

Date of planning: 13/8 /2017

Date of teaching: 6A,D,E : 17/8 /2017

**PERIOD 2: UNIT 1: MY NEW SCHOOL****Lesson 1: Getting Started : A special day****I. Objectives:**

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

**II. Language Focus:**

1. *Vocabulary*: the items related to the school.

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

**III. Teaching aids**: Course book, CD player, picture.

**IV. Procedures:**

| Part                | Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students                                                                           | Content                                                                                                                                                                                                                                                                                                                                                                                                                  | Time    |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Pre-teach:</b>   | <b>Pre-teach:</b><br>- Write the title on the board 'A special day'. Explain the meaning of 'special' and ask Ss to guess what the picture might show or what the conversation might be about.<br>- Let Ss open their books and check their answers.<br>- Ask Ss questions about the picture.                                                                                                                                               | - Whole class                                                                      | <b>* <u>Presentation:</u></b><br>Guess what the picture might show or what the conversation might be about.<br>- What is Phong doing?<br>- Who are Vy and Phong?<br>- Why is it a special day?                                                                                                                                                                                                                           | 5 mins  |
| <b>While-teach:</b> | <b>While-teach:</b><br><b>1. Listen and read:</b><br>- Play the recording<br><b>a) True or false:</b><br>- Ask Ss to read the dialogue again and decide whether the statements are true or false.<br>- Allow Ss to share answers before discussing as a class.<br><br><b>b) Special expression:</b><br>- Tell Ss to refer back to the conversation to find the expressions.<br>- Practice saying them together.<br><br><b>c) Role play:</b> | - Listen and read<br><br>- Individual work<br><br>- Pair-work<br><br>- Whole class | <b>1. Listen and read</b><br><b>* <u>Practice:</u></b><br><b>a) Are these sentences true or false?</b><br>Key:<br>1. T    2. T    3. F<br>4. T    5. F<br><br><b>b) Find these expressions in the conversation. Check what they mean</b><br>Key:<br>1. Used to express surprise (negative).<br>2. 'You'll find out.'<br>3. Used to invite sb in.<br>4. Used to say 'yes'/'alright'.<br><b>c. Create short role-plays</b> | 10 mins |

|                     |                                                                                                                                                                                                                                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                                                                                     |         |
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| <b>While-teach:</b> | <p>short conversations in pairs before creating short role-plays.</p> <ul style="list-style-type: none"> <li>- Ask Ss to extend the conversations.</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>- Pair-work</li> <li>- Pair-work</li> </ul>                               | <p><i>with the expressions. Then practice them.</i></p>                                                                                                                                                                                                                                             |         |
|                     | <p><b>2. Listen and read the poem:</b></p> <ul style="list-style-type: none"> <li>- Play the recording.</li> <li>- Let Ss read the poem in the right intonation and rhythm and check their understanding of the poem.</li> <li>- Ask Ss to write a poem about their partner, then read them poem aloud.</li> </ul> | <ul style="list-style-type: none"> <li>- Listen and repeat</li> <li>- Individual work</li> </ul>                 | <p><b>2. Listen and read the poem.</b><br/> <u>Example:</u><br/> <i>Khanh is going to back to school today.</i><br/> <i>His friends are going back to school, too.</i><br/> <i>His new school year starts today.</i><br/> <i>He's got a new bike.</i><br/> <i>His friends are on their way.</i></p> | 10 mins |
|                     | <p><b>3. School things vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to match the words with the school things.</li> <li>- Play the recording.</li> <li>- Let Ss to practice saying the names of school things.</li> <li>- Allow Ss to check</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Whole class</li> <li>- Group work</li> </ul> | <p><b>3. Match the words with the school things. Then listen and repeat.</b><br/> <u>Key:</u><br/> <i>1 – b    2 – e    3 – j</i><br/> <i>4 – d    5 – c    6 – i</i><br/> <i>7 – f    8 – a    9 – g</i><br/> <i>10 – h</i></p>                                                                    | 5 mins  |
|                     | <ul style="list-style-type: none"> <li>- Tell Ss to look around the class. Ask what they see around them/ what they have.</li> <li>- Let Ss to practice the words, and make up the sentences with the words it there is time.</li> </ul>                                                                           |                                                                                                                  | <p><b>* <u>Production:</u></b><br/> <b>4. What other things do you have in your class?</b><br/> <u>Example:</u><br/>         Table, desk, noticeboard, picture, flowers...</p>                                                                                                                      | 5 mins  |
| <b>Post-teach:</b>  | <p><b>Post-teach:</b><br/>         Recall all the knowledge</p>                                                                                                                                                                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                                                                                     | 2 mins  |

**\*Homework:**

- Write the items related to school in the book.
- Prepare next lesson (*A closer look 1*)

Date of planning: 14/8 /2017

Date of teaching: 6A: 19/8/2017

6D,E : 8 /8 /2017

**PERIOD 3: UNIT 1: MY NEW SCHOOL****Lesson 2: A Closer Look 1****I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /əʊ/ and /ʌ/ in isolation and in context.

**II. Language Focus:**

1. *Vocabulary*: the subjects in the school.

2. *Structures*:

- The present simple.
- The combinations: to study, to have, to do, to play + Noun.

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| Part                                                                                                        | Teacher                                                                                                                                                 | Students                                                                                                              | Content                                                                                                                                                                                                                                                                                                                                                               | Time   |                 |    |                          |      |                       |       |                                                 |        |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------|----|--------------------------|------|-----------------------|-------|-------------------------------------------------|--------|
| Pre-teach:                                                                                                  | - Ask students to name some subjects they learn.                                                                                                        | - Whole class                                                                                                         | * <b><u>Warm-up:</u></b><br><i>Subjects:</i><br><i>Math, music, English, ...</i>                                                                                                                                                                                                                                                                                      | 5 mins |                 |    |                          |      |                       |       |                                                 |        |
| While-teach:<br>VOCABULARY                                                                                  | <b>1. Listen and repeat the words</b><br>- Play the recording.<br>- Play it again and pause for Ss to repeat each word.<br>- Correct Ss' pronunciation. | - Listen<br>- Listen and repeat                                                                                       | * <b><u>Presentation:</u></b><br><b>Vocabulary</b><br><i>1. Listen and repeat the words</i><br>physics; exercise; English; vocabulary; history; football; homework; lessons; judo;<br><br>music; school lunch; science                                                                                                                                                | 5 mins |                 |    |                          |      |                       |       |                                                 |        |
|                                                                                                             | <b>2. Work in pairs. Put the words in 1 into groups</b><br>- Ask Ss to put the words in<br>- Explain to Ss which words go with each verb.               | - Pair-work                                                                                                           | * <b><u>Practice:</u></b><br><i>2. Work in pairs. Put the words in 1 into groups.</i><br><i>Key:</i> <table border="1"><tr><td>play</td><td>football, music</td></tr><tr><td>do</td><td>homework, judo, exercise</td></tr><tr><td>have</td><td>school lunch, lessons</td></tr><tr><td>study</td><td>Physics, English, history, vocabulary, science.</td></tr></table> | play   | football, music | do | homework, judo, exercise | have | school lunch, lessons | study | Physics, English, history, vocabulary, science. | 5 mins |
|                                                                                                             | play                                                                                                                                                    | football, music                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |        |                 |    |                          |      |                       |       |                                                 |        |
| do                                                                                                          | homework, judo, exercise                                                                                                                                |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |        |                 |    |                          |      |                       |       |                                                 |        |
| have                                                                                                        | school lunch, lessons                                                                                                                                   |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |        |                 |    |                          |      |                       |       |                                                 |        |
| study                                                                                                       | Physics, English, history, vocabulary, science.                                                                                                         |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |        |                 |    |                          |      |                       |       |                                                 |        |
| <b>3. Put one of these words in each blank</b><br>- Ask Ss to write on the board, then check their answers. | - Individual work                                                                                                                                       | <i>3. Put one of these words in each blank.</i><br><i>Key:</i><br>1. Homework<br>2. Football<br>3. Lessons<br>4. Judo | 5 mins                                                                                                                                                                                                                                                                                                                                                                |        |                 |    |                          |      |                       |       |                                                 |        |

|                                                                                                                                                                            |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|------|------|-------|--------|------|-------|----------|------|------|-----|--------|
|                                                                                                                                                                            |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             | 5. Science                                                                                                                                                                                                                                                                                                         |        |     |      |      |       |        |      |       |          |      |      |     |        |
|                                                                                                                                                                            | <b>4. Write sentences about yourself using the combinations above</b><br>- Ask Ss to write sentences about themselves in their notebooks, using the combinations above.              | - Pair-work                                                                                                                                                                                                                                                                                                                                                                                 | <i>4. Write sentences about yourself using the combinations above.</i><br><i>Example:</i><br>I/We have English lessons on Tuesday and Thursday.<br>...                                                                                                                                                             | 5 mins |     |      |      |       |        |      |       |          |      |      |     |        |
| <b>While-teach: PRONUNCIATION</b>                                                                                                                                          | <b>5. Listen and repeat</b><br>- Ask Ss to practice the sounds /əʊ/ and /ʌ/. Play the recording and ask Ss to listen and repeat.                                                     | - Listen and repeat.                                                                                                                                                                                                                                                                                                                                                                        | <b>Pronunciation</b> /əʊ/ and /ʌ/<br><i>5. Listen and repeat. Pay attention to the sounds /əʊ/ and /ʌ/</i>                                                                                                                                                                                                         | 5 mins |     |      |      |       |        |      |       |          |      |      |     |        |
|                                                                                                                                                                            | <b>6. Sort the words</b><br>- Play the recording twice.<br>- Let Ss check their answers in groups.<br>- Call some Ss to write their answers on the board.<br>- Correct the mistakes. | - Individual                                                                                                                                                                                                                                                                                                                                                                                | <i>6. Listen to the words and put them into two groups.</i><br><i>Key:</i> <table><tr><td>/əʊ/</td><td>/ʌ/</td></tr><tr><td>rode</td><td>some</td></tr><tr><td>don't</td><td>Monday</td></tr><tr><td>hope</td><td>month</td></tr><tr><td>homework</td><td>come</td></tr><tr><td>post</td><td>one</td></tr></table> | /əʊ/   | /ʌ/ | rode | some | don't | Monday | hope | month | homework | come | post | one | 5 mins |
|                                                                                                                                                                            | /əʊ/                                                                                                                                                                                 | /ʌ/                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
|                                                                                                                                                                            | rode                                                                                                                                                                                 | some                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
| don't                                                                                                                                                                      | Monday                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
| hope                                                                                                                                                                       | month                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
| homework                                                                                                                                                                   | come                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
| post                                                                                                                                                                       | one                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |        |     |      |      |       |        |      |       |          |      |      |     |        |
| <b>7. Listen, repeat &amp; underline the words.</b><br>- Play the recording twice.<br>- Help them to recognize two sounds.<br>- Ask ss to underline them in the sentences. | - Listen and repeat<br><br>- Individual work                                                                                                                                         | <b>* <u>Production:</u></b><br><i>7. Listen and repeat. Underline the sounds /əʊ/ and /ʌ/ you hear.</i><br><i>Key:</i><br>1. They are going to open a new library.<br>2. I'm coming home from school.<br>3. His brother eats lunch in the school canteen.<br>4. The new school year starts next month.<br>5. My brother is doing his homework.<br>6. He goes to the judo club every Sunday. | 5 mins                                                                                                                                                                                                                                                                                                             |        |     |      |      |       |        |      |       |          |      |      |     |        |
| <b>Post-teach:</b>                                                                                                                                                         | Recall all the knowledge                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    | 5 mins |     |      |      |       |        |      |       |          |      |      |     |        |

**\*Homework:-** Learn vocabulary by heart.- Prepare next lesson (*A closer look 2*)

*Date of planning: 18/8 /2017*

*Date of teaching: 6A,E :22 /8 /2017*

*6D:21/8/2017*

## PERIOD 4:UNIT 1: MY NEW SCHOOL

## Lesson 3: A Closer Look 2

## I. Objectives:

By the end of this lesson, students can use the present simple and the present continuous.

## II. Language Focus:

*Structures:*

- The present simple and present continuous tense.

## III. Teaching aids: Course book, CD player.

## IV. Procedures:

| Part          | Teacher                                                                                                                                                                                                                                                                                                                           | Students                                                                              | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Time        |             |             |               |           |              |             |              |             |        |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|---------------|-----------|--------------|-------------|--------------|-------------|--------|
| Pre-teach:    | - Have Ss to play a game.                                                                                                                                                                                                                                                                                                         | - Group work                                                                          | <p>* <b><u>Warm-up:</u></b><br/><i>Noughts and Crosse:</i></p> <table><tr><td><i>play</i></td><td><i>like</i></td><td><i>read</i></td></tr><tr><td><i>listen</i></td><td><i>do</i></td><td><i>visit</i></td></tr><tr><td><i>make</i></td><td><i>watch</i></td><td><i>cook</i></td></tr></table> <p><i>Ex: She often <b>plays</b> chess after school.</i></p>                                                                                                                                                                        | <i>play</i> | <i>like</i> | <i>read</i> | <i>listen</i> | <i>do</i> | <i>visit</i> | <i>make</i> | <i>watch</i> | <i>cook</i> | 5 mins |
| <i>play</i>   | <i>like</i>                                                                                                                                                                                                                                                                                                                       | <i>read</i>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |             |             |               |           |              |             |              |             |        |
| <i>listen</i> | <i>do</i>                                                                                                                                                                                                                                                                                                                         | <i>visit</i>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |             |             |               |           |              |             |              |             |        |
| <i>make</i>   | <i>watch</i>                                                                                                                                                                                                                                                                                                                      | <i>cook</i>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |             |             |               |           |              |             |              |             |        |
| While-teach:  | <ul style="list-style-type: none"><li>- Ask Ss to give the rule and use of the present simple and the present continuous tense themselves.</li><li>- Let them study the grammar box.</li><li>- Give more examples if necessary.</li></ul>                                                                                         | <ul style="list-style-type: none"><li>- Listen</li><li>- Listen and repeat</li></ul>  | <p>* <b><u>Presentation:</u></b><br/><b>Grammar</b><br/><b><i>The present simple</i></b><br/><b>Positive:</b><br/>I/ you/ we/ they + V(work, study)<br/>He/ she /it + V-s/ V-es.(works, studies)<br/><b>Negative:</b><br/>I/ you/ we/ they + don't / do not + V<br/>He/ she /it + doesn't/ does not + V<br/><b>Questions and short answer:</b><br/>Do I/ you/ we/ they + V?<br/>Yes, I/ you/ we/ they do.<br/>No, I/ you/ we/ they don't.<br/>Does He/ she /it + V?<br/>Yes, He/ she /it + does.<br/>No, He/ she /it + doesn't.</p> | 5 mins      |             |             |               |           |              |             |              |             |        |
|               | <p>* <b><u>Practice:</u></b><br/><b>1. Write the correct form of the verbs</b><br/><ul style="list-style-type: none"><li>- Let Ss to do the task individually.</li><li>- Correct their answers.</li></ul></p> <p><b>2. Correct the sentences.</b><br/><ul style="list-style-type: none"><li>- Allow Ss to write the</li></ul></p> | <ul style="list-style-type: none"><li>- Individual work</li><li>- Pair-work</li></ul> | <p><i>Key:</i><br/><i>1. has      2. do you have</i><br/><i>3.love</i><br/><i>4. does vy walk   5. ride   6.</i><br/><i>teaches 7. doesn't play   8.</i><br/><i>reads   9. go 10. do</i></p> <p><i>2. Correct the sentences according to the information</i></p>                                                                                                                                                                                                                                                                    | 5 mins      |             |             |               |           |              |             |              |             |        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                       |
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|  | <p>sentences in their notebooks, referring to the interview.</p> <ul style="list-style-type: none"> <li>- Call 1 or 2 Ss to write on the board, check their answers sentence by sentence.</li> </ul> <p><b>3. Make questions then interview your partner.</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to take turns to ask questions and give answers.</li> <li>- Go around and correct their mistakes or give help when necessary.</li> </ul> <p><b>4. Fill and underline the present continuous form</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to refer to the conversation in Getting started. Focus on the verbs used in the present continuous.</li> <li>- Ask Ss to listen and follow the conversation on page 6 (twice).</li> <li>- Ask Ss to underline the present continuous form.</li> </ul> <p><b>5. Complete the sentences</b></p> <ul style="list-style-type: none"> <li>- Have Ss study the example first.</li> <li>- Ask Ss to give the correct form of the verbs.</li> <li>- Ask Ss to say why to use the</li> </ul> | <p>- Pair-work</p> <p>- Individual work.</p> <p>- Group-work</p> | <p>(1) above.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Duy lives near here.</i></li> <li>2. <i>Duy likes/loves his new school.</i></li> <li>3. <i>Vy and Duy ride to school.</i></li> <li>4. <i>Mr Quang teaches Duy English.</i></li> <li>5. <i>At break time, Phong reads in the library.</i></li> </ol> <p>3. <i>Make questions then interview your partner.</i></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Do you ride your bike to school?</i></li> <li>2. <i>Do you read in the library at the break time?</i></li> <li>3. <i>Do you like your new school?</i></li> <li>4. <i>So your friends go to school with you?</i></li> <li>5. <i>So you do your homework after school?</i></li> </ol> <p>4. <i>Fill and underline the present continuous form.</i></p> <p><b>The present continuous:</b></p> <p><b>Positive:</b><br/>S + to be + Ving.</p> <p><b>Negative:</b><br/>S + to be not+ Ving.</p> <p><b>Questions and short answer:</b><br/>To be + S + Ving?<br/>Yes, S + to be<br/>No, S + to be not.</p> <p>5. <i>Complete the sentences with the correct form of the verbs.</i></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Am not playing</i></li> <li>2. <i>Are studying</i></li> <li>3. <i>Aren't doing</i></li> </ol> | <p>mins</p> <p>5 mins</p> <p>5 mins</p> <p>5 mins</p> |
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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|                   | <p>tense in each sentence.</p> <p><b>6. Choose the correct tense of the verbs</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to choose the correct tense of the verbs.</li> <li>- Ask Ss to discuss any common errors and provide further practice if necessary.</li> </ul> <p><b>7. Read Vy's email to her friend.</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to underline things that often happen or are fixed. Then underline things that are happening now.</li> <li>- Help Ss to compare Vy's first week with their individually.</li> <li>- Correct the mistakes</li> </ul> | <p>- Group work</p> <p>- Group-work</p> <p>- Individual work</p> | <p>4. <i>Am having</i></p> <p>5. <i>Are riding</i></p> <p>6. <i>Choose the correct tense of the verbs.</i></p> <p>Key:</p> <p>1. <i>Are having</i></p> <p>2. <i>Wears</i></p> <p>3. <i>Starts</i></p> <p>4. <i>Is watching</i></p> <p>5. <i>Are skipping</i></p> <p>7. <i>Read Vy's email to her friend.</i></p> <p>Compare Vy's first week with yours.</p> <p>Ex:</p> <p><i>Both Vy and I are having an interesting first week.</i></p> <p><i>I wear my uniform every day, but Vy wears her uniform only on Mondays and Saturday.</i></p> | <p>5 mins</p> |
| <b>Post-teach</b> | Recall all the knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5 mins        |

**\*Homework:**

- Prepare next lesson (*Communication*)

Date of planning: 19/8 /2017

Date of teaching: 6A,D,E : 23 /8 /2017

**PERIOD 5: UNIT 1: MY NEW SCHOOL****Lesson 4: Communication****I. Objectives:**

By the end of this lesson, students can use appropriate questions when making new friends at a new school.

**II. Language Focus:**

1. *Vocabulary*: pocket money, remember, share, help, classmate.

2. *Structures*: The present simple tense.

**III. Teaching aids**: Course book, CD player, pieces of paper.

**IV. Procedures:**

| Part              | Teacher                                                                                                                                                                                                                                                                                                                                                 | Students                                                                          | Content                                                                                                                                                                                                                                                                          | Time   |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Pre-teach:</b> | <ul style="list-style-type: none"> <li>- Have Ss guess the meaning of the vocabulary.</li> <li>- Tell Ss that this vocabulary will appear in the task that follow.</li> <li>- Ask Ss how they often make friends, what they often say when they first meet a new friends, what questions they often ask, etc.</li> </ul>                                | <ul style="list-style-type: none"> <li>- Whole class</li> <li>- Answer</li> </ul> | <p><b>* <u>Presentation:</u></b><br/>Guess the meaning of the vocabulary:</p> <ul style="list-style-type: none"> <li>- <i>pocket money(n)</i>:</li> <li>- <i>remember(v)</i>:</li> <li>- <i>share(v)</i>:</li> <li>- <i>help (v)</i>:</li> <li>- <i>classmate(n)</i>:</li> </ul> | 5 mins |
|                   | <p><b>1. Game: Making friend</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read and tick the questions.</li> <li>- Allow Ss to discuss in groups.</li> <li>- Ask Ss why or why not they ticked this or that question.</li> <li>- Allow Ss some time to write questions on a piece of paper, share them with the class or group.</li> </ul> | <ul style="list-style-type: none"> <li>- Group-work</li> </ul>                    | <p><i>1. Game: Making friend.<br/>Read and tick the questions you think are suitable to ask a new friends at school</i></p>                                                                                                                                                      |        |

|                     |                                                                                                                                                                                                                                                                                                            |               |                                                                                                                                                                      |         |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>While-teach:</b> | <b>2. Survey:</b><br>- Ask Ss to give the qualities of a good friend in class (adjectives). They can give as many words as possible.<br>- Divide class into groups of 4 or 5. Ss take turns to interview the other members, using the questions.<br>- Encourage Ss to give nice sentences about friendship | - Whole class | 2. There is a quiz for students in the new school newsletter. Read the questions.<br><u>Example:</u> Friendly, generous, helpful, cheerful, humorous, kind, reserved | 35 mins |
|                     | <b>Presentation:</b><br>- Choose some Ss to present to the class about their good friends and why they are good friends. (avoid talking about someone who is considered “not a good friend”).                                                                                                              | - Group-work  | <u>Example:</u><br>“Friends are forever”<br>...                                                                                                                      |         |
| <b>Post-teach</b>   | Recall all the knowledge                                                                                                                                                                                                                                                                                   | - Whole class | Present to the class about your good friends and why they are good friends.                                                                                          | 5 mins  |

**\*Homework:**

- Learn new vocabulary and questions to make friends.
- Prepare next lesson: (*Skills 1*)

Date of planning: 20/8 /2017

Date of teaching: 6D,E :24/8 /2017

6A:26/8/2017

**Period 6: UNIT 1: MY NEW SCHOOL****Lesson 5: Skills 1****I. Objectives:**

By the end of this lesson, students can read and talk about school activities, subjects, and what Ss do at school.

**II. Language Focus:**

1. *Vocabulary*: boarding, surrounded, international, creative
2. *Structures*: The present simple tense.

**III. Teaching aids:** Course book, CD player, pieces of paper.

**IV. Procedures:**

| Part                        | Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students                                                         | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Time    |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Pre-teach:</b>           | Check the previous lesson's knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Answer questions                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 mins  |
| <b>While-teach: READING</b> | <p><b>1. Read the text quickly to check your ideas</b></p> <ul style="list-style-type: none"> <li>- Ask the class to look at the three pictures first.</li> <li>- Encourage Ss to give their ideas (as many sentences as possible).</li> </ul> <p>- Ask Ss to read the three passages quickly and check their ideas. Set a strict time limit to ensure Ss read quickly for information.</p> <p><b>2. Now find these words in the text. What do they mean?</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the passages again, then find the words in the passages.</li> <li>- Help them to give the meaning of the words, or explanations, or examples, or Vietnamese equivalent.</li> <li>- Tell Ss to pay attention to the context of the words</li> </ul> <p><b>3. Complete these sentences</b></p> <ul style="list-style-type: none"> <li>- Set a longer time limit for Ss to reread the text and</li> </ul> | <p>- Whole class</p> <p>- Individual work</p> <p>- Pair-work</p> | <p><b>* <u>Presentation:</u></b><br/>Look at the picture.<br/><i>What do they tell you about the school?</i><br/>(pictures on page 22)</p> <p><b>Reading</b><br/><i>1. Read the text quickly to check your ideas</i></p> <p><b>* <u>Practice:</u></b><br/><i>2. Now find these words in the text. What do they mean?</i></p> <ul style="list-style-type: none"> <li>- It is a <i>boarding</i> school. That means many Ss study and live there.</li> <li>- The school is <i>surrounded</i> by mountains and green fields.</li> <li>- ... <i>international</i> school ... for Ss from year 1 to year 2, Ss learn English with foreign teachers...</li> </ul> <p>(inter + national)</p> <ul style="list-style-type: none"> <li>- Some <i>creative</i> students do drawings and paintings in the art club.</li> </ul> <p><i>3. Now read the text again and complete these sentences.</i></p> <p><b>Key:</b></p> <ul style="list-style-type: none"> <li>- <i>Boarding</i></li> </ul> | 30 mins |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p><b>While-teach:</b></p> <p><b>SPEAKING</b></p> | <p>complete the sentences.</p> <ul style="list-style-type: none"> <li>- Ask Ss to note where they found the information that help them complete the sentences.</li> <li>- Have Ss to compare their answer.</li> <li>- Allow Ss to read in chorus once. Then call some individuals to read aloud to the class. Check their pronunciation and intonation.</li> </ul> <p><b>4. Fill in the table</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to refer back the three schools. Give the background of the schools.</li> <li>- Ask Ss to complete the table in their notebooks.</li> </ul> | <p>- Individual work</p><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><p>- Individual work</p> | <ul style="list-style-type: none"> <li>- Vinabrita</li> <li>- Australia</li> <li>- Mountains</li> <li>- English speaking teachers.</li> </ul> <p><b>Speaking</b></p> <p>4. Which school would you like to go to? Why? First complete the table. Then discuss with your friends.</p> <p>Background of the school:</p> <p>PLC Sydney: an international school for girls from kindergarten to year 12 in Sydney, Australia.</p> <p>An Lac Lower Secondary School: a small school in a mountainous region in Son Dong Dist, Bac Giang Province.</p> <p>Vinabrita School: an international school for from year 1 to year 12 in Ha Noi.</p> |                |
| <p><b>Post-teach:</b></p>                         | <ul style="list-style-type: none"> <li>- Divide the class into groups of 4 or 5, let them discuss their answers to the questions, and give reasons.</li> <li>- Ask some Ss to talk to the class, then the class give their comments on their friends' content, pronunciation, fluency, language, body language, etc.</li> </ul>                                                                                                                                                                                                                                                                   | <p>- Group-work</p>                                                                                                                      | <p>* <b><u>Production:</u></b></p> <p>Discuss:</p> <p>- Which school (among the three above) would you like to go? Why?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>10 mins</p> |

***\*Homework:***

- Practice speaking more.
  - Prepare next lesson: *(Skill 2)*
- Date of planning: 25/8 /2017*

Date of teaching: 6A,E : 29 / 8 / 2017

6D: 28/8 / 2017

**PERIOD 7: UNIT 1: MY NEW SCHOOL****Lesson 6: Skills 2****I. Objectives:**

By the end of this lesson, students can listen to get information about school activities and write a webpage for their school, using correct punctuation.

**II. Language Focus:**

1. *Vocabulary*: webpage, punctuation.

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

**III. Teaching aids**: Course book, CD player, poster.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                | <i>Ss' Activities</i>                         | <i>Content</i>                                                                                                                                                                                                                                                                                           | <i>Time</i> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | - Ask Ss to refer back to the reading : PLC Sydney and answer.                                                                                                                                                                                             | - Whole class                                 | <p><b>* <u>Presentation</u>:</b></p> <p>Questions:</p> <ul style="list-style-type: none"> <li>- Give the full name of the PLC Sydney School.</li> <li>- Do you like PLC Sydney school?</li> </ul> <p>Why? Why not?</p>                                                                                   | 5 mins      |
| <b>While-teach</b> | <p>- Play the recording. Ask Ss to listen only the first time. Then play the recording again and allow Ss to choose the correct answers as they listen.</p> <p>- Allow Ss share their answers before listening to the recording a final time to check.</p> | <p>- Individual work</p> <p>- Whole class</p> | <p><b>* <u>Practice</u>:</b></p> <p><b>Listening</b></p> <p>1. Susie is a student at PLC Sydney. Listen and choose the correct answer.</p> <p><u>Key</u>:</p> <p>1. A      2. A<br/>3. B      4. B<br/>5. A</p> <p><b>Writing</b></p> <p><b>A webpage for school</b> Writing Tip – good punctuation.</p> | 10 mins     |
|                    | <p>- Tell the class the importance of punctuation marks. Allow some time for the Ss to study the writing tip. Explain to Ss the new words and punctuation marks.</p> <p>- Ask Ss to correct the punctuation in the sentences in their notebooks.</p>       | - Individual work                             | <p>2. Can you correct the punctuation in these sentences?</p> <p><u>Key</u>:</p> <p>1. School starts on the 5<sup>th</sup> September.<br/>2. Does he live in Ha Noi?<br/>3. I'm excited about the first day of school.<br/>4. Are you doing your homework?</p>                                           | 10 mins     |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |                                                                                                                                                                                                                                                                                                                                                    |         |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                   | <ul style="list-style-type: none"> <li>- Call 5 Ss to write the 5 sentences on the board.</li> <li>- Let the class comment and check.</li> <li>- Give correction.</li> <li>- Play the recording twice. Let Ss write the words in the correct places.</li> <li>- Allow Ss to refer back to the reading for useful language, and note interesting expressions and language on the board.</li> <li>- Show a webpage to inspire Ss.</li> <li>- Tell Ss to write a draft first, trying to answer all the questions.</li> <li>- Ask Ss to write a paragraph of about 80</li> </ul> |               | <p>5. We're having an English lesson in class.</p> <p>3. <i>Can you correct the passage? Write the correct version.</i></p> <p><u>Key:</u><br/>Hi, I'm Phong and I'm from Ho Chi Minh City. I wear my uniform to school every day. My favourite teacher is Mr Trung. He teaches me science.</p> <p>4. <i>Create a webpage for your school.</i></p> | 10 mins |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Choose some Ss to present to the class about their writing.</li> <li>- Tell Ss to pay attention to punctuation, structure elements, linking words, etc.</li> <li>- Give correction.</li> </ul>                                                                                                                                                                                                                                                                                                                                      | - Whole class | <p>* <b><u>Production:</u></b><br/>Present to the class about their writing.</p>                                                                                                                                                                                                                                                                   | 10 mins |

**\*Homework:**

- Write a paragraph in your notebook.
- Prepare next lesson



## PERIOD8:UNIT 1: MY NEW SCHOOL

### Lesson 7: Looking Back

#### I. Objectives:

By the end of this lesson, students can review all what they have learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: webpage, punctuation.

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

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

#### III. Teaching aids: Course book, CD player, poster.

#### IV. Procedures:

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                 | <i>Ss' Activities</i>                                                                                                 | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Time</i>                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Pree-teach</b>  | <ul style="list-style-type: none"> <li>- Tell Ss to write the words in their notebooks. Then T corrects the mistakes.</li> <li>- Let Ss repeat the words.</li> <li>- Check their pronunciation</li> <li>- Have Ss match the words in A with ones in B.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Repeat</li> <li>- Individual work</li> </ul>      | <p><b>* <u>Presentation</u>:</b></p> <p><b>Vocabulary</b></p> <p>1. Write words that match the pictures.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>Dictionary</li> <li>Uniform</li> <li>Pencil sharpener</li> <li>Notebook</li> <li>Compass</li> <li>Calculator</li> </ol> <p>2. Match the words in A with the ones in B</p> <p>Key:</p> <p>1. B    2. C    3. A    4. D</p>                                                                                                                                                                                 | 5 mins                        |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Play the recording twice. Let Ss write the words in the correct places.</li> <li>- Give correction.</li> <li>- Ask Ss to do these exercises (4, 5, 6) in individually first. Then they can check their answers with a partner before discussing the answers as a class.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Individual work</li> <li>- Pair - work</li> </ul> | <p><b>* <u>Practice</u>:</b></p> <p>3. Listen. Then write down the words you hear in the correct places.</p> <p>Key:</p> <ul style="list-style-type: none"> <li>- Play: sport, badminton, music.</li> <li>- Do: morning exercise, homework.</li> <li>- Study: new words, geography.</li> <li>- Have: English lessons, a new book.</li> </ul> <p><b>Grammar</b></p> <p>4. Complete the sentences with the present simple.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>Comes</li> <li>Don't</li> <li>Walks</li> <li>Do</li> <li>Teaches</li> <li>Play</li> </ol> | <p>10 mins</p> <p>10 mins</p> |

|                   |                                                                                                                                                                                                                                                          |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                   | <p>of their original answers so they can use that information in their <i>Now you can...</i> statements.</p> <p>- Ask Ss to read the questions and answers once or twice, then match them.<br/>- Have Ss write all the sentences in their notebooks.</p> | - Individual work | <p>5. Complete the sentences with the present continuous.<br/>Key:<br/>1. are doing 2. Are riding<br/>3. is ... studying<br/>4. is having<br/>5. am walking<br/>6. is teaching</p> <p>6. Complete the text with the correct form of the verbs in brackets.<br/>Key:<br/>1. live 2. is 3. has<br/>4. is walking 5. go 6. Study<br/>7. are working 8. loves</p> <p><b>Communication</b><br/>7. Match the questions with the correct answers.<br/>Key:<br/><i>b – g d – f e – a h – c</i></p> | 10 mins |
| <b>Post-teach</b> | <p>- Ask Ss work in pairs and role play the questions and answers.<br/>- Ask Ss to complete the self- assessment. Identify and difficulties and weak areas and provide further practice.</p>                                                             | - Pair - work     | <p><b>* <u>Production:</u></b><br/>8. Now role play the questions and answers.<br/>Finished! Now you can...</p>                                                                                                                                                                                                                                                                                                                                                                            | 10 mins |

**\*Homework:**

- Show more examples of the different types of school if possible.
- Prepare next lesson

Date of planning: 3/9/2017

Date of teaching: 6A,D,E : 6 /9/2017



**PERIOD 9: UNIT 2: MY HOME****Lesson 1: Getting Started - A look inside**

**I. Objectives:** By the end of this lesson, students can know the key language and structures to be learnt in this unit.

**II. Language Focus:**

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

2. *Structures:* There is / There isn't

There are / There aren't

Prepositions of place.

**III. Teaching aids:** Course book, CD player, picture.

**IV. Procedures:**

| Part         | Teacher's Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ss' Activities                                                                                                                                                                                       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | T            |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|-----|-------------------------------------|-----|-------------------------------------|---------|-------------------------------------|-------|--|------|-------------------------------------|--------|-------------------------------------|-----|
| Pre-teach    | <ul style="list-style-type: none"><li>- Ask Ss to guess what the picture might show or what the conversation might be about.</li><li>- Ask Ss questions about the picture.</li><li>- Ask Ss to share any recent experiences of chatting online.</li><li>- Ask Ss to talk a bit about the place where you live.</li></ul>                                                                                                                                                                                    | T- Whole class                                                                                                                                                                                       | <p><b>* <u>Presentation:</u></b></p> <p>Guess what the picture might show or what the conversation might be about.</p> <p>Ex:</p> <ul style="list-style-type: none"><li>- What are Nick and Mi doing? (talking on Skype; Skype = a system that allows you to make telephone calls using your computer and the internet).</li><li>- Talk a bit about the place where you live.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | 5'           |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| While-teach  | <ul style="list-style-type: none"><li>- Play the recording</li><li>- Ask Ss to give the answers without reading the conversation again.</li><li>- Ask Ss to read the conversation and check their answers. Confirm the correct answers.</li></ul> <p>Have Ss work independently. Allow them to share answers before discussing as class.</p> <ul style="list-style-type: none"><li>- Ask Ss to write the correct answers on the board.</li><li>- Ask Ss if they know the prepositions in the box.</li></ul> | <ul style="list-style-type: none"><li>- Listen and read</li><li>- Individual work</li></ul><br><br><br><br><br><br><br><br><br><br><ul style="list-style-type: none"><li>- Individual work</li></ul> | <p><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b></p> <p>a. Which family members does Mi talk about?</p> <p>Key:</p> <table border="1"><tr><td>Grandparents</td><td></td></tr><tr><td>Dad</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Mum</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Brother</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Uncle</td><td></td></tr><tr><td>Aunt</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Cousin</td><td><input checked="" type="checkbox"/></td></tr></table> <p>b. Read the conversation again. Complete the sentences.</p> <p>Key:</p> <p>1. TV; sofa      2. Town house</p> <p>3. sitting on the sofa      4. noisy</p> <p>5. three</p> <p><b>2. Match the prepositions with the</b></p> | Grandparents |  | Dad | <input checked="" type="checkbox"/> | Mum | <input checked="" type="checkbox"/> | Brother | <input checked="" type="checkbox"/> | Uncle |  | Aunt | <input checked="" type="checkbox"/> | Cousin | <input checked="" type="checkbox"/> | 10' |
| Grandparents |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Dad          | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Mum          | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Brother      | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Uncle        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Aunt         | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |
| Cousin       | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |  |     |                                     |     |                                     |         |                                     |       |  |      |                                     |        |                                     |     |

- Write the answer in your notebook.
- Prepare next lesson



## I. Objectives:

## II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My home”.
2. *Structures*: There is / There isn’t  
                   There are / There aren’t  
                   Prepositions of place.

**III. Teaching aids:** Course book, CD player, picture.

#### IV. Procedures:

[illegible]

|                                            | <ul style="list-style-type: none"><li>- Ask Ss to work in pairs.</li><li>- Call some pairs to practice in front of the class.</li><li>- Have Ss to read out the words first.</li><li>- Play the recording for Ss to listen and repeat the words.</li><li>- Pay attention to the sound:<br/>/z/, /s/ and /iz/</li><li>- Ask Ss to put the words in the correct column while they listen.</li><li>- Have Ss comment on the way to pronounce –s/-es at the end of the words. Quickly explain the rules.</li><li>- Ask Ss to do this exercise individually first then compare their answers with a partner. Check Ss’answers.</li><li>- Ask Ss to explain their answers.</li></ul> | <ul style="list-style-type: none"><li>- Whole class</li><li>- Individual work</li></ul> | <p>B: Yes.</p> <p><b>Pronunciation</b><br/>/z/, /s/ and /iz/</p> <p>5. Listen and repeat the words. Lamp<br/>posters sinks Fridge<br/>tabletoilets Beds<br/>wardrobes</p> <p>6. Listen again and put the words in the correct column.</p> <table><tr><th>/z/</th><th>/s/</th><th>/iz/</th></tr><tr><td>Posters<br/>Tables<br/>Wardrobe<br/>s<br/>Beds</td><td>Lamps<br/>Sinks<br/>Toilets</td><td>Fridges</td></tr></table> <p>- Final –s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /l/...) and any vowel sounds.</p> <p>- Final –s is pronounced /s/ after voiceless sounds (/t/, /p/, /g/, /k/, /f/, /θ/).</p> <p>- Final –es is pronounced /iz/ after voiced sounds (/s/, /z/, /ʃ/, /tʃ/, /dʒ/).</p> <p>7. Read the conversation below. Underline the final s/es in the words and write /z/, /s/ or /iz/.</p> <p>/z/: things, pictures<br/>/s/: lights, chopsticks<br/>/iz/: dishes, vases</p> | /z/ | /s/ | /iz/ | Posters<br>Tables<br>Wardrobe<br>s<br>Beds | Lamps<br>Sinks<br>Toilets | Fridges | 10’ |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------|--------------------------------------------|---------------------------|---------|-----|
| /z/                                        | /s/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | /iz/                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |     |      |                                            |                           |         |     |
| Posters<br>Tables<br>Wardrobe<br>s<br>Beds | Lamps<br>Sinks<br>Toilets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Fridges                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |     |      |                                            |                           |         |     |
| Post-teach                                 | <ul style="list-style-type: none"><li>- Play the recording for Ss to repeat each line of the conversation.</li><li>- Ask Ss to practice in pair.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>- Pair-work</li></ul>                             | <p>* <b>Production:</b></p> <p>8. Listen to the conversation and repeat. Pay attention to /z/, /s/ and /iz/ at the end of the words. Then practice the conversation with a partner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10’ |     |      |                                            |                           |         |     |

**\*Homework:**

- Learn vocabulary by heart.
- Prepare next lesson



## Lesson 3: A Closer Look 2

By the end of this lesson, students can use There is/ There isn't/ There are/ There aren't correctly and appropriately.

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

2. *Structures:* There is / There isn't

There are / There aren't

**III. Teaching aids:** Course book, CD player, pictures.

#### IV. Procedures:

[illegible]



|  |                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|  | <p>- Have Ss to write the sentences individually then go to the board to write their sentences.</p> <p>- Ask Ss to look at the picture and complete the description.</p> <p>- Confirm the correct answers and write them on the board.</p> <p>- Have Ss do this exercise individually, then give their answers.</p> | <p>- Individual work</p> <p>- Pair-work</p> <p>- Individual work</p> <p>- Pair - work</p> | <p>1. is/ isn't 2. Are/ aren't<br/>3. are/ aren't 4. Is/ isn't<br/>5. are/ aren't<br/>3. Write positive and negative sentences.<br/><u>Key:</u><br/>1. There is/ isn't a TV next to/ on the table.<br/>2. There is/ isn't a brown dog in the kitchen.<br/>3. There is/ isn't a boy in front of the cupboard.<br/>4. There is/ isn't a bath in the bathroom.<br/>5. There are/ aren't lamps in the bedroom.</p> <p>4. Write is / isn't / are / aren't in each blank to describe the kitchen in Mi's house.<br/><u>Key:</u><br/>1. is 2. is 3. are<br/>4. are 5. aren't 6. isn't</p> <p>5. Complete the questions.<br/><u>Key:</u><br/>1. Is there a fridge in your kitchen?<br/>2. Is there a TV in your bedroom?<br/>3. Are there four chairs in your living room?<br/>4. Is there a desk next to your bed?<br/>5. Are there two sinks in your bathroom?<br/>6. In pairs, ask and answer the questions in 5. Report your partner's answer to</p> |     |
|  | <p>- Model the conversation with a Ss before Ss do this in pairs.</p> <p>- Call some pairs act out the conversation in front of the whole group.</p>                                                                                                                                                                | - Pair - work                                                                             | <p><b>* <u>Production:</u></b><br/>7. Work in pair. Ask your partner about his/ her room or the room he/ she likes best in the house.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10' |

**\*Homework:-** Prepare next lesson



## PERIOD 12:UNIT 2: MY HOME

## Lesson 4: Communication

## I. Objectives:

By the end of this lesson, students can use ask about and describe houses, rooms and furniture.

## II. Language Focus:

1. *Vocabulary*: town house, country house, villa, stilt house, apartment.  
2. *Structures*: There is / There isn't  
There are / There aren't

**III. Teaching aids:** Course book, CD player.

## IV. Procedures:

[illegible]

|  |                                                                                                                                                                                                                                                             |               |                                                                                         |     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------|-----|
|  | <ul style="list-style-type: none"> <li>- Give Ss 5 – 7 minutes to draw a simple plan of their house.</li> <li>- Have Ss work in pairs to tell each other about their house.</li> <li>- Ask Ss to note down the differences between their houses.</li> </ul> |               | <p>3. Draw a simple plan of your house. Tell your partner about your house.</p>         | 10' |
|  | <ul style="list-style-type: none"> <li>- Call on some Ss to describe their friend's house to the class.</li> <li>- Let Ss present the differences between their house and their friend's.</li> <li>- Ask Ss listen and give comments.</li> </ul>            | - Whole class | <p><b>* <u>Production:</u></b></p> <p>4. Describe your friend's house to the class.</p> | 10' |

**\*Homework:**

- Write a paragraph to describe your house in your notebook.
- Prepare next lesson

## PERIOD 13: UNIT 2: MY HOME

### Lesson 5: Skills 1

#### I. Objectives:

By the end of this lesson, students can read for specific information about rooms and houses; describe houses, rooms and furniture.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My home”.
2. *Structures*: There is / There isn’t  
There are / There aren’t  
Prepositions of place.

#### III. Teaching aids: Course book, CD player.

#### IV. Procedures:

| Part               | Teacher’s Activities                                                                                                                                                                                                                                                                                                                                                                  | Ss’ Activities                                                                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Time |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Ask the class to look at the “<i>Study skills – Reading</i>”.</li> <li>- Explain any words that Ss do not know.</li> <li>- Ask Ss to quickly look at the text and answer the questions.</li> <li>- Confirm the answers to questions 1 and 2. Answers to question 3 are open.</li> <li>- Ask Ss to quickly read the text and check</li> </ul> | <ul style="list-style-type: none"> <li>- Whole class</li> <li>- Answer</li> </ul> | <p><b>* <u>Presentation:</u></b><br/>Study skills – Reading<br/><i>Prediction</i><br/>- Predicting makes reading easy.<br/>- Before reading, look at the picture, design and title.<br/>- Decide what is the topic of the text.<br/>- Think about what you know about the topic.</p> <p><b>Reading</b><br/>1. Answer the questions<br/><u>Key:</u><br/>1. It’s an email.<br/>2. The title is “A room at the Crazy House Hotel, Da Lat” The topic is Nick’s weekend at the Crazy House Hotel.</p> | 5’   |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to read the text in detail to answer the questions.</li> <li>- Set a strict time limit to ensure Ss read</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>               | <p><b>* <u>Practice:</u></b><br/>3. Read the text again and answer the questions.<br/><u>Key:</u><br/>1. No, he isn’t.<br/>2. There are ten rooms.</p>                                                                                                                                                                                                                                                                                                                                           | 10’  |

|                   |                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |                                                                                                                                                                                                                                                                                                                                                                                            |                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                   | <p>quickly for information.</p> <ul style="list-style-type: none"> <li>- Have Ss compare their answer before giving the answers.</li> <li>- Ask Ss to give evidence when giving the answers.</li> <li>- Ask Ss to do exercise 4. Then compare their answers.</li> <li>- Correct their answers.</li> <li>- Have each St create a new room for the hotel and draw a plan</li> </ul> | <p>- Individual work</p> <p>- Individual work</p> | <p>3. Because there's a big tiger on the wall.</p> <p>4. It's under the bed.</p> <p>4. <i>Are these things in the room?</i></p> <p><u>Key:</u></p> <ul style="list-style-type: none"> <li>○ A window</li> <li>○ A lamp</li> <li>○ A tiger</li> <li>○ A chef</li> <li>○ A desk</li> </ul> <p><b>Speaking</b></p> <p>5. <i>Create a new room for the hotel. Draw a plan of the room.</i></p> | <p>10'</p> <p>10'</p> |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to show the plan to a partner. Then ask Ss to describe their room in pair.</li> <li>- Ask other Ss to listen and vote for the best plan.</li> </ul>                                                                                                                                                                               | - Pair -work                                      | <p><b>* <u>Production:</u></b></p> <p>6. <i>Show your plan to your partner then describe the room to other Ss in the class.</i></p>                                                                                                                                                                                                                                                        | 10'                   |

**\*Homework:**

- Prepare the next lesson

## PERIOD 14: UNIT 2: MY HOME

### Lesson 6: Skills 2

#### I. Objectives:

By the end of this lesson, students can listen to get information about rooms and houses; write an e-mail to a friend.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic "My home".
2. *Structures*: There is / There isn't  
There are / There aren't  
Prepositions of place.

**III. Teaching aids:** Course book, CD player, a large-sized piece of paper.

#### IV. Procedures:

| Part        | Teacher's Activities                                                                                                                                                                                                                                              | Ss' Activities    | Content                                                                                                                                                                                   | Time |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Pre-teach   | - Ask Ss to look at the plan of the room and furniture on page 23; Ask them to put the furniture in the place they like.                                                                                                                                          | - Group-work      | * <b>Presentation:</b><br>Look at the picture. Put the furniture in the place you like.<br>The room at a hotel.<br><i>Furniture: fireplace, wardrobe, table, bed, shelf, stool, sofa.</i> | 5'   |
|             | - Play the recording. Ask Ss to draw the furniture in the correct place as they listen.<br>- Allow Ss share their answers before listening to the recording a final time to check.<br>- Correct their answer.<br>- Ask Ss to describe Nick's parents' room again. | - Individual work | * <b>Practice:</b><br><b>Listening</b><br>1. Listen and draw the furniture in the correct place.                                                                                          | 10'  |
| While-teach | - Ask Ss to read the Writing tips box. Explain anything Ss do not understand.<br>- Ask them several questions.<br>- Copy a sample of an e-mail and show Ss each part.                                                                                             | - Whole class     | <b>Writing</b><br><i>An e-mail to a friend</i><br><i>Writing Tip – How to write an e-mail to a friend.</i>                                                                                | 10'  |
|             |                                                                                                                                                                                                                                                                   | - Answer          | - <i>Questions:</i><br>a. How many parts are there in an e-mail to your friend?<br>b. What are they?<br>c. What should you remember when writing each part?                               |      |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                  |                                                                                                                                                                                                                                                                                                                        |     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <ul style="list-style-type: none"> <li>- Ask Ss to look at Nick's email on page 22 and identify the parts in the email.</li> <li>- Check and confirm the correct answer.</li> <li>- Use this e-mail as a model to teach the e-mail parts.</li> <li>- Ask Ss to do this exercise in pairs.</li> <li>- Write the email on a large-sized piece of paper and ask Ss to go to the board to do this exercise.</li> <li>- Correct their answers.</li> <li>- Ask Ss to close their books. Tell Ss that in this writing section, they will follow the writing process. Write the three letters P, D and C on the board and ask them to guess what these letters stand for.</li> <li>- Have Ss open their book to check their guess. Explain the process of writing again. Ask Ss to look at the plan of the room they created in the previous lesson.</li> </ul> | <p>- Individual work.</p> <p>- T whole class</p> | <p>2. Read Nick's e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.</p> <p>3. Read the e-mail below and correct it. Write the correct version in the provided.</p> <p>4. Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.</p> | 10' |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to write their e-mail individually. Ask one St to write the e-mail on the board. Other Ss and T comment on the e-mail.</li> <li>- Collect some e-mail to correct at home.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>- Individual work</p>                         | <p><b>* Production:</b><br/>Write an email to Nick</p>                                                                                                                                                                                                                                                                 | 10' |

**\*Homework:**

- Write your e-mail in your notebook.
- Prepare next lesson

## I. Objectives:

## II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My home”.
2. *Structures*: There is / There isn’t  
There are / There aren’t  
Prepositions of place.

**III. Teaching aids:** Course book, CD player, pictures.

## IV. Procedures:

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Ss' Activities</b>                                                                                               | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Time</b> |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Tell Ss to write the words in their notebooks. Then T corrects the mistakes.</li> <li>- Let Ss repeat the words.</li> <li>- Check their pronunciation</li> <li>- Have Ss match the words in A with ones in B.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Repeat</li> <li>- Individual work</li> </ul>    | <p><b>* <u>Presentation:</u></b></p> <p><b>Vocabulary</b></p> <p>1. Put The words into the correct groups. Do you want to add any words to each group?</p> <p>Key:</p> <ul style="list-style-type: none"> <li>- Type of building: villa, apartment, town house, stilt house, country house.</li> <li>- Rooms: Living room: living room, hall, bath room, kitchen, attic.</li> <li>- Furniture: picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk.</li> </ul>                                                     | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to look at the pictures and do exercise individually.</li> <li>- Ask some Ss to write the sentences on the board.</li> <li>- Correct Ss' answers.</li> <li>- Ask Ss to do exercise 3 individually.</li> <li>- Have Ss compare their answers with a partner.</li> <li>- Check their answers.</li> <li>- Ask Ss to do exercise 4</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Individual work</li> <li>- Pair-work</li> </ul> | <p><b>* <u>Practice:</u></b></p> <p><b>Grammar</b></p> <p>2. Make sentences. Use appropriate prepositions of places.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. The boy is on the table.</li> <li>2. The dog is in front of the kennel.</li> <li>3. The cat is between the bookshelf and the sofa.</li> <li>4. The cat is behind the computer.</li> <li>5. The girl is in the armchair.</li> <li>6. The boy is next to the armchair.</li> </ol> <p>3. Look at the picture and complete the sentences.</p> <p>Key:</p> | 10'         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
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|                   | individually.<br>- Have Ss compare their answers with a partner.<br>- Ask some Ss to write the sentences on the board.<br>- Correct their answers.<br><br>- Model a way to ask and answer with a student, then divide Ss into groups.<br>- Ask Ss to take turns to draw a cat in the house in the book. Other Ss ask questions to find the cat.<br>- Go around and observe Ss working. | - Individual work<br>- Pair-work<br><br><br><br><br><br><br>- Group-work | 1. There is      2. There are<br>3. There is    4. There aren't<br>5. There is    6. There aren't<br>4. Turn the sentences in 3 into questions.<br>Key:<br>1. Is there a clock on the wall.<br>2. Are there books on the bookshelf?<br>3. Is there a desk next to the bookshelf?<br>4. Are there two posters on the wall?<br>5. Is there a laptop and a lamp on the desk?<br>6. Are there three small plants in the corner?<br>5. Write six sentences to describe your bedroom.<br><b>Communication</b><br>6. Take turns to draw a cat in the house below. Other students ask questions to find the cat.<br>Example:<br>A: Where is the cat?<br>B: Is it on the bed?<br>A: No, it isn't.<br>C: Is it under the table?<br>A: Yes, it is. | 10' |
| <b>Post-teach</b> | - Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.                                                                                                                                                                                                                                                                       | - Individual work                                                        | <b>* Production:</b><br>Complete the self-assessment.<br>Finished! Now you can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10' |

**\*Homework:**

- Prepare next lesson

**Period 16:****RIVISION****UNIT 1+2****I. The aims:**

Review is to revise the language Ss have studied and the skills they have practiced since Unit 1.

**II. Language Focus:**

- **Vocabulary:** school things, types of house/room/furniture
- **Structures:** +Present simple tense, present continuous tense  
+There is/there are ... + Preposition of place

Use the language review as a self-test .Ss do exercises then check their answers

**III. Teaching aids:** Lesson plan, chalk , ....**V. Procedures:**

| T'activities                                                                                                                                                                                                                                                                                                                                                       | Ss'activities | content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Pronunciation:</b><br>S<br>Sounds: /əʊ/ and /ʌ/<br><br>-Ask ss to do ex 1<br>- Correct<br><br><b>2. Vocabulary &amp; Grammar:</b><br>*Review:<br>+Present simple tense, present continuous tense<br><br>+There is/there are ...<br><br>+ Preposition of place<br><br>-Ask ss to do ex 2,3<br><br>-Correct<br><br><b>3.Writing</b><br><br>-Ask ss to do ex 4,6 | Individual    | <b>Ex1. Find the word which has a different sound in part underlined.</b><br>1/ A. <u>fun</u> ny B. <u>lun</u> ch C. <u>sun</u> D. comput <u>er</u><br>2/ A. ph <u>o</u> to B. go <u>o</u> ing C. bro <u>o</u> ther D. <u>h</u> ome<br>3/ A. <u>sch</u> ool B. teach <u>o</u> ing C. chess D. <u>ch</u> alk<br>4/ A. <u>c</u> old B. <u>v</u> olleyball C. teleph <u>o</u> ne D. <u>o</u> pen<br><b>Ex2. Choose the best option (A, B or C) to each space.</b><br>1. Every morning, Lan always ..... to school at 6.30 and ..... home at about 11:30.<br>A. go; come B. goes; comes C. go; comes<br>2. While I ..... at school, my Dad ..... to the company.<br>A. study; go B. am studying; is going C. study; is going<br>3. At break time, I ..... to the library and ..... books.<br>A. read; go B. goes; reads C. go; read<br>4. My sister usually ..... to school by bike, and my mother ..... to work by motorbike.<br>A. go; go B. goes; goes C. go; goes<br><b>Ex3. Put the verbs in brakets in the correct tense form.</b><br>1. School (finish) ..... at 4.30 p.m every day.<br>2. Listen! ..... they (sing) ..... in the classroom?<br>3. .... you often (eat) ..... lunch in the school canteen?<br><b>Ex4. Write positive and nagative sentences with the present simple or the present continuous.</b><br>1/ My friends / go to school by bus.<br>(-) 2/ The library / open at 7:30 AM.<br>(+) 3/ Students / have a break / right now. (-)<br>4/ I / study English / at the moment. (+) |

|  |  |                                                                                                                                                                                            |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p><b>the sentences above.</b></p> <p>1. I have a bookshelf in my bedroom.<br/>There .....</p> <p>2. We have a sink, a fridge, a cooker and a cupboard in our kitchen.<br/>There .....</p> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**4. Homework.**

-Do exercises in workbook

**Test 15'****I. Fill (am , is ,are ,don't ) in each blank.(4ms)**

1. My sister .....having breakfast now.
2. They .....happy .
3. I ..... like coffe.
4. I .....reading a book now.

**II. Choose the correct answer to complete the blanks by circling A,B,C orD.(3ms)**

1. At break time, I ..... to the library and ..... books.  
A. read - go                      B. goes - reads                      C. go - read
2. I usually ..... to school by bike, and my mother ..... to work by motorbike.  
A. go - go                      B. goes - goes                      C. go - goes
3. Every morning, I always ..... to school at 6.30 and ..... home at about 11:30.  
A. go - come                      B. goes - comes                      C. go - comes

**III. Complete each sentence so it means the same as the sentence above.(3 ms)**

1. The bed is *near* the desk .  
The desk.....
2. The dog is *in front of* the microwave.  
The microwave.....
3. The notebook is *on* the book.  
The book .....

**PERIOD 17:****UNIT 3: MY FRIENDS****Lesson 1: Getting Started****I. Objectives:**

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

**II. Language Focus:**

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

2. *Structures*: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids:** Course book, CD player, picture.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Ss'Activities</i>                                                                                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Time</i> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | Write the Unit title on the board “A surprise guess”.<br>Explain the meaning of “surprise”.<br>- Ask Ss to guess what the picture might show or what the conversation might be about.<br>- Ask Ss questions about the picture.<br>- Ask Ss to share any recent                                                                                                                                                                                                                       | - Whole class                                                                                                                 | * <b><u>Presentation:</u></b><br>Guess what the picture might show or what the conversation might be about.<br>Ex:<br>- What is Phuc doing?<br>- What are they eating and drinking?<br><br>Share your recent experiences of going on a picnic.                                                                                                                                                                                                                                                      | 5'          |
| <b>While-teach</b> | - Play the recording (twice)<br>- Ask Ss to read the conversation and check their answers. Confirm the correct answers.<br>- Ask Ss to put a suitable word in each blank.<br><br>- Tell Ss to refer back to the conversation to find the phrases. Practice saying them together.<br>- Ask Ss to pay attention to intonation when asking questions.<br>- Ask Ss to role-play the short conversation before demonstrating for the class.<br>- Encourage Ss to extend the conversation. | - Individual work<br><br><br><br><br><br><br><br><br><br>- Individual work<br><br><br><br><br><br><br><br><br><br>- Pair-work | * <b><u>Practice:</u></b><br><b>1. Listen and read</b><br><i>a. Put a suitable word in each blank.</i><br><i>Key:</i><br>1. picnic 2. Likes<br>3. friendly 4. Mai and Chau<br>5. glasses; long black hair<br>6. working on their school project.<br><i>b. Polite requests and suggestions. Put the words in the correct order.</i><br><i>Key:</i><br>Making and responding to a request:<br>1. Can you pass the biscuits for me, please?<br>2. Yes, sure.<br>Making and responding to a suggestion: | 10'         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                                                                                                                                                                                                                                                           |     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <ul style="list-style-type: none"> <li>- Demonstrate the game to the class first.</li> <li>- Ask Ss to play in pairs. Monitor for any errors in stress or intonation and discuss after Ss have finished playing the game.</li> <li>- Have Ss practice the Adjectives.</li> <li>- Ask Ss to write the correct adjectives in the gaps. Tell Ss they will only need 5 of the 10 adjectives to complete this activity.</li> <li>- Play the recording to allow Ss to check their answers.</li> <li>- Tell Ss look back at 3. Ask what word comes after the name. Make some more sentences about the class and write them on the board. Underline the forms of "be".</li> <li>- Ask Ss to complete the</li> </ul> | - Individual work | 1. Would you like to sit down?<br>2. Oh, sorry. We can't.<br><br><b>2. Game: Lucky numbers</b><br>1. pass the pen<br>2. play outside<br>3. move the chair<br>4. listen to music<br>5. turn on the lights.<br>6. have a picnic.                            | 10' |
|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | - Pair-work       | <b>Adjectives for personality</b><br><b>3. Choose the adjectives in the box to complete the sentences. Key:</b><br>1. create    2. Kind<br>3. confident    4. Talkative<br>5. clever                                                                      | 10' |
|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | - Individual work | <b>4. Complete the sentences</b><br><b>Key:</b><br>1. am    2. Is    3. Isn't<br>4. aren't    5. Is    6. Are                                                                                                                                             |     |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to look at the picture and answer the questions.</li> <li>- Correct their answers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | - Group-work      | <b>* Production:</b><br><b>5. Game: Friendship Flowers</b><br>In groups of four, each member writes in the flowers petal two adjectives for personalities which you like about the others. Compare and discuss which two words best describe each person. | 10' |

**\*Homework:**

- Practice the conversation.
- Prepare the next lesson

Date of planning: 24/9/2017

Date of teaching: 6D,E: 28/9/2017  
6A: 30/9/2017**PERIOD 17:****UNIT 3: MY FRIENDS**

**Lesson 2: A Closer Look 1****I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /b/ and /p/ in isolation and in context; use vocabulary and structures about body parts and appearance.

**II. Language Focus:**

1. *Vocabulary*: the vocabulary about body parts and appearance.

2. *Structures*: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids:** Course book, CD player, flash cards.

**IV. Procedures:**

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Ss' Activities</b>                                                                                                                                               | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Time</b> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Ask Ss to match the words they know.</li> <li>- Allow Ss to work together. Point out the irregular using the "watch out" box. Play the recording as many times as required to support Ss pronunciation.</li> <li>- Review and test Ss' comprehension by asking them to respond</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>                                                                                                 | <p><b>* <u>Presentation:</u></b></p> <p><b>Vocabulary</b></p> <p><b>Appearances</b></p> <p>1. Match the words with the pictures on the cover page of 4Teen magazine.</p> <p><b>Watch out!</b></p> <p>Eye – eyes<br/>Tooth – teeth<br/>Hand – hands<br/>Foot – feet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Explain that some words go together, but some don't.</li> <li>- Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches.</li> <li>- Ask Ss to complete the word webs in their books.</li> <li>- Play the recording.</li> <li>- Ask Ss to listen and repeat the words.</li> <li>- Have Ss practice reading the words first.</li> <li>- Play the recording for Ss to listen and do the task.</li> <li>- Ask Ss to listen while T play the recording.</li> <li>- Ask Ss to chant along.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Listen and repeat.</li> <li>- Pair-work</li> <li>- Whole class</li> <li>- Group-work</li> </ul> | <p><b>* <u>Practice:</u></b></p> <p>2. Create word webs. Key:</p> <ul style="list-style-type: none"> <li>- Long/short: legs, arms, tail, hair.</li> <li>- Big/small: head, ears, feet, eyes, nose.</li> <li>- Black/blonde/curly/straight: hair, fur.</li> <li>- Chubby: face, cheeks.</li> <li>- Round/long: face.</li> </ul> <p><b>Pronunciation</b> /b/ and /p/</p> <p>3. Listen and repeat (page 28)</p> <p>Picnic biscuit blonde<br/>black big patient</p> <p>4. Listen and circle the words you hear.</p> <p><u>Key:</u></p> <p>1. play    2. band    3. Ponytail<br/>4. brown    5. Picnic    6. pretty</p> <p>5. Listen. The practice the chant. Notice the rhythm.</p> <p><b>Grammar</b></p> | 10'         |

|                                                    | <p>2 groups. Have groups sing alternate lines.</p> <p>- Stick some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that <i>do</i> or <i>does</i> is added to the start of questions and the end of answers.</p> <p>- Ask Ss to do this exercise individually first then compare their answers with a partner.</p> <p>- Check Ss' answers.</p> <p>- Ask Ss to match the pictures to the people. Discuss the answers, and ask Ss to recall parts of the recording that help them to do the matching.</p> | <p>- T whole class</p> <p>- Individual work</p> <p>- Individual work</p> | <table><tr><th colspan="2">Have for descriptions</th></tr><tr><th>+</th><th>-</th></tr><tr><td>I /you have<br/>he /she /it has<br/>we/you/they have</td><td>I/you don't have<br/>he/she/it doesn't have<br/>we/you/they don't have</td></tr><tr><th>?</th><th>answer</th></tr><tr><td>Do I/you/we/they have...?</td><td>Yes, I/you/we/they do.<br/>No, I/you/we/they don't.</td></tr><tr><td>Does he/she/it have...?</td><td>Yes, he/she/it does.<br/>No, he/she/it doesn't.</td></tr><tr><td>Wh-questions</td><td></td></tr><tr><td>What colour eyes does he have?</td><td>He has _____</td></tr><tr><td>What sort of hair does she have?</td><td>She has _____</td></tr></table> <p>6. Look at the cover page of 4Teen magazine and make the sentences. Key:</p> <p>1. – Does the girl have short hair?<br/>- No, she doesn't.</p> <p>2. Does Harry Potter have big eyes?</p> <p>3. The dog has a long tail.</p> <p>4. - And you, do you have a round face?<br/>- Yes, I do / No, I don't.</p> <p>7. Phuc, Duong and Mai are talking about their best friends. Listen and match.</p> <p>Key:<br/>Phuc: c Duong: a Mai: b</p> | Have for descriptions |  | + | - | I /you have<br>he /she /it has<br>we/you/they have | I/you don't have<br>he/she/it doesn't have<br>we/you/they don't have | ? | answer | Do I/you/we/they have...? | Yes, I/you/we/they do.<br>No, I/you/we/they don't. | Does he/she/it have...? | Yes, he/she/it does.<br>No, he/she/it doesn't. | Wh-questions |  | What colour eyes does he have? | He has _____ | What sort of hair does she have? | She has _____ | <p>10'</p> <p>10'</p> |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--|---|---|----------------------------------------------------|----------------------------------------------------------------------|---|--------|---------------------------|----------------------------------------------------|-------------------------|------------------------------------------------|--------------|--|--------------------------------|--------------|----------------------------------|---------------|-----------------------|
| Have for descriptions                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| +                                                  | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| I /you have<br>he /she /it has<br>we/you/they have | I/you don't have<br>he/she/it doesn't have<br>we/you/they don't have                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| ?                                                  | answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| Do I/you/we/they have...?                          | Yes, I/you/we/they do.<br>No, I/you/we/they don't.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| Does he/she/it have...?                            | Yes, he/she/it does.<br>No, he/she/it doesn't.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| Wh-questions                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| What colour eyes does he have?                     | He has _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| What sort of hair does she have?                   | She has _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |
| Post-teach                                         | <p>- Ask Ss to fill in the gaps by recalling the recording and using the information in the grammar input box. Play the recording to allow Ss to check their answers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>- Pair-work</p>                                                       | <p><b>* <u>Production:</u></b></p> <p>8. What are the missing words? Write <b>is</b> or <b>has</b>. Listen again and check your answers</p> <p>1. has 2. Is 3. Has 4. Is<br/>5. Has 6 is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>10'</p>            |  |   |   |                                                    |                                                                      |   |        |                           |                                                    |                         |                                                |              |  |                                |              |                                  |               |                       |

**\*Homework:**

- Prepare next lesson

Date of planning: 29/9/2017

Date of teaching: 6A, C: 2/10/2017  
6D: 5/10 /2017

**PERIOD 19: UNIT 3: MY FRIENDS**  
**Lesson 3: A Closer Look 2**

**I. Objectives:**

By the end of this lesson, students can use the present continuous to talk about future plans and arrangements.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to the topic “My friends”.
2. *Structures*: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids:** Course book, CD player, pictures.

**IV. Procedures:**

| Part                      | Teacher's Activities                                                                                                                                                                                                                                                                                                                                                                                                                        | Ss'Activities                                                     | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Time        |                  |                           |                                                         |     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|---------------------------|---------------------------------------------------------|-----|
| Pre-teach                 | <ul style="list-style-type: none"><li>- Organizing</li><li>- Have ss play alphabet games</li><li>- T calls each letter of the alphabet</li><li>- Ask Ss to try to recall a verb beginning with each letter</li></ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>-Whole class</li></ul>      | <p>* <u>Warm-up:</u></p> <p>Alphabet game Eg: A- act, ask<br/>B- buy, bring ....</p>                                                                                                                                                                                                                                                                                                                                                                                                | 5'          |                  |                           |                                                         |     |
| While-teach               | <ul style="list-style-type: none"><li>- Play the recording and ask Ss to listen and follow the conversation on the page. Play the recoding again and ask Ss to circle all the verbs.</li><li>- Use grammar box to describe actions happening now, and some describe plans for the future. Point out contextual clues, such as use of adverbs of time.</li><li>- Ask Ss to fill in the table with sentences from the conversation.</li></ul> | <ul style="list-style-type: none"><li>- Individual work</li></ul> | <p>* <u>Presentation:</u></p> <p><b>Grammar</b></p> <p><b>The Present continuous for future.</b></p> <p>1. Listen again to part of the conversation.</p> <div><p><b>The present continuous for future</b></p><p><b>Be + V-ing</b></p><p><b>We can use the present continuous to talk about future plans.</b></p><p>I'm <b>not coming</b> tonight. I'm busy.</p><p>Tomorrow, I'm <b>playing</b> football with my team.</p><p>This evening, they're <b>watching</b> a film.</p></div> | 10'         |                  |                           |                                                         |     |
| While-teach               | <ul style="list-style-type: none"><li>- Ask them to feedback with reasons for their choices.</li></ul>                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>- Pair-work</li></ul>       | <p>2. Now, underline the present continuous in the conversation. Write them in the table.</p> <table><tr><th>Actions now</th><th>Plans for future</th></tr><tr><td>They're coming This over.</td><td>Example: evening, we are working on our school project.</td></tr></table>                                                                                                                                                                                                      | Actions now | Plans for future | They're coming This over. | Example: evening, we are working on our school project. | 10' |
| Actions now               | Plans for future                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                  |                           |                                                         |     |
| They're coming This over. | Example: evening, we are working on our school project.                                                                                                                                                                                                                                                                                                                                                                                     |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                  |                           |                                                         |     |

| While-teach  | <ul style="list-style-type: none"><li>- Ask Ss to complete the sentences individually. Remind them to pay attention to the “be” verb and to the spelling of verbs ending. Discuss any difficulties before Ss attempt 4.</li><li>- Ask Ss to write N for actions happening now, and F for future plans.</li></ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>- Individual work</li><li>- Individual work</li></ul> | <p>* <b><u>Practice:</u></b></p> <p>3. Write sentences about Mai’s plans for next week . use the present continuous for future.</p> <p><u>Example:</u> She’s finishing her homework. (finish)</p> <p>Key:</p> <p>1. is talking      2. isn’t going</p> <p>3. is visiting      4. is having</p> <p>4. Sort them out! Write N for Now and F for future.</p> <p><u>Key:</u></p> <p>1. N   2. F   3. N   4. F   5. F   6. N</p>                                                                                                | 10'          |     |     |  |  |  |  |     |     |     |     |     |     |     |  |  |  |  |  |  |  |  |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|-----|--|--|--|--|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|
| Post-teach   | <ul style="list-style-type: none"><li>- Have Ss prepare for activity by first writing the days Monday to Sunday, and writing activities next to each – they should add the three activities listed in 5: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans.</li><li>- Practice the model conversation with the class. Then ask Ss to mingle and make arrangements with their classmates. Afterward feedback by asking Ss to tell the class about their plans.</li></ul> | <ul style="list-style-type: none"><li>- Whole class</li></ul>                               | <p>* <b><u>Production:</u></b></p> <p>5. Game: Would you like to come to my party?</p> <p>Choose the day of the week that you plan to :</p> <ul style="list-style-type: none"><li>- Have a party.</li><li>- Prepare for the class project.</li><li>- Go swimming.</li></ul> <p>Example:</p> <table><tr><th colspan="7">Nhung’s week</th></tr><tr><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th><th>Sun</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | Nhung’s week |     |     |  |  |  |  | Mon | Tue | Wed | Thu | Fri | Sat | Sun |  |  |  |  |  |  |  |  |
| Nhung’s week |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |     |     |  |  |  |  |     |     |     |     |     |     |     |  |  |  |  |  |  |  |  |
| Mon          | Tue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Wed                                                                                         | Thu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Fri          | Sat | Sun |  |  |  |  |     |     |     |     |     |     |     |  |  |  |  |  |  |  |  |
|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |     |     |  |  |  |  |     |     |     |     |     |     |     |  |  |  |  |  |  |  |  |

**\*Homework:**

- Practice more by using the present continuous for future.
- Prepare next lesson

Date of planning: 30/10/2017

Date of teaching: 6C: 4/10/2017  
6A,D: 7/10 /2017**PERIOD 20: UNIT 3: MY FRIENDS****Lesson 4: Communication****I. Objectives:**

By the end of this lesson, students can read for specific and general information in texts.

**II. Language Focus:**

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



2. Structures: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                       | <i>Ss' Activities</i> | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Time</i> |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | - Have Ss look at extra vocabulary.                                                                                                                                                                                                                                                                                                                                               | - Whole class         | <p><b>* <u>Presentation:</u></b><br/>           Extra vocabulary:<br/>           +Choir(n):dàn nhạc hợp xướng<br/>           +Firework competition(n)<br/>           +Greyhound racing(n): đua chó săn<br/>           +Field trip(n):chuyến đi thực tế<br/>           +Temple(n)<br/>           +Volunteer(n)<br/>           +Independent(a): độc lập<br/>           +Curious(a): tò mò<br/>           +Freedom-loving<br/>           +Responsible(a) trách nhiệm<br/>           +Reliable (a) đáng tin cậy</p> | 5'          |
| <b>While-teach</b> | - Show the picture of the five friends in the magazine.<br>Discuss the friends with class: where they are come from, what their name might be, what they might like to do, etc.                                                                                                                                                                                                   | - Pair-work           | <p><b>* <u>Practice:</u></b><br/>           1. Read the passage form 4Teen magazine.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | 10'         |
|                    | - Can bring a map or a global to show where they are from.                                                                                                                                                                                                                                                                                                                        | - Whole class         | <p>2. Find the star sign of each friend to find out about their personality. Do you think the description is correct?</p>                                                                                                                                                                                                                                                                                                                                                                                       | 10'         |
|                    | - Tell the class they will be introduced to some new verbs.                                                                                                                                                                                                                                                                                                                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10'         |
|                    | - Ask Ss to the star signs of the five friends in 4Teen magazine.<br>- Ask Ss to look at the adjectives of personalities in the star sign and compare them with what they read about the five friends in 1.<br>- Have Ss review the star sign description for their own signs. Ask Ss to tick adjectives they agree with.<br>- Allow them to share their thoughts with a partner. | - Individual work     | <p>3. Look at the star sign. Do you agree with the description?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |
|                    |                                                                                                                                                                                                                                                                                                                                                                                   | - Pair -work          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
| <b>Post-teach</b>  | - Have Ss play a line-up game.                                                                                                                                                                                                                                                                                                                                                    | - Whole class         | <p><b>* <u>Production:</u></b><br/>           4. Think about your friends'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 10'         |

|  |                                                                                                                                                                       |  |                                                                                                               |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------|--|
|  | - Ask Ss to arrange themselves in order of birthdays. Support them by reviewing months and dates and giving a question and answer they can use: When's your birthday? |  | <i>personalities. What star signs do you think they are? Find out if you are correct! Play a line-up game</i> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------|--|

**\*Homework:**

- Write a paragraph to describe your friend in your notebook.
- Prepare the next lesson

Date of planning: 7/10/2017

Date of teaching: 6A: 9/10/2017  
6D: 10/10 /2017

**PERIOD 21: UNIT 3: MY FRIENDS**  
**Lesson 5: Skills 1**

**I. Objectives:**

By the end of this lesson, students can use read for specific and general information in texts including advertisements and emails.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to the topic "My friends".
2. *Structures*: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids:** Course book, CD player.

#### IV. Procedures:

[illegible]

|                   |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------|-----------|--|-------|--|--|--|-------|--|--|--|-------|--|--|--|--|
|                   | to class.                                                                                                                                                                                                                                                                                                     | - Individual work | <b>Speaking</b><br>4. Make your own English camp schedule.                                                                                                                                                                         | 10' |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
|                   |                                                                                                                                                                                                                                                                                                               |                   | <table><tr><td></td><td>Morning</td><td>Afternoon</td><td></td></tr><tr><td>Day 1</td><td></td><td></td><td></td></tr><tr><td>Day 2</td><td></td><td></td><td></td></tr><tr><td>Day 3</td><td></td><td></td><td></td></tr></table> |     | Morning | Afternoon |  | Day 1 |  |  |  | Day 2 |  |  |  | Day 3 |  |  |  |  |
|                   | Morning                                                                                                                                                                                                                                                                                                       | Afternoon         |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 1             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 2             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 3             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| <b>Post-teach</b> | <p>- Go back to the advertisement and elaborate the activities listed with Ss. Brainstorm ideas onto the board. Ask Ss to use the ideas they brainstormed to fill in their own schedule.</p> <p>- Give each Ss a fixed amount of time to speak. Ss can report to the class about their partner's schedule</p> | - Pair -work      | <b>* <u>Production:</u></b><br>5. Take turn. Tell your partner about it. Listen and fill in the schedule.                                                                                                                          | 10' |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
|                   |                                                                                                                                                                                                                                                                                                               |                   | <table><tr><td></td><td>Morning</td><td>Afternoon</td><td></td></tr><tr><td>Day 1</td><td></td><td></td><td></td></tr><tr><td>Day 2</td><td></td><td></td><td></td></tr><tr><td>Day 3</td><td></td><td></td><td></td></tr></table> |     | Morning | Afternoon |  | Day 1 |  |  |  | Day 2 |  |  |  | Day 3 |  |  |  |  |
|                   | Morning                                                                                                                                                                                                                                                                                                       | Afternoon         |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 1             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 2             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |
| Day 3             |                                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                                                                                                    |     |         |           |  |       |  |  |  |       |  |  |  |       |  |  |  |  |

\***Homework:**

- Write a schedule for yourself.
- Prepare the next lesson:

(Skills 2)

Date of planning: 8/10/2017

Date of teaching: 6A: 11/10/2017

6E: 10/10/2017

6D: 12/10/2017

**PERIOD 22: UNIT 3: MY FRIENDS****Lesson 6: Skills 2****I. Objectives:**

By the end of this lesson, students can listen for specific ideas and write an entry for a magazine using notes.

**II. Language Focus:**

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

2. *Structures*: Verbs be and have for descriptions.

The Present continuous for future.

**III. Teaching aids**: Course book, CD player

**IV. Procedures**:

| Part        | Teacher's Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ss' Activities                                                                                              | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Time |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|-----------|--------------------------------------|---|--------|-----------|----------------------|---|--------------------------------|---|---------------|---|--------------------------------|---|--------------------------|---|---------------------------|----|
| Pre-teach   | <ul style="list-style-type: none"><li>- Ask Ss to see the photos first. Then point at the words in the box and ask them to do the matching.</li><li>- Play recording for checking and practicing reading the words.</li></ul>                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>- Individual work</li></ul>                                           | <p><b>* <u>Presentation:</u></b></p> <p><b>Listening</b></p> <p>1. <i>What do you see in the photos? Choose the words in the box to fill the table. Then listen and check.</i></p> <p>Key:</p> <table><tr><td>a</td><td>hiking</td></tr><tr><td>b</td><td>taking part in a cooking competition</td></tr><tr><td>c</td><td>skiing</td></tr><tr><td>d</td><td>visiting a milk farm</td></tr><tr><td>e</td><td>taking part in an art workshop</td></tr><tr><td>f</td><td>riding a bike</td></tr><tr><td>g</td><td>taking a public speaking class</td></tr><tr><td>h</td><td>playing beach volleyball</td></tr><tr><td>i</td><td>playing traditional games</td></tr></table>     | a    | hiking  | b         | taking part in a cooking competition | c | skiing | d         | visiting a milk farm | e | taking part in an art workshop | f | riding a bike | g | taking a public speaking class | h | playing beach volleyball | i | playing traditional games | 5' |
| a           | hiking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| b           | taking part in a cooking competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| c           | skiing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| d           | visiting a milk farm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| e           | taking part in an art workshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| f           | riding a bike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| g           | taking a public speaking class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| h           | playing beach volleyball                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| i           | playing traditional games                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| While-teach | <ul style="list-style-type: none"><li>- Ask Ss to refer to the contents of the advertisement. Give Ss time to decide which activities are like more likely to happen at the camp and which are not. Ask them to explain why they think so.</li><li>- Have Ss brainstorm the things that Mr. Lee plans for camp.</li><li>- Play the recording. Ask Ss to listen the first time. Then play the recording again and follow Ss to fill in the table as they listen. Ss can share their answer before playing recording</li></ul> | <ul style="list-style-type: none"><li>- Individual work</li><li>- Whole class</li><li>- Pair-work</li></ul> | <p><b>* <u>Practice:</u></b></p> <p>2. <i>Which activities do you think may/ may not happen at the Superb Summer Camp. Key:</i></p> <ul style="list-style-type: none"><li>- Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i.</li><li>- Activities that may not happen: c, h (because the camp is in Ba Vi Mountains)</li></ul> <p>3. <i>Listen to Mr Lee, the camp leader, talking on the phone with Phuc's parents. What are they doing on Day Two and Day Three at the camp?</i></p> <table><tr><td></td><td>Morning</td><td>Afternoon</td></tr><tr><td>Day two</td><td></td><td></td></tr><tr><td>Day three</td><td></td><td></td></tr></table> |      | Morning | Afternoon | Day two                              |   |        | Day three |                      |   | <div>10'</div> <div>10'</div>  |   |               |   |                                |   |                          |   |                           |    |
|             | Morning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Afternoon                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| Day two     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |
| Day three   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |           |                                      |   |        |           |                      |   |                                |   |               |   |                                |   |                          |   |                           |    |

|                   |                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                          |     |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <p>a final time to allow pairs to check their answers.</p> <p>- Tell the class three letters can help them to write better. Introduce the rubric: Write a magazine entry. Write about your friends. Then write about your plans.</p>     |                          | <p><b>Writing</b><br/> <b>Study skills</b><br/> <i>Research, draft, check.</i></p>                                                                                                                                                       | 10' |
| <b>Post-teach</b> | <p>- Encourage Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them answer the questions. That will help Ss see how far they progressed, and which areas need further practice.</p> | <p>- Individual work</p> | <p><b>* <u>Production:</u></b><br/> <i>4. Write for 4Teen magazine about your plans this weekend with your friends.</i><br/>         - Introduce yourself.<br/>         - Describe your friends.<br/>         - Describe your plans.</p> | 10' |

**\*Homework:**

- Write your plans in your notebook.
- Prepare the next lesson

**PERIOD 23: UNIT 3: MY FRIENDS****Lesson 7: Looking Back****I. Objectives:**

By the end of this lesson, students can review all what they have learnt in this unit.

**II. Language Focus:**

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

2. *Structures*: Verbs be and have for descriptions.

The Present Continuous for future.

**III. Teaching aids:** Course book, CD player, pictures.**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                              | <i>Ss' Activities</i>                                               | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Time</i> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Ask Ss to write the correct words on the faces.</li> <li>- Have Ss check their answers with a partner.</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>- Individual work</li> </ul> | <p><b>* <u>Presentation:</u></b></p> <p><b>Vocabulary</b></p> <p>1. Write the correct words in the faces</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Creative   boring   funny<br/> Confident   hard-working<br/> kind   clever   talkative   sporty<br/> shy   patient   serious</p> </div> <p>2. Make your own Haiku.<br/> Write a three line Haiku poem to describe yourself.</p> | 5's         |
|                    | <ul style="list-style-type: none"> <li>- Explain that Haiku is a traditional form of Japanese poetry. Ask Ss to work in groups of three to exchange their poems.</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>- Group-work</li> </ul>      |                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10's        |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to choose a member of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group &amp; A's roles.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>- Group-work</li> </ul>      | <p><b>* <u>Practice:</u></b></p> <p><b>Grammar</b></p> <p>3. Game: Who's who?<br/> <u>Example:</u></p> <p>A: He's tall. He has glasses.<br/> He's creative too. He isn't shy.<br/> B: Is it Minh?<br/> A: Yes! / No, try again.</p>                                                                                                                                                                                                         | 10's        |
|                    | <ul style="list-style-type: none"> <li>- Elicit the language being practiced in this activity. Ask Ss to complete the conversations individually. As in !, Ss can share answers with a partner, but they should record their original answers to guide their self-assessment.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> </ul> | <p>4. Complete the dialogue.<br/> Key:</p> <p>A: are – doing<br/> B: meeting – are going<br/> A: am playing<br/> B: am watching</p>                                                                                                                                                                                                                                                                                                         | 10's        |

|                   |                                                                                                                                                                                                                                                                                                              |             |                                                                                                                                                                                                                                                                                                                                        |      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                   |                                                                                                                                                                                                                                                                                                              |             |                                                                                                                                                                                                                                                                                                                                        |      |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Divide Ss into pairs of As and Bs. Allow Ss to complete the communication activity. Ask Pairs to join other pairs forming groups of 4.</li> <li>- As and Bs can share what they learnt about their partners' schedules before discussing with the class.</li> </ul> | - Pair-work | <p><b>* <u>Production:</u></b></p> <p><b>Communication</b></p> <p>5. <i>Student A looks at the schedule on this page. Student B looks at the schedule on the next page.</i></p> <p><i>Example:</i></p> <p>A: What are you doing tomorrow?</p> <p>B: I'm playing football with my friends.</p> <p>or</p> <p>I'm not doing anything.</p> | 10's |

**\*Homework:**

- Prepare next lesson

## PERIOD 24: REVIEW 1

### I. Objectives:

By the end of this lesson, students can revise the language they have studied and the skills they have practiced since Unit 1.

### II. Language Focus:

1. *Vocabulary*: revise the vocabulary they have learnt since Unit 1.
2. *Structures*: The present simple and the present continuous tense.  
 There is / There isn't - There are / There aren't.  
 Prepositions of place.  
 Verbs be and have for descriptions.  
 The Present Continuous for future.

**III. Teaching aids:** Course book, CD player, pictures.

### IV. Procedures:

| Part              | Teacher's Activities                                                                                                                                                                                                                                               | Ss' Activities                                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time |     |                   |                                 |    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|-------------------|---------------------------------|----|
| Pre-teach         | <p>- Elicit the rules of pronouncing the final –s/-es if needed.</p> <p>- Ask Ss to do the exercise individually.</p> <p>- Organize this as a game. Ask Ss to do this in pairs. The pairs that find the most words will go to the board and write the answers.</p> | <p>- Individual work</p> <p>- Pair-work</p>   | <p><b>* <u>Presentation:</u></b></p> <p><b>Pronunciation</b></p> <p>1. Odd one out. Which underlined part is pronounced differently in each line?</p> <p><u>Key:</u></p> <p>1. D 2. C 3. C 4. A 5. B</p> <p>2. Write the name of the school things and furniture in the house which begin with /b/ and /p/.</p> <p><u>Key:</u></p> <table> <tr> <th>/b/</th> <th>/p/</th> </tr> <tr> <td>Book, bag, bed...</td> <td>Pen, pencil, picture, poster...</td> </tr> </table> | /b/  | /p/ | Book, bag, bed... | Pen, pencil, picture, poster... | 5' |
| /b/               | /p/                                                                                                                                                                                                                                                                |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |     |                   |                                 |    |
| Book, bag, bed... | Pen, pencil, picture, poster...                                                                                                                                                                                                                                    |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |     |                   |                                 |    |
| While-teach       | <p>- Have Ss do this exercise individually and then share their answers with a partner.</p> <p>- Check Ss' answers.</p> <p>- Ask Ss to do in pairs. This can be done as a small competition.</p>                                                                   | <p>- Individual work</p> <p>- Whole class</p> | <p><b>Vocabulary</b></p> <p>3. Complete the words.</p> <p><u>Key:</u></p> <p>1. English 2. homework</p> <p>3. Lunch 4. Sports 5. badminton</p> <p>6. Physics</p> <p>7. lesson 8. Judo</p> <p>4. Do the crossword puzzle.</p> <p><b>Across:</b></p> <p>1. wardrobe 3. Living room</p> <p>5. apartment 6. Poster</p> <p><b>Down:</b> 2. Dining room 4. hall</p>                                                                                                           | 10'  |     |                   |                                 |    |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                                                                                                                                                                                                                                                                                                             |    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Quickly check Ss' answers. If time allows, ask Ss to think of some other words and make sentences.</li> </ul>                                                                                                                                                                                                                                                     | - Individual work | <p>5. Choose the correct words. Key:</p> <p>1. quite 2. Shy 3. Hard-working 4. patient 5. Sporty</p>                                                                                                                                                                                                        | 10 |
|                    | <ul style="list-style-type: none"> <li>- Elicit the use of the present and the present continuous. Call one st do this exercise on the board. Other Ss also do this.</li> <li>- Check Ss' answers.</li> <li>- Ask them for explanation.</li> </ul>                                                                                                                                                         | - Individual work | <p>* <b><u>Practice:</u></b></p> <p><b>Grammar</b></p> <p>6. Complete the sentences with the present simple or the present continuous form of this verbs in brackets.</p> <p><u>Key:</u></p> <p>1. is raining<br/>2. do you have<br/>3. am not going out ; am doing<br/>4. likes; is sleeping<br/>5. is</p> | 10 |
|                    | <ul style="list-style-type: none"> <li>- Ask Ss to read the text carefully and pay attention to the hints. Ask Ss to do this individually and compare their answers with a partner.</li> <li>- Check Ss' answer and ask them to explain the negative forms in their answers.</li> <li>- At the same time, ask one pair to go to the board and does this exercise.</li> <li>- Check Ss' answers.</li> </ul> | - Individual work | <p>7. Complete the description with the correct form of the verbs "be" or "have".</p> <p><u>Key:</u></p> <p>1. is 2. isn't 3. doesn't have<br/>4. is 5. has 6. are 7. is 8. Is</p>                                                                                                                          |    |
|                    | <ul style="list-style-type: none"> <li>- Ask Ss to do this in pair. After checking their answers, ask one or two pairs to act out the conversation.</li> </ul>                                                                                                                                                                                                                                             | - Pair-work       | <p>8. Read the sentences and draw the furniture in the right place.</p> <p><b>Everyday English</b></p> <p>9. Number the lines of the dialogue in the correct order. Key:</p> <p>6 – 1 – 7 – 2 – 3 – 5 – 8 – 4</p>                                                                                           |    |
|                    | <ul style="list-style-type: none"> <li>- Ask Ss to do this exercise individually and check their answers with a partner before giving their answers to the T to confirm the correct answers.</li> </ul>                                                                                                                                                                                                    | - Individual work | <p><b>Reading</b></p> <p>1. Choose A, B or C for each blank in the e-mail.</p> <p>Key:</p> <p>1. A 2. C 3. C 4. B 5. A 6. B</p>                                                                                                                                                                             |    |
|                    | <ul style="list-style-type: none"> <li>- Have Ss work in groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                | - Individual work | <p>2. Read the text and answer the questions.</p> <p>Key:</p>                                                                                                                                                                                                                                               |    |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                   | <p>what they like and dislike about the school and the reason why.</p> <ul style="list-style-type: none"> <li>- Summaries Ss' ideas.</li> <li>- Play the recording once for Ss to listen. Play the recording again for Ss to check their answers.</li> </ul> <p>Announce the answer to Ss.</p> <ul style="list-style-type: none"> <li>- Ask Ss to quickly read the questions. Ask Ss to listen to the recording again and answer the questions.</li> <li>- Ask Ss to compare their answers before giving T their answers.</li> </ul> | <ul style="list-style-type: none"> <li>- Group-work</li> <li>- Individual work.</li> <li>- Individual work</li> </ul> | <p>2. They are hard-working and serious.</p> <p>3. They are helpful and friendly.</p> <p>4. There are five clubs.</p> <p>5. Because it's a good school.</p> <p><b>Speaking</b></p> <p>3. Interview two classmates. Ask them what they like and dislike about your school and the reasons why.</p> <p><b>Listening</b></p> <p>4. An and Mi are talking on the phone. Listen and circle the parts of the house you hear.</p> <p><u>Key:</u></p> <p>Kitchen          garden</p> <p>living room      bedroom</p> <p>5. Listen again and answer the questions.</p> <p><u>Key:</u></p> <p>1. She's watering the plants in the garden.</p> <p>2. He's listening to the radio.</p> <p>3. He's in Mi's bedroom.</p> <p>4. She's watching TV.</p> |    |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Elicit the parts of an e-mail.</li> <li>- Ask Ss to work in groups to do this exercise.</li> <li>-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Group-work</li> </ul>                                                        | <p><b>* Production:</b></p> <p><b>Writing</b></p> <p>6. Write an e-mail to your friend. Tell him/ her about a family member.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10 |

**\*Homework:**

- Write the e-mail in your notebook.
- Prepare for test 1.

**Period 25: Written test 1****Aims:** - Evaluating the students' understanding about the learned vocabulary and structures**Objectives:** - Students will be able to understand the requirement of the test and to do the test correctly using the learned language items.**Materials:** Copies of the written test needed for the whole class.**Time allowed:** 45 minutes**Procedure:****MA TRẬN**

| CHỦ ĐỀ             | Nhận biết |          | Thông hiểu |          | Vận dụng |          | Tổng       |
|--------------------|-----------|----------|------------|----------|----------|----------|------------|
|                    | TN        | TL       | TN         | TL       | TN       | TL       |            |
| I. Listening       |           | 8<br>2.0 |            |          |          |          | 8<br>2.0   |
| II. Language Focus | 4<br>1.0  |          | 8<br>2.0   |          | 4<br>1.0 | 6<br>1.5 | 22<br>5.5  |
| III. Reading       | 4<br>1.0  |          |            |          | 2<br>0.5 |          | 6<br>1.5   |
| IV. Writing        |           |          |            | 4<br>1.0 |          |          | 4<br>1.0   |
| Tổng               | 8<br>2.0  | 8<br>2.0 | 8<br>2.0   | 4<br>1.0 | 6<br>1.5 | 6<br>1.5 | 40<br>10.0 |
|                    | 20%       | 20%      | 20%        | 10%      | 15%      | 15%      | 100%       |

**\*TEST (For class 6)****I.Listen to the text then fill one suitable word in the blank .(2 pts)**

Hi, My name's Susie Brewer. I'm (1)..... years old. I'm now in grade (2) .....at PLC Sydney. I (3)..... it here, as I like to (4) .....in a girls' school. The (5)..... at my school are nice and very helpful, and my (6) .....teacher is Mrs Susan McKeith. She teaches us maths. I have 3 hours to study (7) .....in the afternoon. Usually I do my homework at breaktime. We (8) .....our uniform everyday, but today we aren't, as we're going to have an outing to Taronga Zoo.

**II. Odd one out: (1pt)**

- 9 - A. pens            B. books    C. maps            D. students  
 10- A. open            B. home    C. come            D. goes  
 11- A.book            B. pen            C. pencil            D. toy  
 12- A. sofa            B. bathroom    C. table            D. TV

**III. Choose the best answer: (2pts)**

- 13- Listen! Someone .....at the door.  
 A. is knocking    B. knocking    C. knock        D. knocks  
 14- I usually ..... my homework with my friends.  
 A. play    B. do            C. am playing    D. am doing  
 15- Hoang ..... in a small house in the village.  
 A. is living    B. live            C. are living    D. lives  
 16- ..... is there in your room ? – There is a bed, a desk and a chair.  
 A. What    B. Who            C. Which        D. How  
 17- What is your favorite .....? – Maths.  
 A. subject    B. food    C. drink            D. toy  
 18- There ..... many beautiful flowers in this garden.  
 A. is        B. are            C. do            D. does  
 19- We .....English now.  
 A. are studying    B. is studying    C. study        D. studies  
 20- ..... you get up at 6 o'clock everyday?  
 A. Are        B. Am            C. Do            D. Does

**IV. Put the verbs in the correct form: (1pt)**

- 21- The children (listen)..... to music at the moment.  
 22- Hoa (play)..... badminton every afternoon.  
 23- Please be quiet! My father (sleep).....  
 24- I usually(visit)..... my grandpa and grandma.

**V. Fill : in / on / between: (1.5pts)**

- 25- There is a pen ..... the pencilcase.  
 26- The pictures are ..... the wall.  
 27- There is a bed ..... the window and the wardrobe.  
 28- There are many books ..... the bookshelf.  
 29- There is a sink and a shower .....the bathroom.  
 30- The red book is ..... the green book and the yellow book.

**VI. Read the text then do as requested (1.5pts)**

*a/ Choose the best answers to fill in the e-mail: (1pt)*

Hi Tom,

How (31)..... you? Now I want to tell you about my bedroom.



My room is small. But it is very beautiful. There (32)..... a bed, a wardrobe, a table, a chair and a lamp. I like music, so I put three posters of famous singers (33)..... the wall. I usually (34)..... my homework on the desk in front of the big window. My bedroom is my favourite room in the house.

What does your favourite room, Tom?

Write to me soon.

Best wishes,

Vy

- 31- a. are      b. is      c. am      d. do  
 32- a. are      b. is      c. do      d. does  
 33- a. in      b. on      c. at      d. behind  
 34- a. does      b. am doing      c. do      d. are doing

**b/ Answer the questions: (0.5pt)**

35- Is Vy's bedroom big or small?

.....

36- Where does Vy usually do her homework?

.....

**VII. Complete each sentence so it means the same as the sentences above.(1pt)**

37- I don't have a bookshelf in my bedroom.

There .....

38- We have a sink, a fridge, a cooker and a cupboard in our kitchen.

There .....

39- The notebook is under the book.

The book .....

40- The dog is in front of the microwave.

The microwave .....



- THE END - 10 Track 10.mp3

**Period 26: UNIT 4: MY NEIGHBOURHOOD****Lesson 1: Getting Started****I. Objectives:**

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to the topic “My neighborhood”.
2. *Structures*: Comparative adjectives.

**III. Teaching aids:** Course book, CD player, pictures.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                   | <i>Ss' Activities</i>                                                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Time</i> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <p>Write the Unit title on the board “Lost in the old town!”. Explain the meaning of “surprise”.</p> <ul style="list-style-type: none"> <li>- Ask Ss to guess what the picture might show or what the conversation might be about.</li> <li>- Ask Ss questions about the picture.</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>- Whole class</li> </ul>                                | <p><b>* <u>Presentation:</u></b></p> <p>Guess what the picture might show or what the conversation might be about.</p> <p>Ex:</p> <ul style="list-style-type: none"> <li>- Where are Nick, Khang and Phong?</li> <li>- What might be happening to them? What are they doing?</li> </ul>                                                                                                                                                                                                                                   | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Play the recording (twice)</li> <li>- Ask Ss to read the conversation and check their answers. Confirm the correct answers.</li> <li>- Ask Ss to read and put the action in order.</li> <li>- Tell Ss to refer back to the conversation to find the phrases. Practice saying them together.</li> </ul> <p>- First, model the role-play with a more able St. Then</p> | <ul style="list-style-type: none"> <li>- Listen and read</li> <li>- Individual work</li> </ul> | <p><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b></p> <p>a. Read and put the action in order.</p> <p><u>Key:</u></p> <p>2 – 5 – 3 – 4 – 1 – 6</p> <p>b. Making suggestions.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. a. Where shall we go first?<br/>b. Let's go to “Chua Cau”.</li> <li>2. a. Shall we go there first?<br/>b. Ok, sure.</li> <li>3. a. Shall we go by bicycle?<br/>b. No, let's walk there.</li> </ol> <p><b>2. Work in pairs. Role-play making suggestions.</b></p> | 10'         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                   | <p>ask pairs to role-play the short conversations before demonstrating for the class.</p> <p>- Have Ss quickly match each place (in the picture) with its name. Then play it again , pausing after each item and asking them to repeat chorally and individually. Correct their pronunciation.</p> <p>- First, model this activity with a more able St. Ask Ss to work in pairs . Call some pairs to practice in front of the class.</p> <p>- Have Ss quickly match instruction with the diagram. Check their answers. If Ss do not understand the sentences, use the diagrams to work the meaning out from the context.</p> | <p>work</p> <p>- Pair-work</p> <p>- Pair-work</p> <p>- Individual work</p> | <p><b>3. Match the places below with the pictures. Then listen, check and repeat the words.</b><br/> <u>Key:</u><br/> 1. E 2. H 3. F 4. C 5. G<br/> 6. A 7. B 8. D</p> <p><b>4. Think about where you live. Work in pairs. Ask and answer questions about it.</b><br/> Example:<br/> A: Is there a theatre in your neighborhood?<br/> B: Yes, there is. / No, there isn't.</p> <p><b>5. Match the instructions in the box with the pictures.</b> <u>Key:</u><br/> 1. Go straight on.<br/> 2. Turn left at the traffic lights.<br/> 3. Go past the bus stop.<br/> 4. Take the first turning on the left.<br/> 5. Go to the end of the road.<br/> 6. Go along the street.<br/> 7. Cross the street.</p> | <p>10'</p> <p>10'</p> |
| <b>Post-teach</b> | <p>- Ask Ss to give their partner the directions to one of the places on the map, and they try to guess. Then swap.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>- Pair-work</p>                                                         | <p><b>* <u>Production:</u></b><br/> <b>6. Game</b><br/> <u>Example:</u><br/> A: Go straight. Take the second turning on the left. It's on your right.<br/> B: Is that the art gallery?<br/> A: Yes, it is./ No, try</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>10'</p>            |

**\*Homework:**

- Practice giving directions to your house.
- Prepare the next lesson

**Period 27: UNIT 4: MY NEIGHBOURHOOD****Lesson 2: A Closer Look 1****I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /i:/ and /i/ in isolation and in context; use vocabulary related to the topic “My neighborhood”.

**II. Language Focus:**

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

2. *Structures*: Comparative adjectives.

**III. Teaching aids:** Course book, CD player, flash cards.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                       | <i>Ss' Activities</i>                                                                | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                         | <i>Time</i> |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Practice saying the adjectives with Ss. Use some examples to work the meaning out of the context. With difficult adjectives T may translate them or ask Ss to translate. Then ask Ss to write the correct adjectives in the blanks.</li> <li>Play the recording as many times as required to allow Ss to check their answers and support their pronunciation.</li> </ul> | <ul style="list-style-type: none"> <li>- Whole class</li> </ul>                      | <p><b>* <u>Presentation:</u></b></p> <p><b>Vocabulary</b></p> <p>1. Fill in each blank with one word from the box. Listen, check and repeat the words.</p>                                                                                                                                                                                                                                             | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Explain that some words go together, but some don't.</li> <li>- Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches.</li> <li>- Ask Ss to complete the word webs in their books.</li> <li>- Play the recording.</li> <li>- Ask Ss to listen and repeat the words.</li> </ul>                                                       | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Pair-</li> </ul> | <p><b>* <u>Practice:</u></b></p> <p>2. Now match the adjective s from the box in 1 with their opposites below.</p> <p>Key:</p> <ul style="list-style-type: none"> <li>- boring – exciting</li> <li>- historic – modern</li> <li>- noisy – quiet/ peaceful</li> <li>- convenient – inconvenient</li> <li>- fantastic – terrible</li> </ul> <p>3. Work in pairs. Ask and answer questions about your</p> | 10'         |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |     |                                             |                                                 |     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|---------------------------------------------|-------------------------------------------------|-----|
|                                             | <p>Have Ss practice reading the words first.</p> <ul style="list-style-type: none"><li>- Play the recording for Ss to listen and do the task.</li><li>- Ask Ss to listen while T play the recording.</li><li>- Ask Ss to chant along. Provide further practice by dividing the class into 2 groups. Have groups sing alternate lines.</li><li>- Stick some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that <i>do</i> or <i>does</i> is added to the start of questions and the end of answers.</li><li>- Ask Ss to do this exercise individually first then compare their answers with a partner.</li><li>- Check Ss' answers.</li></ul> | <p>work</p> <ul style="list-style-type: none"><li>- Whole class</li><li>- Group-work</li><li>- T whole class</li><li>- Individual work</li></ul> | <p><i>neighborhood. Use the words in 1 and 2 to help you.</i></p> <p>Example:</p> <p>A: Is our neighborhood polluted?</p> <p>B: No, it isn't.</p> <p>A: Is it peaceful?</p> <p>B: Yes, it is.</p> <p><b>Pronunciation</b> /i:/ and /i/</p> <p>4. Listen and repeat the words. Pay attention the sound /i:/ and /i/</p> <p><u>Key:</u></p> <table><tr><td>/i:/</td><td>/i/</td></tr><tr><td>Cheap, sleep, peaceful, convenient, police.</td><td>Historic, exciting, expensive, noisy, friendly.</td></tr></table> <p>5. Listen to the sentences and circle the words you hear.</p> <p>Key:</p> <ol style="list-style-type: none"><li>1. Living</li><li>2. Heat</li><li>3. Seats</li><li>4. Sheep</li><li>5. Tins</li><li>6. Mill</li><li>7. Teams</li><li>8. Chip</li></ol> | /i:/ | /i/ | Cheap, sleep, peaceful, convenient, police. | Historic, exciting, expensive, noisy, friendly. | 10' |
| /i:/                                        | /i/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |     |                                             |                                                 |     |
| Cheap, sleep, peaceful, convenient, police. | Historic, exciting, expensive, noisy, friendly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |     |                                             |                                                 |     |
| <b>Post-teach</b>                           | <ul style="list-style-type: none"><li>- Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>- Group-work</li></ul>                                                                                     | <p><b>* Production:</b></p> <p>6. Listen and practice the chant. Notice the sounds /i:/ and /i/.</p> <p>MY NEIGHBOURHOOD (page 40)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10'  |     |                                             |                                                 |     |

**\*Homework:**

- Learn vocabulary by heart.
- Prepare the next lesson

**Period 28: UNIT 4: MY NEIGHBOURHOOD****Lesson 3: A Closer Look 2****I. Objectives:**

By the end of this lesson, students can use adjectives to compare things.

**II. Language Focus:**

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

2. *Structures*: Comparative adjectives.

**III. Teaching aids:** Course book, CD player, pictures.**IV. Procedures:**

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Ss' Activities</b>                                                                  | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                | <b>Time</b> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Choose 2 Ss of very different height and ask them to stand up. Ask the class a question.</li> <li>- Focus Ss' attention on comparative forms by giving examples.</li> <li>- Explain that comparative adjectives are constructed in several different ways in English and that some of those ways are presented in the box. Explain the simplest ways to identify the number of syllables in an English word and give further example or practice if necessary.</li> </ul> | <ul style="list-style-type: none"> <li>- Whole class</li> </ul>                        | <p><b>* <u>Presentation:</u></b></p> <p><b>Grammar Comparative Adjectives</b></p> <ul style="list-style-type: none"> <li>- <i>Who is taller?</i></li> <li>- Example:<br/>This ruler/ desk is long. But that ruler/ desk is longer.</li> </ul>                                                                                                                 | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to read the instructions. Tell Ss what they should do.</li> <li>- Have Ss compare their answers in pairs before checking with the whole class.</li> <li>- Use Ss use the example to show what Ss should do. Ask them to pay attention to the syllables in each adjective and look back at the</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Pair - work</li> </ul> <p>Individual work</p> | <p><b>* <u>Practice:</u></b></p> <p>1. Complete the following sentences with the comparative form of the adjectives in brackets.</p> <p>Key:</p> <p>2. taller      3. Bigger</p> <p>4. noisier    5. cheaper</p> <p>2. Now complete the following sentences with the comparative form of the adjectives in brackets.</p> <p>Key:</p> <p>2. more beautiful</p> | 10'         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>grammar box if necessary.</p> <p>- Ask Ss to read and complete the sentences individually. Remind them to pay attention to the number of the syllables in each adjectives.</p> <p>- Elicit the contrast between the things in the two neighborhoods and the adjectives that can be used to describe them.</p> <p>- Correct.</p> <p>- Tell Ss how to form a question and pay attention to the number of the syllables in each adjectives.</p> <p>- Check their answers.</p> <p>- Model with a St. Ask Ss to work in pairs. Call some pairs to practice in front of the class.</p> | <p>Individual work</p> <p>Individual work</p> | <p>3. more convenient<br/>4. more interesting<br/>5. more expensive.</p> <p>10'</p> <p>3. Read and complete Vy's letter to her friend.<br/><u>Key:</u><br/>1. Drier 2. Smaller 3. Older<br/>4. Wider 5. more delicious<br/>6. Older 6. Cheaper</p> <p>4. Look at the pictures of Yen Binh neighbourhood and Long son neighbourhood. Now write about differences.</p> <p>10'</p> <p>5. Complete the following sentences with the comparative form of the adjectives in brackets.<br/><u>Key:</u><br/>2. More expensive<br/>3. More comfortable<br/>4. More historic<br/>5. Narrower<br/>6. Work in pair. Ask and answer questions.</p> |
| <p>- Ask Ss to think of the places they've been to. Pair Model with a more able Ss and then have them work in pairs while T goes around the class and monitors.</p> <p><b>Post-teach</b> - Ask a few pairs with the most imaginative ideas to report them to the class.</p>                                                                                                                                                                                                                                                                                                         | <p>- -work</p>                                | <p><b>* Production:</b><br/>7. Work in pairs. Ask and answer questions about the places that you know. Use the comparative form of the adjectives in the box.<br/>Example:<br/>A: Is Hue busier than Da Nang? B: No, it isn't.</p> <p><b>*Homework:</b><br/>- Write 3 sentences using comparative adjectives.</p>                                                                                                                                                                                                                                                                                                                     |

**PERIOD 29 : CHECK THE TEST1**

**I. Aims:** - Helping students to recognize the mistakes made in the written test.

**II. Objectives:**

- By the end of the lesson, students will be able to recognize the mistakes in their test.

**III. Materials:** Test papers which have been marked.

**IV. Procedure:**

| T's activities                                                                                                                                                                                                                                                                                                                                                                                                                  | Ss' activities                                                                                                                                                                         | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>I) Warm up:</b></p> <ul style="list-style-type: none"> <li>- Greeting.</li> <li>- Get the class to sing a song.</li> </ul> <p><b>II) New lesson:</b></p> <ul style="list-style-type: none"> <li>- Give general comments.</li> <li>- Give the test papers back to ss</li> <li>- Give comments in details.</li> <li>-</li> <li>-</li> <li>- Praise the excellent students and encourage the not- good- yet ones.</li> </ul> | <ul style="list-style-type: none"> <li>- Sing a song to warm up the class.</li> <li>- Listen.</li> <li>- Receive the test papers</li> <li>- Pay attention</li> <li>- Listen</li> </ul> | <p><b>I. CHECK THE TEST1</b></p> <p>I. 2.0 points ( 0.5 each)</p> <p>1- eleven                  2- six</p> <p>3-like                      4-study</p> <p>5-teachers                6-favorite/favourit</p> <p>7-vietnamese            8-wear</p> <p><b>II. Odd one out: (1pt)</b><br/>( 0.25 each)</p> <p>9- D , 10- B , 11- D , 12- B</p> <p><b>III. Choose the best answer: (2pts)</b><br/>( 0.25 each)</p> <p>13- A, 14- B , 15- D , 16-A</p> <p>17-A , 18-B , 19-A , 20-C</p> <p><b>IV. Put the verbs in the correct form: (1pt)</b><br/>( 0.25 each)</p> <p>21- are listening          22- plays</p> <p>23-is sleeping            24-visit</p> <p><b>V. Write : in / on / between: (1.5pts)</b><br/>( 0.25 each)</p> <p>25. in                      26. On                      27. between</p> <p>28.on                      29.in                      30.between</p> <p><b>VI. Read the text then do as requested (1.5pts)</b><br/><i>a/ Choose the best answers to fill in the e-mail: (1pt)</i></p> |

|                                                                                                                              |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>III) Consolidation:</b><br/>- Commment in conclusions.</p> <p><b>IV. Homework:</b><br/>- Prepare the next lesson :</p> | <p>- Listen to the conclusions to make sure to do well next time.</p> | <p>( 0.25 each)</p> <p>31-a      32-b      33-b      34-c</p> <p><b>b/ Answer the questions: (0.5pt)</b><br/>( 0.25 each)</p> <p>35. It's small. (Vy's bedroom is small).</p> <p>36. She usually does her homework on the desk in front of the big window.</p> <p><b>VII. Complete each sentence so it means the same as the sentences above.(1pt)</b><br/>(0.5 each)</p> <p>37. There isn't a bookshelf in my bedroom.</p> <p>38. There is a sink,a fridge,a cooker ,and a cupboard in our kitchen.</p> <p>39.The book is on the notebook.</p> <p>40.The microware is behind the dog .</p> <p><b>IV. Homework:</b><br/>- Prepare the next lesson</p> |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Period 30 : UNIT 4: MY NEIGHBOURHOOD****Lesson 4: Communication****I. Objectives:**

By the end of this lesson, students can talk about different places and show directions to these in a neighborhood.

**II. Language Focus:**

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

2. *Structures*: Comparative adjectives.

**III. Teaching aids**: Course book, CD player.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Ss' Activities</i>                                                  | <i>Content</i>                                                                                                                                                                                                                                                                                                             | <i>Time</i> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Have Ss look at extra vocabulary.</li> <li>- Ask Ss if they know about Hoi An. Allow 20 – 30 seconds for Ss to think.</li> <li>- Have Ss brainstorm about Hoi AN.</li> </ul>                                                                                                                                                                                                          | - Whole class                                                          | <p><b>* <u>Presentation</u>:</b></p> <p>Extra vocabulary: ○</p> <p>First</p> <p>○ Then</p> <p>○ After that</p> <p>○ Finally</p> <p>- What do you know about Hoi An?</p> <p>- Anything you can remember about it.</p>                                                                                                       | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Playing the recording. Ask Ss to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen.</li> <li>- Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers.</li> <li>- Ask Ss to read the audio guide again, paying attention to the use of the connective works.</li> </ul> | <p>- Whole class</p> <p>- Individual work</p> <p>- Individual work</p> | <p><b>* <u>Practice</u>:</b></p> <p>1. Nick is listening to an audio guide to Hoi An. Listen and fill in the gaps.</p> <p>Key:</p> <p>1. Historic</p> <p>2. Convenient</p> <p>3. Straight</p> <p>4. Second</p> <p>5. Left</p> <p>6. Right</p> <p>7. Second</p> <p>8. Next to</p> <p>2. Choose one of the cities below.</p> | 15'         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |                                                                                                                                                                                                                                                       |     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <ul style="list-style-type: none"> <li>- Ask Ss to read the brief information about London and Ho Chi Minh city and look carefully at the two simplified maps of the two cities.</li> <li>- Remind Ss of the expressions they can use to give directions; have Ss refer to the expressions in the dialogue and 5 of getting started.</li> <li>- Have Ss prepare their audio guide individually and then share it with a partner.</li> <li>- Have Ss practice presenting their audio guide in pairs.</li> </ul> | - Pair-work   | <p><i>Create an audio guide for your city.</i></p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>- include some comparisons with other cities.</li> <li>- give directions to different places.</li> </ul>                         | 15' |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Call some Ss to present their audio guide to the whole class.</li> <li>- After each St has finished his/ her audio guide, ask for some comments from the other Ss.</li> <li>- Make comments and any mistakes if there are any.</li> </ul>                                                                                                                                                                                                                             | - Whole class | <p><b>* <u>Production:</u></b></p> <p><i>3. Present your guide to your class.</i></p> <p><b>*<u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>- Write your audio guide in your notebook.</li> <li>- Prepare the next lesson</li> </ul> | 10' |

6A,D:Bù CT tiết 29,30

**Period 31 :UNIT 4: MY  
NEIGHBOURHOOD**

**Lesson 5: Skills 1**

**I. Objectives:**

By the end of this lesson, students can use read for specific and general information about good things and bad things in a neighborhood.

**II. Language Focus:**

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

2. *Structures*: Comparative adjectives.

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                      | <i>Ss' Activities</i>                                                  | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Time</i>           |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Pre-teach</b>   | - Ask Ss to look at the picture of Khang's neighborhood. And ask them some questions.                                                                                                                                                                                                                                                            | - Whole class                                                          | <p><b>* <u>Presentation:</u></b></p> <p><i>Questions:</i></p> <ol style="list-style-type: none"> <li>Where do you think Khang's neighborhood is?</li> <li>What do you think about it?</li> <li>Do you like living there? Why? Why not?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                   | 5'                    |
| <b>While-teach</b> | <p>- Ask Ss to scan the passage to find where the words suburbs, backyard... are in the passage.</p> <p>- Ask Ss to note where they found the information that help them to answer the questions.</p> <p>- Have ss compare their answers in pairs.</p> <p>- Ask Ss to scan the passage again and find the information to complete the table.</p> | <p>- Individual work</p> <p>- Pair - work</p> <p>- Individual work</p> | <p><b>* <u>Practice:</u></b></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Find these words in Khang's blog. What do they mean?</li> <li>Read Khang's blog. Then answer the questions.<br/><u>Key:</u></li> </ol> <ol style="list-style-type: none"> <li>It is in the suburbs of Da Nang City.</li> <li>Because it has beautiful parks and sandy beaches and fine weather.</li> <li>They are very friendly.</li> <li>Because there're many modern buildings and offices in the city.</li> </ol> <p>3. Read Khang's blog again and fill in the table with the information.</p> <p><u>Key:</u></p> | <p>10'</p> <p>10'</p> |

|                   |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <p>them to answer the questions.</p> <ul style="list-style-type: none"> <li>- Have ss compare their answers in pairs.</li> <li>- Remind Ss of expressions they can use to give directions.</li> <li>- Model this activity with a more able St and then have Ss work in pairs.</li> <li>- Call some pairs to talk before the whole class, then invite some comments from other Ss.</li> </ul> | <ul style="list-style-type: none"> <li>- Pair – work</li> <li>- Pair – work</li> </ul> | <ul style="list-style-type: none"> <li>- It's great for outdoor activities.</li> <li>- There's almost everything here</li> <li>- The food is very good.</li> <li>- People are incredibly friendly.</li> </ul> <p>Dislike:</p> <ul style="list-style-type: none"> <li>- the street are busy, crowded, and noisy during the day.</li> </ul> <p><b>Speaking</b></p> <p>4. In pairs, ask and answer questions about how to get to the places on the map.</p> <p>Example:<br/>(page 44)</p> | 10' |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Note some common errors and discuss them with the whole class.</li> <li>- select some pairs to act out their dialogue in front of the class.</li> <li>- give feedback</li> <li>- Give comments on strengths and correct a few errors in the target language.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>- Pair -work</li> </ul>                         | <p><b>* <u>Production:</u></b></p> <p>5. Work in pairs. Ask and answer the question about the way to get to the places in your town, village/ near your school.</p>                                                                                                                                                                                                                                                                                                                    | 10' |

**\*Homework:**

- Prepare the next lesson

Date of planning: 28/10/2017

Date of teaching: 6A: 01/11/2017

6D: 02/11 /2017

6E: 04/11/2017

## I. Objectives:

## II. Language Focus:

- Modal verb: *must*

## IV. Procedures:

[illegible]

|            | <p>neighbourhood. Ask them to count how many things they have in common with their partners.</p> <p>- Ask Ss to make notes on what they like and dislike about their neighbourhood.</p> <p>- Ask them to share their notes with their partners.</p> <p>- Read out the notes from some more able Ss to the whole class.</p> | <p>- Individual work</p> <p>- Individual work</p> <p>-Pair-work</p> | <ul style="list-style-type: none"><li>• Many modern buildings and offices</li><li>• Peaceful street</li><li>• Good restaurants and cafes</li><li>• Sunny weather</li><li>• Busy and crowded streets</li><li>• Many shops, and markets</li></ul> <p>4. Make notes about your neighbourhood. Think about the things you like/ dislike about it.</p> <table><tr><th>LIKE</th><th>DISLIKE</th></tr><tr><td></td><td></td></tr></table> | LIKE | DISLIKE |  |  | 10' |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|--|--|-----|
| LIKE       | DISLIKE                                                                                                                                                                                                                                                                                                                    |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |         |  |  |     |
|            |                                                                                                                                                                                                                                                                                                                            |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |         |  |  |     |
| Post-teach | <p>- Ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.</p> <p>- Ask them to write the first draft. Then have them write their final version.</p>                                                                                             | <p>- Individual work</p>                                            | <p>* <b><u>Production:</u></b></p> <p>5. Write a paragraph about your neighbourhood saying what you like or dislike about living there. Use the information in 4, and Khang's blog as a model.</p>                                                                                                                                                                                                                                 | 10   |         |  |  |     |

**\*Homework:**

- Write your paragraph in your book.
- Prepare the next lesson

Date of planning: 29/10/2017

Date of teaching: 6A,D: 04/11/2017  
6E: 07/11/2017**Period 33: UNIT 4: MY NEIGHBOURHOOD****Lesson 7: Looking Back**

**I. Objectives:**

By the end of this lesson, students can review all what they have learnt in this unit.

**II. Language Focus:**

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

2. *Structures*: Comparative adjectives.

**III. Teaching aids:** Course book, CD player, pictures.**IV. Procedures:**

| Part                                                 | Teacher's Activities                                                                                                                                                                                                                                                                                                                        | Ss' Activities                                                                                                                                                                        | Content                                                                                                                                                                                                                                                                                                                                                                                | Time                                                                                                                             |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Pre-teach                                            | <ul style="list-style-type: none"><li>- Ask Ss to write the words in their notebook individually and then check with their partners. Correct the mistakes. Let Ss repeat the words. Check their pronunciation.</li><li>- Ask Ss to read the sentences carefully and complete them with the adjectives they have learnt in Unit 4.</li></ul> | <ul style="list-style-type: none"><li>- Individual work</li><li>- Pair-work</li><li>- Individual work</li></ul>                                                                       | <p><b>* <u>Presentation:</u></b></p> <p><b>Vocabulary</b></p> <p>1. Write the correct word for each picture.</p> <p>Key:</p> <p>1. statue    2. Railway station<br/>3. park    4. temple<br/>5. memorial    6. cathedral</p> <p>2. Fill in each gap with a suitable adjective.</p> <p>Key:</p> <p>1. noisy    2. narrow<br/>3. historic 4. inconvenient 5. cheaper/ more expensive</p> | 5'                                                                                                                               |
|                                                      | While-teach                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>- Ask Ss to work individually to put the following adjectives in the correct column.</li><li>- Check and confirm the correct answers.</li></ul> | Individual work                                                                                                                                                                                                                                                                                                                                                                        | <p><b>* <u>Practice:</u></b></p> <p><b>Grammar</b></p> <p>3. Put the following adjectives in the correct column.</p> <p>Key:</p> |
| <b>One syllable</b>                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |
| Fast, hot, large                                     |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |
| <b>Two syllables</b>                                 |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |
| Happy, noisy, quite, heavy                           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |
| <b>Three or more syllables</b>                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |
| Exciting, expensive, convenient, difficult, polluted |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |

|                             |                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|-----------------|--------|---------|---------------|----------------|---------------|---------|--------|----------------|---------|-----|
| English Lesson Plan Grade 6 |                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| While-teach                 | <ul style="list-style-type: none"><li>- Ask Ss to match the name of a nature wonder in column A with a word in column B.</li><li>- Ask Ss to check their answers with a partner before discussing their answers as a class.</li></ul>  | <ul style="list-style-type: none"><li>- Individual work</li><li>- Pair-work</li></ul> | <p>4. Match the name of a nature wonder in column A with a word in column B.</p> <p><u>Key:</u></p> <table><tr><td>Faster</td><td>Happier</td></tr><tr><td>More convenient</td><td>Hotter</td></tr><tr><td>Noisier</td><td>More polluted</td></tr><tr><td>More difficult</td><td>More exciting</td></tr><tr><td>Heavier</td><td>Larger</td></tr><tr><td>More expensive</td><td>Quieter</td></tr></table> | Faster | Happier | More convenient | Hotter | Noisier | More polluted | More difficult | More exciting | Heavier | Larger | More expensive | Quieter | 10' |
|                             | Faster                                                                                                                                                                                                                                 | Happier                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| More convenient             | Hotter                                                                                                                                                                                                                                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| Noisier                     | More polluted                                                                                                                                                                                                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| More difficult              | More exciting                                                                                                                                                                                                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| Heavier                     | Larger                                                                                                                                                                                                                                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
| More expensive              | Quieter                                                                                                                                                                                                                                |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |        |         |                 |        |         |               |                |               |         |        |                |         |     |
|                             | <ul style="list-style-type: none"><li>- Ask Ss to complete the sentences comparing the pictures. Use comparative form of the adjectives given.</li></ul>                                                                               | <ul style="list-style-type: none"><li>- Pair-work</li></ul>                           | <p>5. Complete the sentences comparing the pictures. Use comparative form of the adjectives below.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"><li>Noisier than</li><li>More modern than</li><li>More convenient than</li><li>More beautiful than</li><li>More expensive than</li></ol>                                                                                                     | 10'    |         |                 |        |         |               |                |               |         |        |                |         |     |
| Post-teach                  | <ul style="list-style-type: none"><li>- Ask Ss to read the questions and answers twice. Then match them.</li><li>- Have them write all sentences in their notebooks.</li><li>- Ask Ss to role-play the questions and answers</li></ul> | <ul style="list-style-type: none"><li>- Individual work</li><li>- Pair-work</li></ul> | <p>* <b><u>Production:</u></b></p> <p><b>Communication</b></p> <p>6. Match the questions with the correct answers.</p> <p><u>Key:</u></p> <p>a – c    d – e    f – g    h – b</p> <p>7. Role-play the questions and answers.</p>                                                                                                                                                                         | 10'    |         |                 |        |         |               |                |               |         |        |                |         |     |

**\*Homework:**

- Do “project”.
- Prepare next lesson

# RIVISION

## UNIT 3+UNIT4

Review is to revise the language Ss have studied and the skills they have practiced since Unit3.

The lexical items related to the topic “My friends” and the topic “My neighborhood”.

- +Verbs be and have for descriptions.
- +The Present continuous for future.
- +Comparative adjectives.

## V. Procedures:

| T'activities                                                                                                                                                            | Ss'activities   | content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I.RIVISION:Unit 3:</b><br><i>1. Vocabulary:</i> the lexical items related to the topic “My friends”.<br><i>2. Structures:</i><br>+Verb have and be for descriptions. | Listen and copy | <u><b>I.ĐỘNG TỪ “HAVE”: CÓ (have/ has)</b></u><br><br>(+) I/ You/ We/ They/DTSố nhiều + have+ N.<br>He/ She /It/ DT số ít + has+ N.<br><br>(-)I/ You/ We/ They/ DTSố nh + don’t have+ N.<br>He/ She/ It/ DT số ít + doesn’t have+ N.<br><br>(?) Do+I/ you/ we/ they/ DT số n + have+ N?<br>Does + he/ she/ it/ danh từ số ít + have+ N?<br>Yes, S+ do/does.<br>No, S + don’t/doesn’t.                                                                                                                                                                                    |
| +The Present continuous for future.                                                                                                                                     | Listen and copy | EX1: I <i>have</i> a new pen.<br>I <i>don’t have</i> a new pen.<br>Do you <i>have</i> a new pen?<br>Yes, I do..<br>EX2: She <i>has</i> a new pen.<br>She <i>doesn’t have</i> a new pen.<br>Does she <i>have</i> a new pen?<br>Yes, she does.<br><u><b>LƯU Ý:</b></u><br>-Khi mô tả về khuôn mặt, tóc, mũi....ta dùng<br>have/ has<br>-Khi mô tả tính cách, chiều cao.....ta dùng:<br>To be ( am/ is/ are)<br>EX: He is tall. He is friendly.<br>He has a round face. He has short hair.<br><u><b>II.THÌ HIỆN TẠI TIẾP DIỄN:</b></u> (diễn tả 1 kế hoạch trong tương lai) |

**II.RIVISION:Unit 4:****Language Focus:**

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

**2. Structures:**  
Comparative adjectives.

Do exercises

-Thường dùng kèm với: **tonight/ this evening (tối nay)/ tomorrow (ngày mai)**

EX: I’m not coming **tonight**. I’m busy.

**This evening**, they are watching a film.

**Tomorrow**, I’m playing football with my team.

**III.COMPARATIVE ADJECTIVES:**

**(Tính từ so sánh)**

a.Đối với tính từ ngắn: (Short adj)

- Là những tính từ khi phát âm chỉ có 1 âm tiết:  
*short* → *shorter*, *tall* → *taller*, *big* → *bigger*....

**S1 + be + tính từ ngắn + “er” + than + S2**

Ex: I am taller than she is (hoặc her).

My father is bigger than your father.

b.Đối với tính từ dài:(Long adj)

- Là những tính từ khi phát âm có từ 2 âm tiết trở lên: *careful* → *more careful*, *beautiful* → *more beautiful*...

**S1 + be + MORE + tính từ dài + than + S2**

Ex: My mother is more beautiful than her mother.

This book is more exciting than that book.

**Lưu ý:**

a.Khi tính từ có 2 âm tiết mà tận cùng là:  
*Y, OW, ET, ER* thì được xem là tính từ ngắn

Ex: happy → happier

Narrow → narrower

Quiet → quieter

Clever → cleverer

Gentle → gentler → the gentlest

b. Nếu tính từ tận cùng là “Y”, trước nó là 1 phụ âm thì đổi “Y” → I rồi thêm *ER*

Ex: lovely → lovelier

c. Nếu tính từ ngắn tận cùng là *E*, ta chỉ thêm

*R* Ex: nice → nicer

d. Nếu tính từ ngắn tận cùng là 1 phụ âm, trước nó là 1 nguyên âm thì ta gấp đôi phụ âm cuối rồi thêm *ER* (ngoại trừ tính từ tận cùng là: *W*).

Ex: thin → thinner

Fat → fatter

*hung* : Slow → slower

|                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>-Do exercises :</p> <p><b>4. Homework.</b></p> <p>-Do exercises in workbook</p> |  | <p>ous..... là những tính từ dài.</p> <p>Ex: more bored, more useful, more boring, more selfish, more continuous.....</p> <p>❖ <b><u>NGOẠI LỆ:</u></b></p> <p>a. Good / well → better</p> <p>b. Bad / badly → worse</p> <p>c. Much / many → more</p> <p>d. Little → less</p> <p>e. Far → farther / further</p> <p><b>Ex1: Fill each blank with a suitable word from the box.</b></p> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">untidy are not near next on his bag</div> <p>An's bedroom is big but messy. There ...(1)... clothes on the floor. There is a big desk ...(2)... the window, there are dirty bowls and chopsticks ...(3)... it. He usually puts his school ...(4)... under the desk. His bed is ...(5)... to the desk, and it is also ...(6).... There is a cap, some CDs and some books on the bed. An's Mum is ...(7)... happy with this, and how An is tidying up ...(8)... room.</p> |
|------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Date of planning: 4/11/2017

Date of teaching: 6A: 08/11/2017  
6D: 09/11 /2017  
6E: 09/11/2017

**Period 35: UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 1: Getting Started**

**I. Objectives:**

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.

2. *Structures*: Superlatives if short adjectives.

Modal verb: *must*

**III. Teaching aids:** Course book, CD player, picture.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Ss' Activities</i>                                                                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Time</i> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Show some pictures of nature wonders.</li> <li>- Ask Ss questions about the picture.</li> <li>- Ask Ss to share any recent experiences of going on a picnic.</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Whole class</li> </ul>                                                | <p><b>* <u>Presentation:</u></b><br/>Describe the pictures.<br/>Ex:<br/> <ul style="list-style-type: none"> <li>- What can you see in this picture?</li> <li>- Where is it?</li> <li>- Do you know this place?</li> </ul> </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Ask Ss to work individually. Allow them to share answers before discussing in groups or as a class.</li> <li>- Tell Ss to refer back to the conversation to find the phrases. Ask Ss to write the sentences. Ensure they add appropriate punctuation.</li> <li>- Practice saying the phrase together.</li> <li>- Use the example to practice a conversation with Ss. Then ask Ss to develop a role-play around their ideas. Support with suggestions. More able Ss can try to extend the conversation.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Group-work</li> <li>- Pair-work</li> </ul> | <p><b>* <u>Practice:</u></b><br/> <b>1. Listen and read</b><br/>         */ New words.<br/>         - desert   dɪ'zɜ:t  <br/>         - waterfall   'wɔ:təfɔ:l  <br/>         - valley   'væli  <br/>         - island   'aɪlənd  <br/> <b>a. Answer the following questions.</b><br/> <b>Key:</b><br/>         1. Vy is<br/>         2. She went to wrong room.<br/>         3. Uluru<br/>         4. Australia.<br/>         5. An island.<br/> <b>b. Put the words in the correct order.</b><br/> <b>Key:</b><br/>         1. Can you spell that, please?<br/>         2. Can you repeat that, please?<br/>         3. Can I come in?<br/> <b>c. Brainstorm situations when people use these sentences.</b><br/> <b>Then role-play the situations with a partner.</b><br/> <b>Example:</b></p> | 10'         |

|                   |                                                                                                                                                                                                                                                                                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                   | <p>- Ask pairs to perform for the class.</p> <p>- Play the recording. Ask Ss to listen and repeat the words.</p> <p>- Ask Ss to label the pictures with the correct words. Ss can work in pairs.</p> <p>- Show picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.</p> | <p>- Individual work</p> <p>- Pair -work</p> | <p>A: Hi, Can I order a cheese and meat pizza, please?<br/>B: Sure. What's your name, please?<br/>A: It's Nick.<br/>B: Can you spell that, please?<br/>A: Yes, it's N-I-C-K.</p> <p><b>2. Listen and repeat the following words.</b></p> <p>1. mountain      2. River<br/>3. waterfall      4. Forest<br/>5. cave      6. Desert<br/>7. lake      8. Beach<br/>9. island      10. valley</p> <p><b>3. Now label the pictures.</b><br/><u>Key:</u><br/>1. mountain      2. river<br/>3. waterfall      4. forest<br/>5. cave      6. desert<br/>7. lake      8. beach<br/>9. island      10. valley</p> | <p>10'</p> <p>10'</p> |
| <b>Post-teach</b> | <p>- Ask Ss to look back the conversation in Getting Started and try to find the vocabulary used.</p>                                                                                                                                                                                                   | <p>- Group-work</p>                          | <p><b>* <u>Production:</u></b><br/><b>4. Read the conversation in 1 again. Tick the words you can find.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>10'</p>            |

**\*Homework:**

- Learn Vocabulary.
- Practice the conversation.
- Prepare the next lesson

Date of planning: 4/11/2017

Date of teaching: 6A,D,E: 11/11/2017

**Period 36: UNIT 5: NATURAL WONDERS OF THE WORLD****Lesson 2: A Closer Look 1****I. Objectives:**

By the end of this lesson, students can pronounce correctly the sounds /t/ and /st/ in isolation and in context; use vocabulary related to “travel item”.

## II. Language Focus:

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.

2. *Structures*: Superlatives if short adjectives.

Modal verb: *must*

**III. Teaching aids:** Course book, CD player, flash cards.

## IV. Procedures:

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Ss' Activities</i>                                                                      | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                               | <i>Time</i> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <ul style="list-style-type: none"> <li>- Ask Ss to match the words they know.</li> <li>- Practice saying the vocabulary with Ss. Ask Ss to touch the correct pictures as they say the word. Alternatively, create a mime for each word with Ss.</li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Whole class</li> </ul> | <p><b>* <u>Presentation</u>:</b></p> <p><b>I.Vocabulary:Travel items</b></p> <p>1. Match the words with the pictures then practice saying the following items.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. painkillers</li> <li>2. Scissors</li> <li>3. plaster</li> <li>4. Sun cream</li> <li>5. sleeping bag</li> <li>6. Walking boots.</li> <li>7. Backpack</li> <li>8. compass.</li> </ol> | 5'          |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Read and act out the sentences.</li> <li>- Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences.</li> <li>- Check their ideas at the end.</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>                        | <p><b>* <u>Practice</u>:</b></p> <p>2. Complete the following sentences.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Compass</li> <li>2. Sun cream</li> <li>3. Painkillers</li> <li>4. Backpack</li> <li>5. Plaster.</li> </ol>                                                                                                                                                                | 10'         |
|                    | <ul style="list-style-type: none"> <li>- Remind Ss that in the introduction they thought about useful things for beach, desert, and mountain. Tell Ss they are going to a beach holiday and they need to order the items from very useful to not very useful.</li> <li>- allow Ss to work in pairs to form their list.</li> <li>- Ask pairs to join other groups and compare their lists. Encourage more able Ss to give reasons for their choices.</li> </ul> | <ul style="list-style-type: none"> <li>- Pair-work</li> </ul>                              | <p>3. Now put the items in orders. Number 1 is most useful on holiday. Number 8 is the least useful.</p>                                                                                                                                                                                                                                                                                                     | 10'         |
|                    | <ul style="list-style-type: none"> <li>- Play the recording.</li> <li>- Ask Ss to listen and number</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Individual work</li> </ul>                        | <p><b>II.Pronunciation: Sounds:</b></p> <p>/t/ and /st/</p> <p>4. Listen and number the words</p>                                                                                                                                                                                                                                                                                                            | 10'         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <p>the words in the order they hear them.</p> <ul style="list-style-type: none"> <li>- Allow Ss to compare their answers.</li> <li>- Play the recording the second time. Discuss the answers as a class.</li> <li>- Play the recording again. Pause after each word and ask Ss to repeat.</li> </ul>                                                                                               | - Whole class | <p><i>you hear.</i></p> <p><b>Best boat coast lost boot<br/>desert plaster forest</b></p> <p><i>5. Listen again and repeat the words.</i></p>                                                                                                                                                                                                                                                                                                                                             |     |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the /t/ or /st/ sounds.</li> <li>- Alternatively, divide the class into a /t/ group and a /st/ group and they listen and respond to their own sound.</li> <li>- Play the recording again. Pause after each sentence and ask Ss to repeat.</li> </ul> | - Group-work  | <p><b>* <u>Production:</u></b></p> <p><i>6. Listen and repeat. Pay attention to the bold-typed parts of the words.</i></p> <p><b>1.</b> Swimming in the sea in summer is <b>best</b>.</p> <p><b>2.</b> Ha Long Bay has the nicest scenery in Viet Nam.</p> <p><b>3.</b> The Amazon rainforest is in Brazil.</p> <p><b>4.</b> One day, I want to see Ayres Rock.</p> <p><b>5.</b> The Sahara is the hottest desert in the world.</p> <p><b>6.</b> I want to explore the coast by boat.</p> | 10' |

**\*Homework:**

- Learn vocabulary by heart.
- Prepare the next lesson.

Date of planning: 4/11/2017

Date of teaching: 6A: 13/11/2017  
6D,E: 14/11/2017**Period 37: UNIT 5: NATURAL WONDERS OF THE WORLD****Lesson 3: A Closer Look 2****I. Objectives:**

By the end of this lesson, students can use comparative and superlative adjectives to describe things in nature.

## II. Language Focus:

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.

2. *Structures*: Superlatives of short adjectives.

Modal verb: *must*

**III. Teaching aids:** Course book, CD player, pictures.

## IV. Procedures:

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                  | <i>Ss' Activities</i>                                          | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Ti</i>       |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Pre-teach</b>   | - Show some pictures about some places in the world.                                                                                                                                                                                                                                                                                                         | -Whole class                                                   | * <b><u>Warm-up:</u></b><br>Where is it?<br>(Ss' answer)                                                                                                                                                                                                                                                                                                                                                                                               | <i>me</i><br>5' |
| <b>While-teach</b> | - Choose more able Ss to act as Vy, and read the sentences to the class.<br>- Ask Ss to stick T or F in the box provided.<br><br>- Play the recording and allow Ss to check their answers.                                                                                                                                                                   | - Individual work<br><br>- Individual work                     | * <b><u>Presentation:</u></b><br><b>I. Grammar</b><br>*. <b>Comparative and superlative adjectives</b><br>1. Vy is giving a quiz about wonders of the world. Read the sentences and guess if they are true or false.<br>Key:<br>1. T    2. T    3. F<br>4. T    5. T    6. T                                                                                                                                                                           | 10'             |
| <b>While-teach</b> | - Ask Ss to look back at Vy's sentences, find and underline all the examples of -est.<br><br>- Ask Ss to complete the table individually. Discuss their answers at the end<br>- Ask Ss to complete the passage with the correct words. Pairs can practice role-playing the completed passage.<br><br>- Prepare the slips of paper beforehand for the groups. | - Individual work<br><br>- Individual work<br><br>- Group work | <b>II. <u>Practice:</u></b><br>3. Underline all the words ending in -est in the quiz. (Watch out)<br>4. Complete the table with the comparatives and superlatives.<br><br>5. Now Vy is talking about other amazing places. Complete the passage.<br>Key:<br>1. hottest    2. hotter<br>3. coldest    4. coldest<br>5. colder    6. biggest<br>7. highest    8. smaller<br><br>6. Cut up some pieces of paper. Write the names of some famous places on | 10'             |

Alternatively dictate the names of

|                   |                                                                                                                                                                                                            |               |                                                                                                                                                                                                                                                                                                                 |     |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                   | <p>the places and allow Ss to write them on blank slips.</p> <p>- Ask Ss to read Vy's note and find the uses of "must". Refer Ss back to the grammar table if necessary. Discuss the uses of</p>           |               | <p><i>them. Work in group and make sentences about the places.</i></p> <p>7. <i>Vy is giving Mai some feedback. Read and underline the forms of <b>must</b>.</i></p>                                                                                                                                            |     |
| <b>Post-teach</b> | <p>- Ask Ss to complete the sentences. Ss can share their ideas in pairs. Discuss answers as a class. As an extension, Ss can act out the sentences, one acting as a teacher, one acting as a student.</p> | - Pair - work | <p><b>III. <u>Production:</u></b></p> <p>8. <i>Look at the classroom rules below. Write some more rules for you and your classmate.</i></p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. We must arrive on time.</li> <li>2. We mustn't pick flowers in the school garden.</li> <li>...</li> </ol> | 10' |

**\*Homework:**

- Practice more by using *the comparatives and superlatives*.
- Prepare next lesson

Date of planning: 4/11/2017

Date of teaching: 6A: 15/11/2017  
6D,E: 16/11/2017

**Period 38: UNIT 5: NATURAL WONDERS OF THE WORLD****Lesson 4: Communication****I. Objectives:**

By the end of this lesson, students can use must and mustn't to give orders and talk about and give travel advices.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.

2. *Structures*: Superlatives if short adjectives.

Modal verb: *must*

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Ss' Activities</i> | <i>Content</i>                                                                                                                                                                                                                                                    | <i>Time</i> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <p><b>* <u>Presentation:</u></b></p> <p>- Have Ss look at extra vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                                  | - Whole class         | <p><b>*Extra vocabulary:</b></p> <p>+Tent(n):</p> <p>+Torch(n):</p> <p>+Sun hat(n):</p> <p>+Waterproof coat(n):</p> <p>+Map(n):</p> <p>+Mobile phone(n):</p>                                                                                                      | 5'          |
| <b>While-teach</b> | <p><b>* <u>Practice:</u></b></p> <p>- Show the picture of Mount Everest.</p> <p>- Ask Ss to look at the picture of Mount Everest and show picture of extra vocabulary.</p> <p>Ask Ss to decide whether the objects are useful for going to Mount Everest, e.g. <i>Must we take a torch to Mount Everest?</i></p> <p>- Ask Ss to read quickly and check their ideas.</p> <p>- Ask Ss to read the text again and ask some follow-up questions.</p> | - Whole class         | <p><b>1. Read the travel guide entry.</b></p> <p>- Must we take a torch to Mount Everest?</p> <p>- What is a mountain range?</p> <p>- What do you think diverse mean?</p> <p>- Have you had any unforgettable experiences?</p> <p>...</p>                         | 10'         |
|                    | - Ask Ss to use information in the text and their own ideas to fill the must and mustn't columns.                                                                                                                                                                                                                                                                                                                                                | - Individual work     |                                                                                                                                                                                                                                                                   | 10'         |
|                    | - Create your own list and demonstrate the activity with a more able St.                                                                                                                                                                                                                                                                                                                                                                         | - Pair-work           | <p><b>2. Now make a list of the things you must take to the Himalayas. Then add things you mustn't take.</b></p> <p><b>3. Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas. Try to give reasons.</b></p> | 10'         |

|                   |                                                                                    |               |                                                                                |     |
|-------------------|------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------|-----|
| <b>Post-teach</b> | - Ask the class to complete the role-play. Ask pairs to demonstrate for the class. | - Whole class | * <b><u>Production:</u></b><br>4. <i>Perform your role-play for the class.</i> | 10' |
|-------------------|------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------|-----|

**\*Homework:**

- Write 4 sentences with must and mustn't.
- Prepare the next lesson.

Date of planning: 4/11/2017

Date of teaching: 6A: 22/11/2017  
6D,E: 21/11/2017**Period 39: UNIT 5: NATURAL WONDERS OF THE WORLD****Lesson 5: Skills 1****I. Objectives:**

By the end of this lesson, students can use read a brochure for tourist information and talk about and give travel advice.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.
2. *Structures*: Superlatives if short adjectives.  
Modal verb: *must*

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                      | <b>Ss' Activities</b> | <b>Content</b>                                                                                                                                                                                                                                                   | <b>Time</b> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Pre-teach</b>   | <p><b>* <u>Presentation:</u></b></p> <p>- Ask Ss to compare the text in Communication and Skill 1. Encourage them to think of the purposes of the texts and where they might see them.</p>                       | - Whole class         | <p><i>Introduction</i><br/>(Ss' answers)</p>                                                                                                                                                                                                                     | 5'          |
| <b>While-teach</b> | <p><b>* <u>Practice:</u></b></p> <p>- Ask Ss to read the text quickly to answer the questions and check their ideas from the introduction.</p> <p>- Discuss the Study Skill with Ss.</p>                         | - Individual work     | <p><b>I. Reading</b></p> <p>1. Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.</p> <p>- Where is the passage from?</p> <p>- What is it about?</p> <p>- What do you know about the subjects?</p> | 10'         |
|                    | <p>- Ask Ss to find the four words in the passage and underline them, then check their meaning.</p> <p>- Ask Ss to read the sentences then write True or False. Refer them back to the text for the answers.</p> | - Individual work     | <p>2. Find these words in the passage in 1, then check their meaning.</p>                                                                                                                                                                                        | 10'         |
|                    | <p>- Ask Ss to read the passage again and answer the questions.</p>                                                                                                                                              | - Individual work     | <p>3. Read the following sentences. Then tick true or false.</p> <p>Key:<br/>1. T 2. F 3. T 4. F<br/>5. T</p>                                                                                                                                                    | 10'         |
|                    | <p>- Discuss with Ss which things they find interesting about Ha Long Bay and Hue. Brainstorm ideas on the board.</p>                                                                                            | - Pair – work         | <p>4. Make your own English camp schedule.</p> <p>Key:<br/>1. Ha Long Bay is in Quang Ninh Province.<br/>2. You must take a boat ride.<br/>3. A visit to the Imperial City more important.</p>                                                                   |             |

|                   |                                                                                                                                                         |               |                                                                                                                                                                                                                                                                                |  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                   | - Ask Ss to close the books.<br>Ask Ss to tell their partner about the place.                                                                           | - Group -work | 4. Because people travel there just for the food.<br><br><b>II.Speaking</b><br>5. <i>Make notes about one of the places in the brochure. Use the information in the text and your own ideas.</i><br>6. <i>Tell your partner about the place.</i><br><i>Ha Long Bay and Hue</i> |  |
| <b>Post-teach</b> | Show a picture of your town. Tell the class they are visiting it. Review interesting features of your town with Ss. Then ask Ss to suggest some advice. | - Pair -work  | <b>* <u>Production:</u></b><br>7. <i>Your friends are visiting your town. Think about what they must and mustn't do while they are here. Role-play the conversation in groups.</i><br>Things they must do/bring:<br>...<br>Things they mustn't do/bring:                       |  |

**\*Homework:**

- Prepare the next lesson.

Date of planning: 4/11/2017

Date of teaching: 6A: 25/11/2017  
6D,E: 23/11/2017**Period 40: UNIT 5: NATURAL WONDERS OF THE WORLD****Lesson 6: Skills 2****I. Objectives:**

By the end of this lesson, students can listen to get the information about travel plans and write a travel guide entry about an interesting place.

**II. Language Focus:**

1. *Vocabulary:* the lexical items related to “things in nature” and “travel item”.
2. *Structures:* Superlatives if short adjectives.

Modal verb: *must***III. Teaching aids:** Course book, CD player**IV. Procedures:**

- Write a travel guide in your notebook.
- Prepare the next lesson

*Date of planning:* 4/11/2017

*Date of teaching:* 6A,D,E: 27/11/2017  
6D,E: 25/11/2017

**Period 41: UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 7: Looking Back**

**I. Objectives:**

By the end of this lesson, students can review all what they have learnt in this unit.

**II. Language Focus:**

1. *Vocabulary:* the lexical items related to “things in nature” and “travel item”.
2. *Structures:* Superlatives if short adjectives.

Modal verb: *must*

**III. Teaching aids:** Course book, CD player, pictures.

**IV. Procedures:**

| <i>Part</i> | <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Time</i> |
|-------------|-----------------------------|-----------------------|----------------|-------------|
|-------------|-----------------------------|-----------------------|----------------|-------------|

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Pre-teach</b>   | - Ask Ss to label things nature they can see in the picture.<br><br>- Ask Ss to work individually and write the words about travel items.                                                                                                                                                                                                                                                                                                                                             | - Individual work<br><br>- Individual work | * <b>Presentation:</b><br><b>I.Vocabulary: things in nature</b><br><i>1. Label the things nature you can see in this picture.</i><br><i>Key:</i><br>1. mountain      2. Waterfall<br>3. forest        4. Cave<br>5. desert         6. Lake<br>7. beach          8. Island<br>9. valley<br><br><b>Travel items</b><br><i>2. Write the words</i><br>1.                    4.<br>2.                    5.<br>3.                    6. | 5'             |
| <b>While-teach</b> | Ask Ss to work individually to complete the sentences                                                                                                                                                                                                                                                                                                                                                                                                                                 | - Individual work                          | * <b>Practice:</b><br><b>II. Grammar</b><br><i>3. Fill the gaps in the following sentences.</i><br><i>Key:</i><br>1. hottest    2. longest<br>3. highest   4. largest<br>5. best                                                                                                                                                                                                                                                   |                |
| <b>While-teach</b> | - Ask Ss to work in pairs and match the name of a natural wonder in column A with a word/ phrase in column B. Monitor the activity and offer help to Ss when necessary.<br><br>- Ask Ss to practice the conversation in pair. Draw Ss' attention to the questions and answers for the information about Mount Everest and Loch Lomond. Then ask them to discuss all the natural wonders in 4.<br>- Ask them to provide any related information they know about these natural wonders. | - Pair-work                                | <i>4. Match the name of a nature wonder in column A with a word in column B.</i><br><i>Key:</i><br>1-d<br>2-c<br>3-a<br>4-e<br>5-b<br><br><i>5. Work in pairs and practice the conversation below. Discuss all the nature wonders in 4 and any related information you know.</i>                                                                                                                                                   | 10'<br><br>10' |
| <b>Post-</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            | * <b>Production:</b>                                                                                                                                                                                                                                                                                                                                                                                                               | 10'            |

|              |                                                                                                                                                                                                                |             |                                                                                                                   |  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------|--|
| <b>teach</b> | - Divide Ss into group A and B. Allow them to complete their part of the dialogue. Then Ss act out the dialogue. Choose pairs to demonstrate for the class. T can encourage them to include mimes and actions. | - Pair-work | <b>III. Communication</b><br><i>6. Complete the dialogue.</i><br>Key:<br>1. Must<br>2. Must<br>3. Must<br>4. Must |  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------|--|

**\*Homework:**

- Do “project” on page 56.
- Prepare next lesson

Date of planning: 24/11/2017

Date of teaching: 6A: 27/11/2017  
6D,E: 28/11/2017**Period: 42****REVIEW 2****( Unit 4 ,5)****I/ Objectives*****By the end of the lesson, the students can:***

- Use the lexical items related to unit 4, 5.
- Practise using the comparative and superlative of the adj.

**II/ Language contents**

- Lexical items related to unit 4, 5.
- The comparative and superlative of the adj.

**III/ Teaching aids**

Prepare pictures, CD disk, cassette

**IV. Anticipated problems**

- \* Ss may have difficulty in completing all exercises.
- \* Solution: T makes models, explains, gives eliciting questions.

**V.Procedures:**

| Teacher' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students' activities                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>I.Vocabulary:</b></p> <p><b>1.Find in the box the opposites of the words(Ex2/page 68)</b></p> <p>Give Ss enough time to do the task individually. Then tell them they will play the game 'Race to the board'.</p> <p>Copy the adjective lists to the board (one copy for each team). Ask for 20 volunteers for 2 teams, each team of 10 students. The two teams stand in 2 lines facing towards the board and when they hear a signal sound from you they will take turns to write the opposite on the board as quickly as they can. The fastest team which has the most correct answers wins.</p> <p><b>II.Grammar:</b></p> <p><b>1.Rewrite the sentences,using the comparative or superlative of the adjectives in 2 above.(Ex5/p 68)</b></p> | <p>Do as required</p> <p>play the game 'Race to the board'.</p> <p>Key: 1. small    2. noisy    3. cheap    4. low<br/>5. sad    6. hot<br/>7. unimportant    8. short<br/>9. clean    10. boring</p> <p>Ss do the task individually first then share the work with the partners.</p> |

Do the first sentence with Ss as a model. Ask them to identify the adjective (cold). Ask them to give the opposite, then elicit the new sentence beginning with the subject "Viet Nam". Tell them to do similarly with the rest, and they can find the word lists in 2.

**2. Complete the sentences with the Present simple or the Present continuous form of the verbs.**

1. They often (visit) .....their parents in the holidays.
2. We (speak) .....French at the moment.
3. I (watch) .....TV about 3 hours a day.
4. My family usually (go) .....to the movies on Sunday.
5. Look at the girl! She (ride).....a horse.
6. We (play) .....tennis now.
7. Minh sometimes (practice) .....the guitar in his room.
8. ....you (like) ....chocolate ice cream?
9. I really (like) .....cooking.
10. Hung can't answer the phone because he (take)..... a shower.
11. -.....They (be) your sisters?  
- Yes, they(be).....
12. On my way home I often(meet) ....many children who (go) ...to school.
13. Mary (not work) ..... today because it's Sunday.
14. My father and I (visit) .....Ha Long Bay this summer vacation.
15. Let's (help)..... mom, LAN. She (clean)..... the floor.

Volunteers write the sentences on the board

Key:

1. Viet Nam is much hotter than Sweden.
2. The Andes is the longest range in the world.
3. A car is often more expensive than a motorbike.
4. Ho Chi Minh City is noisier than Hoi An.
5. The air in the city is often more polluted than the air in the countryside.
6. Ba Be Lake is the biggest natural lake in Viet Nam.

**Homework:**

**+Do exercises on workbook**

**+Revision for test 2**

Date of planning: 25/11/2017

Date of teaching: 6A: 29/11/2017  
6D,E: 30/11/2017**Period 43: Written test 2****Aims:** - Evaluating the students' understanding about the learned vocabulary and structures**Objectives:** - Students will be able to understand the requirement of the test and to do the test correctly using the learned language items.**Materials:** Copies of the written test needed for the whole class.**Time allowed:** 45 minutes**Procedure:****\*TEST (For class 6)**

6A: 29 /11/2017

6D,E: 30 /11/2017

**Part A. Listening (2.5ms)****I. Listen and number the words you hear from 2 to 6. Number 1 is an example. (1.25ps)**

|        |        |      |       |      |      |      |
|--------|--------|------|-------|------|------|------|
| Words  | desert | best | coast | boat | lost | boot |
| Number |        | 1    |       |      |      |      |

**II. Listen to the following conversation and fill the missing words (1.25ps)**

A: Excuse me. Where is the supermarket ?

B: Go to the end of this street. It's on your (1).....

A: And where is the lower secondary school ?

B: It's in Le Duan Street. Take the second (2)..... and it's on your left.

A: Great! Where can I have (3)..... coffee ?

B: "Quynh" Café in Tran Quang Dieu Street is a good one.

A: How can I get there ?

B: First (4)..... left, then turn right. Go Straight. It's on your left.

A: How about art gallery ?

B: First take the third left. Then (5)..... to the end of Le Loi Street, and it's on your right.

**Part B. Language focus (3 Ps)****I. Choose the best answer.( 1.5p)**

1. There is a park in front ..... the hotel.

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

2. Hoi An is so .....

A. boring B. historic C. terrible D. modern

3. The town has many motorbikes. It's very .....

A. quiet B. happy C. exciting D. noisy

4. My head hurts. I need to take some .....

A. backpacks B. compasses C. painkillers D. plasters

5. Excuse me ! ..... there a post office near here ?

A. Is B. Are C. Do D. Does

6. Ayres Rock is in .....

A. Viet Nam B. Australia C. Brazil D. Great Britain

**II. Give the correct form of the following verbs: ( 0.5p)**

1. You must ( get )..... up early .

2. Look ! Our teacher (come).....

**III. Fill the blanks with the appropriate forms of the adjectives in brackets(1p)**1. Travelling by taxi is .....than by bus. (**expensive**)2. The Sahara is the .....desert in the world. (**hot**)3. This building is ..... than that one. (**tall**)4. She's not very happy. Her exam results are .....than her sister. (**good**)**Part C. Reading: (2,5 ms)**

**I. Complete the letter using the words in the box. (1,5 marks)**

|     |         |          |     |         |       |
|-----|---------|----------|-----|---------|-------|
| air | staying | backyard | are | cleaner | noisy |
|-----|---------|----------|-----|---------|-------|

Dear Nick,

I'm sorry I couldn't write to you earlier because I was very busy. Now, we're (1) .....in a small hotel near a shopping area. Near my hotel, there's a cinema, and a supermarket. There (2)..... some big shops at the end of the street. It's also very (3)..... here because there's always a lot of traffic, day and night. In my hometown I live in a quieter street. There are some small shops, a school, a post office but there isn't a cinema. The streets are narrower but they are (4)..... and there isn't so much traffic. The (5) ..... is much fresher, too. And every house has a (6) ..... and a front yard.

**II. Read the E-mail and answer the following questions.( 1p)**

Dear Phong!

I'm sorry I couldn't write to you earlier because I was very busy. Now, we're staying in a small hotel near a shopping area in District 10. Near my hotel, there's a cinema, a bank, a supermarket and some cafés. There are some big shops at the end of the street. It is also very noisy here because there's always a lot of traffic, day and night.

In my hometown, I live in a quieter street. There are some small shops, a school and a market in my neighbourhood but there isn't a park and a cinema. The streets are narrower but they are cleaner and there isn't so much traffic. The air is much fresher, too. And every house has a backyard and a front yard.

Love,

Minh

1. Where is Minh staying now?
2. Why is it very noisy around his hotel?
3. What are there in his neighbourhood?
4. Is there a cinema in his neighbourhood?

**Part D. Writing (2ms)****I. Reorder the words to make the meaningful sentences.( 1p )**

1. modern / This / is / that / more / hotel / than / one.

-> .....

2. on / Take / turning / the / left / the / second.

-> .....

3. a / square / there / near / house / Is / your ?

-> .....

4. do / at / must / You/ homework / home / your.

-> .....

**II. Rewrite these sentences so that it has the same meaning as the root ones. (1P)**

1. Viet Nam doesn't have any deserts.

-> There.....

2. No one in my class is more beautiful than Hanh.

-> Hanh.....

3. The hospital is on the left of the museum.

-> The museum is .....

4. My house is smaller than Lan's house.

-> Lan's house is .....

Class: 6A

....., November..... 2017

**Mark****Teacher's remark****Part A. Listening (2.5ms)****I. Listen and number the words you hear from 2 to 6. Number 1 is an example. (1.25ps)**

|        |        |      |       |      |      |      |
|--------|--------|------|-------|------|------|------|
| Words  | desert | best | coast | boat | lost | boot |
| Number |        | 1    |       |      |      |      |

**II. Listen to the following conversation and fill the missing words (1.25ps)**

A: Excuse me. Where is the supermarket ?

B: Go to the end of this street. It's on your (1).....

A: And where is the lower secondary school ?

B: It's in Le Duan Street. Take the second (2)..... and it's on your left.

A: Great! Where can I have(3)..... coffee ?

B: "Quynh" Café in Tran Quang Dieu Street is a good one.

A: How can I get there ?

B: First (4)..... left, then turn right. Go Straight. It's on your left.

A: How about art gallery ?

B: First take the third left. Then (5)..... to the end of Le Loi Street, and it's on your right.

**Part B. Language focus (3 Ps)****I. Choose the best answer.( 1.5p)**

1. There is a park in front ..... the hotel.

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

2. Hoi An is so .....

A. boring B. historic C. terrible D. modern

3. The town has many motorbikes. It's very .....

A. quiet B. happy C. exciting D. noisy

4. My head hurts. I need to take some .....

A. backpacks B. compasses C. painkillers D. plasters

5. Excuse me ! ..... there a post office near here ?

A. Is B. Are C. Do D. Does

6. Ayres Rock is in .....

A. Viet Nam B. Australia C. Brazil D. Great Britain

**II. Give the correct form of the following verbs: ( 0.5p)**

1. You must ( get )..... up early .

2. Look ! Our teacher (come).....

**III. Fill the blanks with the appropriate forms of the adjectives in brackets(1p)**1. Travelling by taxi is .....than by bus. (**expensive**)2. The Sahara is the .....desert in the world. (**hot**)3. This building is ..... than that one. (**tall**)4. She's not very happy. Her exam results are .....than her sister. (**good**)**Part C. Reading: (2,5 ms)****I. Complete the letter using the words in the box. (1,5 marks)**

|     |         |          |     |         |       |
|-----|---------|----------|-----|---------|-------|
| air | staying | backyard | are | cleaner | noisy |
|-----|---------|----------|-----|---------|-------|

Dear Nick,

I'm sorry I couldn't write to you earlier because I was very busy. Now, we're (1) .....in a small hotel near a shopping area. Near my hotel, there's a cinema, and a supermarket. There (2)..... some big shops at the end of the street. It's also very (3)..... here because there's always a lot of traffic, day and night. In my hometown I live in a quieter street. There are some small shops, a school, a post office but there isn't a cinema. The streets are narrower but they are (4)..... and there isn't so much traffic. The (5) ..... is much fresher, too. And every house has a (6) ..... and a front yard.

## II. Read the E-mail and answer the following questions.( 1p)

Dear Phong!

I'm sorry I couldn't write to you earlier because I was very busy. Now, we're staying in a small hotel near a shopping area in District 10. Near my hotel, there's a cinema, a bank, a supermarket and some cafés. There are some big shops at the end of the street. It is also very noisy here because there's always a lot of traffic, day and night.

In my hometown, I live in a quieter street. There are some small shops, a school and a market in my neighbourhood but there isn't a park and a cinema. The streets are narrower but they are cleaner and there isn't so much traffic. The air is much fresher, too. And every house has a backyard and a front yard.

Love,

Minh

1. Where is Minh staying now?

.....

2. Why is it very noisy around his hotel?

.....

3. What are there in his neighbourhood?

.....

4. Is there a cinema in his neighbourhood?

.....

## Part D. Writing (2ms)

### I. Reorder the words to make the meaningful sentences.( 1p )

1. modern / This / is / that / more / hotel / than / one.

-> .....

2. on / Take / turning / the / left / the / second.

-> .....

3. a / square / there / near / house / Is / your ?

-> .....

4. do / at / must / You/ homework / home / your.

-> .....

### II. Rewrite these sentences so that it has the same meaning as the root ones. (1P)

1. Viet Nam doesn't have any deserts.

-> There.....

2. No one in my class is more beautiful than Hanh.

-> Hanh.....

3. The hospital is on the left of the museum.

-> The museum is .....

4. My house is smaller than Lan's house.

-> Lan's house is .....

**X**

| <i>Part</i>        | <i>Teacher's Activities</i>                                                                                                                                                                                                                                                                                                                                                                                | <i>Ss' Activities</i>                                             | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Time</i>                   |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Pre-teach</b>   | - Write the word TET on the board and ask St to give any words they know relating to the topic. Allow Ss to give a Vietnamese word and ask other Ss in the class if they know the                                                                                                                                                                                                                          | - Whole class                                                     | <p><b>* <u>Presentation:</u></b></p>                                                                                                                                                                                                                                                                                                                 | 5 mins                        |
| <b>While-teach</b> | <p>- Ask Ss to answer the questions.</p> <p>- Introduce some new words or revise the ones already learnt to prepare Ss well for listening such as celebrate, decorate and fireworks. Then play the recording.</p> <p>- Ask Ss to work individually. Ideally ask them the without referring to the listening.</p> <p>- Ask them to explain why they think a statement is false and they can correct it.</p> | <p>- Answer</p> <p>- Listen and read</p> <p>- Individual work</p> | <p><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b></p> <p><i>Questions:</i></p> <ul style="list-style-type: none"> <li>– What will they talk about?</li> <li>– When is Tet this year?</li> <li>– What do you do at Tet?</li> </ul> <p><b>2. Are those following statements true or false according to the conversation in 1? Tick the correct column.</b></p> <p><u>Key:</u></p> <p>1. F    2. F    3. F    4. T    5. T</p> | <p>10 mins</p> <p>10 mins</p> |

|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                        |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------|------|------|------|------|------|------|---------|
| While-teach                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>- Ask Ss to do the task in pairs. Tell Ss to refer back to the conversation to find the information.</li><li>- Ask them if the information given is true and if they can add anything.</li></ul> | <ul style="list-style-type: none"><li>- Individual work</li></ul>                                                                           | <p><b>3. Find the information in 1 and fill in the blanks.</b></p> <p><u>Key:</u></p> <p>1. This year we will have Tet at the end of January.</p> <p>2. We decorate our house.</p> <p>3. We buy flowers and plants.</p> <p>4. We shouldn't burn fireworks.</p> <p>5. We eat great food and get lucky money during Tet.</p> <p>6. Tet is a time for family gatherings.</p> | 10 mins |      |      |      |      |      |      |      |         |
|                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>- Let Ss do the matching independently as the vocabulary is quite simple and some of them will be familiar to them like <i>School ground, books, swimming pool, etc.</i></li></ul>               | <ul style="list-style-type: none"><li>- Individual work</li></ul>                                                                           | <p><b>4. Write the words/ phrases in the box under the appropriate pictures.</b></p> <p>Key:</p> <table><tr><td>1. b</td><td>5. h</td></tr><tr><td>2. a</td><td>6. g</td></tr><tr><td>3. c</td><td>7. f</td></tr><tr><td>4. e</td><td>8. d</td></tr></table>                                                                                                              | 1. b    | 5. h | 2. a | 6. g | 3. c | 7. f | 4. e | 8. d | 10 mins |
|                                                                                                                                                                                                                                                                     | 1. b                                                                                                                                                                                                                                   | 5. h                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
| 2. a                                                                                                                                                                                                                                                                | 6. g                                                                                                                                                                                                                                   |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
| 3. c                                                                                                                                                                                                                                                                | 7. f                                                                                                                                                                                                                                   |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
| 4. e                                                                                                                                                                                                                                                                | 8. d                                                                                                                                                                                                                                   |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
| <ul style="list-style-type: none"><li>- Ask Ss to answer the question by referring to the pictures. Picture 4 might get different answers from Ss in the south where it's very hot and Ss in the north where Tet is usually the coldest time of the year.</li></ul> | <ul style="list-style-type: none"><li>- Pair-work</li></ul>                                                                                                                                                                            | <p><b>5. Look at the pictures again.</b> Which pictures do you think are related to Tet?</p> <p><u>Key:</u></p> <p>About Tet: 1 2 3 7 8</p> |                                                                                                                                                                                                                                                                                                                                                                           |         |      |      |      |      |      |      |      |         |
| Post-teach                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>- Ask Ss to write down three things or activities you like best about Tet.</li><li>- Have them compare their list with members of their group. Report the result to the class.</li></ul>         | <ul style="list-style-type: none"><li>- Group-work</li></ul>                                                                                | <p><b>* <u>Production:</u></b></p> <p><b>6. Game</b></p> <p>Write down three things or activities you like best about Tet.</p> <div><p><b>*<u>Homework:</u></b></p><ul style="list-style-type: none"><li>- Learn Vocabulary.</li><li>- Practice the conversation.</li><li>- Prepare the next lesson</li></ul></div>                                                       | 10 mins |      |      |      |      |      |      |      |         |

6D,E: 5/12/2017

## Period 45: UNIT 6: OUR TET HOLIDAY

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /t/ and /st/ in isolation and in context; use vocabulary related to “travel item”.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.  
*Should/ shouldn't* for advice.

**III. Teaching aids:** Course book, CD player, flash cards.

#### IV. Procedures:

| Part         | Teacher's Activities                                                                                                                                                                                                                      | Ss' Activities                                                                     | Content                                                                                                                                                                                                                                                                                                                                                                                                                                | Time    |           |              |             |              |           |            |             |             |                 |        |  |         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|--------------|-------------|--------------|-----------|------------|-------------|-------------|-----------------|--------|--|---------|
| Pre-teach    | <ul style="list-style-type: none"><li>- Play the recording. Ask Ss to listen carefully and repeat the words first, then divide them into smaller and smaller groups.</li><li>- Observe and make sure that every St is speaking.</li></ul> | <ul style="list-style-type: none"><li>- Listen and repeat</li></ul>                | <p><b>* <u>Presentation:</u></b><br/><b>I.Vocabulary</b><br/><b>Things and activities for Tet</b></p> <hr/> <p><i>1. Listen and repeat the words in the box.</i></p> <table><tr><td>a. Wish</td><td>g. Flower</td></tr><tr><td>b. Fireworks</td><td>h. Relative</td></tr><tr><td>c. Furniture</td><td>i. Pagoda</td></tr><tr><td>d. Present</td><td>j. Calendar</td></tr><tr><td>e. Shopping</td><td>k. Special food</td></tr></table> | a. Wish | g. Flower | b. Fireworks | h. Relative | c. Furniture | i. Pagoda | d. Present | j. Calendar | e. Shopping | k. Special food | 5 mins |  |         |
| a. Wish      | g. Flower                                                                                                                                                                                                                                 |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| b. Fireworks | h. Relative                                                                                                                                                                                                                               |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| c. Furniture | i. Pagoda                                                                                                                                                                                                                                 |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| d. Present   | j. Calendar                                                                                                                                                                                                                               |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| e. Shopping  | k. Special food                                                                                                                                                                                                                           |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| While-teach  | <ul style="list-style-type: none"><li>- Ask Ss to work in groups of 3.</li><li>- Ask Ss to look at the pictures first and see if they know the words. Then ask them to do the matching.</li></ul>                                         | <ul style="list-style-type: none"><li>- Group-work</li></ul>                       | <p><b>* <u>Practice:</u></b><br/><i>2. Work in groups. Label the pictures with the words in 1. Key:</i></p> <table><tr><td>1. a</td><td>7. h</td></tr><tr><td>2. i</td><td>8. e</td></tr><tr><td>3. d</td><td>9. k</td></tr><tr><td>4. j</td><td>10. c</td></tr><tr><td>5. f</td><td>11. a</td></tr><tr><td>6. g</td><td></td></tr></table>                                                                                            | 1. a    | 7. h      | 2. i         | 8. e        | 3. d         | 9. k      | 4. j       | 10. c       | 5. f        | 11. a           | 6. g   |  | 10 mins |
|              | 1. a                                                                                                                                                                                                                                      | 7. h                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| 2. i         | 8. e                                                                                                                                                                                                                                      |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| 3. d         | 9. k                                                                                                                                                                                                                                      |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| 4. j         | 10. c                                                                                                                                                                                                                                     |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| 5. f         | 11. a                                                                                                                                                                                                                                     |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
| 6. g         |                                                                                                                                                                                                                                           |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |           |              |             |              |           |            |             |             |                 |        |  |         |
|              | <ul style="list-style-type: none"><li>- Write a verb on the board and ask Ss to match the verb with as many as nouns as they can find.</li><li>- Check that Ss understand the meanings of the words</li></ul>                             | <ul style="list-style-type: none"><li>- Whole class</li><li>- Individual</li></ul> | <p><i>3. Match the verbs with the suitable nouns.</i><br/><b>Key:</b></p> <ol style="list-style-type: none"><li>1. cook special food</li><li>2. go to the pagoda</li><li>3. give lucky money</li><li>4. visit relative</li><li>5. clean the furniture</li><li>6. decorate our house</li></ol>                                                                                                                                          | 10 mins |           |              |             |              |           |            |             |             |                 |        |  |         |

|                                       | <p>and let them match.</p> <p>- Ask them to work independently first and check with their partners. Sometime more than one answer is possible.</p> <p>- Have Ss write the phrases you have formed in 3.</p> <p>- Ask Ss to practice the sound /ʃ/ and /s/ together.</p> <p>- Play the recording and ask Ss to listen carefully first and repeat. Ask them to write the words in two appropriate boxes. Check if they do this correctly.</p> <p>- Ask Ss to look at the sentences and underline the words they think contain the sounds /ʃ/ and /s/. Play the recording and ask them to tick to the columns.</p> | <p>work</p> <p>- Whole class</p> <p>- Listen and repeat</p> <p>- Individual work</p> | <p>7. plant trees</p> <p>8. make a wish</p> <p>9. hang a calendar</p> <p>10. watch fireworks</p> <p>11. do the shopping</p> <p>12. buy peach blossoms.</p> <p>4. Write the phrases you have formed in 3. The first one is an example.</p> <p><b>II. Pronunciation /ʃ/ and /s/</b></p> <p>5. Listen and repeat the words. Which words have the sound /ʃ/ and which words have the sound /s/?</p> <p>Key:</p> <table><tr><th>/ʃ/</th><th>/s/</th></tr><tr><td>She, shopping, should, wish, rubbish.</td><td>Blossoms, summer, rice, celebrate, school, special, spring</td></tr></table> <p>6.Listen to the sentences and tick which has /ʃ/ and which has /s/ Key:<br/>/ʃ/: 2, 3, 5<br/>/s/: 1, 4, 6, 7</p> | /ʃ/     | /s/ | She, shopping, should, wish, rubbish. | Blossoms, summer, rice, celebrate, school, special, spring | 10 mins |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|---------------------------------------|------------------------------------------------------------|---------|
| /ʃ/                                   | /s/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |     |                                       |                                                            |         |
| She, shopping, should, wish, rubbish. | Blossoms, summer, rice, celebrate, school, special, spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |     |                                       |                                                            |         |
| Post-teach                            | <p>- Allow Ss to practice reading the poem among themselves.</p> <p>- Ask for some volunteers to stand up and read the poem</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>- Group-work</p>                                                                  | <p><b>* Production:</b></p> <p>7. Listen and practice reading the short poem. Pay attention to the sounds /ʃ/ and /s/</p> <p><b>*Homework:</b></p> <p>- Learn vocabulary by heart.</p> <p>- Prepare the next lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 mins |     |                                       |                                                            |         |

Date of planning: 2/12/2017

Date of teaching: 6A: 7/12/2017

6D,E: 8/12/2017

**Lesson 3: A Closer Look 2****I. Objectives:**

By the end of this lesson, students can identify and practice the language of intentions (with *will*) and advice (with *should*).

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.  
*Should/ shouldn't* for advice.

**III. Teaching aids:** Course book, CD player, pictures.

**IV. Procedures:**

| Part                                                                                                            | Teacher's Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ss' Activities           | Content                                                                                                                                                                                                                           | Time           |   |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---|---|---|---|---|---|---|
| Pre-teach                                                                                                       | <p><b>* <u>Presentation:</u></b></p> <p>- Use the pictures to practice the target language of should and shouldn't in more familiar situations. Ask Ss to complete the four sentences. Make sure that they combine "should" and the verb</p>                                                                                                                                                                                                                                                        | <p>- Individual work</p> | <p><b>I. Grammar</b></p> <p><b>Should and shouldn't</b></p> <p>1. Look at the pictures and complete the sentences with should or shouldn't.</p> <p>Key:</p> <p>1. Shouldn't      2. Should</p> <p>3. Shouldn't      4. Should</p> | 5 mins         |   |   |   |   |   |   |   |
| While-teach                                                                                                     | <p>- Ask Ss to look at the four signs in the studio and let them complete the sentences.</p> <p>- Draw their attention to the fact that it is a TV studio where people are working.</p> <p>- Go around and see if they write the sentences correctly.</p>                                                                                                                                                                                                                                           | <p>- Individual work</p> | <p><b>* <u>Practice:</u></b></p> <p>2. At the TV studio, Phong sees these signs. Complete the sentences with should or shouldn't.</p> <p>Key:</p> <p>1. Should      2. Shouldn't</p> <p>3. Should      4. Shouldn't</p>           | 10 mins        |   |   |   |   |   |   |   |
|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>- Individual work</p> | <p><b>Remember:</b></p> <p>We use <b>should</b> for things that are good to do.</p> <p>We use <b>shouldn't</b> for things that bad to do.</p>                                                                                     | <p>10 mins</p> |   |   |   |   |   |   |   |
| <p>- Ask Ss to tick or cross the activities. The phrases illustrated by pictures make their meanings clear.</p> | <p>3. Now look at these Tet activities. Tick the activities children should do at Tet. Cross the activities they shouldn't.</p> <p>Key:</p> <table><tr><th>Should</th><th>Shouldn't</th></tr><tr><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td></tr><tr><td>5</td><td>7</td></tr><tr><td>6</td><td>8</td></tr></table> <p>4. Use the activities in 3, write down the sentences.</p> <p>1. We should behave well.</p> <p>2. We shouldn't eat lots of sweets.</p> <p>3. We should plant trees.</p> | Should                   | Shouldn't                                                                                                                                                                                                                         |                | 1 | 2 | 3 | 4 | 5 | 7 | 6 |
| Should                                                                                                          | Shouldn't                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                                                                                                                                                                                                                                   |                |   |   |   |   |   |   |   |
| 1                                                                                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                                                                                                                                                                                                                                   |                |   |   |   |   |   |   |   |
| 3                                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                                                                                                                                                                                                                                   |                |   |   |   |   |   |   |   |
| 5                                                                                                               | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                                                                                                                                                                                                                                   |                |   |   |   |   |   |   |   |
| 6                                                                                                               | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                                                                                                                                                                                                                                   |                |   |   |   |   |   |   |   |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                   | <ul style="list-style-type: none"> <li>- Ask Ss to write the sentences by referring to the activities 3.</li> <li>- Go around and check for any spelling or grammar mistakes.</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Pair-work</li> </ul>                            | 5. We should go out with friends.<br>6. We shouldn't fight.<br>7. We shouldn't play cards all night.<br><b>Grammar</b><br><b>Will and won't (will not)</b><br>1. Read Phong's letter to Tom.<br>2. Use the information in the letter and write full sentences in the two columns.<br>Key:<br>1. My father will repaint our house.<br>2. I will go shopping with Mum.<br>3. We will buy red envelopes.<br>4. I will help my parents cook banh chung.<br>5. I'll write again soon.<br>6. We won't buy fireworks.<br>7. We won't buy banh chung. | 10 mins |
| <b>Post-teach</b> | <ul style="list-style-type: none"> <li>- Before reading. Have them revise some words Ss have learnt in the previous activities like "go shopping", "New year celebration" etc. Then ask Ss to read the letter.</li> <li>- Ask ss to use the information from the letter and write the sentences in two columns.</li> <li>- Go around and see if they write the sentences correctly.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Pair-work</li> </ul> | <b>* Production:</b><br>3. Phong is thinking about his Tet. Write sentences about what he will and won't do.<br>Key:<br>1. Phong will visit his relatives.<br>2. He will get some lucky money.<br>3. He will go out.<br>4. He won't study.<br>Phong won't give a present.                                                                                                                                                                                                                                                                     | 10 mins |

**\*Homework:**

- Practice more the language of intentions (with *will*) and advice (with *should*).
- Prepare next lesson

Date of planning: 8 /12/2017

Date of teaching: 6A :11/12/2017

**PERIOD47 : CHECK THE TEST 2****I. Aims:** - Helping students to recognize the mistakes made in the written test.

**II. Objectives:**

- By the end of the lesson, students will be able to recognize the mistakes in their test.

**III. Materials:** Test papers which have been marked.

**IV. Procedure:**

| T's activities                                                                                                                                                                                                                                                                                                                                                                  | Ss' activities                                                                                                                                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |        |      |       |      |      |      |        |   |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------|-------|------|------|------|--------|---|---|---|---|---|---|
| <p><b>I) Warm up:</b></p> <p>- Greeting.</p> <p>- Get the class to sing a song.</p> <p><b>II) New lesson:</b></p> <p>- Give general comments.</p> <p>- Give the test papers back to ss</p> <p>- Give comments in details.</p> <p>- Praise the excellent students and encourage the not- good- yet ones.</p> <p><b>III) Consolidation:</b></p> <p>- Commment in conclusions.</p> | <p>- Sing a song to warm up the class.</p> <p>- Listen.</p> <p>- Receive the test papers</p> <p>- Pay attention</p> <p>- Listen</p> <p>- Listen to the conclusions to make sure to do well next time.</p> | <p><b>(Clas: 6A)</b></p> <p><b><u>Part A. Listening (2.5ms)</u></b></p> <p><b>I. Listen and number the words you hear from 2 to 6. Number 1 is an example. (1.25ps)</b></p> <table><tr><td>Words</td><td>desert</td><td>best</td><td>coast</td><td>boat</td><td>lost</td><td>boot</td></tr><tr><td>Number</td><td>6</td><td>1</td><td>3</td><td>2</td><td>4</td><td>5</td></tr></table> <p><b>II. Listen to the following conversation and fill the missing words (1.25ps)</b></p> <p>(1)right                      (2)right                      (3) some</p> <p>(4)turn                      (5) go</p> <p><b><u>Part B. Language focus (3 Ps)</u></b></p> <p><b>I. Choose the best answer.( 1.5p)</b></p> <p>1.-A. of ; 2.- B. historic ; 3.-D.noisy</p> <p>4.-C.painkillers ; 5.-A. is ; 6.-B. Australia</p> <p><b>II. Give the correct form of the following verbs: ( 0.5p)</b></p> <p>1. ( get)☑get .</p> <p>2. (come)☑is coming</p> <p><b>III. Fill the blanks with the appropriate forms of the adjectives in brackets(1p)</b></p> <p>1. (expensive) ☑more expensive.</p> <p>2. (hot)☑hottest</p> <p>3. (tall)☑taller</p> <p>4. (good)☑</p> <p><b><u>Part C. Reading: (2,5 ms)</u></b></p> <p><b>I. Complete the letter using the words in the box. (1,5 marks)</b></p> <p>1.                      staying                      ; 2.are                      ;3.noisy</p> <p>4. cleaner                      ; 5.air                      ;6.backyard</p> <p><b>II.Read the E-mail and answer the following questions.( 1p)</b></p> <p>1. Now,he's staying in a small hotel near a shopping area in District 10.</p> <p>2. It is very noisy here because there's always a lot</p> | Words | desert | best | coast | boat | lost | boot | Number | 6 | 1 | 3 | 2 | 4 | 5 |
| Words                                                                                                                                                                                                                                                                                                                                                                           | desert                                                                                                                                                                                                    | best                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | coast | boat   | lost | boot  |      |      |      |        |   |   |   |   |   |   |
| Number                                                                                                                                                                                                                                                                                                                                                                          | 6                                                                                                                                                                                                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3     | 2      | 4    | 5     |      |      |      |        |   |   |   |   |   |   |

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| <p><b><u>*Homework:</u></b><br/>- Prepare the next lesson</p> | <p>of traffic, day and night.<br/>3. There are some small shops, a school and a market in his neighbourhood<br/>4. No, there isn't.<br/><b><u>Part D. Writing (2ms)</u></b><br/><b>I. Reorder the words to make the meaningful sentences.( 1p )</b><br/>1. This hotel is more modern than that one.<br/>2. Take the second turning on the left.<br/>3. Is there a square near your house?<br/>4. You must do your homework at home.<br/><b>II. Rewrite these sentences so that it has the same meaning as the root ones. (1P)</b><br/>1. Viet Nam doesn't have any deserts.<br/>-&gt; There aren't any deserts in Viet Nam.<br/>2. No one in my class is more beautiful than Hanh.<br/>-&gt; Hanh is the most beautiful girl in my class<br/>3. The hospital is on the left of the museum.<br/>-&gt; The museum is on the right of the hospital.<br/>4. My house is smaller than Lan's house.<br/>-&gt; Lan's house is bigger than my house.<br/><br/><b><u>*Homework:</u></b><br/>- Prepare the next lesson :Communication</p> |
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Date of planning: 8 /12/2017

Date of teaching: 6A :11/12/2017

### PERIOD47 : CHECK THE TEST 2

**I. Aims:** - Helping students to recognize the mistakes made in the written test.

**II. Objectives:**

- By the end of the lesson, students will be able to recognize the mistakes in their test.

**III. Materials:** Test papers which have been marked.

**IV. Procedure:**

| T's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ss' activities                                                                                                                                                                                                                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |        |      |       |      |      |      |        |   |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------|-------|------|------|------|--------|---|---|---|---|---|---|
| <p><b>I) Warm up:</b></p> <ul style="list-style-type: none"><li>- Greeting.</li><li>- Get the class to sing a song.</li></ul> <p><b>II) New lesson:</b></p> <ul style="list-style-type: none"><li>- Give general comments.</li><li>- Give the test papers back to ss</li><li>- Give comments in details.</li><li>- Praise the excellent students and encourage the not- good- yet ones.</li></ul> <p><b>III) Consolidation:</b></p> <ul style="list-style-type: none"><li>- Commment in conclusions.</li></ul> | <ul style="list-style-type: none"><li>- Sing a song to warm up the class.</li><li>- Listen.</li><li>- Receive the test papers</li><li>- Pay attention</li><li>- Listen</li><li>- Listen to the conclusions to make sure to do well next time.</li></ul> | <p><b><u>(Clas: 6D,E)</u></b></p> <p><b><u>Part A. Listening (2.5ms)</u></b></p> <p><b>I. Listen and number the words you hear from 2 to 6. Number 1 is an example. (1.25ps)</b></p> <table><tr><td>Words</td><td>desert</td><td>best</td><td>coast</td><td>boat</td><td>lost</td><td>boot</td></tr><tr><td>Number</td><td>6</td><td>1</td><td>3</td><td>2</td><td>4</td><td>5</td></tr></table> <p><b>II. Listen to the following conversation and fill the missing words (1.25ps)</b></p> <p>(1) end                      (2)right                      (3) some</p> <p>(4)turn                      (5) go</p> <p><b><u>Part B. Language focus (3 Ps)</u></b></p> <p><b>I. Choose the best answer.( 1.5p)</b></p> <p>1.- B. historic      ;    2.-D.noisy;    3.- C.painkillers</p> <p>4.- B. Australia;      5.-A. in    ;    6.-C. better</p> <p><b>II. Give the correct form of the following verbs: ( 0.5p)</b></p> <p>1. (come)☒is coming</p> <p>2. (play)☒play</p> <p><b>III. Fill the blanks with the appropriate forms of the adjectives in brackets(1p)</b></p> <p>1. (hot)☒hottest</p> <p>2. (tall)☒taller</p> <p>3. (good)☒better 4.</p> <p>(intelligent)☒most intelligent</p> <p><b><u>Part C. Reading: (2,5 ms)</u></b></p> <p><b>I. Complete the letter using the words in the box. (1,5 marks)</b></p> <p>1.                      staying                      ; 2.are      ;3.noisy</p> <p>4. cleaner      ; 5.air                      ;6.backyard</p> <p><b>II.Read the E-mail and answer the following questions.( 1p)</b></p> <p>1. Now,he's staying in a small hotel near a shopping area in District 10.</p> <p>2. It is very noisy here because there's always a lot of traffic, day and night.</p> | Words | desert | best | coast | boat | lost | boot | Number | 6 | 1 | 3 | 2 | 4 | 5 |
| Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | desert                                                                                                                                                                                                                                                  | best                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | coast | boat   | lost | boot  |      |      |      |        |   |   |   |   |   |   |
| Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6                                                                                                                                                                                                                                                       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3     | 2      | 4    | 5     |      |      |      |        |   |   |   |   |   |   |

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|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>*Homework:</u></b><br/>- Prepare the next lesson</p> | <p>3. No, there isn't.<br/>4. No, there isn't.</p> <p><b><u>Part D. Writing (2ms)</u></b></p> <p><b>I. Reorder the words to make the meaningful sentences.( 1p )</b></p> <p>1. This hotel is more modern than that one.<br/>2. Take the second turning on the left.<br/>3. Is there a square near your house?<br/>4. You must do your homework at home.</p> <p><b>II. Rewrite these sentences so that it has the same meaning as the root ones. (1P)</b></p> <p>1. Viet Nam doesn't have any deserts.<br/>-&gt; There aren't any deserts in Viet Nam.<br/>2. No one in my class is more beautiful than Hanh.<br/>-&gt; Hanh is the most beautiful girl in my class<br/>3. The hospital is on the left of the museum.<br/>-&gt; The museum is on the right of the hospital.<br/>4. My house is smaller than Lan's house.<br/>-&gt; Lan's house is bigger than my house.</p> <p><b><u>*Homework:</u></b><br/>- Prepare the next lesson :Communication</p> |
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Date of planning: 9 /12/2017

Date of teaching:6A :13/12/2017

6D,E :14/12/2017

**Period 48: UNIT 6: OUR TET HOLIDAY**

**Lesson 4: Communication****I. Objectives:**

By the end of this lesson, students can get to know New Year practices in some other countries.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.  
*Should/ shouldn't* for advice.

**III. Teaching aids:** Course book, CD player.

**IV. Procedures:**

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Ss' Activities</b>                   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Time</b>                             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Pre-teach</b>   | <p><b>* <u>Presentation</u>:</b></p> <ul style="list-style-type: none"> <li>- Show Ss the flags of five countries and ask them if they know the names of the countries, where they are and what else they know about these countries.</li> <li>- Ask them to do the matching of flags and countries.</li> </ul>                                                                                                                                                                                                                                            | - Individual work                       | <p>1. Match the flags with the countries. Then match the countries with their nationalities.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Holland (Dutch)</li> <li>2. Japan (Japanese)</li> <li>3. The USA (American)</li> <li>4. Australia (Australian)</li> <li>5. Thailand (Thai)</li> <li>6. Vietnam (Vietnamese)</li> <li>7. Scotland (Scottish)</li> <li>8. Korea (Korean)</li> </ol>                                                                                                                                                                                                                              | 5 mins                                  |
| <b>While-teach</b> | <p><b>* <u>Practice</u>:</b></p> <ul style="list-style-type: none"> <li>- Make 8 hats with the flags at the front . Call 8 Ss and ask them to wear the hats.</li> <li>- Divide the class into 4 groups and see which group can call out the right names the most quickly.</li> <li>- Let Ss look at the pictures, discuss and make a guess about which country the pictures are about.</li> <li>- Ask them to match the pictures with the four groups of people.</li> <li>- Help Ss by drawing their attention to some details from the reading</li> </ul> | <p>- Whole class</p> <p>- Pair-work</p> | <p>2. <i>Game</i>.</p> <p>Prepare pictures of flags. Walk around and meet people. Tell them where you are from. They will tell you your nationalities.</p> <p>Ex: A: Hi, I'm from England.<br/>B: You're English.</p> <p>A: Hi, I'm from Viet Nam. B: You're Vietnamese.</p> <p>3. People at different countries celebrate New Year differently. Match the four groups of people with the pictures.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. The Scottish, Scotland.</li> <li>2. The Thai, Thailand.</li> <li>3. The H'Mong, Vietnam.</li> <li>4. The Japanese, Japan.</li> </ol> <p>4. Read the four paragraphs</p> | <p>10 mins</p> <p>10 mins</p> <p>10</p> |

|                   |                                                                                                                                                                                                                                                                                                                 |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
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|                   | <p>referring to the pictures provided in 3.</p> <p>- Ask them to underline the verbs and objects of some practices.</p> <p>- Don't let Ss do this task before they spot the words/phrases as they are used in the sentence and encourage them to use the context to guess the meanings of the word/ phrase.</p> | - Pair-work  | <p><i>help you decide which group of people celebrates New Year that day.</i></p> <p>Key:</p> <p>1. H'Mong                      2. Thai</p> <p>2. 3. Japanese              4. Scottish</p> <p>5. <i>Find and check the meanings of some new words as they are used in the text by matching them with the definitions.</i></p> <p>Key:</p> <p>a. The covers of a rooster, chicken or bird.</p> <p>b. An adult male chicken.</p> <p>c. Take away.</p> <p>d. The first person to enter your home after New Year's Eve.</p> | mins    |
| <b>Post-teach</b> | - Have ss work in pairs and do this activities.                                                                                                                                                                                                                                                                 | - Group-work | <p><b>* <u>Production:</u></b></p> <p>6. <i>Group work</i></p> <p>Each Ss choose two facts from the four paragraphs he/she is most interested in. write them down and take turns to read them aloud to his/ her group. The group decides which group of people he / she talking about.</p>                                                                                                                                                                                                                              | 10 mins |

**\*Homework:**

- Prepare the next lesson

*Date of planning: 10 /12/2017*

*Date of teaching: 6A,D,E :16/12/2017*

**PERIOD 49:UNIT 6: OUR TET HOLIDAY**

**Lesson 5: Skills 1**

**I. Objectives:**

By the end of this lesson, students can get to know New Year practices in some other countries.

## II. Language Focus:

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.  
*Should/ shouldn't* for advice.

III. Teaching aids: Course book, CD player.

## IV. Procedures:

| Part        | Teacher's Activities                                                                                                                                                                                                                                                                                            | Ss' Activities                                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Time   |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|--------------|------|---|------|---|---------|---|---|---|---|--|---------|
| Pre-teach   | <p><b>* <u>Presentation:</u></b></p> <p>- Ask Ss to look at the pictures of children and the names of the countries first to have some ideas about which countries they are going to read about.</p>                                                                                                            | <p>- Whole class</p>                              | <p>Questions:</p> <p>- What is his/ her name?</p> <p>- Where is he/ she from?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5 mins |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| While-teach | <p><b>* <u>Practice:</u></b></p> <p>- Ask Ss to read the text. Allow them to read a second time and underline some words they don't know.</p> <p>- Ask Ss to do this task individually.</p> <p>- Let Ss look back at the passages as many times as they would like to.</p> <p>- Check with the whole class.</p> | <p>- Individual work</p> <p>- Individual work</p> | <p><b>I. Reading</b></p> <p><i>1. Children in different countries are talking about their New Year. Read the passages. (Page 64)</i></p> <p><i>2. Say who the following statement refer to. Number 1 is an example.</i></p> <p><b>A. Russ      B. Wu      C. Mai</b></p> <p>Key:</p> <table><tr><td>1. C</td><td>5. B</td></tr><tr><td>2. A</td><td>6. C</td></tr><tr><td>3. B</td><td></td></tr><tr><td>4. C</td><td></td></tr></table> <p><i>3. Test your memory! Tick the things which appear in the passages, and cross the ones which don't.</i></p> | 1. C   | 5. B | 2. A   | 6. C         | 3. B |   | 4. C |   | 10 mins |   |   |   |   |  |         |
|             | 1. C                                                                                                                                                                                                                                                                                                            | 5. B                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| 2. A        | 6. C                                                                                                                                                                                                                                                                                                            |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| 3. B        |                                                                                                                                                                                                                                                                                                                 |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| 4. C        |                                                                                                                                                                                                                                                                                                                 |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
|             | <p>- Ask Ss not to look back at the passages and see how many questions they answer right.</p>                                                                                                                                                                                                                  | <p>- Pair-work</p>                                | <table><tr><td colspan="2">Key:</td></tr><tr><td>Appear</td><td>Don't appear</td></tr><tr><td>a</td><td>d</td></tr><tr><td>b</td><td>e</td></tr><tr><td>c</td><td>h</td></tr><tr><td>f</td><td>j</td></tr><tr><td>g</td><td></td></tr></table>                                                                                                                                                                                                                                                                                                            | Key:   |      | Appear | Don't appear | a    | d | b    | e | c       | h | f | j | g |  | 10 mins |
| Key:        |                                                                                                                                                                                                                                                                                                                 |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| Appear      | Don't appear                                                                                                                                                                                                                                                                                                    |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| a           | d                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| b           | e                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| c           | h                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| f           | j                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |
| g           |                                                                                                                                                                                                                                                                                                                 |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |              |      |   |      |   |         |   |   |   |   |  |         |

|                   |                                                                                                                                                                                                                                                                                                                                                                                  |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                   | <p>- Revise what Ss have learnt in 1, both vocabulary and practices. Encourage Ss to give more activities than ones provided in the passages.</p> <p>- Turn this into a free activities for Ss to talk about New Year beliefs both in their country and in others. Ask them to write two popular beliefs you know about the New Year and tell your partners. Get Ss to talk.</p> | <p>- Pair-work</p> <p>- Group-work</p> | <p><b>II. Speaking</b><br/> <i>4. The following practices and beliefs are from the passages in 1. Talk to your friends and say which one(s) you will do or won't do this New Year.</i><br/> <u>Example:</u><br/>           1. I won't go to the Time Square to welcome the New Year.</p> <p><i>5. Work in groups.</i><br/>           Write two popular beliefs you know about the New Year and tell your partners.</p> | 10 mins |
| <b>Post-teach</b> | <p>- Have Ss discuss with their friends what they should or shouldn't do at Tet.</p>                                                                                                                                                                                                                                                                                             | - Pair -work                           | <p><b>* <u>Production:</u></b><br/> <i>6. Look at the list. Discuss with your friends what you should or shouldn't do at Tet.</i><br/> <u>Example:</u><br/>           A: We should make a wish.<br/>           B: I agree. But we shouldn't get up early.<br/>           ...</p>                                                                                                                                       | 10 mins |

**\*Homework:**

- Prepare the next lesson:

**UNIT 6: OUR TET HOLIDAY****Lesson 6: Skills 2****I. Objectives:**

By the end of this lesson, students can listen to get the information about Tet activities and write an email to friend about their Tet holiday.

**II. Language Focus:**

*1. Vocabulary:* the lexical items related to "Tet": things, activities and practices.

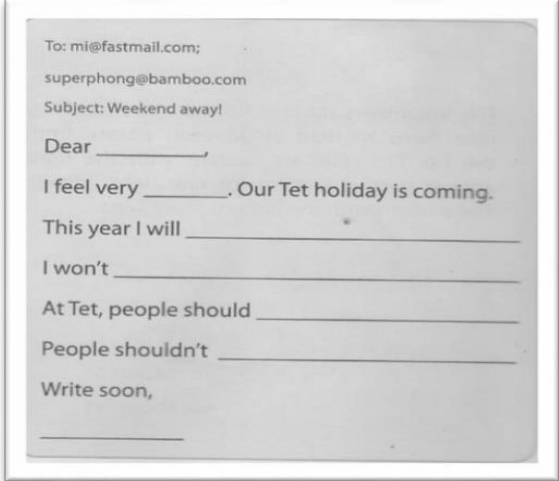
2. *Structures: Will* to express intentions.

*Should/ shouldn't* for advice.

**III. Teaching aids:** Course book, CD player

**IV. Procedures:**

| <b>Part</b>        | <b>Teacher's Activities</b>                                                                                                                                                                                                                                                                                             | <b>Ss' Activities</b> | <b>Content</b>                                                                                                                                                                                                                                                                                                                              | <b>Time</b> |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- Let Ss look at the list and read them aloud. Make sure they pronounce the words correctly. This will help them recognize the key words in the listening.</li> <li>- Play the tape three times and ask them which words</li> </ul>                                              | - T whole class       | <p><b>* <u>Presentation:</u></b></p> <p><b>Listening</b></p> <p>1. Mai and her mother are going shopping for Tet. Listen and tick the things they will buy.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. peach blossoms</li> <li>3. new clothes</li> <li>4. a tie</li> <li>5. sweets</li> <li>7. chocolate biscuits</li> </ol> | 15 mins     |
| <b>While-teach</b> | <ul style="list-style-type: none"> <li>- This activity can be done only after one has been successfully completed.</li> <li>- Ask Ss to look carefully at the list things Mai and her mother will buy. Then look at the list of people as a guide so that they will focus on these people for the listening.</li> </ul> | - Individual work     | <p><b>* <u>Practice:</u></b></p> <p>2. Listen again and write the names of things they will buy for the people in column A.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Clothes</li> <li>2. A tie</li> <li>3. Some sweets</li> </ol>                                                                                          | 15 mins     |
| <b>Post-teach</b>  | <ul style="list-style-type: none"> <li>- Ask Ss to write an e-mail to a friend about their Tet holiday</li> </ul>                                                                                                                                                                                                       | - Individual work     | <p><b>* <u>Production:</u></b></p> <p><b>Writing</b></p> <p>3. Now write an e-mail to a friend about your Tet holiday. Include what you will and won't do. Also include things people should and shouldn't do. Use your notes from Speaking and the rest of the unit to help you.</p>                                                       | 15 mins     |

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

**\*Homework:**

- Write the e-mail into your notebook.
- Prepare the next lesson

**UNIT 6: OUR TET HOLIDAY****Lesson 7: Looking Back****I. Objectives:**

By the end of this lesson, students can review all what they have learnt in this unit.

**II. Language Focus:**

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.  
*Should/ shouldn't* for advice.

**III. Teaching aids:** Course book, CD player, pictures.

**IV. Procedures:**

| <i>Part</i>      | <i>Teacher's Activities</i>                       | <i>Ss' Activities</i> | <i>Content</i>                                     | <i>Time</i> |
|------------------|---------------------------------------------------|-----------------------|----------------------------------------------------|-------------|
| <b>Pre-teach</b> | - Ask Ss to draw line to match the actions on the | - Individual          | * <b><u>Presentation:</u></b><br><b>Vocabulary</b> | 5           |

|                    |                                                                                                                                                                                                                                                                                                                                                 |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                    | left with the things on the right.                                                                                                                                                                                                                                                                                                              | work              | <p><i>1. Draw line to match the actions on the left with the things on the right.</i></p> <p>Key:</p> <p>1. j ; 2. e; 3. d; 4. c; 5. i; 6. f<br/>7. h; 8. g; 9. a; 10. k; 11. b</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | mins    |
| <b>While-teach</b> | <p>- Ask Ss to play a game. This game is for Ss to revise the Tet vocabulary, not only in meaning but also in pronunciation. It also tests Ss' memory and quick reactions.</p>                                                                                                                                                                  | - Individual work | <p><b>* <u>Practice:</u></b></p> <p>2. <i>Game: "About or Not about Tet?"</i></p> <p>Five volunteers stand in front of the class. They take turn to read aloud each phrase from the list. The quickest student with the right answer gets one point for one right answer. The student with the highest score wins.</p>                                                                                                                                                                                                                                                                                | 10 mins |
|                    | <p>- Show Ss a picture of New Year in Thailand and ask if they could still remember anything about New Year Festival in Thailand.</p> <p>- Ask them questions: when is New Year Festival in Thailand?, What is the weather like?...</p> <p>- Ask them to look at the list and make up sentences of what Phong will or won't do in Thailand.</p> | - Pair-work       | <p><b>Grammar</b></p> <p>3. <i>Phong is visiting Thailand at their New Year Festival. Look at the list of what he will or will not do. Then write out complete sentences.</i></p> <p><u>Key:</u></p> <p><b>Will</b></p> <p>Phong will travel by plane.<br/>Phong will wear shorts and a T-shirt.<br/>Phong will get wet.<br/>Phong will throw water at others.<br/>Phong will watch the elephants.</p> <p><b>Won't</b></p> <p>Phong won't stay at home.<br/>Phong won't eat banh chung.<br/>Phong won't go to school.<br/>Phong won't get lucky money.<br/>Phong won't wait for the first footer.</p> | 10 mins |
|                    | - Ask Ss to look at the summary first and see how much they can fill in before the listening.                                                                                                                                                                                                                                                   | - Individual work | <p>4. <i>Tom is asking Phong what children in Vietnam should or shouldn't do at Tet. Listen and fill in the summary with should</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10 mins |

|                   |                                                                                         |             |                                                                                                                                                                                                                                                                                                                    |         |
|-------------------|-----------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                   | - Play the recording and check if Ss get the right answer.                              |             | <i>or shouldn't.</i><br><i>Key:</i><br>1. Should      4. Shouldn't<br>2. Should      5. Shouldn't<br>3. Should      6. Should                                                                                                                                                                                      |         |
| <b>Post-teach</b> | - Ask Ss to rearrange the words in each sentence to make New Year wishes and greetings. | - Pair-work | <b>* <u>Production:</u></b><br><b>Communication</b><br><i>5. Rearrange the words in each sentence to make New Year wishes and greetings.</i><br><i>Key:</i><br>1. I wish you a Happy New Year.<br>2. Have a great year with your studies.<br>3. I wish you success in your career.<br>4. I wish you a joyful year. | 10 mins |

**\*Homework:**

- Do "project" on page 67.