, TV, extra boards, ...

III. PROCEDURES:

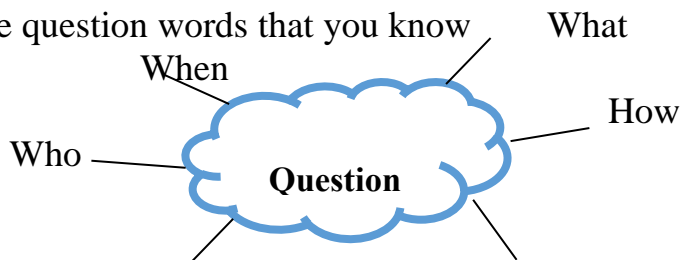
1. Warm up: Chatting

* **Aims:** To remind Ss some question words they are familiar with and lead in the lesson.

- Teacher creates a request "Name all the question words that you know"

Suggested answers:

Name all the question words that you know



2. Pre-stage:

* **Aim:** Identify the functions of different questions words and know how to use conjunction in compound sentences.

a. Wh-questions:

- T sets the scene by asking Ss to look at the picture and answer some questions about the picture



1/ What is the name of the film? 2/ What time is it on?

3/ How often is it on? 4/ When is it on?

5/ How many main characters are there in the film? 6/ What channel is it on?

- T asks Ss to talk about the use of the question words used above

b. Conjunction in compound sentences:

- Teacher writes the example in the Remember! Box (page 10) on the board and circles the conjunction in the sentence.
- Teacher underlines the clauses before and after the conjunction.
- Teacher draws students' attention that conjunctions are used to connect two clauses into a compound sentence.

Example:

I enjoy sports, so I spend a lot of time outdoors.

- Teacher introduces the focused conjunctions: *but, so, and*.
- Teacher asks students to work in groups of 4 and make 3 compound sentences using three target conjunctions.

3. During-stage:

- * **Aims:** - *To help students remind more questions they are familiar with*
 - *To help students know and identify the functions of different wh/h- question*

a. Task 1/p9: Underline the question words

What are you doing tomorrow?

Where is it?

How long is it on?

- T asks Ss to read the conversation and underline the question words
- T demonstrates some more Wh- Questions

b. Task 2/p9: Match each question word with the information it needs.

- Teacher allows students to do the matching in pairs.
- Teacher checks their answers as a class.
- Teacher explains if students have any difficulty understanding how to use the question words.

***Answer key:**

When – time	How many – number
How often – repetition	What – thing
Where – place	
Who – people	Why – reason

c. Task 3/p9: Use the question words in the box to complete the conversations. Then listen and check your answers.

- Teacher has students work on the exercise individually before they compare answers with each other.

***Answer key:**

1. How often, What
2. Who
3. When, Where

4. Post-stage:

- * **Aims:** - *To help students identify the meaning and the position of a conjunction.*
 - *To give students some practice on the use of conjunctions.*

a. Task 4/p10: Match the beginnings with the endings

- Ss work in individually or in pair

- Ss read the clauses in the Beginnings column carefully and find clues in the Endings column for matching

- Ss read the complete sentences out loud

***Answer key:** 1.c 2. A 3.e 4. B 5.d

b. Task 5/p10: Complete the sentences

- T reminds Ss to read each sentence and decide what the relationship of the two clauses is before they choose the correct answer

- Ss work individually or in pair. They can exchange and check the answer

- T checks their answer as a class.

***Answer key:** 1. so 2. but 3. so 4. but 5. And

5. Wrap-up: * **Aims:** To consolidate what students have learnt in the lesson.

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice	Production
<ul style="list-style-type: none"> - Wh-questions - Conjunction in compound sentences 	<ul style="list-style-type: none"> - Matching - Complete the conversations/ sentences 	

6. Homework:

- Make three questions with Wh-questions and three sentences with Conjunctions

- Prepare: Unit 7: Lesson 4: Communication

- Continue to prepare the project.

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

Week 20 Period 58	Unit 7: TELEVISION LESSON 4: COMMUNICATION	DP: 11/01/2024
------------------------------------	---	----------------

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

1. Knowledge:

- Ask for and give information about TV programmes
- Recognise and have knowledge about some famous TV programmes in some countries.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Have good attitude to working in groups and sharing their knowledge of the TV programmes.

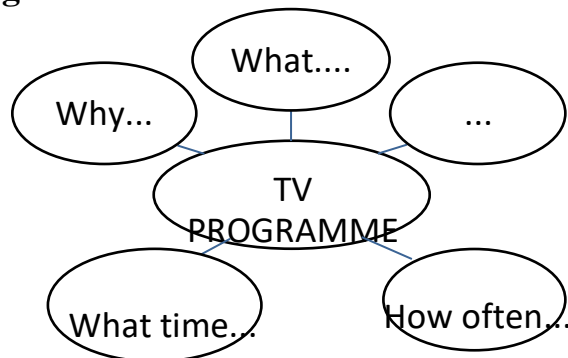
II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up:

* **Aim:** To attract Ss' attention to the lesson and review some TV programmes and wh/h questions.

* **Question forming:**



- T writes on the board with the word TV PROGRAMME in the middle and question words in branches.

- T asks students to make questions related to the TV programme using the given question words.

- T leads students into the lesson by asking Ss to answer the questions.

- What do you do in your free time?
- What's your favorite TV programme?
- How often do you watch TV?
- Why do you like it?

2. Pre-stage:

* **Aims:** - To read some vocabularies and understand its meaning

- To introduce a sample conversation about a TV programme

Teacher: Chau Thi Hien

a. Vocabulary :

- entertain (v): giải trí
- main (adj): chính

*** Check vocabs : rub out and remember**

b. Task 1/p.11: Listen and read the conversation. Pay attention to the highlighted words.

A: **What**'s your favourite TV programme?

B: The animal programme.

A: **Why** do you like it?

B: Because I can see the animals in their real life

- Teacher plays the recording and asks students to look at the conversation and read it while listening.

3. During-stage

*** Aims:** - To help Ss practice asking for and giving information about TV programmes;

- To explore some interesting facts about TV in other countries;
- To introduce to Ss some TV programmes for children.

a) Task 2/p11: Work in pairs. Make a similar conversation about your favourite TV programme.

***Suggested answers:**

A: What's your favourite TV programme?

B: The sports programme.

A: Why do you like it?

B: Because I am a big fan of sports.

A: What time is it on?

B: It's on at 7:30 p.m. on VTV3.

A: How often do you watch it?

B: I watch it every weekend.

- Allow Ss to work in pairs and make a similar conversation about their favourite TV programme.
- Encourage them to include as many questions as possible in their conversations.
- Call on some pairs to act out their conversations in front of the class.
- Check and correct if needed.

b) Task 3/p11: Complete the facts below.

- Ss work in groups and help one another to find the answers / make guesses.
- Call on some Ss for the answers. Remind them of the correct way to give their answers.

Ex: *Pokemon cartoons are from Japan.* (They know the answer.)

We think Pokemon cartoons are from Japan. (They make a guess.)

- Confirm the answers with the whole class.

1. Japan 2. Viet Nam 3. Iceland 4. the USA

Note: - *Pokemon* cartoons: Japanese television animation series, typically aimed at adults as well as children.

- Iceland /ˈaɪslənd/: Before 1981, there was no TV in July; before 1986, there was no TV on Thursday.

It is because people felt they could do without TV once a week! They wanted everyone to spend this time outdoors or with their families.

- *Discovery Channel*: an American pay television network. It creates the high quality content.

c) **Task 4/p11: Read and tick the correct programmes.**

Facts	Let's learn	Hello Fatty
1. It's educational	√	√
2. It has viewers from 80 countries.	√	
3. Its main character is a clever fox		√
4. Both parents and children enjoy it.	√	
5. It's a cartoon		√

- Ask Ss to read the passages and do the task. Remind them that some facts may refer to both programmes.

- Have Ss work individually or in pairs.

- Check their answers as a class. Ask them where in the text they found the answers.

4. Post-stage: Task 5/p11

* **Aims:** To help Ss review the new words and talk about the programmes which they like and why.

Ex: I like Hello Fatty because it educates children. I also like Let's Learn because it an educational TV programme and it makes learning fun.

- Allow Ss about 3 minutes to refer to 4 and choose the programme they prefer.
- Encourage them to focus on the reasons why they like it.
- Ask Ss to work in groups and share their ideas. Each group then shares their answers with the class.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	TV programmes	Production
Asking for and giving information about TV programmes	Write the benefits of watching television	Ask and answer which television programmes you want to watch and

6. Homework:

- Learn new words by heart
- Write about your favourite TV program.
- Read about two famous TV programmes for children again.
- Prepare for the next lesson: **Skills 1**
- Continue to prepare the project.

***Feedback:**

Week 20 Period 59	Unit 7: TELEVISION LESSON 5: SKILLS 1	DP: 11/01/2024
------------------------------------	--	----------------

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

1. Knowledge:

- Read for specific information about television
- Talk about one's favourite TV program, the reasons for that

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Character Qualities: Build their love for our TV programmes, appreciate and know more about TV.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm-up: Word cloud

- *Aims:**
- To create a friendly and active atmosphere in the class before the lesson.
 - To lead in the topic of the reading text.



- Students have to guess the name of the TV channels.
- T leads in the text about TV guides .
- T asks Ss: *Among these channels, which one do you like best? Why?*

2. Pre-stage:

- *Aims:**
- To provide students with some lexical items before reading the text
 - To present new vocabulary for topic of sports and games

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- + wildlife (n): động vật hoang dã
- + join (v): tham gia, tham dự
- + compete (v): cạnh tranh
- + race (n): cuộc đua

***Checking Vocab:** R.O.R

b) Prediction: Matching

PROGRAMME	DESCRIPTION
<i>Wildlife: Cuc Phuong Forest</i>	Watch funny and interesting clips of intelligent dolphins in their natural life - the sea.
<i>Comedy: The Fox Teacher</i>	Watch the cute pigs compete in the most exciting races. Who wins?
<i>Sports: The Pig Race</i>	Have a lot of fun with a fox teacher and his students on their first day at school.
<i>Game show: Children are Always Right</i>	Join this game show today and try to answer interesting questions about pets.
<i>Science: The Dolphins</i>	Watch the colorful world of plants, flowers, and animals in their real life.

3. During-stage:

* **Aims:** - To develop reading skill for general and specific information.

a) Task 1/p.12:

➤ **Checking the prediction:**

- Have Ss read the table carefully and check the results (matching)

I. Reading

1 Read the first two columns of the TV guide and answer the questions.

TIME	PROGRAMME	DESCRIPTION
8.00	<i>Wildlife: Cuc Phuong Forest</i>	Watch the colourful world of plants, flowers, and animals in their real life.
9.00	<i>Comedy: The Fox Teacher</i>	Have a lot of fun with a fox teacher and his students on their first day at school.
10.30	<i>Sports: The Pig Race</i>	Watch the cute pigs compete in the most exciting races. Who wins?
11.00	<i>Game show: Children are Always Right</i>	Join this game show today and try to answer interesting questions about pets.
12.15	<i>Science: The Dolphins</i>	Watch funny and interesting clips of intelligent dolphins in their natural life - the sea.

➤ **Read the first two columns of the TV guide and answer the questions.**

- Teacher asks students to have a quick look at the TV guide and answer questions like:

1. What information do you see? (the time, the name of the programme and its content)
2. What information comes first? What comes next?
3. What do you look at when you are choosing a programme to watch?

- This task should be done carefully as it helps do Task 2.
- Teacher allows students some time to read the TV guide and answer the questions.
- Teacher checks their answers as a class.

***Answer key:**

- | | |
|------------------------------|------------------|
| 1. (It's) Cuc Phuong Forest. | 2. Yes, it is. |
| 3. It's on at 10.30. | 4. No, we can't. |
| 5. (It's about) dolphins. | |

b) Task 2/ p.12: Read the TV guide in Task 1 and write the programmes that these people may choose to watch.

- Teacher asks students to read the information about each person carefully, underline the key word(s) showing what each person likes in order to help them find the answer.
- Teacher allows students some time to do the task individually.
- T asks some Ss to give their answers in the class.
- T checks and corrects, gives the correct answers.

***Answer key:**

- | | |
|-------------------------------------|-------------------------|
| 1. Phong: Children are Always Right | 2. Bob: The Fox Teacher |
| 3. Nga: Cuc Phuong Forest | 4. Minh: The Pig Race |
| 5. Linh: The Dolphins | |

4. Post –stage

- *Aims:** - To allow students to talk about what they have done in Reading Task 2.
 - To teach students how to talk about their favourite TV programmes.

a) Task 3/p.12: Work in groups. Share your table in Task 2 with your group and see if they agree with you.

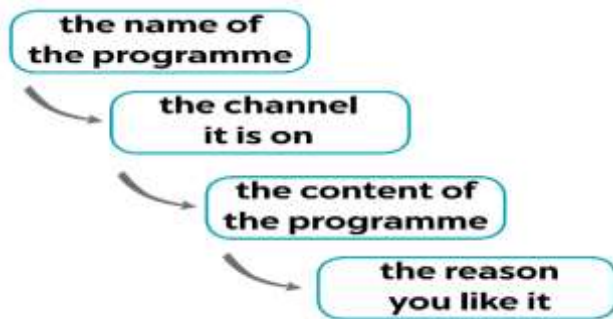
- Teacher lets students work in groups and share their answers in Task 2 to the groups.
- Teacher calls some students to demonstrate it in front of the class.

Example:

A: I think the best programme for Phong is the game show "Children are always right".
 B: I agree. He wants to know more about pets.

b) Task 4/p.13: Work in groups. Tell your group about your favourite TV programme.

- Teacher asks students to read the instructions carefully and allow them some time to prepare their answers.



Suggestions:

- *My favourite programme is...*
- *It's on ...*
- *It's about ...*
- *I like it because it ...*
- Teacher lets students share their answers in groups before calling
- Teacher gives feedback and comments.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: wildlife, join, compete,....
- Read about television

Speaking

Talk about one's favourite TV program, the reasons for that

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 20	Unit 7: TELEVISION	DP: 11/1/2024
Period 60	LESSON 6: SKILLS 2	

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

1. Knowledge:

- Listen to get specific information from a recommended TV schedule
- Write a short guided passage about one's watching TV habits

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work

Teacher: Chau Thi Hien

- Actively join in class activities

3. Personal qualities: Be aware of about TV programmes and favourite TV programmes.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Kim’s game: TV programmes

***Aim:** - To create a friendly and active atmosphere in the class before the lesson.

- To lead into the new lesson.



- Teacher shows some pictures of TV programmes

- Teacher asks students to look carefully at them for about thirty seconds. Then take the pictures away and ask them to call out what they can remember.

2. Pre-stage:

***Aims:** To activate Ss’ knowledge of the listening text.

***Prediction:**

1. How many channels are there?
2. What are the programmes?
3. What channel is Green Summer?
4. What channel is My Childhood?

Programme	Channel 1	Channel 2	Channel 3
Green Summer			
My Childhood			
Harry Potter			
English and Fun			

- T tells Ss to look at Task 1 and answer the question with your prediction.

- Have Ss predict to complete the table

3. During stage:

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

a) Checking the prediction: Task 1/p13. Listen and tick.

- Teacher plays the recording.

- Students listen and check prediction.
- Teacher checks their answers as a class.

***Answer key:**

Programme	Channel 1	Channel 2	Channel 3
Green Summer	√		
My Childhood		√	
Harry Potter			√
English and Fun	√		

b) Task 2/p13: Listen again and tick T (True) or F (False).

- This activity requires students to listen more carefully for details.
- Students listen and tick.
- Teacher checks their answers as a class

***Answer key:**

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

Audio script:

Here are some interesting TV programmes for you. Green Summer, a music programme, is on Channel 1. It starts at eight o'clock. My Childhood is on Channel 2. It's the story of a country boy and his dog Billy. On Channel 3, you will watch Harry Potter at 8.30. Children all over the world love this film. If you like to learn English, you can go to English and Fun on Channel 1. It's at nine o'clock. We hope you can choose a programme for yourself. Enjoy and have a great time.

4. Post –stage:

***Aim:** To guide Ss how to write paragraphs about TV-viewing habits, cross check and final check students' writing.

a) Task 3/p13: Read the questions and circle the right answers for yourself.

- How much do you like watching TV?
A. A lot. B. So so. C. Not much.
- How many hours a day do you watch TV?
A. 1 hour. B. 2-3 hours. C. Less than one hour.
- When do you watch TV the most?
A. In the morning. B. In the afternoon. C. In the evening.
- Do you watch TV when you are eating?
A. Always. B. Sometimes. C. Never.
- What TV programme do you watch the most?
A. Cartoons. B. Sports. C. Science.

- Ss read the questions and choose the most appropriate answers for themselves. Ss have different answers

b) Task 4/p13: Write a paragraph of about 50 words about your TV-viewing habits. Use your answers in Task 3.

- Teacher lets students work individually.
- Teacher asks them to refer to the questions and their answers in 3 while they are writing. These questions are a very good guide of how to form a sentence and what information they need to complete the sentence.

***Sample answer:**

I like watching TV, about one hour a day. I only watch TV in the evening. During the day, I go to school. On Saturday and Sunday, I watch more. Sometimes I watch TV when I'm eating, but I never watch TV when I'm studying. I like watching cartoon best because it helps me relax after school.

- Teacher asks students to exchange their textbooks to check their friends' writing.
- Teacher then gives feedback as a class discussion.

5. Wrap- up: * Aim: *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about a recommended TV schedule

Writing

Write about one's watching TV habits

6. Homework:

- Rewrite a short passage about one's watching TV habits
- Prepare: Unit 7- "Looking back and project"

***Feedback :**

Week 21	Unit 7: TELEVISION	DP: 31/1/2024
Period 61	LESSON 7: LOOKING BACK & PROJECT	

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

1. Knowledge:

- Review the vocabulary and grammar of *Unit 7*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Show Ss' cooperation and their awareness of spending time some TV programmes.

II.TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Chatting

* **Aims:** *Introduce the lesson and the topic of the lesson.*

- T makes questions, ss answer

1. *Where are Duong and Mai now?*
2. *What is the gym used for?*
3. *What kinds of sport and game do you know?*



1. At the gym.
2. It's used for doing and playing sports.
3. football / volleyball / table tennis / jogging / swimming/ judo/ karate/ etc ...

2. Pre- stage:

LOOKING BACK:

* **Aims:** *To help Ss revise the vocabulary about television.*

* VOCABULARY

a) **Task 1/p14:** *Put the words in the box in the correct columns*

- + Programmes: sport, wildlife, English in a minute
- + Adjective describing programmes: educational, interesting, popular, funny
- T asks students to put the words in the correct columns.
- Ss do exercise individually.
- T corrects mistakes.
- Ss repeat the words

b) **Task 2/p14:** *Use the words in the box to complete the text*

- T asks Ss to do the task individually
- Ss swap their answers to double check
- T calls on some Ss to read aloud their answers before checking them as a class

***Answer key:**

1. Viewers
2. Animal
3. Sports
4. Funny
5. Educational

3. During – stage:

* **Aims:** *To help students revise the use of question words and conjunctions.*

* GRAMMAR:

a) **Task 3/p14:** *Use question words to make suitable questions below.*

- Ask Ss to look at the answers and underline the missing information from the questions so that they can decide which question words to use. - Go round and offer help if needed.
- Check their answers as a class.

***Answer key:**

1. How many
2. what
3. Why
4. Who
5. How many

b) Task 4/p14: Connect sentences.

- Ask Ss to read the two sentences in each question and use the conjunctions provided to connect them.

- Check their answers as a class.

Note: Note that in most sentences, the conjunctions are used to replace the full stop and connect the two sentences.

1. Ocean Life is on at 7.30 and Laughing out Loud comes next at 8.00.
2. I like The Seven Kitties very much, so I watch it everyday
3. BBC One is a British channel but VTV6 is Vietnamese channel.
4. Along The Coast is a famous TV series, but I don't like it.
5. I have a lot of homework to do tonight, so I can't watch Eight Feet Below.

4. Post- stage:

PROJECT: HOW IMPORTANT IS TV YOU? (POSTERS EXHIBITION: Prepared at home)

***Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.



- To this activity, Ss may go out and ask question to find out how important TV is to their friends, to take note of the answers, and to report the results to other people

- SS can interview their parents/ siblings, neighbours when Ss are at home

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Teacher: Chau Thi Hien

Vocabulary

Words related to television

Grammar

Question words and conjunctions

Project

HOW IMPORTANT IS TV YOU?

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Unit 8: Getting started

*** Feedback**.....

Week 21 Period 62	Unit 8: SPORTS AND GAMES Lesson 1: GETTING STARTED	DP: 31/1/2024
----------------------	---	---------------

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

1. Knowledge:

- Have an overview about the topic *Sports and games*
- Use the vocabulary and talk about sports and games

2. Competences:

- Cover the content of the conversation about sports and games topic by listening and reading
- Recognize how to use *simple past tense* and express *congratulations*

3. Character qualities: Have the love and know the facts about sports and games.

II. TEACHING AIDS: Textbooks, computer accessed to the Internet, projector,...

III. PROCEDURES:

1. Warm – up: Chatting

*** Aim:** To introduce the lesson and the topic of the lesson.

- T makes questions, ss answer

1. Where are Duong and Mai now?
2. What is the gym used for?
3. What kinds of sport and game do you know?



1. At the gym.
2. It's used for doing and playing sports.
3. football / volleyball / table tennis / jogging / swimming/ judo/ karate/ etc ...

2. Pre – stage

*** Aim:** To introduce the content of the lesson and teach some vocabulary related to the topic “Sports and games”

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- gym(n)  phòng tập thể dục thể thao

- karate(n)  võ karate

- equipment (n):[definition] thiết bị

* **Checking vocab:** R.O.R

b. Task 1/p.16: Listen and read

- Teacher plays the recording twice.
- Students listen and read.
- Teacher checks students' prediction.
- Teacher calls 3 students to read the conversation aloud.
- Helps them correct their pronunciation.

3. During- Stage:

***Aims:** - To have students get specific information of the text and understand the conversation better.

- To help students revise/ learn some sports and games through pictures.

a. Task 2/ p.17: Put ONE word from the conversation in each gap.

- Teacher asks students to do this activity independently, reminds them of the ways to do the activity if needed. Teacher allows students to share their answers before discussing in pairs or as a class.
- Teacher writes the correct answers on the board.
- Teacher explains the meanings of some words if necessary.

***Answer key:**

1. fit 2. Gym 3. table tennis 4. club 5. cycle

b. Task 3/ p.17: Name these sports and games, using the words from the box.

• **Pelmanism**



aerobics



table tennis



cycling



swimming



chess



volleyball

- Teacher divides the class into groups of fours, prepares each group 2 sets of cards, one includes pictures of sports and games and the other includes their names.
- Teacher checks with the whole class, asks them for the meanings of the words. Provide them with the meanings of the words they don't know. Teacher may also ask them if they play these sports and games or if people in Viet Nam play them.

⇒ Feed back the game

Teacher helps students differentiate between a sport and a game:

We play sports to keep fit but we play games to entertain

- Teacher may ask students to give the names of some sports and some games they know through a game: Teacher divides the class into 2 teams, gives each team a chalk, and asks member from each team to come to the board and write names of some sports and some games in about 2 minutes.

***Suggested answers:**

Sports: running, cycling, mountain climbing, ...

Games: chess, football, card games, computer games, ...

*** Language Note:**

- Past simple:

+ Yesterday I **played** with Duy and I **won**.

4. Post – stage:

***Aims:** To help students practice speaking and learn about how sporty they are.

***Task 4/p.17. Work in pairs. Ask your partner these questions to find out how sporty they are.**

- Teacher lets students work in pairs to ask and answer the questions. Some pairs may report their results to the class.

A: Can you swim?

B: Yes/No.

A: Do you play outdoors every day?

B: Yes/ No.

A: What do you think of sports and games?

5. Wrap-up: *** Aim:** To consolidate what students have learnt in the lesson

- T asks Ss to say what they have learnt in the lesson

Vocabulary

Listen and read

Language Note

- gym, karate, equipment...

- Practice the dialogue
- Gap fill, Matching...

Simple past

6. Homework

- Learn by heart vocabulary
- Practice the lesson again.
- Prepare the lesson: **Unit 8: A closer look 1**

***Feedback:**

Week 21 Period 63	Unit 8: SPORTS AND GAMES Lesson 2: A CLOSER LOOK 1	DP: 27/1/2024
------------------------------------	---	----------------------

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

1. Knowledge:

- Use the lexical items related to the topic *Sports and games*
- Pronounce correctly the sounds /e/ and /æ/

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Cover the content of the conversation about sports and games topic by using vocabularies and pronunciation the sound/e /and /æ/

3. Personal qualities: Be more aware of spending time playing sports and games and choose the best sport and game for themselves.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

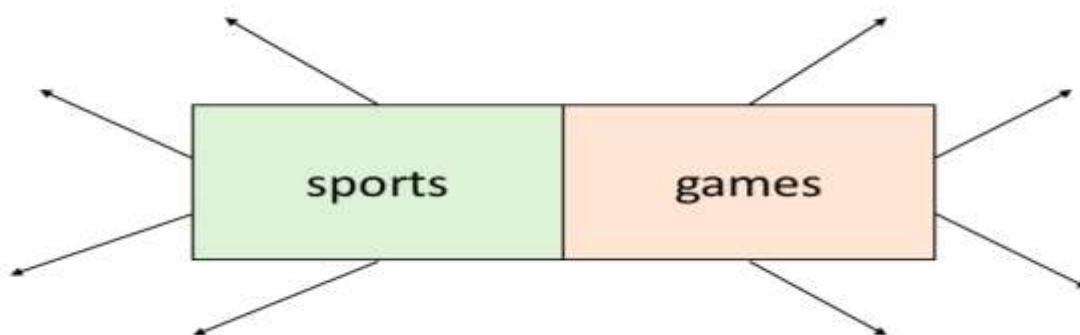
III. PROCEDURE:

1. Warm up:

***Aim:** To attract Ss' attention to the lesson and review some vocabulary related sports and games.

***Brainstorming**

- Teacher divides the class into two teams. One member from each team, in turns, comes to the board and lists all the sports and games they have learnt.
- The team with more correct answers in two minutes is the winner.



2. Pre-stage:

***Aim:** To know to use some new words to describe about the topic.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- racket (n) cái vợt

- goggles (n) kính bơi
- competition (n) cuộc thi
- champion (n) quán quân
- marathon (n) cuộc chạy đua đường dài
- congratulations: lời chúc mừng

* Checking vocabulary: **What and Where**

3. During- stage:

- ***Aims:** - *To revise/ teach the names of some equipment to be used in some sports/ games.*
 - *To give students practice on how to use words related to sports/ games in context.*

a) Task 1/p.18: *Write the words under the pictures*

- T runs through the 5 pictures in part 1 p. 18.
- Ss write the words under the pictures
- Teacher calls a student to come and write their answer on the board. The rest of the class may pair compare.
- Teacher checks the answer with the whole class and explains the meanings to them if necessary..

***Answer key:**

Picture 1. A ball

Picture 4. a racket

Picture 2. sports shoes

Picture 5. goggles

Picture 3. a boat

b) Task 2/p.18: *What sports are these things for? Match each thing in column A with a sport in column B.*

- T shows the poster on the board then runs through.
- T models one. 1. c
- Teacher tells students to do the task independently first, then calls on some students to write their answers on the board, then checks their answers as a class.
- Teacher checks with the whole class, asks students to give more names of sports and equipment to be used with them.

***Answer key:**

1. c

2. d

3. a

4. b

5. e

c) Task 3/p.18: *Fill each blank with the words from the box.*

- Teacher has students read the sentences and fill in the blanks with the words given, then read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.
- Teacher calls one student to write the words on the board, then gives correction..
- Feedback

***Answer key:**

1. competition

2. champion

3. congratulations

4. sporty

5. marathon

4. Pronunciation:

***Aim:** - To help students have concept and identify the sounds /e/ and /æ/.

Task 4/p.18: Listen and repeat. Pay attention to the sound /e/ and /æ/.

- Teacher introduces 2 sounds /e/ and /æ/ to students and lets them watch a video about how to pronounce these two sounds.

<https://www.youtube.com/watch?v=d98t4b3XLjg>

<https://www.youtube.com/watch?v=NavmTDkd8Z8>

***Suggested answers:**

- /e/: chess, tennis exercise, contest...

- /æ/: racket, match, marathon, active...

Teacher draws students attention to the letters containing the sounds and helps them identify the sounds

5. Post-stage:

***Aim:** - To help students practise the sounds /e/ and /æ/ in sentences.

Task 5/p.18: Listen and repeat. Underline the words with the sound /e/ and /æ/

- Before listening, teacher lets students discuss in pairs and find the words with the sound /e/ and /æ/.

- Teacher plays the recording for students to check and repeat the sentences.

***Answer key:**

1. They cannot take part in this contest.

2. They began the match very late.

3. Please get the racket for me.

4. We play chess every Saturday.

5. My grandpa is old, but he's active.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- racket, goggles, ...
- Gap fill, matching,...

Pronunciation

sounds /e/ and /æ/

7. Homework:

- Learn by heart vocabulary.

- Practice vocabulary and pronunciation /e/ and /æ/ sounds.

- Prepare lesson 3 (a closer look 2)

- Prepare for the looking back and project.

Feedback:

Week 21 Period 64	Unit 8: SPORTS AND GAMES Lesson 3: A closer look 2	DP: 27/1/2024
------------------------------------	---	----------------------

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

1. Knowledge:

- Use the past simple tense and imperatives

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Cover the content of the conversation about sports and games topic by using *the past simple* to talk about something that happened in the past; the *imperatives* to tell someone to do something or to give a direct order.

3. Character qualities: - Be more aware of spending time playing sports and games and choose the best sport and game for themselves

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector,...

III. PROCEDURES:

1. Warm up: Chatting

* **Aims:** To activate students' prior knowledge related to the targeted grammar of past simple tense and to increase students' interest.

* **Warmer:**

- Teacher divides the class into 4 groups, prepares each group 2 sets of cards, one includes activities in infinitive forms and the other includes those of past simple form.
- Students work in groups and match the card with infinitive form with its correct past simple form.
- The group matches faster and correctly is the winner.
- Teacher may use projector and lets students play the game in teams.

* **Lead in:**

- Good job! Both team works very well and effectively. By the way, what are the words in yellow and red cards?
- Yes, they are verbs, but the yellow cards are infinitive verbs and the red cards are their past simple.
- When do we use the past simple and how to use it? Let's study more about this in our lesson today.

2. Pre-stage:

- * **Aim:** - To give students the vocabulary in the lesson.
- To introduce targeted grammar of past simple tense and imperatives.

a. Vocabulary:

T uses different techniques to teach vocab:

- (to) score: ghi điểm
- (to) swallow: nuốt
- (to) chew: nhai

- exhausted (a) : mệt mỏi

Students repeat in chorus and individually, copy all the words.

* **Check vocabulary:** R.O.R

b. Past simple tense: Elicit *past simple tense*:

- T asks Ss to find the sentence from Getting Started, using “**ed**” or” **V-2**”

+ Yesterday I played with Duy and I won.

- Use: We use the past simple to talk about something that happened in the past. (*nói về những việc đã xảy ra trong quá khứ*)
- * Adverbs of time are used with the past simple are: *yesterday, 2 weeks/ 3 months... ago, last week/ month/ year/ night...*
- Form:

	To verb	To be
Positive	S + Ved +	S + was/ were +
Negative	S + didn't + Vinf +	S + wasn't/ weren't +
Interrogative	Did + S + Vinf + ... ?	Was/ Were + S +
Answer	Yes, S + did. No, S + didn't.	Yes, S + was/were. No, S + wasn't/ weren't.
W/H questions	W/H + did + S + Vinf + ... ?	W/H + was/were + S + ...?

***Notes: Cách đọc các động từ thêm –ed:**

- Đọc là /-id/: đối với những động từ có âm cuối là: t,d

Ex: visited, needed, wanted, decided, started,...

- Đọc là /-t/: đối với những động từ có âm cuối là: ch, x, sh, f, gh, s, p, k (chiều xuôi Sinh phải ghé sang Phúc Kiến)

Ex: watched, looked, missed, laughed, washed, sliced/ slaist/, ...

- Đọc là /-d/: đối với những động từ còn lại

Ex: burned, played, weighed/weid/, used/ juzd/ ,....

c. Imperatives:

Elicit the model sentences:

- T elicits the form and the use of imperative.
- These are *imperatives*. Tell me, when do we use *imperatives*?
- Ss give the form and the use of *imperative* and copy in their notebooks.

Positive: Verb, (please).

Negative: Don't V

3. During-stage:

* **Aims:** - *To help students practise with the correct form of the past simple.*

- *To help ss practise using the past simple in context.*

a. Task 1/p19: Choose the correct answer A, B or C.

- Have ss do the task individually and then compare their answers in pairs.

Teacher: Chau Thi Hien

- Tell ss that when they do the multiple choice questions, they should first read the sentences (stems) and the options carefully. Then they should choose the answer that they think is correct by eliminating the wrong answers. Then they get the most likely correct answer.

- Check and confirm ss'answers.

***Answer key:**

1. C. Was 2. B. Played 3. C. didn't see
4. A. didn't ask 5. B. Did you

b. Task 2/p19: Write the correct form of the verbs.

- Have ss do the task individually. Ask them to read the conversation first, so that they understand the context to use the verbs given in the correct form.

- T may call on some ss separately to read out their answers and correct their answers if they're wrong. T gives explanation if necessary.

- Then call on some pairs to read the conversation with the correct verb forms. Correct their pronunciation and intonation if necessary.

***Answer key:**

1. went 2. had 3. did you do 4. visited 5. ate 6. scored

Why – reason

c. Task 3/p19: Look at each picture and choose the correct answer.

- Teacher divides the class into groups of 4, then lets students take turns to ask and answer questions about their last weekend.

A: Did you do any sport last weekend?

B: Oh yes, and I was exhausted.

C: Really? What did you do?

.....

- T asks some groups to ask and answer in front of the class.

4. Post-stage:

***Aims:** - To help ss practise using the correct form of imperatives in different situations.

a. Task 4/p20: Look at each picture and choose the correct answer.

- Teacher tells students to work in pairs, gives them about 2 – 3 minutes to do the task.

- Teacher goes round, observes the class and gives help if necessary.

- Teacher calls on some students to read their answers, then checks their answers as a class.

***Answer key:**

1. Don't park 2. Close 3. Tidy up 4. Don't use 5. Try

b. Task 5/p20: Tell your friends what to do and what not to do at the gym.

- Teacher lets students work in groups of four, gives each group a piece of paper, asks them to take turns to tell their friends what to do and what not to do at the gym

- Teacher gives help and lets them give as many sentences as possible.

- Teacher calls some groups to read aloud their answer and check with the whole class.

***Some possible sentences:**

+ Pay your fee first. + Put on your trainers / sports shoes.

+ *Listen to the instructor carefully.* + *Don't litter.* + *Don't eat or drink at the gym.*

5. Wrap-up: * **Aims:** *To consolidate what students have learnt in the lesson.*

- Ask students to summarise what they have learnt in the lesson.

Grammar	Practice
<ul style="list-style-type: none"> - The past simple tense - Comparatives 	<ul style="list-style-type: none"> - Choose the correct answer - Write the correct form of the verbs - Ask and answer - ...

6. Homework:

- Make 3 sentences about yourself, using the past simple.

- Prepare: Unit 8: Lesson 4: Communication

- Continue to prepare the project.

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

Week 22 Period 65	Unit 8: SPORTS AND GAMES LESSON 4: COMMUNICATION	DP: 27/1/2024
------------------------------------	---	----------------------

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

1. Knowledge:

- Use the lexical items related to the topic *Sports and games*
- Express and respond to congratulations
- Talk about sports and games that they like

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Learn how to communicate with friends about sports and games

3. Character qualities: Have the love for sports and games and good attitude to working in groups

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up:

* **Aim:** - To activate students' prior knowledge related to the targeted famous football player in the world and to increase students' interest.

- To lead in the lesson.

* **Warmer:**

- Class is divided into 2 teams.
- Teacher prepares 6 cards numbered from 1 to 6.
- Each team takes turn and chooses a number and answer the question behind the number.
- If the team answers the question correctly, they will get 1 point.
- There is a hidden picture under the 6 cards, the team finds the hidden picture first will be the winner. (The hidden picture is Pelé)

1. How many players are there in a football match?

2. How long does a football match last?

3. Is football in America the same sport as football in other countries?

4. Who is this man?

5. Which sport happens in a ring?

6. Who is this girl?

* **Lead in:**

Yes, that's right. He is a very famous football player in the world. And in our lesson today, we're going to read a passage about the King of Football, Pelé.

2. Pre-stage:

* **Aims:** To prepare students with vocabulary related to the topic: *Sports and games*; To introduce the structure of expressing and responding to congratulations.

a. Vocabulary :

- take place (phr.v) = happen: diễn ra

- last (v) : kéo dài
- prize (n) giải thưởng

*** Check vocabs : Rub out and remember**

b. Task 1/p.21: Listen and read the short conversation below, paying attention to the highlighted parts.

- T lets students listen and read the dialogue, asks them what the characters say when they hear good news from other people.
- T calls some students to share their opinions.
- T gives more explanations and writes down the structure of expressing and responding to congratulations.

*Note : Expressing and responding to congratulations.

A: Congratulations.

B: Thank you.

3. During-stage

*** Aims:** To practice the structure of introducing someone; To identify questions people should ask when making the sport/ game you like.

a) Task 2/p21: Work in pairs. Student A has won a prize in the school's singing contest/ sports competition. Student B congratulates him/her. Make a similar dialogue. Remember to use the highlighted sentences in Task 1. Then change roles.

- T gives the requirement
- T models an example :

Nga: Last week I won the first prize of my school's singing contest.

Hoa: Congratulations!

Nga: Thank you, Minh.

- T allows students to work in pairs, practice the situation.
- T monitors and gives immediate help
- T calls some pairs to present their answers.
- T gives feedback and corrections (if necessary).

b) Task 3/p21: Read and tick the questions you think are suitable to ask a new friend at school.

- T introduces the quiz
- Run through the questions
- Get the Ss to work in pairs and find the answers to the quiz. Then compare with another pair
- Public check and give the correct answers.

***Answer key:**

1. There are usually 22 players (11 on each side).
2. It normally lasts 90 minutes (divided into two halves).
3. They take place every four years.
4. A marathon is 42.195 kilometres long (26 mile and 385 yards).
5. They took place in Olympia (in Ancient Greece) (in 776 BC)

4. Post-stage:

*** Aims:** To help Ss make an interview; To help them revise the present simple and the simple past

*** Task 4/p21: Work in groups. Interview your partners using the following questions. You may ask for more information.**



- T elicits some sports and games from Ss
- T gives instructions and model with a St

Example:

A: What sports/games do you play in your freetime?

B: In my free time I play badminton and chess.

A: Do you play them well?

B: I'm good at badminton, but I'm not good at chess.

A: When and how often do you play them?

B: I play badminton at the weekend and I play chess in the evening.

A: Which sport/game do you like watching on TV?

B: I like watching football matches on TV.....

- T has each group appoint one student to be the interviewer, others the interviewees
- Ss work in groups asking and answering the questions. Encourage them to talk and raise as many questions as possible.
- After a fixed amount of time, choose the interviewer of some groups to present to the class.
- T and other students listen and make comments.

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

Expressing and responding to congratulations

The sport/ game you like

Communicate through a quiz about sports/ games.

Production

Talk about sports and games that you like reasons

6. Homework:

- Learn new words by heart
- Write down the results and feedback of the previous interviews.
- Prepare for the next lesson: **Skills 1**
- Continue to prepare the project.

***Feedback:**

Week 22 Period 66	Unit 8: SPORTS AND GAMES N LESSON 5: SKILLS 1	DP: 14/2/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Develop reading skill for general and specific information about Pelé
- Talk about famous sportspeople

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Character Qualities: - Have the love and know the facts about famous sportspeople.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up:

***Aims:** - To activate students' prior knowledge related to the targeted famous football player in the world and to increase students' interest.

- To lead in the lesson.

*** Warmer:**

- Class is divided into 2 teams.
- Teacher prepares 6 cards numbered from 1 to 6.
- Each team takes turn and chooses a number and answer the question behind the number.
- If the team answers the question correctly, they will get 1 point.
- There is a hidden picture under the 6 cards, the team finds the hidden picture first will be the winner. (The hidden picture is Pelé)

1. How many players are there in a football match?
2. How long does a football match last?
3. Is football in America the same sport as football in other countries?
4. Who is this man?
5. Which sport happens in a ring?
6. Who is this girl?

*** Lead in:**

Yes, that's right. He is a very famous football player in the world. And in our lesson today, we're going to read a passage about the King of Football, Pelé.

2. Pre-stage:

***Aims:** - To give students the vocabulary in the lesson.

- To activate ss' knowledge of the topic of the reading text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- goal (n): khung thành
- (to) be born: được sinh ra
- score (v,n): ghi bàn, điểm số
- (to) take part in = join in,
- career = job: sự nghiệp

***Checking Vocab:** R.O.R

b) Prediction: Task 1/p.22: *Work in pair, discuss the questions.*

1. What do you know about Pelé?
2. What is special about him?

- Tell them to work in pairs to discuss the questions in this activity. Encourage them to give their ideas (as many ideas as possible) in front of the class.
- Have ss work in pairs and discuss the questions about Pelé. It is not important whether they know much or little information about Pelé as long as they talk with each other.

3. During-stage:

***Aims:** - To help ss develop their reading skill for general information (skimming) and specific information (scanning);

- To help ss broaden and deepen their knowledge of Pelé.

a) Checking the prediction: Task 2/p.22: *Read the dialogue quickly to check your ideas in 1.*

- Tell ss to read the text quickly and check their ideas in .
- Set a strict time limit to ensure that ss read quickly for information. Encourage ss to give any piece of information they can remember (and it is not so important what they say as long as they speak English).

Example: best footballer, from Brazil, won the World Cup, the King of Football, ...

b) Task 3/p.22: *Read the text again and answer the questions.*

- Have ss read the dialogue again.
- Ask ss to find the key words in each question. Then find the information in the dialogue to answer the questions.
- Confirm the correct answers to the class.

1. Pelé was born in 1940.
2. His father did/ His father taught him.
3. He scored 1,281 goals in total.
4. (He became Football Player of the Century) in 1999.
5. They call him "The King of Football".

4. Post –stage

***Aims:** - To help ss practise reading and understand fact files of famous sportspeople.

- To help ss practise speaking about a famous sportsperson in 4.

a) Task 4/p.22: *Read the following facts about two famous sportspeople.*

- Ss work by themselves and read the fact files of two famous sportspeople.
- What do you know about Hoang Giang/ Jenny Green?
- What are special about them?
- Teacher explains any new words to ss if necessary.

- Students understand everything and they can use these facts to prepare for the next speaking activity.

b) Task 5/p.22: Choose one sportsperson in 4. Talk about him/ her. Use the following cues.

- Have ss work in pairs or groups to talk about their chosen sportsperson.
- Let them have freedom to choose what information to mention. (They can skip some points, or add some of their own.)
- While ss are talking, T goes round the class and monitors.
- Remember not to stop them in order to correct their mistakes.
- When the talking time is over, T collects common errors and discusses them with the whole class.

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: goal, score, career,.....
- Read about Pelé

Speaking

- Talk about famous sportspeople

6. Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 22 Period 67	Unit 8: SPORTS AND GAMES LESSON 6: SKILLS 2	DP: 14/2/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Use the lexical items related to the topic *Sports and games*
- Listen for general and specific information about people's favourite sports
- Write a passage about your favourite sport

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: - Be more aware of spending time playing sports and games and choose the best sport and game for themselves.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Spin the wheel

***Aim:** - To create a friendly and atmosphere in the class before the lesson.

- To lead into the new lesson.

- Teacher divides the class into 2 teams.
- Each team takes turns to spin the wheel. Under each number is picture of a famous sports person. If the team gives the correct name of sport which the person play, they'll get ten points.



1.



2.



3.



4.



5.



1. Footballer (David Beckham) 2. Badminton player (Phạm Hồng Nam)

3. Swimmer (Ánh Viên) 4. The King of Football, Pelé 5. footballer. (Quang Hải)

2. Pre-stage:

Teacher: Chau Thi Hien

***Aims:** *To help students develop their skill of listening for general information.*

***Task 1/p.23: Listen to the passages. Who are they about?**

- Ss pay attention to who the passages are about.
- T introduces the situation, and asks Ss to listen and say who the passages are about
- T plays the recording once only.

***True/ False Prediction:**

- T runs through all the sentences in Task 2
- Ask Ss to predict True or False
- Collect their answers

3. During stage:

***Aims:** *- To develop students' skill of listening for specific information (scanning)*

- Ss listen and get information to write True (T) or False (F) for each sentence, and to fill each blank with a word to complete each sentence.

a) Checking the prediction: Task 2/p23: Listen to the passages again. Then tick (✓) T (True) or F (False) for each sentence.

- Teacher plays the recording again, asks students to check the prediction.
- Teacher asks Ss to give the answers.
- Teacher confirms the correct answers. (play the recording once more)

*** Answer key:** 1 F 2.T 3.T 4. T5. F

b) Task 3/p23: Listen again and fill each blank with a word to complete each sentence.

- Teacher asks students to read the sentences and guess the word they fill in each blank.
- Teacher plays the recording once (or more if needed), and tell students that they have to identify the exact words in the listening passages to fill the blanks. Ss guess (groups)
- Listen and complete the sentences. (groups)
- T asks Ss to compare and share the answers with the others.
- Teacher asks Ss to give the answers.
- Teacher confirms the correct answers. (play the recording once more)

*** Answer key:** 1. volleyball 2. Three 3. Alice 4. chess

4. Post –stage:

***Aim:** *- To help students brainstorm ideas for their writing.*

- To help students practise writing a paragraph about the sport/ game they like.

a) Task 4/p23: Read the questions and circle the right answers for yourself.

Work in pairs. Talk about the sport/ game you like. Use the following questions as cues.

- Teacher has students work in pairs and talk about the sport/game they like by answering the questions in the textbook.
- Teacher asks them to note down the important and interesting things in their notebooks.
- Teacher goes round and gives help if necessary, then calls on some students to read their notes in front of the class. Teacher and other students listen and make comments.

*** The questions**

- What is the name of the game/sport?

- How many players are there?
- How often do you play?
- What equipment does it need?
- How long does it last ?
- Why do you like it?

**** Some expressions and language :**

- I like playing / watching _____
- It's a _____ sport / game .
- It lasts about _____ minutes / hours
- There are _____ players.
- To play it , we need : a ball , a net ,a racket , goggles , skis , sports shoes ,a boat, a shirt , a chessboard ...

b) Task 5/p23: Write a paragraph of 40-50 words about the sport/game you talked about in 4. You can also refer to the listening passages

- Ask Ss to write the draft first , Ss should use the cues and their own ideas .
- Have them write a paragraph about 40 – 50 words about the topic above, covering as many ideas as possible.
- T asks Ss to pay attention to punctuation , structural elements , linking words...
- T asks sts to write about a sport/ game you like. And use your own ideas and the following as cues.
- Ss write - T hangs the writing on the board and corrects one of them. Then give marks

Example:

My name is Linh. I am not a very sporty person but I love playing games, especially intelligence games. Of all the games I play, I love playing Chinese chess the best. It is an individual game. One player plays against the other. How long it lasts depends on the two players. This game is very popular in Asia especially in China and Vietnam. It only needs a chessboard and thirty-two chessmen. To play the game well, you need a little intelligence and ruse. Playing Chinese chess helps me improve my intelligence.

5. Wrap- up: * Aim: To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about people's favourite sports

Writing

Write about your favorite sport

6. Homework:

- Rewrite a short passage about the sport/game you like.
- Talk about the sport/game you like.
- Prepare: Unit 8- "Looking back and project"

***Feedback :**

.....

Week 22 Period 68	Unit 8: SPORTS AND GAMES LESSON 7: LOOKING BACK & PROJECT	DP: 14/2/2024
----------------------	--	---------------

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

1. Knowledge:

- Review the vocabulary and grammar of Unit 8
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: - Be more aware of spending time playing sports and games and choose the best sport and game for themselves.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Mind map

* **Aims:** To revise what students have learnt in Unit 8 and lead in the next part of the lesson.

- Teacher divides the class into groups of four, gives each group a mind map, asks them to fill the missing words in the map.
- The fastest group giving out the correct answer is the winner.

* **Answer key:**

1. Sports and games 2. Vocabulary 3. Grammar 4. The past simple 5. Imperatives

2. Pre- stage:

LOOKING BACK:

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

- To help students revise the combination of the verbs play, do and go with names of different sports/ games.

*** VOCABULARY**

a) Task 1/p24: Find one odd word/ phrase in each question.

- Teacher calls on some students to read the answers aloud and then confirms the correct answers as a class. Let the whole class read the words/phrases correctly

* **Answer key:** 1.C 2. A 3. C 4. B 5.B

b) Task 2/p24: Put the correct form of the verbs play, do or go in the blanks.

- Teacher tells students that in English sports and games may go after one of three verbs: play, do and go. Students have to remember these combinations and use them correctly in different contexts.

- Teacher allows students time to do the task individually.

- Teacher calls some students to write the answers on the board, then lets the class comment, and gives them the correct answers.

- Teacher may call some students to read the sentences.

*** Answer key:**

1. do 2. is playing 3. Goes 4. Went 5. Played 6. are doing

3. During – stage:

*** Aims:** - *To help students revise the use of the past simple tense in context.*

- *To help students revise the use of imperatives (positive and negative) in different situations.*

*** GRAMMAR:**

a) Task 3/p24: Put the verbs in brackets in the correct form.

- Teacher lets students work in pairs and put the verbs in brackets in the correct form of the past simple.

- Teacher tells students to pay attention to the point of time given in the sentences.

- Teacher checks answers as a class.

*** Answer key:**

1. took 2. Started 3. didn't like 4. did you do, cycled

b) Task 4/p24: What do you say in these situations?

- Teacher gives students some time to work by themselves, asks them to revise how to use imperatives (positive and negative) in these situations.

- Teacher calls some students to read their sentences.

- Teacher lets other students give comments, then confirms the correct sentences.

*** Answer key:**

1. Please stop making noise. 2. Go out to play with your friends.
3. Don't feed the animals. 4. Stand in line, boys!
5. Don't touch the dog.

c) Task 5/p24: Fill each blank with ONE word to complete the passage.

- Teacher gives students some time to work individually.

- Teacher calls some students to read their sentences.

- Teacher lets other ss give comments, then confirms the correct sentences

*** Answer key:** 1. play 2. Hear 3. Favourite 4. Sports 5. Famous

4. Post- stage:

PROJECT: A TRADITIONAL GAME (POSTERS EXHIBITION: Prepared at home)

*** Aims:** *To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

- *To help students practise writing about a traditional game (what it needs and its rules).*



a) Activity 1: Read the information about a traditional game.

- Teacher has students read the passage about the game *Blind man's bluff* carefully.
- Teacher explains new words for students and makes sure they understand everything thoroughly: the equipment and location, the rules and different

b) Activity 2: Choose one of the following sports/games (or one of your own) and write about it.

- Teacher divides the class into 4 teams, and gives each team a piece of paper to make a poster.
- Each team chooses a traditional game and discusses the game's rules, then writes down the rules and decorates in the poster.

Examples: Tug of war, Skipping, Marbles...

c) Activity 3: Work in groups. Take turns to give presentation.

- Each team takes turns to present their talk in front of the class.
- Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most impressive and easiest to understand rules.
- If it is short of time, let students complete the task as homework under teacher's guidance

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to sports and games

Grammar

Past simple and imperatives

Project

Write and present about a traditional game

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Unit 9: Getting started

Teacher: Chau Thi Hien

* **Feedback**.....

Week 23 Period 69	Unit 9: CITIES OF THE WORLD Lesson 1: GETTING STARTED	DP: 21/2/2024
----------------------	--	---------------

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

1. Knowledge:

- Use the lexical items related to the topic *Cities of the World*
- Use the vocabulary and structures to describe cities and landmarks

2. Competences:

- Cover the content of the conversation about the topic "Cities of the World" by listening and reading.
- Recognize how to use possessive adjectives and possessive pronouns correctly.
- Talk about their favorite city.

3. Character qualities: - Teach students the love their favorite city

II. TEACHING AIDS: Textbooks, computer accessed to the Internet, projector,...

III. PROCEDURES:

1. Warm – up:

* **Aim:** To lead in the topic of cities and their landmarks

Matching game: Cities and Continents

America

Asia

Europe

Africa

Oceania



Cairo



New York



Sydney



Paris



Singapore

2. Pre – stage

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

- Provide Ss necessary vocabulary related to the topic “Cities of the world”

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- rainy (adj): [picture]: mưa
- crowded (adj): [picture] đông đúc
- beautiful (adj): [picture] đẹp
- interesting (adj): [synonym] □ fascinating (adj)
- exciting (adj): [antonym] □ unexciting (adj)

* **Checking vocab:** R.O.R

b. Task 1/p.26: Listen and read

* **Set the scene:**

- Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture to introduce the land:

1. *What are Mai and Tom doing?*
2. *What are they looking at?*
3. *What is the name of the city?*
4. *What landmark is in the picture?*

□ Anticipated answers:

1. *They are talking to / discussing with each other.*
2. *They are looking at the computer screen / some photos / pictures about places around the world.*
3. *It's Sydney in Australia.*
4. *It's the Opera House.*

- Teacher sets the context for the listening and reading text:

+ Teacher asks students to look at the title of the conversation and the picture.

+ Teacher asks them some brainstorming questions like: *What do you think Mai and Tom are talking about?*

What city can you recognize from the photos?

What is it famous for? etc.

- Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong.
- Teacher plays the recording, asks students to underline the words they have learn in the vocabulary part.
- Teacher can play the recording more than once.
- Students listen and read.
- Teacher invites some pairs of Ss to read the dialogue aloud.
- Teacher has students say the words in the text that they have underlined.

3. During- Stage:

***Aims:** - *To help students identify the location at the city mentioned in the conversation in the map.*

- To help ss focus on the use of adjectives to describe cities.

a. Task 2/ p.27: Write the names of the cities in the correct places.

- Teacher tells students to look at the photos and the text in order to find the answers.
- Students work independently.
- Teacher allows students to share their answers before discussing as a class.
- Teacher asks students to support their answers or encourages them to provide more information about the 3 cities.

***Answer key:** 1. London 2. New York 3. Sydney

b. Task 3/ p.27: Read the conversation again and match the cities with the adjectives describing them.

- Teacher has students read the conversation again, underline the names of the cities and mark the adjectives which were previously underlined in **Task 1** to find the answers.
- Students work independently.
- Teacher allows students to share their answers before discussing as a class.
- Teacher asks students to support their answers or encourages them to provide more adjectives to describe the 3 cities.

***Answer key: Sydney:** C – exciting D – beautiful

London: A – rainy

New York: B – crowded E – interesting

c. Task 4/ p.27: Match the cities with their landmarks.

- Students can work in pairs to complete this task.
- After matching the cities with their landmarks, students discuss with each other to find the names of the landmark either appearing in the pictures or in the cities.

***Answer key:** 1. Ha Noi – C 2. London – D 3. New York – A 4. Sydney – B

*** Language Note:**

- Possessive adjectives:

+ Tom, are these photos from **your** holidays?

- Possessive pronouns:

+ Here are some photos of **mine**.

4. Post – stage:

***Aims:** - To give Ss fun time revising what they have learnt so far in the lesson.

- To help Ss visualize some landmarks of the cities mentioned in the conversation.

***Task 5/p.27. What city is it?**

- Teacher models the game by asking students to guess the picture she is holding with the whole class first.

Teacher: Can you guess the city in the picture? A student: What's it like?

Teacher: It has beautiful beaches. A student: Is it in Australia?

Teacher: Yes, it is.

A student: It's Sydney.

Teacher: Right!

- Teacher can deliver the pictures used in the Warm-up part to students so that they can have visual aids to play the game.

- Students play the game in groups of four. Every student will have to ask questions, provide information and find the answers.

5. Wrap-up: * **Aim:** To consolidate what students have learnt in the lesson

Vocabulary

Listen and read

Language Note

- T asks Ss to say what they have learnt in the lesson

- rainy, crowded, beautiful...

- Practice the dialogue
- Matching...

Possessive adjectives, possessive pronouns

6. Homework

- Learn by heart vocabulary
- Practice the lesson again.
- Prepare the lesson: **Unit 9: A closer look 1**

***Feedback:**

Week 23 Period 70	Unit 9: CITIES OF THE WORLD Lesson 2: A CLOSER LOOK 1	DP: 21/2/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Use the lexical items related to the topic Cities of the World
- Use the vocabulary and structures to talk cities and landmarks
- Pronounce and recognize the sounds /ə and /a

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Be interested in cities and landmarks in the world.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up: Jumbled words

***Aim:** To activate students' prior knowledge and remind Ss some adjectives
ciousDeli pfulhel sunyn exitcing

***Answer key:** Delicious helpful sunny exciting

2. Pre-stage:

***Aim:** To teach students some adjectives describing a city

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- sunny (adj): [antonym]-> rainy
- delicious (adj): [synonym] -> tasty
- stall (n): [picture]
- palace (n): [picture]
- street food (nph): [picture]
- floating market (nph): [picture]

*** Checking vocabulary: R.O.R**

3. During- stage:

***Aims:** - To teach students some adjectives describing a city.

- To help students use the adjectives in 1 in a context.

- To teach students some words / phrases related to a city.

a) Task 1/p.28: Fill each box with an adjective

- Teacher asks students to use the given words to fill in the suitable boxes in 2 minutes.
- Students do the task.
- Teacher calls some students to give their answers.
- Teacher gives feedback and corrections (if necessary).

***Answer key:**

- City: old, exciting
- Food: tasty, delicious
- People: friendly, helpful
- Weather: rainy, sunny

b) Task 2/p.28: *Complete the sentences with the words in task 1*

- Teacher asks students to work in pairs and use the word in task 1 to complete the sentences.
- Students work in pairs and do the task.
- Teacher calls some pairs to share their answers with the whole class.

- Teacher gives feedback and corrections (if necessary)

***Answer key:**

1. Sunny 2. Old 3. Exciting 4. Friendly 5. tasty/delicious

c) Task 3/p.28: Write the words and phrases under the correct pictures.

- Teacher asks students to match the given words and phrases with correct pictures.
- Students work independently.
- Teacher allows students to share their answers before discussing as a class.
- Teacher asks some students to share the answers and gives corrections (if necessary)

***Answer key:**

1. Palace 2. Floating market 3. Street food 4. Stall

4. Pronunciation:

***Aim:** To help Ss to identify and practise the sound /ə and /a

- Teacher introduces 2 sounds /ə and /a to students and lets them watch a video about how to pronounce these two sounds.
- Teacher asks students to give some words they know containing these sounds

***Anticipated answers:**

/ə cold, close, drove, low, slow, show.

/a how, now, loud, cloud, sound, house

a) Task 4/p.28: Listen and write the words in the correct column. Then listen and repeat.

- Teacher asks students to read and write the words in correct column
- Students work individually
- Teacher plays the recording for students to listen, repeat and check their answers.

/ə/
Boat, postcard, coast, pagoda
/a
House, town, tower, crowded

b) Task 5/p.28: Listen and repeat. Pay attention to the underlined words.

- Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.
- Students listen and repeat the given sentences

5. Post-stage:

***Aim:** To give students chance to apply what they have learnt.

Teacher: Chau Thi Hien

Game: Whispering

- Teacher divides class into 4 big groups and asks students to stand in four lines.
- The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group. They will continue until the member in the first place and this member will say the sentence aloud.
- The fastest group will win the game.
- Suggested sentences:

1. The house is very old.
2. I visited a famous floating market.

6. Wrap-up:

***Aim :** *To consolidate what students have learnt in the lesson.*

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- sunny, delicious, stall, ...
- Gap fill, matching,...

Pronunciation

sounds /ə/ and /ɑ/

7. Homework:

- Find 5 more words with the sound /ə/ 5 more words with the sound /ɑ/
- Write them down and practice pronouncing the words
- Prepare for the next lesson: A closer look 2
- Prepare for the project.

Feedback:

Week 24 Period 71	Unit 9: CITIES OF THE WORLD Lesson 3: A closer look 2	DP: 28/2/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Use possessive adjectives and possessive pronouns correctly.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

3. Character qualities: Love for people, love for country, respect and protect yourself.

Teacher: Chau Thi Hien

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector,...

III. PROCEDURES:

1. Warm up:

* **Aims:** -To introduce targeted grammar of possessive adjectives, possessive pronouns. Name the pictures:

***Game: Sentence puzzling.**

- Teacher divides the class into 4 groups.
- Teacher delivers a set of word cards which contains possessive adjectives and possessive pronouns to each group.
- Students will have to work in groups to create as many correct sentences from the word cards as possible.
- The group with more correct sentences will be the winner.

□ **Anticipated answers:**

1.	city	is	very	beautiful.	
2.	His	house	is	very	big.
3.	Our	school	has	a big	garden.
4.	Your	school	is smaller	than	mine.
5.	My	shoes	are bigger	than	hers.

- Teacher draws students' attention to the words in the sentences created in the game "my, his, our, your, mine, hers" and asks them whether they know the types of these words.
- Teacher provides or confirms the answers and leads in the grammar focusing on the lesson:
 - The words "my, his, our, your" are possessive adjectives.
 - The words "mine, hers" are possessive pronouns.
 - Today we are going to learn more about possessive adjectives, possessive pronouns.

2. Pre-stage:

* **Aim:** To help students revise the use of possessive adjectives and possessive pronouns.

* **Possessive adjectives:**

Task 1/p29: Match the sentences with the pictures, paying attention to the underlined part in each sentence.

- Teacher has students complete the matching activity individually.
- Teacher then asks students to exchange their textbooks to check their friends' answers. Answer key:

1 – d 2 – f 3 – e 4 – b 5 – a 6 - c
- Teacher draws students' attention to the underlined words and to confirm the use of possessive adjectives.

"A possessive adjective is used only when there is a noun following it."
- Teacher then asks students to work in pairs to provide all possessive adjectives except for

Teacher: Chau Thi Hien

the ones in the sentences.

□ **Anticipated answers:** “my, your (singular), your (plural), his, her, its, our, their”

* **Possessive pronouns:**

Teacher draws students’ attention to the underlined words in the following sentence, and encourages them to say the sentence in a different way that does not change the meaning of it.

“This book is my book, not your book.”

□ **Anticipated answer:**

“*This book is mine, not yours.*”

- Teacher gives feedback and confirms the use of possessive pronouns.

“*A possessive pronoun is used alone, without a noun following it.*”

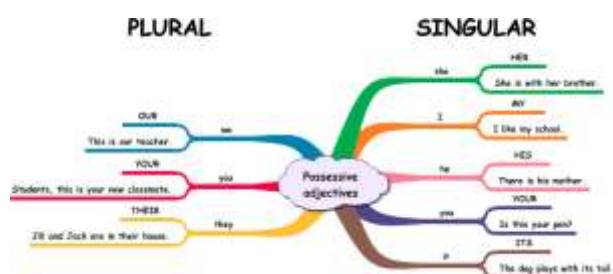
- Teacher then asks students to work in pairs to provide all possessive pronouns except for the ones in the sentence.

□ **Anticipated answers:**

“*mine, yours (singular), yours (plural), his, hers, its, ours, theirs*”

- Teacher has students work in groups of 4 to create a chart/mind map showing all possessive adjectives and possessive pronouns including their relation.

□ **Anticipated answers:**



SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	X
we	us	our	ours
they	them	their	theirs

3. During-stage:

* **Aims:** - To give students opportunities to use possessive adjectives correctly in context.

- To help students determine the correct possessive pronoun representing a phrase.

a. **Task 2/p29: Complete the sentences with the correct possessive adjectives.**

- Teacher has students work on the exercise individually before they compare answers with each other.

- Teacher gives feedback as a class discussion.

* **Answer key:**

1. My 2. your 3. Their 4. Her 5. Our

b. **Task 3/p29: Complete the sentences with the correct possessive pronouns.**

- Teacher has students work on the exercise individually before they compare answers with each other.

- Teacher gives feedback as a class discussion.

* **Answer key:**

1. mine 2.theirs 3.yours 4.his 5.ours

4. Post-stage:

* **Aims:** *To help students distinguish and use correctly possessive adjectives and possessive pronouns.*

a. Task 4+5/p30: Kahoot game. Choose the best option to complete the questions in the game.

- Teacher combines Exercise 4 and Exercise 5 (p. 30) to create questions in Kahoot game.
- Teacher allows students to use their mobile devices to answer and interact with the questions online.
- Teacher gives clear instruction for students to fully understand how to play Kahoot game online.
 - Go to kahoot.it
 - Enter the game PIN
 - Type your nick name
 - Choose the best option for each question appearing on the screen
 - See who will be the winner
- Teacher provides the game PIN and allows students' access to the game.
- Students choose the best option for each question appearing on the screen
- Teacher gives complement or good mark to the winner of the game.

* **Questions in the game:**

1. Australia is a strange country. All of.....big cities are along the coast.
A. it's B. its C. it is D. it
2. Our city is very crowded. How about ?
A. you B. your C. yours D. you are
3. I love my football club. Does Phong like.....?
A. his B. him C. he is D. he
- 4..... street is short and narrow.
A. Our B. We C. Us D. Ours
5. They cannot find... city map anywhere.
A. their B. them C. theirs D. they
6. The book is....., but you are welcome to read it.
A. my B. mine C. yours D. yours
- 7..... bike is dirty, and I can't tell what color is it.
A. Your B. Yours C. You D. You are

8. Your country is much bigger than.....

- A. our B. their C. ours D. yours

9..... dog is so friendly. It never barks.

- A. They B. Them C. Their D. Theirs

10.....not easy to find your way in a strange city.

- A. It B. It's C. Its D. There

***Answer key:** 1.B 2.C 3.A 4.A 5.A 6.B 7.A
8.C 9.C 10.B

5. Wrap-up: * *Aims:* To consolidate what students have learnt in the lesson.

Grammar
<ul style="list-style-type: none"> - Possessive adjectives - Possessive pronouns

Practice
<ul style="list-style-type: none"> - Matching - Complete the sentences - Choose the correct words... - ...

- Ask students to summarise what they have learnt in the lesson.

6. Homework:

- Do Exercise 4 and Exercise 5, write the answers on your notebooks.
- Prepare for the next lesson: Communication

- Continue to prepare the project.

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

Week 24 Period 72	Unit 9: CITIES OF THE WORLD LESSON 4: COMMUNICATION	DP: 28/2/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Make an exclamation with What to express their appreciation or surprise
- Recognise and have knowledge about some famous landmarks in big cities.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: - Be interested in famous landmarks in the world and have good attitude to working in pairs

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn

...

III. PROCEDURES

1. Warm-up: Matching: Task 3/p31

* **Aim:** To help Ss recognise each landmark through pictures.

- T shows Ss photos of the four landmarks of different cities and ask Ss what they are. If Ss do not know their names in English, allow them to use Vietnamese.
- Ss match the pictures with the names of the landmarks.
- Check Ss' answer as a class.
- Elicit from Ss any information they know about the landmarks: **Which cities are they in?**

* **Answer key:**

1. Merlion 2. Big Ben 3. Sydney Opera House 4. Eiffel Tower

- **Teacher leads in the lesson:**

Today we're going to learn how to **make** an exclamation with What to express our appreciation or surprise and recognise and have knowledge about some famous landmarks in big cities.

2. Pre-stage:

* **Aims:** To introduce exclamations with "What"

* **Task 1/p.30:** Look at the picture. Listen and read the exclamations

- T asks Ss to look at the picture, listen and read the exclamations

Teacher: Chau Thi Hien

- Ss present the sentences like the following:

1. **What a nice city!**
2. What a clear sky!
3. What tall buildings!

- T asks Ss to find the similarities among the three exclamations

(They all begin with **What** followed by a noun phrase. An exclamation mark(!) is usually put at the end.)

Form: What (+a/an) + adj + noun !

Ex: What a nice city!

What + adj + nouns!

Ex: What tall buildings!

3. During-stage

* **Aims:** To help Ss practise making exclamations with What; To help Ss recognise each landmark through its description.

a) Task 2/p30: Work in pairs. Look at the picture below and say what you think by using exclamations with What. You may use the suggestions below

- T asks Ss to work in pairs and take turns to make exclamations about the picture. Call on some pairs to say their exclamations aloud in front of the class. Check and correct if needed.

- * **Answer key:**
1. What happy and beautiful children!
 2. What a colorful and nice picture!
 3. What sunny and beautiful weather!
 4. What a small and cute boy!
 5. What beautiful and colorful apple trees!

b) Task 4/p31: Write the names of the landmarks in 3 for the descriptions.

- Have Ss read the descriptions about the four landmarks. Set a time limit.
- Have them work individually. Ask them to write the names of the landmarks in 3 next to the descriptions.
- Call on some Ss to give their answers. Ask them to support theirs.

* **Answer key:** 1. Big Ben 2. Sydney Opera House 3. Eiffel Tower 4. Merlion

4. Post-stage:

* **Aims:** To check how much Ss know about different cities and their landmarks.

* **Task 5/p31: Game: Lucky number**

- Teacher divides class into 2 big groups.
- Each group will take turns to choose a number and answer the question in each number. There will be 4 questions in 5 page 31.
- If the answer is correct the group will receive 10 points. If no, the other group will have chance to answer the question and get 5 points
- There will be on lucky number that give the group 10 points without answering the question.

- The group with higher scores will win the game.

***Answer key:** 1B 2. A 3. C 4. A

5.Wrap-up:

*** Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English	City landmarks	Production
Expressing exclamations with <i>What</i>	Write the names of the landmarks	Circle the correct answer

6.Homework:

- Learn how to express exclamation and write five exclamations with *What*.
- Describe the pictures you've learnt in 4 again.
- Prepare: Skills 1 (read a postcard about Stockholm and answer the question in 4 about a city you know)
- Continue to prepare the project.

***Feedback:**

Week 24 Period 73	Unit 9: CITIES OF THE WORLD LESSON 5: SKILLS 1	DP: 28/2/2024
------------------------------------	---	---------------

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

1. Knowledge:

- Develop reading skill for general and specific information
- Identify different features of a place
- Use what they have learnt to talk about a city

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Character Qualities: Be interested in the the cities and landmarks in in the world.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up:

***Aims:** To introduce the topic of reading.

***Task 1/p32: Look at the postcard and discuss.**

- Teacher shows the picture of a postcard and asks students to work in group of 4 and discuss 2 questions:

1. When do people write a postcard?
2. What do they often write on a postcard?



- Teacher invites some students to share their discussion and accepts reasonable answers.
- Teacher invites some students to share their discussion and accepts reasonable answers.

***Suggested answers:**

1. When they are away from home, often on holiday or business. They want to tell their family or friends what they see and do, and how they feel about their time here.
 2. The sender often writes about his/her stay in a city or country.
- T leads in the lesson about Skills 1.

2. Pre-stage:

***Aims:** *To provide students with some lexical items before reading the text.*

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- fantastic (adj) [synonym] -> great (wonderful): tuyệt diệu
- perfect (adj) [synonym] -> ideal: hoàn hảo, lý tưởng
- rent (v) [definition]: thuê, mượn (pay money to use something)
- helmet (n) [picture] mũ bảo hiểm
- landscape (n) [picture] phong cảnh
- amazing /ə = surprising (adj): làm kinh ngạc, làm sững sờ

***Checking Vocab:** R.O.R

3. During-stage:

***Aims:** - *To help Ss develop their reading skill for general and specific information (multiple-choice).*

- *To help Ss identify different features of a place.*

a) Task 2/p.32: Read the postcard and answer the questions.

- T asks Ss to look at the questions first and underline the key words in the questions.
- T tell Ss that these key words will help them find the information more easily in the text.
- Then T asks Ss to read the postcard and answer the questions individually before discussing in the class.
- T calls on some Ss to read their answers and encourages Ss to justify their answers.
- Check Ss' answers in the class.

***Answer key:** 1.B 2.A 3.B 4.C

b) Task 3/p.32: Read the text and match the places with the things they have.

- T asks Ss to read the text again and do the matching.
- Check Ss' answers in the class.

***Answer key:** 1. b,c 2. a, d, e

4. Post –stage

***Aims:** - *To help Ss use what they have learnt so far to talk about a city*

- *To help Ss summarise the information they have to organise a short presentation*

a) Task 4/p.32: Work in groups. Choose a city you know. Discuss and answer the questions below.

- Ss work in groups.
- T allows each group some time to choose one city they have learnt about in this unit, or the one they all know / like.
- T asks Ss to discuss and make notes of the information they want to share with their class.
- T asks them to refer to the questions in this activity as suggestions for their notes or they can do it their own way.
- T goes around and offers help if necessary.

b) Task 5/p.32: Share the information you have collected in 4 with your class.

- T asks Ss to use the notes in 4 to share the information of their city with the class.
- T needs to make sure they speak in full sentences.

Teacher: Chau Thi Hien

- T allows Ss to vote for the most interesting and informative presentation.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: fantastic, perfect, rent.....
- Read for specific and general information in texts, including postcards

Speaking

- Talk about a city

6. Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 25 Period 74	Unit 9: CITIES OF THE WORLD LESSON 6: SKILLS 2	DP: 8/3/2024
------------------------------------	---	--------------

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

1. Knowledge:

- Listen for specific information about a description of a city
- Write a holiday postcard

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be proud of the cities and landmarks in their country.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game: Brainstorming

***Aim:** To introduce the topic of the listening tasks.

- Teacher divides the class into 2 teams. Each team will have to take turns to run in a relay-race to write the name of the capital cities of ASEAN countries.
- Each team will write on the board with different color of chalk so that the teacher can count the correct answers easily.
- The team having the most suitable answers is the winner.
- Teacher draws students' attention to the capital city of Thailand and says "Today we are going to listen to interesting facts and figures about one of the capital cities of ASEAN countries. It's Bangkok."

The capitals of ASEAN

***Suggested answers:** 1. Ha Noi 2. Phnom Penh 3. Jakarta 4. Manila
5. Kuala Lumpur 6. Singapore 7. Vientiane 8. Bangkok

2. Pre-stage:

***Aims:** To help students brainstorm about Bangkok.

***Task 1/p.33: Work in groups. Discuss and answer the questions.**

- Teacher shows 2 pictures.
- Teacher asks students to work in groups of four to answer some questions and discuss with them to see what they know about Bangkok or Thailand.



Questions:

1. What can you see in the pictures?
2. Which city is it?
3. Where is it?
4. What do you know about Bangkok?



5. What is it famous for?

***Suggested answers:**

1. pagodas, temples, market. 2. Bangkok 3. It/ Bangkok is in Thailand.
4. It is the capital and the biggest city.
– It has the population of about 8 million.
5. It's famous for pagodas, temples, open/night/ floating markets and shopping centres, silk, street food, friendly people, and entertainments.

***True/ False Prediction: Task 2/p33**

- Teacher asks students to go through the statements (1 – 4) on page 33 to make sure that they understand them and know what information they have to catch for the answers.
- Students underline the key word(s) in each statement and guess whether they are True or False individually.
- Teacher collects feedback.

3. During stage:

***Aims:** To help students develop listening skill for specific information (T/F and gap-filling).

a) Checking the prediction: Task 2/p33: Listen and tick T/F.

- Teacher plays the recording.
- Teacher asks students to listen and tick the answers.
- Teacher asks students to compare their answers with the prediction made previously.
- Teacher calls on some students to read aloud their answers and correct the false one(s).
- Teacher checks students' answers as a class.

***Answer key:** 1. F (markets and street food) 2. F (cheap) 3. F (on the river) 4. T

b) Task 3/p33: Listen again and fill in each gap with one word/ number.

- Teacher asks students to read the questions carefully and determine what information they need to fill the gaps (numbers, words).
- Teacher plays the recording for students to fill the gaps.
- Teacher asks them to swap their answers in pairs before checking their answers as a class.

***Answer key:** 1. 15,000 2. 5 3. life 4. delicious

4. Post –stage:

***Aim:** - To develop student's speaking skill, using the available information and their background knowledge to talk about a holiday city and collect information for their writing.
- To teach students how to write a holiday postcard.

a) Task 4/p33: Work in groups. Talk about a city in our country, using the questions

Teacher: Chau Thi Hien

below as a guide.

- Teacher models the task by showing the picture of Hanoi, ask a student questions about it.
- Teacher asks students to work in groups. Choose a city they know and discuss as guided by the questions.
- Teacher asks students to take short notes of the answers for later use.
- Teacher goes round and help if needed.

***Example:**

Teacher: *What city is it?*

Student: *It's Ha Noi, the capital of Viet Nam.*

Teacher: *What is it like? Can you tell me more about its weather, people and food?*

Student: *There are 4 seasons in Ha Noi. It's warm in spring and hot in summer. It's not so cold in winter. Autumn is the best time of a year when it's always cool. The people in Ha Noi are very friendly. They also helpful and hospitable. Ha Noi is famous for many delicious dishes, especially Phở or beef noodles soup.*

Teacher: *What can you see and do in Ha Noi?*

Student: *I can see many interesting places such as Old Quarter, One Pillar Pagoda, the Temple of Literature and Imperial Academy, etc. I can go to the night market or the walking street at weekends.*

b) Task 5/p33: Write a postcard about 50 words about your holiday in a city. Use the information in Task 4.

- Teacher shows the postcard in Task 2 – Skills 1 to help students identify the main parts of a postcard for students.
- Teacher asks students to use their ideas in Task 4 to write a postcard to their family.
- Teacher asks students to refer to Reading 2 if needed.
- If there is time, teacher pairs students and asks them to write postcards to each other.
- Teacher has them swap and give feedback on each other's writing once they have finished.
- Teacher explains to students that the space for writing on postcards is not big so people often write short sentences which contain the most important information.
- Teacher tells students that contraction is often used in writing postcards to make them short and informal.



What is it like? (the weather, the

What can you see and do there?

Teacher: Chau Thi Hien

5. Wrap- up: * **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen for specific information about a description of a city

Writing

Write a holiday postcard

6. Homework:

- Rewrite the postcard on the notebook.
- Prepare for the next lesson. Unit 9 - Looking back and project

***Feedback :**

Week 25	Unit 9: CITIES OF THE WORLD	DP: 8/3/2024
Period 75	LESSON 7: LOOKING BACK & PROJECT	

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

1. Knowledge:

- Review the vocabulary and grammar of *Unit 9*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: - Be aware of the importance of revision.

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Categorizing

* **Aims:** *To revise the vocabulary related to the topic and lead in the next part of the lesson.*

- Teacher divides the class into 5 groups.
- Give each group one hand-out with one of the following features: **city, weather, people, building, food**
- Show a list of words on the screen : *beautiful, peaceful, exciting, modern, big, polluted, delicious, awful, good, tasty, nice, friendly, unfriendly, noisy, new, old, tall, bad, rainy, hot, cold, wet, amazing, sunny*
- Ask students to write the words related to the features on their handout.
- The group having the most suitable answers is the winner.

***Suggested answers:**

- **City:** amazing, big, beautiful, peaceful, exciting, modern, polluted.

Teacher: Chau Thi Hien

- **People:** noisy, nice, friendly, unfriendly.
- **Food:** delicious, awful, good, tasty.
- **Weather:** bad, rainy, hot, cold, wet, sunny
- **Building:** old, new, modern, tall.

2. Pre- stage:

LOOKING BACK:

* **Aims:** *To help students recall the vocabulary they have learnt in Unit 9.*

* VOCABULARY

a) **Task 1/p34:** *Choose the best two options to complete the sentences.*

- Teacher encourages students to complete the task individually.
- Students do as directed, then exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.
- Teacher gives feedback as a class discussion.

***Answer :** 1. A, B 2. A, C 3. A, C 4. A, B 5. B, C

b) **Task 2/p34:** *Write the words in the box under the pictures.*

- Teacher asks students to read the words in the box first and make sure they remember their meanings.
- Teacher then allows students some time to write the words under the correct pictures.
- Teacher encourages students to complete the task individually.
- Student exchange their textbook to discuss the reasons about their choices.
- Teacher gives feedback as a class discussion.

***Answer :** 1. towers 2. river bank 3. beach 4. night market 5. palace 6. postcard

3. During – stage:

* **Aims:** *To help students recall grammar they have learnt in Unit 9.*

* GRAMMAR:

a) **Task 3/p34:** *Complete the sentences with the correct possessive pronouns in the box.*

- Teacher has students complete the task individually.
- Student exchange their textbook to discuss the reasons about their choices.
- Students should record their original answers to guide their self-assessment later.
- Teacher gives feedback as a class discussion.

***Answer:** 1. yours 2. theirs 3. mine 4. Ours 5. hers

b) **Task 4/p34:** *Read the sentences and correct the underlined words.*

- Students work in pairs.
- Teacher asks students to read the sentences carefully and correct the underlined words.
- Students complete the task and discuss about the answers.
- Teacher gives feedback as a class discussion.

***Answer key:**

1. its 2. our 3. their 4. its 5. ours

4. Post- stage:

PROJECT: MY JOURNEY AROUND THE WORLD! (POSTERS EXHIBITION:

**Prepared at
home)**

** Aims: To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

a) Activity 1: Brainstorming

World Travel Market (WTM 2021):



1. What city is it? 2. Where is it? 3. How can you go there?

4. What's the weather like there? 5. What would you like to see and to do there?

- Teacher sets the context of a World Travel Market (WTM 21) that will be occurred right now in the classroom.
- Teacher divides students into 4 big groups. Each group will act as a travel agency.
- Teacher asks "the travel agencies" to discuss and choose a city they would like to attract visitors to come.
- Teacher asks them to look for necessary information for the visit, basically by discussing the suggested questions.
- Students summarize the information and design A0 size posters about the cities they would like to promote.

b) Activity 2: Exhibition

- Teacher asks each group to present their poster to the class.
- Teacher asks the class to listen to their presentation and asks them to vote for the most attractive poster/city.
- Students will critically evaluate all the posters, then give 1 vote for the most attractive poster/city.
- Teacher gives comments and feedback to all 4 posters and awards special prize the group which has the most votes.

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

**Aim: To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary

Words related to cities of the World

Grammar

Possessive adjectives and possessive pronouns

Project

Choose and present about one city in the world you would like to

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Review 3 (Unit 7 – Unit 9)

*** Feedback**

Week 26 Period 76	REVIEW 3 (LANGUAGE)	DP: 14/3/2024
----------------------	----------------------------	---------------

A. Objective:

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

- revise the language they have learnt and the skills they have practised in Units 7-8-9.
- pronounce and recognize the sounds /ə and /a / and /æ/; /θ / and / ð /
- know how to use possessive adjectives and possessive pronouns correctly; the simple tenses; Wh- questions

HSKTK: In class 6.4 this student can understand the lesson well and can cooperating well with teacher and friends.

II. Competences:

- Revise the vocabulary in topics: Television; Sports and Games; Cities of the world.
- Do some kinds of exercises

III. Character qualities: have kindness, love for people, love for country, respect and protect yourself, have a sense of self-training

B. Teaching aids: The lesson plan, textbooks, laptop, TV,...

C. Procedure:

I. Warm – up: Brainstorming:

*** Aims: To revise sounds: /θ / and / ð /**

Ss work in 2 teams, take turns going to the board to write down the words having sounds /θ / and /ð/

/θ / and / ð /

II. Pre- stage:

*** Pronunciation:**

Teacher: Chau Thi Hien

* **Aim: To revise how to pronounce sounds /e / and /æ/ and /ə and /a**

- Elicits the rules of pronouncing sounds /e / and /æ/ and /ə and /a

+ **Sounds** /e / and /æ/: ten; pen; match; lamp....

+ **Sounds**: /ə and /a know; snow; house; about....

* **Task 1: Circle the word with the different underlined sounds. Listen and check**

- Ss do Ex 1 individually then share their answers with a partner.

- Asks Ss to come to the board to write the answer.

- T corrects and give the correct answers.

* **Key:** 1C 2A 3A 4C 5B

III. During- stage:

* **Vocabulary:**

* **Aim: To help Ss to revise some vocabulary they have learnt**

+ **Television:** *programme; cartoons; viewer; film.....*

+ **Sports and Games:** *football; chess; tennis....*

+ **Cities of the world:** *landmark; crowded; postcard....*

* **Task 2: Choose A, B or C to fill the gaps in the passage**

- Ss do ex 2 individually

- Asks Ss to share their answers with a partner.

- Asks Ss to come to the board and write down the answers.

- Checks Ss 'answers and give the correct answers.

* **Key:** 1. A. Outdoor 2. C. swimming 3. A. Sweden 4. C. programmes 5.

C. landmarks

***Task 3: Complete the sentences with the words/ phrases in the box**

- Ss do ex 2 individually

- Asks Ss to share their answers with a partner.
- Asks Ss to come to the board and write down the answers.
- Checks Ss 'answers and give the correct answers.

* **Key:** 1. landmark 2. Football 3. Television 4. City 5. Summer sports

* **Grammar:**

* **Aim: To help Ss to revise the point of grammar they have learnt and use them to do some kinds of exercises.**

- Elicits the simple past tense, Wh- questions; Possessive Adjectives and Pronouns and the use of the present simple .

+ Simple present: S + V-s/es

+ Simple Past : S + V-ed/ 2

+ Wh- questions: What; where; how long....

+ Possessive Adjectives: my; your; her....

+ Possessive Pronouns: mine; yours; hers....

* **Task 4: Choose the correct answer A, B, or C**

- Ask Ss to choose A, B or C

* **Key:** 1. B.started (ago) 2. C. while 3. A. its(buses) 4. A. play 5. C. Had (1953) 6. B. Don't touch

4. Post- stage:

* **Aim: To help students revise the use of question words.**

* **Task 5: Correct the underlined questions word(s) if needed.**

- Ask Ss to work individually, then share.

- T gives feedback

* **Key:** 1. *Who* => What/ Which 3. *What* => Why

4. *What* => How 5. *When* => Where

* **Homework:**

- Revise Pronunciation, Points of Grammar

- Prepare next lesson: Review: SKILLS: Revise the skills from unit 7 to unit 9.

* **Feedback**

.....

Week 26 Period 77	REVIEW 3 (SKILLS)	DP: 14/3/2024
----------------------	--------------------------	---------------

I. Objectives: *By the end of the lesson, Ss will be able to:*

1. Knowledge:

- + Revise the skills they have practiced from unit 7 to unit 9.

HSKTK: In class 6.4 this student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Do some kinds of exercises

3. Character Qualities: have kindness, love for people, love for country, love the cities of the world

II. Teaching aids: textbook, cassette, Projector

III. Procedure:

1. Warm –up: Brainstorming

** Aim: To revise the question words have learnt and use them to do some kinds of exercises.*

Ss work in 2 teams, take turns going to the board to write down question words

What



2. Pre-stage:

*** Reading:**

** Aim: To help Ss to do some kinds of reading exercise.*

a) Task 1: Read the two descriptions of strange sports and choose titles for them

- Ss read the text carefully and pay attention to the hints, do exercise individually and compare their answers with a partner.

- Checks Ss' answers and gives the correct answers.

***Key:** 1. B Cheese Rolling 2. A. Toe Wrestling

b) Task 2: Use the information from the passage above to tick the correct box

- Ss work individually

- Ss compare the answers with their partner.

- Ask Ss to ask and answer

- Gives feedback and correct answers.

***Key:**

+ Toe Wrestling: 2- 5

+ Cheese Rolling : 1- 3- 4

Teacher: Chau Thi Hien

3. During-stage:

* Speaking:

* **Aim:** To help Ss to do some kinds of speaking exercise.

* **Task 3: Interview your classmates about their likes. Take notes of their answers and report to the class.**

- Ss work in groups of three. One interviews the other two about what city they'd like to visit; What sports they like playing and What TV programmes they like watching
- Ss write their group members' answers in the table and report them to the class, then summarizes Ss' ideas.

* Listening:

* **Aim:** To help Ss to do some kinds of listening exercise.

***Task 4:** *Listen to a talk about Singapore and fill the missing information*

- Plays the recording once for Ss to listen
- Play the recording again for Ss to check their answers.
- Ask Ss to give their answers
- Gives feedback and correct

***Key:** 1. 2. slowly 3. 35 4. 30 5. Little

4. Post- stage:

* Writing:

* **Aim:** To help Ss to do some kinds of writing exercise.

***Task 5:** **Look at the information on Mark's visit to India last summer. Write a paragraph of about 50 words about his visit**

- Asks Ss to write individually.
- Calls 2 Ss to write on the board
- Other Ss and teacher comment on the board

* **Suggested writing:**

Last summer, Mark visited Delhi in India. He stayed there for 7 days. He watched a snake performance. He visited many temples and he ate street food there. The people there were friendly but the weather was hot.

5. Homework:

- Revise from Unit 7 to Unit 9
- Be ready for Unit 10: GETTING STARTED: practice listening and speaking with the lexical items related to the topic "Our houses in the future".

*Feedback:

.....

Week 26 Period 78	REVISION FOR THE SECOND MID-TERM TEST	DP: 14/3/2024
----------------------	--	---------------

I. OBJECTIVES: By the end of this lesson,

1. Knowledge

- Students will be able to review vocabulary, grammar notes and skills they have learnt in Units 7, 8, 9.

HSKTK: In class 6.4 this student can understand the lesson well and can cooperating well with teacher and friends.

2. Competences:

- Use words and phrases related to the topic in units 7-9.
- Use grammar notes learnt in units 7-9.
- Read and listen for general and specific information.
- Write complete sentences using words and grammar notes learnt in units 7-9.

3. Character qualities: Be aware of the importance of revision.

II. TEACHING AIDS: textbooks, CD player, pictures, sub boards.

III. PROCEDURE:

1. Pre-stage:

- Aim: Review some vocabulary about the topic: Television, Sports and Games, Cities of the world, the pronunciation of sounds /θ/ and /ð/; /e /and /æ/; /ə and /a Review how to use the conjunctions, simple past tense, possessive adjectives, possessives pronouns correctly.
- Be aware of the importance of revision.T. helps Ss to revise vocabulary and grammar notes related to the topics of Unit 7, 8, 9.

Vocabulary:

- Words related to topic from U7 to U9 (My new school, My house, my friends)
- Adjectives of personality

Grammar points:

- Present simple, Present continuous, Adverbs of frequency, Possessive case, Prepositions of place.

2. During-stage:

Practice doing exercises:

Find the word which has a di sound in the part underlined. Say the words aloud.

- | | | | |
|----------------|------------|-----------|--------------|
| 1.A. test | B. dress | C. these | D. then |
| 2. A. gather | B. monthly | C. father | D. brother |
| 3. A. fold | B. close | C. cloth | D. hold |
| 4. A. man | B. woman | C. relax | D. badminton |
| 5. A. mountain | B. mouse | C. round | D. cousin |

Use the conjunction at the end of the sentence to connect two simple sentences.

1. We wanted to watch Pinocchio. We turned to the Movie channel. (so)

2. You can watch The Pig Race. You can watch Who's Faster after that. (and)

3. I'm interested in the history of television. I like reading books about it. (so)

4. I love films. I don't like watching them on television. (but)

5. The Haunted Theatre is frightening. Children love it. (but)

Choose the correct answer A, B, or C to complete each of the following sentences.

1. At the weekend we can play a _____ of badminton or join in a football match.

A. sport B. game C. match

2. Football is an _____ game.

A. outdoor B. away C. individual

3. Kien is not very _____. He never plays games.

A. sport B. sporting C. sporty

4. Thanh likes _____ weather because he can go swimming in the river.

A. hot B. cold C. rainy

5. Vietnamese students play different sports and games _____ break time.

A. in B. on C. during

6. As it doesn't snow in Viet Nam, we cannot _____ skiing.

A. play B. go C. do

7. Many girls and women _____ aerobics to keep fit.

A. play B. go C. do

8. It's very _____ to swim there. The water is heavily polluted.

A. safe B. unsafe C. unpopular

9. – "_____ do you go to the gym?" – "By bus."

A. What B. How C. Why

10. – "What's your favourite _____?" – "I like swimming."

A. subject B. game C. sport

Put the words / phrases in correct order to make questions.

1. you / practise / table tennis / How often / do / playing

- _____?
2. the match / win / your team / Did / last Sunday
- _____?
3. arrive / the stadium / at / What time / you / did
- _____?
4. play / games / your family / Does / sometimes / together
- _____?
5. you / play / Did / were / when you / marbles / usually / small
- _____?

Home work

Do Test yourself in the Workbook.

Prepare for mid-term test 2.

*Feedback

Week 27 Period 79	Unit 10: OUR HOUSES IN THE FUTURE Lesson 1: GETTING STARTED	DP: 22/3/2024
----------------------	--	---------------

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

1. Knowledge:

- Get an overview about the topic *Our houses in the future*
- Use lexical items about types of houses

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be interested in the future house.

II. TEACHING AIDS: Textbook, CD player, pictures, extra boards.

III. PROCEDURES:

1. Warm – up: Slap the board

* **Aim:** - To create an active atmosphere in the class before the lesson.

- To revise vocabulary items ss have learnt in unit 9.

crowde	landmar	palace
floatin	postca rd	Times Square

* **Lead in**

To lead into the new unit.

Write on the board “Our houses in the future”. T lets Ss say something about the houses they are living in and the future they have got.

Teacher: Chau Thi Hien

- T tells them to think about the houses and the appliances they would like to have in the future.

2. Pre – stage

* **Aim:** To teach Ss some words related to “Our houses in the future”

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- UFO (unidentified Flying Object)
- solar ['soulə] energy (n)
- appliance [ə'plaiəns] (n)

* **Checking vocab:** R.O.R

b. Task 1/p.38: Listen and read

* **Set the scene:**

- T shows the pictures (textbook): This is Nick and this is Phong
- T asks some questions.

1. What is Phong doing?

2. Have you heard about UFO?

- *We are going to listen and read conversation between Nick and Phong in the new lesson.*

*about The
=> lead-*

- T plays the recording twice for students to listen and read along, has Ss underline the words that are related to the topic of the unit while they are listening and reading.

- T invites some pairs of students to read the dialogue aloud.

* Note: a) Future Simple: Will +

V(Inf)... Ex: Where will it be?

It'll be in the mountains.

What will it be like?

It'll be a large house.....

b) Might for future possibility

Ex: My house might have some smart TVs and ten robots.

3. During- Stage:

* **Aims:** To practice the targeted language and the background knowledge.

a. Task 2/ p.39: Read the conversation again. Find and write down the words or phrases that show.

- T Writes on the board Type of house, Location, and Appliances in the house. Explain the meaning of the words: type, location, and appliances
- T asks Ss repeat the words several times.
- Work in groups, have ss read the conversation again and find the words or phrases to show type of house, the location of the house and its appliances.

- Ask one ss to go to the board and write the words/phrases. Check the answers.

* **Answer key:**

Type of house	UFO
Location	in the mountains
Appliances in the house	Some smart TVs and ten robots

b. Task 3/ p.39: Read the conversation again. Tick (v) T (True) or F (False).

* Give time for Ss to read the conversation independently again and Tick (v) T (True) or F (False) next to the statements. Ask ss share their answers in pairs before discussing in groups.

- Correct the false statements

- Check their answers

* **Answer key:** 1. T 2. T 3.T 4. F

c. Task 4/ p.39: Order the words to make a phrase about a place. Each group has one extra word.

- T explains that ss have to order the words to make phrases about places (Each group has one extra word)

- Have ss work individually. Ask ss share their answers in pairs before discussing them in groups. Call on some ss to write their answers on the board.

- Check their answers

* **Answer key:**

1. In the sea 2. In the city 3. In the town 4. In the mountains 5. In the countryside
6. On the Moon 7. In the sky

*** Language Note:**

- Future simple:

+ Where will it be? -> It'll be in the mountains.

+ It'll have twenty rooms.

- Might for future possibility:

+ My house might have some smart TVs an ten robots.

4. Post – stage:

***Aims:** To help ss listen and guess the locations of houses in the future from the description.

***Task 5/p.39. Describe to your classmates what you can see outside the window of your future house.**

- Ask ss read the example and explain how the task is carried out.

- T divides the class into teams A and B. Team A describes to his/her group what he/she can see outside the window of his/her future house. Team B tries to guess where his/her house is.

5. Wrap-up: * **Aim:** To consolidate what students have learnt in the lesson

Vocabulary

Listen and read

Language Note

- T asks Ss to say what they have learnt in the lesson

- UFO, solar energy,
appliance...

- Practice the
dialogue
- Tick T/F...
- Order the words...

- Future simple
- *Might* for
future
possibility

6. Homework

- Learn by heart
vocabulary
- Practice the lesson
again.

- Prepare the lesson: **Unit 10: A closer look 1**

***Feedback:**

Week 27 Period 80	Unit 10: OUR HOUSES IN THE FUTURE Lesson 2: A CLOSER LOOK 1	DP: 23/3/2024 DT: 28/3/2024
------------------------------------	--	--------------------------------

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

1. Knowledge:

- Use vocabulary and structures about household appliances
- Pronounce the two-syllable words correctly.

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities: Be interested in the future houses' appliances and their functions and be more confident of pronouncing.

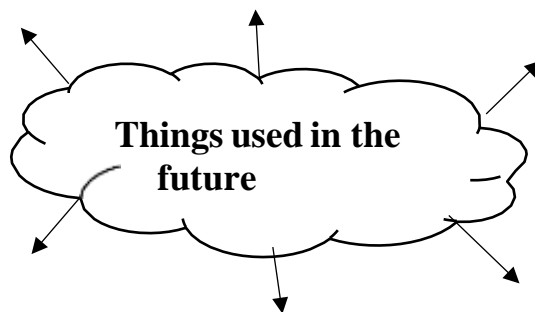
II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up: Brainstorming

**Aim:* To activate students' some vocabulary related to the topic *Our houses in the future*.

- Ss name the things used in the future house: a dishwasher, a fridge, a cupboard, a sofa, lamps, chest of drawer, ...



2. Pre-stage:

**Aim:* To teach Ss some words related to things in the future house.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- electric cooker (n): bếp điện
- washing machine (n): máy giặt
- wireless TV (n): truyền hình vô tuyến
- electric fan (n): quạt điện
- smart clock (n): đồng hồ thông minh

** Checking vocabulary:* **R.O.R**

3. During- stage:

**Aims:* To revise the vocabulary and help Ss put the appliances given in the appropriate room in the future house Ss match and make phrases about what appliances can help us to do.

a) Task 1/p.40: *Listen and repeat the words / phrases in the box. Then put them in the appropriate columns.*

- T has Ss listen to the recording and repeat.

- T has Ss work in groups of four and then go to the board and write the words given of household appliances in the right column corresponding to 3 rooms in the house: living room, bedroom and kitchen.

- T has Ss comment and gives feedback.

* ***Suggested answer key:***

Living room	Bedroom	Kitchen
--------------------	----------------	----------------

wireless TV, electric fan, smart clock, computer	wireless TV, electric fan, smart clock, computer	electric cooker, electric fan, fridge, washing machine , dishwasher
---	--	---

b) Task 2/p.40: Matching....

- T has Ss look at the two columns and explains what they can see - T has Ss do the task individually, by matching the appliances in A with what they can help to do in B.
- T has Ss share their answer in pairs before checking the answer as a class. Then T encourages them to match sentences with matched phrases (E.g. an electric cooker can help us to cook rice).
- T calls some Ss to write their sentences on the board and corrects if necessary.
- T has Ss comment and gives feedback.

* **Answer key:** 1.c 2.d 3.b 4. e 5.a

c) Task 3/p.40: Ask and answer....

- Ask students to read the example first. Ensure that they know what to do. Then let some pairs role- play the exchange in front of the class. Check pronunciation, if necessary.
- Have them work in pairs, one points to the appliance in Act 2 and ask the question, and the other gives the answer about the appliance, using the information in Act 2.
- Call some pairs to act out in class. Teacher and other students give comments.

* **Suggested answer:**

1. What can an electric cooker help us to do?

- It can help us (to) cook rice. 2....

4. Pronunciation:

- ***Aim:** - To help Ss pronounce two-syllable words which have the first syllable stressed.
- To help Ss say the sentences with the two-syllable words in which the first one is stressed.

a) Task 4/p.40: Listen and repeat the words

- T explains that most two-syllable nouns and adjectives have stress on the first syllable (E.g: housework, father, brother, famous, etc.)
- T gives Ss a few minutes to look at the words and explains that these words are all two-syllable nouns, the first syllable of these words is stressed which means it should be pronounced with a louder voice and then T draws their attention to the stress mark on the first syllable.
- T plays the recording several times, if necessary, for students to listen and repeat the words. T reinforces pronunciation and asks them to clap at the stressed syllable as they say the words.
- T has students practice saying the words, going around to offer help or correct pronunciation,

if necessary.

- T calls some students to say the words in front of the class and checks their pronunciation, if necessary.

b) Task 5/p.40: *Listen and repeat the sentences. Pay attention to the stress of the underlined words.*

- T gives Ss a few minutes to read the underlined two-syllable words in the sentences. Then T encourage some Ss to read aloud the words in front of the class and asks the others to give comments.

- T plays the recording sentence by sentence, for Ss to listen and repeat and drawing their attention to the stress in the first syllable of the underlined words.

- T calls on some Ss to read aloud the sentences in front of the class and checks their pronunciation if necessary. If there is time, T has Ss make more sentences with two-syllable nouns they know.

Then T has them say their sentences in front of the class.

5. Post-stage:

**Aim: To test students' memory of the vocabulary.*

Game: Up and down

- Teacher explains the rules:

+ Round 1: Teacher says 1 - 10 appliances. Students stand up for the ones in the kitchen, sit down for the ones in the bedroom.

+ Round 2: Teacher says 1 -10 words. Students stand up for the ones with the first stressed syllable, sit down for the second stressed syllable.

6. Wrap-up:

**Aim : To consolidate what students have learnt in the lesson.*

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- electric cooker, washing machine, wireless TV ...

Pronunciation

Stress in two-syllable words

7. Homework:

- Learn by heart the vocabulary.

- Prepare for mid-term test 2.

- Prepare for the next lesson: A closer look 2

- Prepare for the looking back and project.

Feedback:

Week 27 Period 81	THE SECOND MID-TERM TEST	DT: 29/3/2024
----------------------	---------------------------------	---------------

I. OBJECTIVES: By the end of this lesson,

1. Knowledge

- T checks Ss' understanding from Unit 7 to Unit 9 about three topics: Television, Sports and games, Cities of the world.

2. Competences:

- Use words and phrases related to the topic in units 7-9.
- Use grammar notes learnt in units 7-9.
- Read and listen for general and specific information.
- Write complete sentences using words and grammar notes learnt in units 7-9.

3. Character qualities: Be aware of the importance of TEST.

II. TEACHING AIDS: textbooks, CD player, pictures, sub boards.

III. PROCEDURE:

Week 28 Period 82	Unit 10: OUR HOUSES IN THE FUTURE Lesson 3: A closer look 2	DP: 29/3/2024
----------------------	--	---------------

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

1. Knowledge:

- Use future simple and might for future possibility

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

3. Character qualities: Be aware of what they might do or have in the future.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector,...

III. PROCEDURES:

1. Warm up: Chatting

* **Aims:** To motivate Ss' activities they will do ...

Ex: T: What will you do tomorrow?

S1: go to the market.

S2: do my
homework

S3: play online games.....

2. Pre-stage:

* **Aim:** To teach Ss The Simple Future with “will” and Future Possibility with “might” and how to use them.

- T gives two examples about the Simple Future and Future possibility .(T gets from

Teacher: Chau Thi Hien

Chatting) Ex: S1 will go to the market.

- T asks Ss to look at the sentences and answer the question: when do you think these actions happened: in the past, at present or in the future?, which word/ phrase tells you exactly when it happened?

GRAMMAR: The Simple Future

a) Will for the future:

+ **Form:** (+) S + will + V(inf) ...

(-) S + will not (won't) + V(inf)

(?) Will + S + V(inf) ... ?

+ **Use:** We use will + V(inf) to talk about actions we think are likely to happen in the future.

Example: We'll have a test tomorrow.

+ **Note:** 'll is the short form of will

won't is the short form of will not

b) Might for future possibility:

+ **Form** (+) S + might + V(inf)

(-) S + might not + V(inf) ...

(?) Might + S + V(inf) ... ?

Example: We might live in a UFO

+ **Use:** We use might + V(inf) to talk about actions that are possible in the future (We are not sure if they will happen or not).

- **Note:** The Future Tense often goes with adverts of time like: tomorrow, next week/ year..., in the future.

3. During-stage:

* **Aims:** To help students write sentences about how appliances will or won't help us in our future house; Ss use will ('ll) or won't

- **Task 1/p41: Use will ('ll) or won't to complete the sentences.** Have Ss read the instruction to understand how to do this activity.

- Have Ss read the sentences and fill the blanks to make the sentences true for themselves.

- Ask Ss to exchange their answer in pairs or groups. Then call on some Ss to say out their answers in front of the class. Check their answers.

* **Answer key:** Ss' own answers

a. Task 2/p41: Use will or won't to complete the conversation.

- Have Ss read the open conversation in pairs first. Then ask them to do the task individually.

- Ask Ss to exchange their answers in groups. Then call on some Ss to say out their answers in front of the class. T gives feedback.

- T calls some Ss to read again the complete conversation in pairs.

* **Answer key:** 1. will ('ll) 2. will 3. will ('ll) 4. Won't 5. Will ('ll)

b. Task 3/p41: Write the sentences, using Will('ll) or won't...

- Ask Ss to write sentences, using will ('ll) or won't and the words provided.

- Give Ss time to do the task individually.

*** Suggested answers:**

1. A computer will/ won't help me to do my housework.
2. A robot will help me to water the flowers.
3. A smart TV won't help me to cook meals.
4. A washing machine will/ won't help me to iron the clothes.
5. A smartphone won't help me to take care of the children.

4. Post-stage:

- * Aims:** - To help students understand how *might* is used in a real context.
 - To help Ss say what they *might* have or do in the future.

a. Task 4/p42: Read the two poems, focus on “might (not)” to decide T or F

Get them to swap their answers in pairs or groups. Go around and offer help if necessary.

*** Answer key:** 1. T 2. T 3. F 4. F 5. T 6. F

b. Task 5/p42: Work in groups. Think about what you might do or have in the future...

- Ask Ss to read the examples and ensure that they know what to do. Then ask them to work in groups. Have them discuss what they might or might not have/ do in the future.
- Call on some Ss to share their ideas in front of the class. T and other Ss give comments.
- + Examples: - We might have a smartphone to surf the internet.
 - We might not live in Mars.

* If there is time, ask Ss to make sentences about themselves, using the Simple Future.

*** Suggested sentences:**

In the future, I will live in a hi-tech house. I will have a robot to do the housework.

5. Wrap-up: * Aims: To consolidate what students have learnt in the lesson.

Grammar	Practice
<ul style="list-style-type: none"> - Future simple - <i>Might</i> for future possibility 	<ul style="list-style-type: none"> - Fill in - Write sentences - Tick T/F - ...

- Ask students to summarise what they have learnt in the lesson.

6. Homework:

- Learn today's lesson by heart.
- Prepare for the next lesson: Communication
- Continue to prepare the project.

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

Week 29 Period 83	Unit 10: OUR HOUSES IN THE FUTURE LESSON 4: COMMUNICATION	DP: 6/4/2024
------------------------------------	--	--------------

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

1. Knowledge:

- Express surprise using the targeted form
- Conduct a survey and report the result in verbal form

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Have the creation of their future houses.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn

...

III. PROCEDURES

1. Warm-up: Networks

* **Aim:** To activate students' some vocabulary related to things robots might do in the future
T asks:

- In the future, people might live in modern houses with the help of hi-tech robots
- Can you list what robots might do in the future ?

Things robots might do in the future.

* **Suggested answer:** Do housework, clean the floors, cooks meals, water the flowers, look after children

2. Pre-stage:

* **Aims:** To provide Ss with the way of expressing surprise.

* **Task 1,2/p.43**

- Play the recording and have Ss listen and read the conversation at the same time. Then have them read the conversation sentence by sentence. Draw their attention to the highlighted sentences. Elicit the structure to express surprise from Ss (Wow! Is that + object? It looks + adjective).
- Ask them to act out the conversation in pairs. Go around and offer help, if necessary. Check their pronunciation.
- Have Ss work in pairs, one expresses his / her surprise when he / she sees the other's new

things (watch, TV, mobile phone, shoes, etc.). Ask Ss to use the structure to express surprise in 1.

Ex:

A: Wow! Is that your mobile phone? It looks great.

B: Yes, it's my new mobile phone. My grandparents gave it to me for my birthday.

3. During-stage

* **Aims:** *To help Ss identify tasks that appliances can help them to do in the future houses and practise asking and answering questions about houses in the future.*

a) **Task 3/p43:** *Read the questions below. Tick (✓) 'Yes' or 'No'*

Class survey:

- Have Ss read the questions and explain the new words or phrases (e.g. hi-tech, in space, look after, etc.) if necessary. Then have them answer the questions by ticking (V) "Yes" or "No".
- Ask one or two Ss to look at the answers and tell about houses and what appliances will help them to do in future houses.

Ex: *Hi. My name's Hoa. In the future, I'll live in a hi-tech house. It'll be in the mountains. I'll have lots of trees and flowers around my house. I'll have a fridge that can cook meals for me...*

- T asks sts to exchange their answers with their friends.

b) **Task 4/p43:** *Practise asking and answering questions about houses in the future.*

- Ask Ss to work in pairs and use the information from 3 to role-play. To add more variety to the conversation, Ss may add the questions about appliances that the house will have and what these appliances will do for them.

Ex:

A: Will your house have a fridge?

B: Yes, it will.

A: What will it do for you?

B: It will cook my meals.

- Ask some pairs to role-play in front of the class. T and other Ss give comments.

4. Post-stage:

* **Aims:** *To help Ss talk about houses and appliances in the future.*

* **Task 5/p43:**

- Ask Ss to read the example to understand how to explain the interview in 4.
- Ask Ss to take notes of their partner's answers in 4 as follows:

Ex:

Type of the house: UFO *Location:* in space *Surroundings:* planets

Teacher: Chau Thi Hien

Appliances: robot (look after the children), fridge(cookmeals),
computer (send and receive emails), etc.

- Call on some Ss to tell the class about their partners' future houses, using the notes they have written.

Tand other Ss listen and make comments.

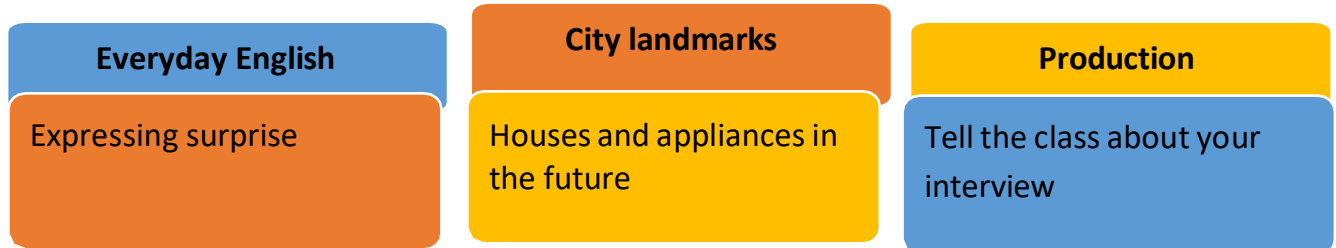
- To add more variety to the interview, T may ask Ss to add some more information.

Ex: Hello. I'd like to tell you about Nam's house and appliances that will help him to do things in his house... His future house will be a hi-tech house. It'll be. He might have a robot to help him with his home. Thank you for listening.

5. Wrap-up:

* **Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.



6. Homework:

- Draw the house and describe their houses.

- Prepare: Skills 1

- Continue to prepare the project.

***Feedback:**

Week 29 Period 84	Unit 10: OUR HOUSES IN THE FUTURE LESSON 5: SKILLS 1	DP: 6/4/2024
------------------------------------	---	--------------

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

1. Knowledge:

- Read for specific information about houses and appliances in the future
- Talk about different houses in the future

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

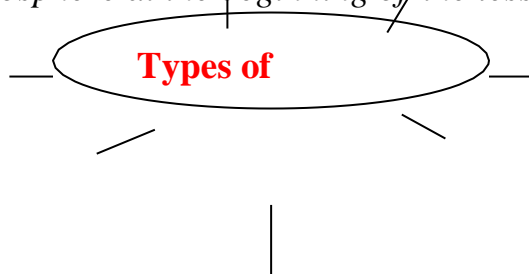
3. Character Qualities: Be aware of about houses in the future.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up: Brainstorming: Types of house

***Aims:** To activate Ss' knowledge of the topic in the reading text and to create an exciting atmosphere at the beginning of the lesson.



***Suggested Answer**

palace - skyscraper - apartment -
UFO motor home - houseboat -
villa - flat

- Teacher leads in the topic.

*** Task 1/p.44: Lead in questions: Look at the photo, discuss in pairs and answer.**

- T has Ss look at the picture on screen and discuss the two questions in pairs.the



1. What type of house do you think it is?
 2. Where do you think the house is?
- T invites some students to give their answers.
 - T confirms the correct answers

*** Suggested answers:**

A: What type of house do you think it is?
B: I think it's a villa.

A: Where do you think it is?

B: I think it's on an island

2. Pre-stage:

***Aims:** To teach some new words relating to the reading text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- helicopter (n) (use the picture): trực thăng
- roof (n) (use the picture): mái nhà
- contact (v) (explanation): liên hệ
- feed (v) (use the picture): cho ăn

***Checking Vocab:** R.O.R

b) Prediction: Task 2/p.43

- T asks Ss to read the phrases in Exercise 2 and guess which ones in B can be matched with A without reading the text.
- T collects Ss' answers and writes them out on the board.

3. During-stage:

*** Aims:** To develop Ss' reading skill for specific information.

a) Checking prediction: Task 2/p.44: Read the text and match the beginnings in A with the endings in B.

- T asks Ss to read the text, and check the prediction.
- Set the time limit for Ss to read the text individually. Help them understand the text.
- Tell them to pay attention to what the robots and the super smart TV will do.
- T asks Ss to match the beginnings in A with the endings in B.
- Go around and offer help
- Ask Ss to work in pairs to exchange their answers first. Then call some Ss to read their

answers and give explanation for their choice.

- Confirm the correct answers.

* **Suggested Answer:**

1- a, c, e, h, g

2- b, d, f

b) Task 3/p.44: Read the passage again and circle the option (A, B, or C) to complete the sentences:

- Ask Ss to read the incomplete sentence and guess the option option (A,B, or C) to fill the blanks.

- Explain that this task help them focus on the information they are going to find in the text.

- Set a longer time limit for Ss to read the text again.

- Ask Ss to note or underline where they find the information that helps them circle the option (A,B, or C) to complete the sentences.

- Have Ss compare the answers in groups before discussing them as a class.

* **Suggested Answer: 1.B 2. C 3.B 4. B**

4. Post –stage

***Aims:** To provide an opportunity for Ss to improve Ss' speaking skill by asking and answering questions about different houses in the future.

a) Task 4/p.44: Work in pairs. Ask your partner about his/her future house. Use the suggested questions.

- Have Ss read the instructions to identify how the task is done.

- Have Ss read the suggested questions.

- Tell Ss that they have to imagine their future house in order to answer the questions.

- T tells students to work in pairs and share the answer, reminds them to take note the information from their partner.

- T goes round and correct mistakes or gives help when necessary.

- Call on some pairs to perform the task in front of the class and others listen and make comments.

Example: A: What type of future house do you think it will be?

B. It will be a palace.

b) Task 5/p.44: Work in groups. Tell your partners about your future house. You can use the information in 4.

- Have Ss read the example to identify how to do the task. Then have them tell their partners about their houses using the information they have discussed in 4. Encourage some Ss to speak in front of the class, the class comments on their classmates' content, pronunciation, fluency, language (grammar, use of words, ect), body language.

- T can help the class give feedback.

Example:

My future house will be a palace. It will be on the Moon.....

*** Suggested ideas:**

*My future house will be a palace/ motor home / houseboat/villa.... It will be on the Ocean/ by the sea... There will be a swimming pool/ some robots... in the house. I will have a super smart TV/ a hi-fi stereo ... in my house Robots will help me do the housework
A smart*

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: helicopter, roof, contact, ...
- Read about houses and appliances in the future

Speaking

Talk about different houses in the

6. Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 29 Period 85	Unit 10: OUR HOUSES IN THE FUTURE LESSON 6: SKILLS 2	DP: 6/4/2024
------------------------------------	---	--------------

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

1. Knowledge:

- Listen for specific information about dream houses
- Write a paragraph about a dream house

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Have the creation of the dream houses.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Game:

***Aim:** To introduce the topic of listening

- T. invites a few students to go to the board and tell the class about different houses.
- T gives suggestions.
 - palace - skyscraper - apartment
 - UFO - motor home
 - space houseboat - villa - flat
- T. leads in the listening tasks

2. Pre-stage:

***Aims:** To teach Ss some words related to the topic “our houses in the future” and activate Ss’ knowledge of the topic of the listening text.

a) Vocabulary:

- view (n): quang cảnh, tầm nhìn
- planet (n): hành tinh

b) Task 1/p.45: Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.

- T. asks the Ss to look at the pictures and elicit from students the detail:
 - + type of house:
 - + surroundings:
 - + locations:
- T. asks Ss the houses they like and why they like them

- Ask them to focus on the task they have to do. (type of house, surroundings and locations)
- T. plays the recording.
- T. asks Ss to listen and write the speakers' names under the correct pictures.
- T corrects their answers
- Ss listen again and check their answers

***Suggested answers**

- Linda: P-c (villa by the sea, with a swimming pool and a garden)
- Nick: P-a: (a flat in the city)

3. During stage:

***Aims:** To help Ss listen for specific information about dream houses.

a) Task 2/p45: Listen to the conversation again. What is important to Linda? What is important to Nick? Tick the columns.

- T asks Ss to look at the information in the first column, asks Ss to focus on the information the need only. (park view, city view, etc...)
- T plays the recording again
- T asks Ss listen and tick what are important to Nick and Linda.
- Ss check their answers each other.
- T calls on some Ss to give their answer to the class and correct the mistakes where necessary.
- + *Linda: sea view, swimming pool, garden.*
- + *Nick : park view, city view.*

b) Task 3/p45: Listen again and answer the questions about their dreams houses

- T. asks Ss to read the questions and underline the keywords. Then have them listen to the recording again and answer the questions in groups.
- T. asks a few pairs to role play in front of the class, one asks the questions and the other answers. Other pairs and teacher listen and comment.

***Answer key:**

1. *She has a big villa.*
2. *Her house/ It is by the sea.*
3. *There's a swimming pool and a garden around her house.*
4. *He has a flat.*
5. *It's in the city.*

4. Post –stage:

***Aim:** - To help Ss brainstorm ideas for a dream house.

- To help Ss write a paragraph of about 50 words about a dream house.

a) Task 4/p45: Work in pairs. Discuss your dream house. And fill the table.

- Have Ss look at the table. Draw their attention to the four pieces of information. Then have them read the exchange in the example to understand how to do the task.

Example:

A: What type of dream house is it? B: It's a palace.

A: Where is it?

B: It's in the mountains.

...

- Asks Ss to work in pair to ask answer the questions and fill the table. Call a student to write the answer on the board. Others write it in their notebook..

b) Task 5/p45: Use the information in 4 to write a paragraph of about 50 words about a dream house.

- Allow Ss time to write a paragraph about 50 words about their dream houses, using the suggested ideas/ information in 4

Example:

My dream house is a big palace. It is in the mountains.

- Ss write about the dream house.

- T goes around the classroom and helps.
- When they finish, asks some Ss to explain their dream houses to the class.
- If time allows, call on one student to write his/ her answer on the board. The class gives their comments

5. Wrap- up: * **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about dream house

Writing

Write about a dream

6. Homework:

- Rewrite the paragraph in the notebooks.
- Prepare for the next lesson. Unit 9 - Looking back and project

***Feedback :**

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

- Review the vocabulary and grammar of Unit 10
- Apply what they have learnt (vocabulary and grammar) into practice through a project

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

- T have Ss open their books on page 46(Looking back)

** **Aims:** To help Ss revise the words relating to appliances in the future and review the phrases about what the appliances will do in the future.*

b) Task 2/p46: *Think about what the appliances will do in the future. Fill in the table*

- Run through the appliances
- T asks the Ss to discuss what each appliances will do in the future and fill in the blanks in the table.

Ex: 1. robot: look after the house

2. washing machine: wash and dry our clothes

3. wireless TV: ...

- Ss to work in pairs
- T. calls some Ss to tell the class about their answers.

Ex: I think robots will look after my future house.

- T and other Ss listen and make comments.

3. During – stage:

* **Aims:** *To help Ss revise the use of the future simple in sentences;- To help Ss revise the use of might for future possibility*

* **GRAMMAR:**

a) **Task 3/p46:** *Complete the sentences with will ('ll) or won't.*

- T. revises the use of the future simple

***Grammar: Will for the future:** (Using the Grammar box (P.41)

+ Form: (+) **S + will + V**

(-) **S + will not (won't) + V**

(?) **Will + S + V ?**

+ Use: We use will + V to talk about actions we think are likely to happen in the future.

- T asks Ss to read the instruction to know what they have to do.

- Draw their attention to some complex sentences with subordinate clauses of time(sentences 2,4,5). T may explain these sentences if necessary.

- T asks Ss to complete the sentences with will('ll) or won't individually first.

- Ss check their answers each other.

- T calls on some Ss to give their answer to the class.

* **Answer key:** 1. won't 2. will 3. will 4. won't 5. will 6. won't

b) **Task 4/p46:** *Complete the sentences with might or might not*

- T. revises the use of might

***Grammar: Might for future possibility**

+ Form (+) **S + might + V**

(-) **S + might not +**

V (?) Might + S +

V ?

+ Use: We use might + V to talk about actions that are possible in the future (We are not sure if they will happen or not).

- T asks Ss to read the instruction to know what they have to do.

- T. asks Ss to read and complete the sentences individually.

- T go around and offer help if necessary.

- T. asks Ss to swap their answer in pairs before checking as a class. Correct mistakes if necessary.

- T calls on some Ss to read the complete sentences in front of the class. T and other Ss listen and make comments.

* **Answer key:** 1. might 2. might 3. might not 4. might not 5. might, might

4. Post- stage:

PROJECT: MY FUTURE APPLIANCE (POSTERS EXHIBITION: Prepared at home)

* **Aims:** *To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.*

- T asks Ss to read the project's instructions. Draw their attention to the following steps:

Teacher: Chau Thi Hien

- + Think about one appliance they want to have in the future.
- + Make a poster about it.
- + Write details about the appliance on the poster (what Ss want to have, what it will help Ss

to do)

- + Share the poster with their class.
- T asks Ss to think about an appliance in their future house first.
- T gives Ss time to make their own poster by drawing their own appliances.
- T asks Ss to look at the details in the bubble as an example. Then ask Ss to write what the appliances will help them to do in their future houses.
- T asks Ss to share their posters in groups.

- T selects some Ss to show their posters in front of the class and tell what the appliances will do in their future. The class gives comments.

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5. Wrap –up:

***Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to our houses in the	<ul style="list-style-type: none"> - Future simple - Might for future possibility 	Present about your future appliance

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Unit 11: Getting started

*** Feedback**

Week 30 Period 87	Unit 11: OUR GREENER WORLD Lesson 1: GETTING STARTED	DP: 11/4/2024
----------------------	---	---------------

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

1. Knowledge:

- An overview about the topic *Our greener world*
- Vocabulary on how to help the environment

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

2. Character qualities: Be friendly with the environment.

II. TEACHING AIDS: Textbook, CD player, pictures, extra boards.

III. PROCEDURES:

1. Warm – up:

- * Aim:**
- *To set the context for the listening and reading text.*
 - *To introduce the topic of the unit.*

*** Chatting:**

1. Do you like to live in a green world? Why or why not?

2. How do you reduce our pollution ?
3. What do you do to make our school green ?

***Introduction:**

Review the previous unit before Ss open their books. Write "Our greener world" on the board. Ask students what 'green' means to them. Write their answers on the board. Explain that "green" has a lot of meanings. In this unit it means relating to the protection of the environment. Write "Let's go green!" on the board and elicit the meaning of 'go green' from students. Tell students that 'go green' means: to do more to protect nature and the environment. Let students open their books and start the lesson.

2. Pre – stage

*** Aim:** To teach Ss some words related to the topic “our green world” and activate Ss’ knowledge of the topic.

a. Vocabulary: (Follow all the seven steps of teaching vocabulary)

- reusable (a): có thể tái sử dụng
- plastic (n): (chất liệu) nhựa
- plastic bag: túi ni lông
- environment (n): môi trường

*** Checking vocab:** R.O.R

b. Task 1/p.48: Listen and read

*** Set the scene:** T asks Ss to look at the pictures and answer the questions:

- Who are they? (*Mi and Nick*)
- Where are they? (*They are going to the supermarket*)
- What is so special about the green bag that Nick is carrying?

(*It's a shopping bag*)

- Do you have one like that? - Why do you use that?

(*It's a reusable shopping bag. It's better than a plastic one because it's made of natural materials. So it doesn't cause the polluted environment.*)

- Play the recording twice for students to listen and read along. Have students underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of students to read the conversation aloud.

3. During- Stage:

***Aims:** *To practice the targeted language and the background knowledge of going green.*

a. Task 2/ p.49: Read and complete the sentence.

- T asks Ss to read the conversation again and work independently to complete the sentence.
- T has students compare their answers with their partners before checking with the whole class.
- T gives the correct answers.

*** Answer key:** 1. on a picnic 2. reusable, natural 3. the check-out
4. a/ a reusable 5. cycling

b. Task 3/ p.49: Base on the ideas in the conversation, match the first half of the sentences in the column A with its second half in column B.

- T tells Ss to read the column A and B to make sure they understand. Ss work independently to do the matching
- T confirms the correct answers.

*** Answer key:** 1-b 2-c 3-a

c. Task 4/ p.49: Match the pictures with the ways to help the environment.

- T runs through the words about *the ways to help the environment*. Then asks the students to look at the picture and write each problem in the box under the picture.

- Ss work in pairs
- T calls students to go to the board to do in 2 minutes.
- T gives the correction if necessary.

*** Answer key:** 1. b 2. e 3. d 4. a 5. c

*** Language Note:**

- Articles:

- + We're going to on **a** picnic tomorrow.
- + What are you doing at **the** supermarket, Mi?

- First conditional:

- + If we all use this kind of bag, we will help the environment.

4. Post – stage:

***Aims:** *To provide students with an opportunity to communicate with each other, using the vocabulary they have learnt.*

***Task 5/p.49. GAME: Find someone who.....**

- T asks Ss work in groups, ask and answer to find someone who does the things in task 4
- A: Do you plant trees? B: No, I don't.
A: Do you pick up rubbish? B: Yes, I do.

5. Wrap-up: ** Aim: To consolidate what students have learnt in the lesson*

Vocabulary

Listen and read

Language Note

- T asks Ss to say what they have learnt in the lesson

Teacher: Chau Thi Hien

- reusable, plastic,
environment...

- Practice the
dialogue
- Fill in...
- Matching...

- Articles
- First conditional

6. Homework

- Learn by heart vocabulary
- Practice the lesson again.
- Prepare the lesson: **Unit 11: A closer look 1**

*Feedback:

Week 30	Unit 11: OUR GREENER WORLD	DP: 11/4/2024
---------	-----------------------------------	---------------

Period 88	Lesson 2: A CLOSER LOOK 1	DT: 17/4/2024
-----------	----------------------------------	---------------

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

1. Knowledge:

- Vocabulary: use the lexical items related to the topic *Our greener world*
- Pronunciation: know how to pronounce the rhythm in sentences and in conversation.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

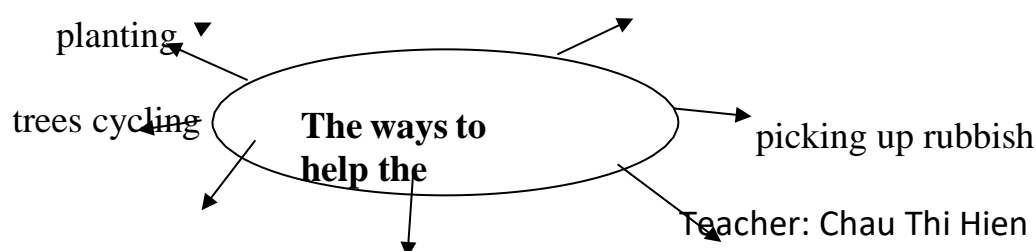
3. *Personal qualities:* Be aware of making our world become cleaner and greener.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up: Brainstorming

*Aim: To motivate students' some vocabulary related to protect the environment.



2. Pre-stage:

***Aim:** To teach students some words related the things that can be reduced, reused and recycled.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- Reduce (v): cắt giảm
- Reuse (v): tái sử dụng
- Recycle (v): tái chế

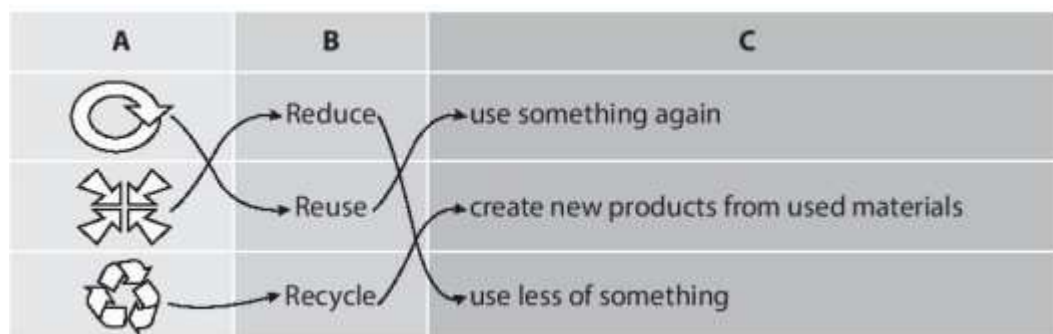
* Checking vocabulary: **R.O.R**

3. During- stage:

***Aims:** To help Ss use the words related to the topic to match and put the words into right groups.

a) Task 1/p.50: Matching. The three Rs stand for Reduce - Reuse - Recycle

- Ask Ss to draw a line from a symbol in column A to match words in column B with the meaning in column C.
- T checks Ss' answers.



b) Task 2/p.50: Write a word in the box under each picture.

- Run through the words given first.
- T asks Ss to write a word in the box under the appropriate picture. T checks Ss' answers.

*** Answer key:**

- | | | | |
|------------|-----------------|----------|--------------------|
| 1. rubbish | 2. plastic bags | 3. glass | 4. plastic bottles |
| 5. noise | 6. paper | 7. water | 8. Clothes |

c) Task 3/p.50: Put the words from Activity 2 into groups. One word can belong to more than one group.

- Get Ss to put the words into groups.
- T checks Ss' answers.
- T asks Ss to add more things in real life.

Reduce	Reuse	Recycle
rubbish	plastic bag	rubbish
plastic bag	glass	glass
noise	plastic bottle	plastic bottle

plastic bottle	can	can
paper	paper	paper
water	bulb	clothes
electricity	water	newspaper
gas	clothes	textbook
etc ...	envelope	plastic container
	carton box	etc ...
	etc ...	

4. Pronunciation:

***Aim:** Tell students that in English, the stressed and unstressed syllables combine to make rhythm in a sentence.

a) Task 4/p.50: Listen to these sentences, repeat then. Pay attention to the bold syllables.

- Play the recording, students listen to the tape and repeat.

b) Task 5/p.50: Listen and practice the conversation. Pay attention to the bold syllables.

- Play the recording

- Play the role

5. Post-stage:

***Aim:** To help Ss further practice on using the words related to the topic.

Game: Understanding each other

- Teacher prepares some word cards:

1. rubbish 2. plastic bag 3. Glass 4. plastic bottle

5. noise 6. paper 7. water 8. Clothes

- Teacher asks 2 students to go to the board and give one of them the cards. She/ He has to act the word out without saying a word. If the other one can guess and say aloud the word correctly, they will get the points.

6. Wrap-up:

***Aim :** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- reuse, reduce, recycle...
- Gap fill, matching,...

Pronunciation

the rhythm in sentences and in conversation

7. Homework:

- Learn by heart the vocabulary.
- Prepare for the next lesson: A closer look 2
- Prepare for the looking back and project.

Feedback:

Week 30 Period 89	Unit 11: OUR GREENER WORLD Lesson 3: A closer look 2	DP: 11/4/2024
------------------------------------	---	---------------

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

1. Knowledge:

- Use the articles correctly
- Use the first conditional to talk about possibilities.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

3. Character qualities: Be aware of protecting the earth.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector,...

III. PROCEDURES:

1. Warm up: Crossword

* *Aims:* To motivate students' vocabularies in task 1 and lead to grammar "articles".

ARM

FRIEND

MOUTH

ONION

CLASSMATE

UMBRELLA

EGG

SINK

- Teacher uses the information in this table to explain grammar "articles"

2. Pre-stage:

* *Aim:* To introduce targeted grammar of article and first conditional.

a) Articals:

- Teacher asks students how they understand the word ARTICLES.
- Write two sentences with articles on the board. *This is a book. / The book on the table is my favourite.*
- Underline "a" and "the". Explain to students the difference between these two articles, tell them that "a" is an indefinite article and "the" is a definite article.
- Use the information in this table to explain to students.

b) First conditional:

*Order the sentence:

cycle,/if/cleaner/people/will/more/be/the/air

- *Answer: If more people cycle, the air will be cleaner.
- + Who orders the sentence first and correctly will get a sticker.
- Explain how to use the first conditional and its structure
- + If + S + V(present simple) ..., S + will/ won't + V(base form) ..
- + First conditional sentences describe things which are possible and likely to happen in the present or the future.
- Give some more examples with the first conditional.

3. During-stage:

* **Aims:** *To give further practice with a / an and the*

a. Task 1/p51: Write a or an

- Have students do the exercise individually and then compare their answers. Invite some students to read their answers aloud. Check their answers in front of the class.
- Ask students to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

* **Answer key:** 1. an ; 2. a ; 3. a ; 4. an ; 5. a ; 6. an. ; 7. an ; 8. a

b. Task 2/p52: Write "a", "an" or "the".

- Have students read the sentences and fill each blank with a suitable article. Check and confirm the correct answers.

* **Answer key:** 1. a 2. The; the 3. A; an 4. an 5. the; the

4. Post-stage:

* **Aims:** *To practice with the first conditional.*

a. Task 3/p52: Write the correct form of each verb in brackets.

- Ask Ss to read the instruction.
- Have students do this exercise quickly then give the answers to teacher.
- Write their answers on the board.
- Confirm the correct answers.

* **Answer key:** 1. is; will go 2. recycle; will help 3. will save; don't waste
4. will have; use 5. isn't / is not; will be

b. Task 4/p52: Combine each pair of sentences below to make a first conditional sentence.

- If necessary, teacher can combine the first pair of sentences as an example. Have students do this exercise in pairs. Ask some students to write their sentences on the board. Ask for feedback from other students. Confirm the correct answers.

* **Answer key:**

1. If the air isn't fresh, people will cough.
2. If the water is dirty, a lot of fish will die.
3. If we cut down trees in the forest, there will be more floods.
4. If there is too much noise, people will not / won't sleep.

5. If there is no water, plants will die.

c. Task 5/p52: Game: Fun matching

Work in groups, A and B.

Group A secretly writes five *if-clauses* on a sheet of paper.

Group B secretly writes five main clauses on another sheet of paper.

Match the *if-clauses* with the main clauses. Do they match? Are there any funny sentences?

5. Wrap-up: * Aims: To consolidate what students have learnt in the lesson.

Grammar

- Articles
- First conditional

Practice

- Fill in
- Write ...
- Combine....

- Ask students to summarise what they have learnt in the lesson.

6. Homework:

- Learn today's lesson by heart.
- Prepare for the next lesson: Communication
- Continue to prepare the project.

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

Week 31 Period 90	Unit 11: OUR GREENER WORLD LESSON 4: COMMUNICATION	DP: 18/4/2024
------------------------------------	---	---------------

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

1. Knowledge:

- Learn how to give warnings.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be aware of how green they are and be aware of reducing, reusing and recycling things.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up:

* **Aim:** To introduce the lesson.

* **Revision:** Conditional type 1

- Teacher shows the picture and ask students to read and complete the sentences in the correct form using the 1st conditional sentence.


- T asks Ss work in groups.

- T calls some Ss to give the answers


First conditional

a) What will happen if you don't take care of the world? Read and complete the sentences in the correct form.


1 If we _____ (not separate) trash there _____ (be) mountains of garbage.




2 If people _____ (use) a bike to transport, we _____ (not contaminate) our world.




3 If we _____ (not take) care of _____ environment there _____ (be) mountains of garbage and it _____ (become) a very serious problem.




4 If Mike _____ (teach) his child how to recycle, he _____ (do) it every day.




5 Carlos always throws garbage in the river. If he _____ (not stop) doing that, the river _____ (be) very contaminated.




6 We _____ (not have) clean and fresh air if we _____ (not stop) cutting trees down.




7 If everybody _____ (plant) a tree, we _____ (help) nature and ourselves to have a better world.



8 If we _____ (use) energy saving bulbs instead of the normal _____ ones, we _____ (save) a lot of energy.



9 We _____ (not pollute) earth if every single person _____ (use) only rechargeable batteries instead of the traditional ones.



- Teacher leads students into the lesson by telling about what they are going to learn: "We are going to learn how to give warnings and practice it".

2. Pre-stage:

* **Aims:** To introduce vocabs related to things that are reduced, reused and recycled and help Ss how to give warnings.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- do a survey (v): làm khảo sát (explanation)

- wrap : (v) gói, bọc (mime).

- in need (phr) cần (explanation)

- breeze (n) gió (example)

* Checking vocabulary: **R.O.R**

* **Task 1/p.53:**

- T plays the recording for Ss to listen and read the dialogue between Mi and Mike at the same time.
- T asks Ss to pay attention to the highlighted sentences.
- T elicits the structures to give warnings from the Ss.

* **Note :**

Imperative sentences ☐ Don't do that.

First conditional ☐ If you give them too much food, they will die.

- T has Ss practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class

3. During-stage

* **Aims:** *To help students practise giving warnings and do a survey on ways to go green.*

a) **Task 2/p53:**

- Teacher asks students to use the picture in “Revision” to make a similar dialogue, using the languages for giving warnings.
- Teacher asks students to work in pairs.
- Teacher calls some pairs to practise in front of the class, then comment on their performance.

***Suggested answers:**

A: You are using too many plastic bags. Don't do that.

B: Why?

A: If you use too many plastic bags, they will pollute our environment. B: I see. Thank you.

b) **Task 3/p53: Choose the best answer.**

- Teacher shows 6 questions of the survey and asks students some questions:

+ What is the name of the club?

+ What is the name of the survey?

+ How many questions *are there in this survey?*

+ *How do you understand the word “ green ” here?*

- T asks Ss to answer the questions individually, then turn to page 57 to check their answers and count the points.

- T asks some students to speak out their points

4. Post-stage:

* **Aims:** *To give students a chance to know if they have a green way of living or not.*

* **Task 4/p53: Interview a classmate.**

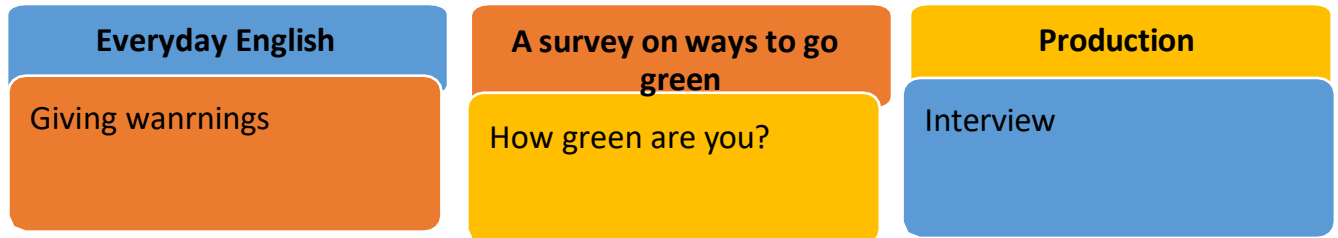
- T ask Ss to work in pairs: one student is the interviewer, and the other is the interviewee.

- Ask them to do the interview and note down their partner answers.
- The interviewer then shares their answers with their friend and find out how many different answers they have.
- T calls on some pairs to report the results of their interview to the class.
- Teacher models with a student.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.



6. Homework:

- Draw the house and describe their houses.
- Prepare: Revision
- Continue to prepare the project.

***Feedback:**

Week 31 Period 91, 92	REVISION FOR THE SECOND TERM TEST	DP: 18/4/2024
--------------------------	--	---------------

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

1. Knowledge:

- Review vocabulary related to the topic television, sports and games, cities of the world, Our houses in the future, Our greener world, Robots; the pronunciation of sounds /θ/ and /ð/, /ə and /a

Review how to use the present simple, past simple, future simple tense, WH- questions, conjunctions in compound sentences, imperative, possessives adjectives and possessives pronouns, use verbs, the first conditional sentence.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competencies:

- Practice reading for general and specific information.
- Practice listening for specific information.
- Apply what they have reviewed to do some further practice.

3. Character qualities:

- Have serious attitude to studying, the love of learning English, be hard-working and cooperative

B. TEACHING AIDS: Textbooks, laptop, speakers, projector, handouts . . .

C. PROCEDURES:

I/ LANGUAGE COMPONENT (2.0 pts):

Pronunciation:

- Choose the word whose underlined part is pronounced differently from that of the rest. Sounds: /ə/ð/, /θ/

Grammar and structure:

- Types of houses and appliances; sports and games; TV programmes; greener world...
- Simple future tense;
- Possessive adjectives/ pronouns;
- Prepositions of place;
- Articles
- Communication: Express and respond to congratulations

II/ READING (2.0 pts):

- Relating to topics Unit 9, Unit 10

(Task types: Read the text and fill in the blank with suitable words from the box; Read the text and choose the best answer)

III/ WRITING (2.0 pts):

- Present simple tense
- Past simple tense;
- First conditional
- Question words;
- Possessive adjectives/ pronouns;
- Conjunctions in compound sentences;
- Exclamations
- Imperatives

(Task types: Identify the error / Sentence building / Sentence transformation)

IV/ LISTENING (2.0 pts):

- Listen to the information and tick T/F. (Unit 9: Skills 2)
- Listen to the information and choose the correct answers. (Unit 10: Skills2)

V/ SPEAKING (2.0pts):

- **Part 1 - Introduction:** Students' self-introduction including *name, age, address, hobby*, 0.4 pts
(3 ideals)

- **Part 2 - Cue pictures (Vocabulary):** Each student chooses a topic and present the pictures/ vocabulary in the topic: 1.0 pt (5 questions)

Part 3 – Interview/ Role-play: 0.6 pts (3 questions/ 1 student)

***EXERCISES:**

I. Choose the word whose underlined part is pronounced differently from that of the rest.

- | | | | |
|----------------------|-----------------|-------------------|----------------|
| 1. A. <u>neither</u> | B. <u>there</u> | C. <u>through</u> | D. <u>than</u> |
| 2. A. <u>tower</u> | B. <u>how</u> | C. <u>crowded</u> | D. <u>snow</u> |

II. Choose the correct answer (A, B, C or D) to complete each sentence.

1. We _____ to the zoo tomorrow
A. will go B. go C. are going D. went
2. We need _____ to play badminton.
A. ball B. goggles C. boat D. racket
3. They _____ badminton next week.
A. will play B. play C. are playing D. played
4. This is present for you. It's _____.
A. you B. your C. yours D. her
5. A(n) _____ can help us to keep food fresh.
A. fridge B. electric cooker C. computer D. washing machine
6. _____ dog is so friendly. It never barks.
A. Their B. They C. Theirs D. Hers
7. *I've gotten ten marks for my English test.*
A. Thank you B. Congratulations C. What a pity D. I'm sorry to hear that
8. A(n) _____ can help us to receive and send emails.
A. fridge B. electric cooker C. computer D. washing machine
9. Minh: "Our football team won the first prize!" - Hung: "_____!"
A. Congratulations B. What a pity C. Nice to meet you D. It is sad
10. My future house will be _____ an island.
A. in B. at C. by D. on
11. A: "Congratulations to you on winning the first prize". B: "____."
A. You're welcome B. Thanks a lot C. It doesn't matter D. It's my pleasure
12. _____ means we use less of something
A. redo B. reduce C. reuse D. recycle
13. I _____ an English test tomorrow.
A. will have B. have C. has D. had
14. My father _____ doctor.
A. a B. an C. the D. these

15. _____ means we create new products from used materials
A. redo B. reduce C. reuse D. recycle
16. There are so many things to do in New York. It's very _____.
A. sunny B. helpful C. exciting D. tasty
17. My future house will be _____ an island.
A. in B. at C. by D. on
18. _____ means we use something again.
A. redo B. reduce C. reuse D. recycle
19. Tom washes _____ face at six fifteen.
A. he B. I C. his D. him
20. She has a new bike. The bike is _____.
A. her B. hers C. she D. she's
21. Phong's house will be _____ the mountains.
A. on B. at C. in D. by
22. In the future, machines _____ all the work for us.
A. are doing B. will do C. did D. do
23. _____ Moon is bright tonight.
A. a B. an C. the D. these
24. Our family _____ to the new house next week.
A. move B. is moving C. will move D. moves
25. A(n) _____ can help us to feed the dogs and cats.
A. fridge B. robot C. computer D. washing machine

III. Find out the underlined word or phrase (A, B, C or D) that needs correcting.

1. How many do you play football with your friends? – Once
a week. A B C D
2. What will clean the classroom tomorrow?" – "Tu and
Manh". A B C D
3. Did your uncle took you to watch the football match last
week? A B C D
4. Did you palyed any sports last
weekend? A B C D

IV. Rewrite the sentences so as its meaning keeps unchanged.

1. My cat is blue.
=> The blue
2. These are my shoes.

=> These shoes

3. She is a very good student.

=> What..... !

4. The weather is so awful.

=> What..... !

5. I like football best

=> My favorite.....

6. You mustn't swim in that polluted lake, boys.

=> Don't.....

7. If/ you/ use/ less paper, you/ save/ a lot/ trees (Dùng từ gợi ý viết câu)

.....

8. My brother/ like/ watch/ TV, but I/ like/ go out/ friends (Dùng từ gợi ý viết câu)

.....

- * **Homework:**
- Review the knowledge that has been revised.
 - Be ready for the second term test.

Week 32 Period 93	Unit 11: OUR GREENER WORLD LESSON 4: COMMUNICATION	DP: 24/4/2024
------------------------------------	---	---------------

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

1. Knowledge:

- Learn how to give warnings.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be aware of how green they are and be aware of reducing, reusing and recycling things.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn

...

III. PROCEDURES

1. Warm-up:

* **Aim:** To introduce the lesson.

* **Revision:** Conditional type 1

- Teacher shows the picture and ask students to read and complete the sentences in the

Teacher: Chau Thi Hien

correct form using the 1st conditional sentence.


- T asks Ss work in groups.

- T calls come Ss to give the answers


First conditional

a) What will happen if you don't take care of the world? Read and complete the sentences in the correct form.

1 If we _____ (not separate) trash there _____ (be) mountains of garbage.




2 If people _____ (use) a bike to transport, we _____ (not contaminate) our world.




3 If we _____ (not take) care of _____ environment there _____ (be) mountains of garbage and it _____ (become) a very serious problem.




4 If Mike _____ (teach) his child how to recycle, he _____ (do) it every day.




5 Carlos always throws garbage in the river. If he _____ (not stop) doing that, the river _____ (be) very contaminated.




6 We _____ (not have) clean and fresh air if we _____ (not stop) cutting trees down.




7 If everybody _____ (plant) a tree, we _____ (help) nature and ourselves to have a better world.



8 If we _____ (use) energy saving bulbs instead of the normal ones, we _____ (save) a lot of energy.



9 We _____ (not pollute) earth if every single person _____ (use) only rechargeable batteries instead of the traditional ones.



- Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to give warnings and practice it”.

2. Pre-stage:

* **Aims:** To introduce vocabs related to things that are reduced, reused and recycled and help Ss how to give warnings.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- do a survey (v): làm khảo sát (explanation)

- wrap : (v) gói, bọc (mime).

- in need (phr) cần (explanation)

- breeze (n) gió (example)

* Checking vocabulary: **R.O.R**

* Task 1/p.53:

- T plays the recording for Ss to listen and read the dialogue between Mi and Mike at the same time.

- T asks Ss to pay attention to the highlighted sentences.

- T elicits the structures to give warnings from the Ss.

* Note :

Imperative sentences ☐ Don't do that.

First conditional ☐ If you give them too much food, they will die.

- T has Ss practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the

Teacher: Chau Thi Hien

class

3. During-stage

* **Aims:** *To help students practise giving warnings and do a survey on ways to go green.*

a) Task 2/p53:

- Teacher asks students to use the picture in “Revision” to make a similar dialogue, using the languages for giving warnings.
- Teacher asks students to work in pairs.
- Teacher calls some pairs to practise in front of the class, then comment on their performance.

***Suggested answers:**

A: You are using too many plastic bags. Don't do that. B: Why?

A: If you use too many plastic bags, they will pollute our environment. B: I see. Thank you.

b) Task 3/p53: *Choose the best answer.*

- Teacher shows 6 questions of the survey and asks students some questions:
 - + What is the name of the club?
 - + What is the name of the survey?
 - + How many questions *are there in this survey?*
 - + *How do you understand the word “green” here?*
- T asks Ss to answer the questions individually, then turn to page 57 to check their answers and count the points.
- T asks some students to speak out their points

4. Post-stage:

* **Aims:** *To give students a chance to know if they have a green way of living or not.*

* **Task 4/p53: Interview a classmate.**

- T ask Ss to work in pairs: one student is the interviewer, and the other is the interviewee.
- Ask them to do the interview and note down their partner answers.
- The interviewer then shares their answers with their friend and find out how many different answers they have.
- T calls on some pairs to report the results of their interview to the class.
- Teacher models with a student.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

Everyday English

Giving warnings

**A survey on ways to go
green**

How green are you?

Production

Interview

6. Homework:

- Draw the house and describe their houses.
- Prepare: Skills 1
- Continue to prepare the project.

***Feedback:**

Week 32 Period 94	Unit 11: OUR GREENER WORLD LESSON 5: SKILLS 1	DP: 24/4/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Read for general and specific information about ways to go green.
- Talk about tips for going green.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Character Qualities: Care about the environment and keep the world green.

II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up:

***Aims:** To motivate students' vocabulary related to the Green World, review some knowledge about how to make the world green.

+ Questions:

- What will you do when you finish a can of cola?
- How will you go to school if you live near it?
- Will you buy things wrapped in a lot of packaging?
- What will happen to the plants if the soil is polluted?
- If you have a sheet of paper, how often will you write on both sides?
- Will you turn off the lights and fans when you go out of the room?

+ Teacher leads to the new lesson:

- "We are going to read an interview about ways to go green at school".

2. Pre-stage:

***Aims:** To activate their knowledge of the topic 3Rs, teach some new words: - charity (n), recycling (n), creative (a), swap (v), reusable (a)

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- + instead of : thay vì
- + exchange (v) trao đổi
- + recycling bin : thùng rác tái chế
- + reusable (adj) có thể tái sử dụng
- + charity (n) tổ chức từ thiện

***Checking Vocab:** R.O.R

Teacher: Chau Thi Hien

b) Task 1/ p54: Find these words or phrases in the text and underline them.

- Ask students to read the interview quickly and locate the words/ phrases from the box in the text.
- Have them highlight the words/ phrases they have found.
- Invite some students to share where they have found the words/ phrases.
- If teacher uses slides, show the text with the highlighted words/ phrases to prepare for the next activity.

charity

swap

creative

reusable

Recycling bin

c) Task 2/p54: Matching

- Teacher tells students how to do the activity: *“We have just located the words in the reading. Now, let’s read it again to find out their meaning by doing matching in exercise 2.”*
- Remind them to look again at the words / phrases that have been highlighted in Task 1 and read the surrounding sentences carefully to match the word/ phrase with the given meaning.
- Have students do this exercise individually and then compare their answers with a classmate.
- Confirm the correct answers.
- Ask students to give some examples with the words/ phrases.
- * **Answer key:** 1. e 2. d 3. a 4. b 5. c

3. During-stage:

- * **Aims:** *To help students develop their reading skill for specific information.*
- * **Task 3/p54: Answer the questions.**
- Teacher lets students look at Ex. 2 on p. 54: *“To get to know more about how to become a green person, I would like you to work in groups of 4 to answer the questions in exercise 3.”*
- Teacher tells them how to do this kind of exercise:
 - + Reading the questions.
 - + Underlining the key words.
 - + Locating the key words in the text.
 - + Reading that part and answering the questions.
- Have students read the interview again to answer the questions.
- Students can underline parts of the text that helped them with the answers.
- Set a strict time limit to ensure students read quickly for information.
- Have students compare their answers before giving the answers to teacher.
- Ask them to give evidence when giving the answers.
- * **Answer key:**
 1. Recycling bins
 2. Give them to charity or swap them with your friends or cousins.
 3. Refillable ones.
 4. Turn the tap off when brushing your teeth or washing the dishes.
 5. Reusable water bottles.

4. Post –stage

- * **Aims:** *To give students a chance to discuss their opinions about green tips.*

a) Task 4/p.54: Order the tips.

- Have students work in groups to discuss and put the tips in order from the easiest to the most difficult.
- They also think of ways to explain the reasons for their order.

- Ask a member from several of the groups to write their order on the board. Hold a class discussion about the orders.
- Accept different answers as long as the groups can give out their reasons.
- Elicit some other tips from students and quickly write them on the board. Students give comments on the tips.

b) Task 5/p.54: *Find creative ways to reuse old items.*

- Have students work in groups and find creative ways to reuse the items indicated in the book. This activity can be organized as a competitive game.
- Give the groups 8 minutes to list out the ways to reuse the items creatively.
- When the time is up, each group will present their answers.
- The group having the most creative ways wins.
- Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.

- Teacher gives feedback and comments.

5.Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: instead of, exchange, recycling bin, ...
- Read about ways to go green

Speaking

Talk about tips for going green

6.Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 32 Period 95	Unit 11: OUR GREENER WORLD LESSON 6: SKILLS 2	DP: 24/4/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Listen for details about ideas for a go green.
- Write a paragraph about ideas for a green club.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be confident and creative when they are a real president.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Brainstorming

***Aim:** Students can guess the necessary qualities of the club president and introduce the new lesson

Game: Brainstorming “What are the necessary qualities of the club president?”

- + Teacher divides the class into 2 teams.
- + The team which has more correct answer will be the winner.

Teacher introduces students the content of the lesson today:

- + *We have just written down the qualities of a good president for the 3Rs club.*
- + *Now, let’s listen to Mi and Nick, they want to be voted to be the President.*
- + *What are they going to do for the club*

2. Pre-stage:



***Aims:** To teach Ss some words related to the topic and activate Ss’ knowledge of the topic of the listening text.

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- + encourage (v) khuyến khích (explanation)
- + organise (v) tổ chức (explanation)
- + fair (n) hội chợ (picture)
- + elect (v) bầu (picture)

b) Prediction: Task 1/p.55

- T asks Ss to work in pairs and guess the word/ number to fill each blank and write their guesses on the board.

Name	 Mi	Name	 Nam
Class	(1) _____	Class	(4) _____
Idea 1	Putting a (2) _____ bin in every classroom	Idea 1	Encouraging students to use (5) _____
Idea 2	Having (3) _____ fairs	Idea 2	Organising (6) _____ fairs

- Have students guess the word/ number to fill each blank and write their guesses on the board.

3. During stage:

**Aims: To help students develop listening skill for specific information.*

a) **Check prediction: Task 1/p55: Listen to students talking about what they will do if they become the president of 3Rs club. Fill each blank with a word or a number.**

- Play the recording and ask students to listen to fill the blanks and check their guesses.
- Students work in pairs to compare their answers
- Ask for students' answers.

* **Answer key:**

1. 6A 2. recycling 3. book 4. 6E 5. bus 6. Uniform

b) Task 2/p55: True or False statements.

- Have students read the statements in 2 and tick T (True) or F (False) at the end of each statement without listening to the recording.
- Have students compare their answers in pairs before giving teacher the answers.
- Write the correct answers on the board.

* **Answer key:** 1. F 2. T 3. F 4. T

4. Post –stage:

***Aim:** To help Ss generate ideas for their writing and help Ss practise writing a paragraph about their classmate's ideas for the 3Rs Club.

a) Task 3/p55: Interview a classmate and take notes.

Teacher says: "First, I would like you to read the study skills box. It is the use of connectors to show sequence."

- Have students work in pairs and interview each other to find out the two things they will do if they become the club president.
- Ask students to take notes of each other's ideas.
- Ask students to expand their ideas by explaining the idea and/ or giving examples.
- If time allows, have some students present their friend's ideas or write the ideas on the board.

b) Task 4/p55: Write a paragraph about your classmate's ideas in Ex.3. write about 50 words.

- T asks students to work individually
- T then gives feedback on one writing as a model.

My classmate is Vy If she becomes the president of 3Rs Club. She will do two things. Firstly, she will encourage students to go to school by bike or bus. It will be very friendly to the environment. Secondly, she will organise recycling clubs and call students to join. In this club, they will make beautiful and helpful things from old things or recycled things. I think she will be a good club president.

5. Wrap- up: * **Aim:** To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen for details about ideas for a go green.

Writing

Write a paragraph about ideas for a green club.

6. Homework:

- Rewrite the paragraph in the notebooks.

- Prepare for Revision

***Feedback :**

Week 33 Period 96.97	THE SECOND TERM TEST	DP: 18/4/2024
---------------------------------------	-----------------------------	---------------

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

1. Knowledge:

- Check vocabulary related to the topic television, sports and games, cities of the world, Our houses in the future, Our greener world, Robots; the pronunciation of sounds /θ/ and /ð/, /ə and /a

Check Ss how to use the present simple, past simple, future simple tense, WH- questions, conjunctions in compound sentences, imperative, possessives adjectives and possessives pronouns, use verbs, the first conditional sentence.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competencies:

- Practice reading for general and specific information.
- Practice listening for specific information.
- Apply what they have reviewed to do some further practice.

3. Character qualities:

- Have serious attitude to studying, the love of learning English, be hard-working and cooperative

E. TEACHING AIDS: Textbooks, laptop, speakers, projector, handouts

F. PROCEDURES:

Week 34 Period 98	Unit 12: ROBOTS Lesson 2: A CLOSER LOOK 1	DP: 10/5/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Learn some words/ phrases related to the topic Robots.
- Read information about V10, a Robot can or can't do.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Pronounce correctly falling tones in statements.
- Use the lexical items related to Robots, use “can” for ability.

3. Personal qualities: Love the benefits of the Robots.

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector...

III. PROCEDURE:

1. Warm up:

***Aim:** To activate students' prior knowledge and vocabulary related to the topic.

Students work in groups and match the names of daily activity with suitable pictures.



make meals



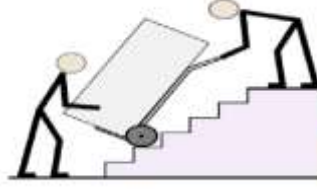
iron clothes



do the washing



repair a broken machine



move heavy things



put toys away

2. Pre-stage:

***Aim:** To teach students some more words related to the topic.

***Vocabulary:** (Follow all the seven steps of teaching vocabulary)

- understand (v) to know or realize the meaning of words, what somebody says, etc.
- pick (v): [picture]
- water (v): [picture]
- guard (n): [picture]
- delicious (adj) – [synonym]: yummy/tasty
- helpful (adj) – [synonym]: useful

*** Checking vocabulary: R.O.R**

3. During- stage:

***Aims:** To practice on asking and answering about abilities.

a) Task 1/p.60: Match the verbs in column A to the words or phrases in column B.

- Teacher has students quickly match the verbs in column A to the words/phrases in column B individually.
- Teacher plays the recording for students to check their answers.

***Answer key:** 1. c 2. a 3. b 4. e 5. d

b) Task 2/p.60: Work in pairs. Tell your partner the activities in 1 you can or can't do.

- Students work in pairs do the same sharing.
- Teacher calls some pairs to share their answers with the whole class.

Examples: 1. I can do the washing but I can't work as a guard.

2. I can water plants but I can't understand your feelings.

c) Task 3/p.60: Work in pairs. Read, ask and answer questions.

- Teacher models the activity with a more able student. Remind students that they only use the information from the table to ask and answer about what the robot V10 can or can't do.
- Students work in pairs, ask and answer about what the robot V10 can or can't do.
- Teacher calls some pairs to practice in front of the class and gives feedback.

Model answer:

A: Can V10 do the washing? B: Yes, it can.

A: Can V10 repair a broken machine? B: No, it can't.

4. Pronunciation:

***Aim:** Identify how to say statements with correct tone in context.

a) Task 4/p.60: Listen and repeat the sentences.

- Teacher plays the recording and asks students to listen and repeat the statements. Remind students of the falling tone
- Teacher ask some students to read out the statements and invite comments from other students.

b) Task 5/p.60: Listen and practice the conversation. Pay attention to the bold syllables.

- Play the recording
- Play the role

5. Post-stage:

***Aim:** To help student practise

b) Task 5/p.60: Listen and practice saying the statements in the paragraph.

- Teacher has students say the statement in the paragraph on pairs: one reads out the statements and the other gives comments.
- Teacher plays the recording for students to listen and compare with how their partners have pronounced.
- Teacher asks some students to perform in front of the class.
- Other students give comments
- Teacher gives more comments if needed.

6. Wrap-up:

***Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks students to summarise what they have learnt in the lesson.

Vocabulary

- understand, pick, water...
- Matching,...
- Working pairs

Pronunciation

Falling tone in statements

7. Homework:

- Learn by heart the vocabulary.
- Prepare for Unit 12: A closer look 2.

Feedback:

Week 34 Period 99	Unit 12: ROBOTS Lesson 3: A closer look 2	DP: 10/5/2024
------------------------------------	--	---------------

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

1. Knowledge:

- Learn how to use superlative adjectives (short adjectives) to compare three or more people or things and practice writing by using superlative adjectives and comparative adjectives.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

3. Character qualities: Be interested in the topic about Robots and be stimulative the student's creativeness in the future.

II. TEACHING AIDS: Grade 6 textbook, planning, picture, laptop, projector,...

III. PROCEDURES:

1. Warm up:

* **Aims:** To motivate students' creativeness related the superlative of short adjectives.

+ **Game: Sentence racing.**

Ss work in groups, saying the sentences which contains superlative adjectives of short adjectives. e.g. *Minh is the tallest in my class.*

The group with more correct sentences will be the winner.

Set of words:

the tallest
the
shortest
the biggest
the
smallest

2. Pre-stage:

* **Aim:** To introduce some new vocabs and superlative form of adjectives to compare three or more people or things.

+ **Grammar: Superlative form of short adjectives**

- T shows the pictures and says. We can use the superlative of short adjectives to compare three or more people or things.



Person 2 is taller than Person 1. And Person 3 is the tallest boy.

Teacher briefly explains the form and use of superlative adjectives:

***Form:** Superlative adjectives of short adjectives:

The + short adj + est

***Use:** Superlative adjectives are used to compare more than three people or things, expressing the highest degree.

Teacher notices the way to construct the superlative of short adjectives in English:

Superlatives: Short adjectives

Short adjectives	Spelling rules	Examples
Usually	+ est	slow → the slowest fast → the fastest tall → the tallest
Ending in -e	+ st	large → the largest nice → the nicest
Ending in a consonant + y	-y → -i + est	hungry → the hungriest happy → the happiest funny → the funniest
Ending in a vowel + a consonant	double the consonant + est	big → the biggest fat → the fattest fit → the fittest

3. During-stage:

* **Aims:** To help students practice using the superlative to give the correct form of adjectives in brackets in isolation and in context.

a. Task 1/p61: Write the superlative form of the adjectives in the table.

- Teacher asks students to do the exercise individually and then compare their answers with a classmate.
- Teacher checks the answers as a class.

Adjectives	Superlatives.
Fast	Fastest
Tall	Tallest
Noisy	Noisiest
Nice	Nicest
Hot	Hottest
Light	Lightest
Quiet	Quietest
Heavy	Heaviest
Large	Largest

b. Task 2/p61: Complete the sentences with superlative form of the adjectives.

- Ask students to read the instruction. Tell Ss what they should do (With weak class, do the sentence as an example.)
- Ask Ss to read and give the correct form of adjectives in brackets
- Have Ss compare their answer in pairs before checking with the whole class. Check and confirm the correct answer.

***Answer key:**

1. Strongest 2. Smartest 3. Tallest 4. Smallest 5. cheapest

1. Tidier 2. Hottest 3. Faster 4. Tallest 5. Smartest

Teacher: Chau Thi Hien

c. Task 3/p62: *Complete the following sentences with comparative or superlative form of the adjectives in brackets.*

- Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss' attention to the board and check the answers together. Confirm the correct answers.

***Answer key:** 1. tidier 2. hottest 3. faster 4. tallest 5. Smarter

d. Task 4/p62: *Work in pairs. Look at the information of three robots: M10, H9 and A3 and talk about each of them, using superlative adjectives.*

- Teacher models the activity with a stronger student and reminds students that they only use the information from the table to describe the three robots using superlative adjectives. Example:

A: A3 is the tallest of the three robots.

B: M10 is the youngest of the three robots. A: A3 is the heaviest of the three robots.

B: H9 is the cheapest of the three robots.

- Teacher may explain the meaning of the words *age, weight, height, price* and asks students to elicit the adjectives they can use to describe each row.
- Students work in pairs to say sentences comparing three robots.
- Teacher moves around to offer help if needed.
- Teacher calls some pairs to perform in front of the class

4. Post-stage:

* **Aims:** *To give students further practice on using superlative adjectives in real life context*

* **Task 5/p62: Game: Find someone who...**

First, teacher models the game *Find someone who...* with a stronger student.

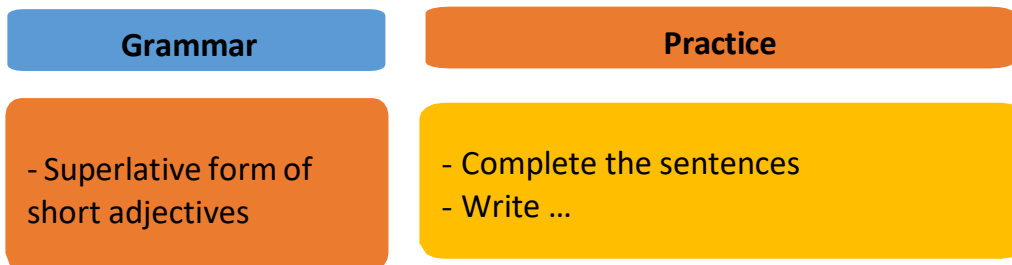
Teacher has students work in pairs ask and answer questions.

Teacher moves around and offers help if needed.

Teacher calls some pairs to report their findings.

Example: A: Who is the tallest in our class? B: Khoi is the tallest in our class.

5. Wrap-up: * **Aims:** *To consolidate what students have learnt in the lesson.*



- Ask students to summarise what they have learnt in the lesson.

6. Homework:

- Learn today's lesson by heart.
- Prepare for the next lesson: Communication
- Continue to prepare the project.

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

Week 34 Period 100	Unit 12: ROBOTS LESSON 4: COMMUNICATION	DP: 10/5/2024
-------------------------------------	--	---------------

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

1. Knowledge:

- Express agreement and disagreement; talk about what a robot can do.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Character qualities: Be cooperative, having good communication ; Be thoughtful of and responsible for the better future

II. TEACHING AIDS: Grade 6 textbook, planning, pictures, laptop, projector, sachmem.vn ...

III. PROCEDURES

1. Warm-up: Spider web

* **Aim:** To activate students' knowledge of what a robot can do

- Teacher asks students to name as many activities a robot can do as possible.

* **Suggested answer:**

- A robot can - do the dishes
- Iron - water plants

2. Pre-stage:

* **Aims:** - To activate students' knowledge of what a robot can do

- Express agreement and disagreement

* **Task 1/p.63: Listen and read the dialogues. Pay attention to the highlighted sentences.**

- Teacher plays the recording and asks students to look at the dialogues and read it while listening. Ask students to pay attention to the highlighted sentences.
- Teacher elicits the structures to express agreement and disagreement from students (*I agree/ disagree with...*).
- Students practice the dialogues in pairs.
- Teacher calls some pairs to practice the dialogues in front of the class.

+Agreement and disagreement expressions:



3. During-stage

* **Aims:** To help students practice expressing agreement and disagreement

a) **Task 2/p63:** Work in pairs. Express your opinions about the statements.

- Teacher asks students to read the instruction and given statements, decide whether they agree or disagree with the statements.
 - Students work in pairs to make similar dialogues, using the structures for expressing agreement and disagreement.
 - Teacher moves around to observe and provide help.
- Teacher calls some pairs to practice in front of the class and comment on their performance.

b) Task 3/p63: Listen to the radio programme from 4Teen News. Fill the blanks with the words you hear.

- Teacher asks students to look at the conversation and guess words can be filled in the blanks.
- Teacher plays the recording for the first time and asks students to listen and fill in the blanks.
- Teacher asks students to share their answers in pairs and plays the recording again for students to check their answers.
- Teachers asks some students to role play the radio programme again, paying attention to the use of the words of daily activities.

***Answer key:** 1. understand 2. Smartest 3. put 4. water 5. Guard

c) Task 4/p63: Interview three friends about what abilities they want their robots to have.

- Teacher asks students to move around and asks three classmates what abilities they want their robots to have.
- Teacher reminds students to write the names of the people they interview and note the answers in the table.
- Students move around and interview their friends.
- When students have finished the interviews, teacher asks them to practice reporting the results of their interview in pairs.

4. Post-stage:

***Aims:** To help students practice reporting the results of their interviews.

*** Task 5/p63: Report the findings.**

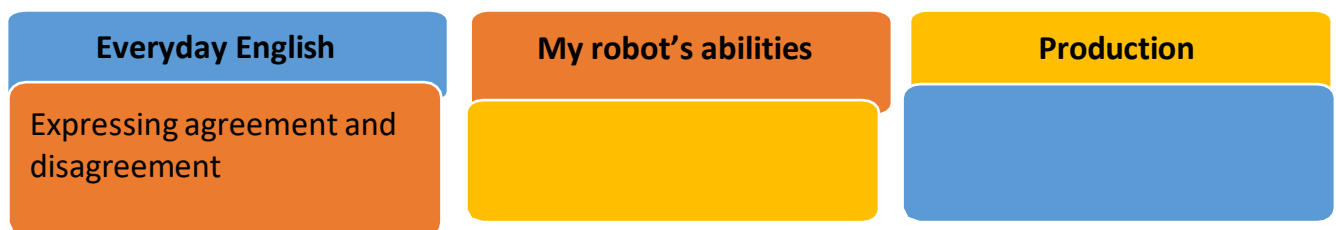
- Teacher calls some students to report the results of their interview in front of the whole class. After each student has finished the report, teacher invites comments from other students.

Teacher provides further feedback and corrects the common errors.

5. Wrap-up:

*** Aim:** To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.



6. Homework:

- Write a paragraph about 50 words to describe a robot you want to have.
- Prepare: Skills 1
- Continue to prepare the project.

***Feedback:**

Week 34 Period 101	Unit 12: ROBOTS LESSON 5: SKILLS 1	DP: 10/5/2024
-------------------------------------	---	---------------

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

1. Knowledge:

- Extend vocabularies and phrases related to the types of robots at the show.
- Read to get to know about the types of robots at the show, pay attention to they can do.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

3. Character Qualities: Be interested in important role of robots

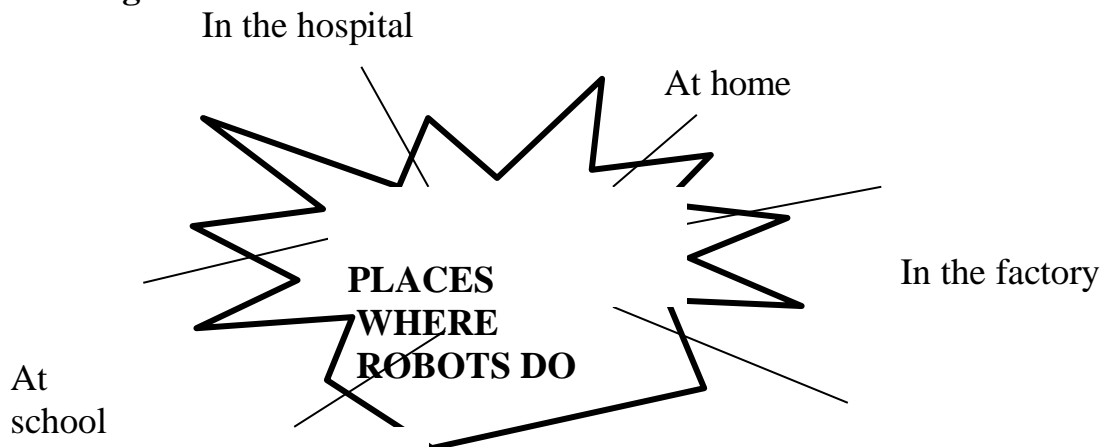
II. Teaching aids: Grade 6 textbook, planning, pictures, laptop, projector,...

III. Procedure:

1. Warm- up:

***Aims:** To activate Ss some phrases related to robots.

*** Brainstorming:**



age:

**2. Pr
e-
st**

Teacher: Chau Thi Hien

In the space

In the supermarket

- *Aims:** - *To teach some new words related the text about robots*
 - *To help Ss understand and activate their knowledge about the topic*

a) Vocabulary: (Follow all the seven steps of teaching vocabulary)

- space robots (n) người máy không gian (picture)
- space stations (n) trạm vũ trụ (picture)
- planet (n) hành tinh (situation)
- type of = kind of loại (synonym)
- improve (v) cải thiện (situation)

***Checking Vocab:** R.O.R

b) Task 1/ p64: Work in pairs. Discuss the following questions.

Pre-questions:

- Ss work in pairs to discuss two questions:
 1. What types of robots are there?
 2. What robots are children interested in?

3. During-stage:

- * Aims:** - *To help Ss read to get to know about the types of robots at the show, pay attention to where they can do.*
 - *To help Ss prepare ideas for the speaking.*

*** Task 2/p64: Read the text and choose the best answer**

- Teacher has Ss read the text in detail to answer the questions individually.
- Teacher asks Ss to compare their answer with a partner.
- T checks as a class.

*** Answer key:** 1. **B. A robot show** 2. **C. teacher robots**
 3. **C. take care of sick people** 4. **C. Home robots can't do much of the housework**

*** Task 3/p64: Gap fill**

- Ss read the text again and fill the table below

Types of robots	What they can do?
Home robots	Cook meals, clean the house, do the washing and iron clothes
Teaching robots	help children study, teach English, literature, maths and other subjects, help children improve English pronunciation
Worker robots	build houses, move heavy things
Doctor robots	look after sick people
Space robots	build space stations on the Moon and on planets

4. Post –stage

***Aims:** - To help ss prepare ideas for the next activity

- To provide an opportunity for ss to practice describing what robots can do

a) Task 4/p.64: Work in groups. Discuss what you think robots can do in the five places.

- Teacher divides the class into 5 groups and assigns each group a place in activity 4.
- Teacher provides each group with a piece of A2 paper and some markers.
- Teacher asks students to work in groups, discuss what robots can do in the place they are assigned and note the ideas they have discussed on the paper.
- Teacher goes around and offers help if needed.

Places	What robots can do?
Home	Take care of children,
School	
Factory	
Hospital	

Garden	
--------	--

Example: S1: What can robots do at home?

S2: They can take care of children

b) Task 5/p.64: *Present your discussion*

- T may ask a strong student to model this activity in front of the class.
- Have ss to tell about what types of robots there are and what they can do.

5. Wrap-up:

* **Aim:** *To consolidate what students have learnt in the lesson.*

T asks Ss to summarise what they have learnt in the lesson

Reading

- Vocabulary: space robots, space stations, ...
- Read about the types of robots at the show

Speaking

Talk about what robots can do

6. Homework:

- Learn by heart vocabulary
- Prepare for the next lesson: **Skills 2**
- Continue to prepare the project.

***Feedback:**

Week 34 Period 102	Unit 12: ROBOTS LESSON 6: SKILLS 2	DP: 12/5/2024
-------------------------------------	---	---------------

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

1. Knowledge:

- Listen for specific information about different options of what robots can do and know how to write a paragraph about the robot you would like to have.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities: Be fond of learning technology.

II. TEACHING AIDS: The lesson plan, textbooks, Projector/ TV/ pictures and cards.....

III. PROCEDURE:

1. Warm – up: Brainstorming

***Aim:** To activate students' prior knowledge of different types of robots.

- Teacher sticks 5 icons on the board, and divides the class into 5 big groups.



Space robots
robots



Doctor robots



Worker



Teacher robots



Home robots

2. Pre-stage:

***Aims:** To help students have ideas of what the conversation is about.

a) Task 1/p65: Listen to the conversation and tick the phrases you hear.

- Teacher asks students to underline key words in each of five given phrases

Teacher: Chau Thi Hien

and guess which phrases will appear in the conversation.

- Teacher asks students to underline key words in each of five given phrases and guess which phrases will appear in the conversation.
- Teacher plays the recording and asks students to tick next to the phrase they hear from the conversation.
- Teacher calls some students to share their answers and confirms the correct ones.

***Answer key:**

- look after sick people
- understand what we say
- build the very high buildings
- teach many subjects

- move heavy things

b) True/ false prediction: (Task 2/p65)

- Teacher asks students to underline the key word(s) in each statement and guess whether they are True or False individually.

3. During stage:

**Aims: To help students develop listening skill for specific information.*

** Check prediction: Task 2/p65: Listen to the conversation again and tick True or False.*

- Teacher asks students to listen and tick the answers.
- Teacher checks students' answers as a class.

*** Answer key:**

1. F (Robots can do quite a lot today.)
2. T
3. T
4. T
5. F (No, not everything. They can't understand our feelings or play football.)

4. Post –stage:

**Aim: To help students prepare ideas for their writing and practice writing a paragraph about the robot they would like to have.*

a) Task 3/p65: Imagine a robot you would like to have and make notes about it.

- Teacher asks students to work in pairs, make notes on a robot they want to design (its name, type of robot, where it can work and what it can do).

+Model notes:

1. Name of your robot	Mimi
2. Type of robot	Home robot
3. Where it can work	At my house
4. What it can do for you	Help my Mum do the housework: clean the house, wash dishes and cook meals.

b) Task 4/p65: Write a paragraph of 50-60 words about the robot you would like to have.

- Teacher introduces some structures to write about the robot:

** Name: My robot's name is...*

*I would like to have a robot
named... I would name my robot*

...

** Type:*

It is a ...

** Where it can work:*

It can work at...

... is an ideal place for it.

** What it can do:*

*My robot
can... My robot is
able to...*

- Teacher then gives feedback as a class discussion.

5. Wrap- up: * **Aim:** *To consolidate what students have learnt in the lesson*

- Teacher asks students to talk about what they have learnt in the lesson.

Listening

Listen about different options of what robots can do

Writing

Write a paragraph about the robot you would like to have.

6. Homework:

- Rewrite the paragraph in the notebooks.
- Prepare for the next lesson. Unit 12 - Looking back and project

***Feedback :**

Week 34 Period 103	Unit 12: ROBOTS LESSON 7: LOOKING BACK & PROJECT	DP: 12/5/2024
-----------------------	---	---------------

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

1. Knowledge:

- Review the vocabulary and grammar of Unit 12.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

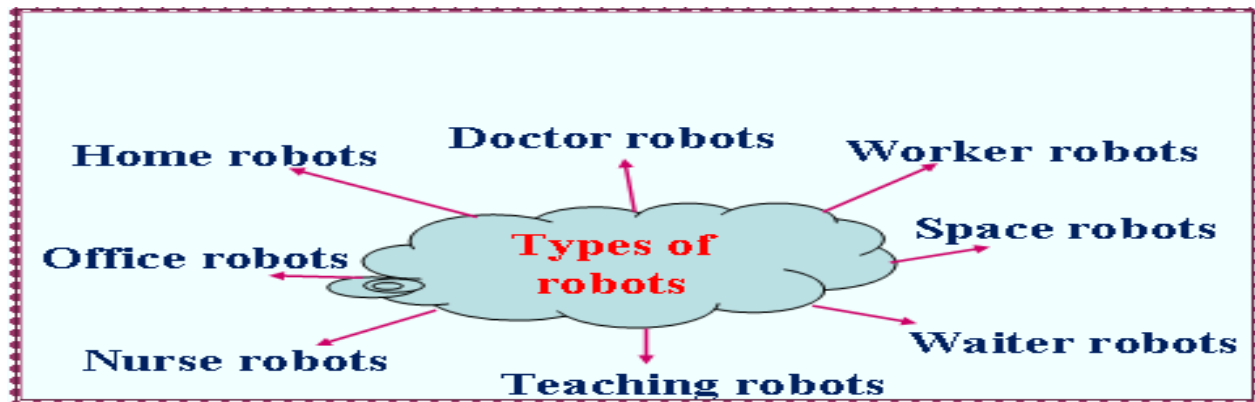
3. Personal qualities: Be friendly and cooperative to develop team-work skill

II. TEACHING AIDS: Pictures, power point file, posters, A0 paper, Projector / TV...

III. PROCEDURE:

1. Warm - up: Brainstorming

* **Aims:** To revise the vocabulary related to the topic 'Robots' and lead in the next part of the lesson.



2. Pre- stage:

LOOKING BACK:

* **Aims:** To help students revise phrases related to daily activities

* **VOCABULARY:**

a) Task 1/p66: Write the correct words to complete the phrases

- Asks ss to do these activities individually then compare their answers with their partners.
- Ask for ss' answer or one student to write his/her answer on the board .confirm the

correct answer.



1. _____the clothes



2. _____heavy things



3. _____fruit



4. Do the _____ 5. _____ the dishes

*Answer key: 1. iron 2. move 3. pick 4. washing 5. Do

a) Task 2/p66: *Fill in the blanks with the verbs from the box.*

- Teacher encourages students to complete the task individually.
- Students exchange their textbook to discuss the answers.
- Teacher asks one student to write the answers on the board.
- Teacher gives feedback as a class discussion.

*Answer key: 1. work 2. Make 3. Repair 4. Understand 5. Waters

3. During – stage:

* Aims: To help Ss practice superlative adjectives

* GRAMMAR:

a) Task 3/p66: *Use the correct form of the adjectives in brackets to complete the paragraph.*

- Teacher asks students to do the task individually first.
- Teacher then allows students to check their answers with a partner.
- Teacher calls some students to write down the answers on the board.
- Teacher gives feedback as a class discussion.

*Answer key: 1. smartest 2. Smallest 3. Lightest 4. Strongest 5. Cheapest

a) Task 4/p66: *Complete the sentences with the superlative form of the adjectives in the brackets.*

- Teacher asks students to complete the task individually.
- Students exchange their textbook to discuss the reasons about their answers.
- Students should record their original answers to guide their self-assessment later.
- Teacher gives feedback as a class discussion.

*Answer key: 1. highest 2. Largest 3. Longest 4. Widest 5. Hottest

4. Post- stage:

PROJECT: ROBOT DESIGN COMPETITION (POSTERS EXHIBITION: Prepared at home)

* Aims: To help Ss improve speaking skills about the skills and abilities of the robots they will design.

a) Speaking

- What's its name?
- What does it look like?
- Where can it work ?
- What can it do?

b) Project:

- Teacher divides students into 4 groups.
- Teacher asks students to discuss the robot they want to design . write the description of their robot.(they do not write full sentences)
- SS draw their robot.
- T asks each group to show the picture and the description of their robots and present their designs to the whole class.
- Students will critically evaluate all the posters, then give 1 vote for the most attractive robot

- Teacher gives comments and feedback to all 4 posters and awards a special prize to the group which has the most votes..

***Now I can:**

- Ask Ss to complete the self- assessment table
- Identify any difficulties, weak areas, and provide further practice.

5.Wrap –up:

***Aim:** *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson

Vocabulary	Grammar	Project
Words related to Robots	- Superlative form of the adjectives	Present about your robot in a robot design

6. Homework:

- Do all exercises in Looking back
- Prepare next lesson: Review 4

*** Feedback**.....

Week 34 Period 104	REVIEW 4 (LANGUAGE)	DP: 13/5/2024
-----------------------	----------------------------	---------------

A. OBJECTIVES

1. Knowledge: By the end of the lesson, Ss will be able to:

- To review the vocabulary and grammar they have learnt in Units 10-11-12.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences: Ss will be able to:

- revise vocabulary related to the topic Our houses in the future, Our greener world, Robots, the pronunciation of stress, rhythm, tone they have learnt in units 10, 11, 12.

- revise how to use verbs, the comparative and superlative adjectives, articles, the first conditional sentence.

3. Character qualities:

Have serious attitude to studying, the love of learning English, be hard-working and cooperative

B. TEACHING AIDS:

- Teacher: Textbook, lesson plan, TV,...
- Students: Textbooks, sub-boards...

C. PROCEDURE:

I. Warm-up:

**Aim: To motivate and help Ss revise some vocabularies related to Units 10, 11, 12.*

***Task 2/p68: Complete each sentence with the correct form of the verbs from the box.**
Game lucky star.

- Ask students to play the game “lucky stars”. There are 7 questions.

Swift	reduce	reuse	recycle	receive
1. How much household waste do we. everyday?				
2. Lucky star				
3. My robot sends and.emails for me.				
4. Lucky star				
5. I'm the internet to look for information on Vietnamese music.				
6. We need to. the amount of salt in our diet.				
7. I think we should.....these envelopes.				

- T divides class into 2 team to play the game.
- T shows the questions and asks students from each team to fill in the blanks.
- Check the answers with the whole class.
- The team has more points will be the winner.

***Answer key:** 1. recycle 2. Lucky star 3. receives 4. Lucky star
5. surfing 6. reduce 7. reuse

II. Pre-stage: Brainstorming

*Aim: *To motivate and remind students the knowledge that they have learnt in Units 10 - 11- 12.*

- Teacher divides the class into 3 big groups.
- Teacher gives each group an unfinished chart which summarizes the language that students have learnt in Units 10 -11- 12 and asks them to complete the chart.

UNITS	PRONUNCIATION	VOCABULARY	GRAMMAR
Unit 10			
Unit 11			
Unit 12			

- The group which finishes correctly and more quickly is the winner.

* **Answers:**

UNITS	PRONUNCIATION	VOCABULARY	GRAMMAR
Unit 10	- Stress in two-syllable words	Types of houses and appliances	- Future simple
Unit 11	- Rhythm in sentences	Things that can be reduced, reused and recycled	- Articles
Unit 12	Falling tones in statements	- Daily activities	-Superlative adjectives (short adjectives)

III. During stage:

**Aim: To help students review the stress pattern in two-syllable words, the rhythm in sentences and tones in statements, review how to use verbs, the comparative and superlative adjectives, articles*

1. Task 1/p68:

a) Circle the word with the different stress pattern.

- Ask students to do this exercise individually, and then share their answers with a partner before listening to the recording to check the answers.
- Write the correct answers on the board. Play the recording again for students to repeat the words.

**Answer key:* 1. C 2. B 3. A 4. C 5. A

b) Listen and repeat the sentences.

- Play the recording and ask students to repeat in chorus.
- Tell them to pay attention to the bold syllables and tone of the sentences.
- Then call some students to read out the three sentences in front of the whole class. Invite comments from other students.

Audio script:

1. My robot helped me repair the broken cooker.
2. It is better to reuse these shopping bags.
3. My future house will have solar energy.

2. Task 3/p68: Choose the correct words.

- After students do this exercise individually, quickly check students' answers.
- Teacher may have to explain to students how to use these pairs of words in sentences if necessary.

**Answer key:* 1. feelings 2. guard 3. make 4. do

3. Task 4/p68: Complete sentences using the comparative or superlative form of the adjectives in brackets.

- Elicit the form and use of comparative and superlative adjectives.
- Teacher may call a student to do the exercise on the board while other students also do this.
- Check students' answers. Ask them for explanations if necessary.

***Answer key:** 1. closest 2. taller 3. oldest 4. faster 5. greatest

4. Task 5/p68: Write a/an or the.

- Elicit the use of a/an and the.
- Ask students to do this exercise individually and then share their answers with a partner.
- Teacher may ask a student to write his/her answers on the board.
- Check the answers with the whole class.

***Answer key:** 1. a 2. the 3. an 4. The 5. The – the

IV. Post stage:

***Aim:** *To help students review the use of might, and the use of the simple present or simple future in context.*

***Task 6/p68:** *Choose the correct option in brackets to complete each sentence.*

- Elicit the form and use of might.
- Ask students to tell you the differences between the use of will and might.
- Teacher may call a student to do the exercise on the board while other students also do this.
- Check students' answers. Ask them for explanation if necessary

***Answer key:** 1.might meet 2. finishes 3.continue; will have 4.will go 5.might visit 6. is

V. Homework:

- Do all exercises in workbook.
- Prepare next lesson: Review 4: Skills

*** Feedback:**

Week 34 Period 105	REVIEW 4 (SKILLS)	DP: 13/5/2024
-----------------------	--------------------------	---------------

A. OBJECTIVES

1. Knowledge: By the end of the lesson, Ss will be able to:

- Review the skills they have practised in Units 10 - 11 - 12.

HSKTK: In class 6.4 students can understand the lesson well and can cooperating well with teacher and friends

2. Competences: Student will be able to:

- Practice reading for general and specific information.
- Describe your future house and persuade your group members to live in it.
- Practice listening for specific information.
- Write a paragraph.

3. Character qualities:

- Have serious attitude to studying, the love of learning English, be hard-working and cooperative

B. TEACHING AIDS:

- Teacher: Textbook, lesson plan, laptop, TV...
- Students: Textbooks, sub-boards...

C. PROCEDURE:

I. Warm-up:

**Aim: to increase students' interest and lead them into the lesson.*

Chatting

- Teacher asks students some questions to lead them into the lesson:
 1. Have you ever thought of your house in the future?
 2. What will your house in the future be like?
- Teacher lead in the reading part of the lesson.

II. Pre-stage:

**Aim: To give students more practice on reading for specific information.*

***Task 1/p69: Read and choose the correct answer.**

- Ask students to do the task individually and check their answers with a partner before giving their answers to teacher to confirm the correct answers.

***Answer key:** 1. A 2. B 3. A 4. A

III. During stage:

**Aim: To give students more practice on describing their future houses, practice on listening for specific information.*

1. Task 2/p69: Describe your future house.

- Have students work in groups, taking turns describing their future houses and try to persuade their group members to live in it.
- Then ask each group to choose a student who has the best future house in the group to talk about his/her future house in front of the class.

- Ask some other students to give comments and decide which student has the best future house in the class.

2. Task 3/p69: *Listen and tick.*

- Play the recording once for students to listen and tick the sentences.
- Play the recording again for students to check their answers.
- Give the correct answers to students.
- With a weaker class, teacher may play the recording as many times as possible until students have chosen all their answers.

***Answer key:** 1, 2, 4, 5

***Audio script:**

In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco- Parliament. They gave ideas for improving the environment. Here are some of the things they advised us to do: – recycle more rubbish (for example, glass, paper and plastic, etc.) – pick up rubbish in parks or in the streets – save energy – turn off lights and TVs when you're not using them – use reusable bags instead of plastic bags.

IV. Post stage:

**Aim: To help students practise writing a paragraph about what they think they should do to improve the environment.*

***Task 4/p69: Write a paragraph of 50-60 words about what you think we should do to improve the environment.**

- Set up the writing activity.
- Teacher reminds students that the first and most important thing is always to think about what they are going to write. In this case, students may use the ideas given in 3 or their own ideas.
- Teacher may brainstorm with students for the language necessary for writing and note some useful expressions and language on the board.
- Ask students to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups.
- Teacher may display all or some of the paragraphs on the wall/ notice board.
- Other students and teacher give comments. students edit and revise their writing as homework.

V. Homework:

- Do all exercises in textbook again
- Do all exercises in workbook

***Feedback:**

.....
.....

