

Date of planning :7.09.2022

Week :1

Period 1

INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS

I. OBJECTIVES:

1. Knowledge:

- To introduce new Tieng Anh 6 textbooks. Student’s book and Workbook
- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

***Vocabulary:** Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

* **Grammar :** to be; present simple tense; present continuous...

2. Competence:

- By the end of the lesson, students will be able to know how to study English effectively and how to use new Tieng Anh 6 textbooks and know the methods to study new Tieng Anh 6 textbooks.


3.Quality/Behavior: To teach Ss the love of English; the love of their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

II. TEACHING AIDS:

- Teacher: Text book, laptop, louspeaker, projector...
- Students : Text books, studying equipments....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

<p>Aims:</p> <ul style="list-style-type: none"> - To create a friendly and atmosphere in the class before the lesson; - To give T and Ss a chance to introduce themselves; - To lead into the unit <p>* Content: Have some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class.</p> <p>* Organisation: Teacher’s instructions...</p>	
Teacher’s & Student’s activities	Content
<p>+ Greeting + Chatting</p> <ul style="list-style-type: none"> - Teacher (T) introduces himself/ herself - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class... - Have Ss to introduce themselves. - T encourages Ss to talk in English as much as possible 	<p>+ Greeting + Chatting. T_Ss</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - Students (Ss) listen and learn how to introduce themselves. - Introduce themselves (name; age; address; likes; dislikes ...friends...)

<p>+ Lead to the first unit of the new school year. - Write the unit title on the board and ask Ss guess what they are going to learn this unit ... - Ask Ss to open their book and introduce what they are going to study...</p>	<p>+ Students (Ss) listen and learn how to do the tasks. - Answer the teacher’s questions - Open their book and write.</p>
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2. NEW LESSON (15')

<p>ACTIVITY 1+ 2: Aims: - To set the context for the introductory; - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned. * Content: Some brief notes; Some things about England, English . Introduce New Tieng Anh 6 * Outcome: Know something about England, English; Learn how to use New Tieng Anh 6 * Organisation: Teacher’s instructions....</p>
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Teacher’s & Student’s activities	Content
<p>1. T. asks sts some questions about England. - What do you know about England? - T. gives sts something about England and English. - It located in North-west coast of Europe with very mild weather not too hot but not too cold. - It consists of four parts: England, Wales, Scotland and Ireland. - Its official name is the UK - Each part has its own flag of UK.</p> <p>2. English: - How many people speak English as their mother tongue? - How many people speak English as their first language? - How many people speak English as their second language or first foreign language? - Why do you learn English? - Is it important? Difficult? Useful? Interesting? => It’s very important, useful, interesting. It is the means of communication to one another.</p>	<div data-bbox="879 913 1549 1317" data-label="Image"> </div> <p>- T_Ss - Listen carefully and read aloud. - Fulfil teacher’s requirements - Give the answers - Ss answer if possible - Listen carefully and read aloud. - Find out the words related to the topic. - There are many interesting things of England and you’ll gradually know about them in the progress of learning English. 2/ Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers</p>

<p>3/ New English 6 text book:</p> <ul style="list-style-type: none"> - How many units are there in English 6 text book? - What are they about? * There are 12 units . Each unit has eight sections, providing materials for 7 classroom lessons of 45 minutes. - Section 1 : GETTING STARTED. <i>Introduce the topic of the unit. Present the vocabulary and the grammar items.</i> - Section 2 : A CLOSER LOOK 1 .<i>Present and practice the vocabulary and pronunciation of the unit. Grammar items may also be included in this section.</i> - Section 3 : A CLOSER LOOK 2 . <i>Deal with the main grammar point(s) of the unit. The new language point is presented in short text or a talk./ interview. Both a closer look 1,2 mainly give language focus and practice of receptive skills.</i> - Section 4: COMMUNICATION. <i>Help Ss to use the functional language in everyday life context and consolidate what they have learnt...</i> - Section 5 : SKILL 1 . READING AND SPEAKING. <i>Develop Ss reading abilities And provide further practice which supports Ss in their production of speaking English freely.</i> 	<p>use program in English. ¾ of all international correspondence is in English.</p> <p>3/ English 6 has 12 Units.</p> <p>- T_Ss</p> <p>- Each unit has 7 lessons.</p> <p>- Section 6 : SKILL 2: LISTENING AND WRITING. <i>The listening activity follows the oral practice in speaking to provide Ss an opportunity to listen.... Writing focuses on developing Ss' wring skills</i></p> <p>- Section 7: LOOKING BACK & PROJECT. <i>Recycle language from previous sections, consolidate and apply what they have learnt in the unit. The project helps Ss to improve their ability to work by themselves and in team, and extend their imagination in a field related to the unit subject.(extra-curricular activity/ or homework).</i></p> <ul style="list-style-type: none"> - English is not too difficult but it requires you working hard. - Ss need learn by heart all vocabulary and their usage. - Review the lesson everyday. - Learn English everyday.
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3. PRACTICE (15')

<p>ACTIVITY 3:</p> <p>Aims: To help Ss understand the lesson. Class room language</p> <ul style="list-style-type: none"> * Content: Some brief notes; Something about England, English . Classroom language... * Outcome: Know something about England, English; Classroom language... * Organisation: Teacher's instructions.... 	
<p>Teacher's & Student's activities</p>	<p>Content</p>

3. How to learn English best?

- Tell us how you learn best?
- Tell us how you can learn English best?
- * Some useful classroom languages:
- Who is the monitor?
- Who is absent today?
- Who is on duty today?
- May I go out?
- May I come in?.....
- How to improve your English :
- Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. ...
- Ss should work hard everyday to improve their English.

“ Hard work is the key to success”



- **T_Ss**
- Listen carefully
- Practice saying classroom languages.
- Work in groups; in pairs; present the projects....



4. PRODUCTION/ FURTHER PRACTICE (8')

ACTIVITY 4:
 Aims: To revise / teach classroom languages.
 * **Content:** Some brief notes; Some things about England, English . Classroom language...
 * **Outcome:** Know something about England, English; Classroom language...
 * **Organisation: Teacher’s instructions.....**

Teacher’s & Student’s activities	Content
<ul style="list-style-type: none"> - T_Ss - T gives some questions to introduce the class expressions. - Have Ss listen and repeat. - Teacher says “ go out, please” → Go out - Teacher says “No” → Don’t go out - Call on some pairs to practice in front of the class. 	<ul style="list-style-type: none"> - The greetings : - goodmorning <li style="padding-left: 20px;">- Good afternoon <li style="padding-left: 20px;">- Good morning <li style="padding-left: 20px;">- Good bye - We can say “May I go out” - You can say “Stand up, please. - Listen, please - Read after me - Repeat please.....

5. WRAP-UP & HOME WORK (2')

- Instruct students to do their homework.
- Prepare textbook, workbook, exercise book,
- Prepare new lesson Unit one.
- * **HOMEWORK:**
- Learn classroom languages.
- Prepare new lesson Unit 1: Getting started

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Date of planning :7.09.2022

Week :1

UNIT 1: MY NEW SCHOOL

Period :2

Lesson 1: GETTING STARTED

I. OBJECTIVES:

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

- have an overview about the topic “*My new school*”
- use the vocabulary to talk about school things.

II. LANGUAGE ANALYSIS

1. Knowledge:

* Vocabulary: places lexical items : subject (n), uniform (n), calculator (n)...

* Grammar: The simple present.

2. Skills: Listening, speaking and reading

3. Attitude: To teach SS to work hard, love their school and friends.

4. Competences: - Listening and reading to get information about the first day at school of a student.

- Communication, self-learning capability, creative capacity, ability to use of language.....

III. MATERIALS

- Grade 6 textbook, Unit 1, Getting started
- smart TV and cards, visual aids

IV. PROCEDURES : (STAGES)

1. Warm-up (5')

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

* **Content:** write names of school things. And lead in the new lesson

* **Products:** - Students write names of school things on the group board and how to play the game "network"

* **Organization of implementation**

Teacher's and Ss'activities	Content
<p>*Warm up: Team work</p> <p>T -Ss</p> <ul style="list-style-type: none"> - Teacher divides class into 2 teams and asks students to write school things everyday. - Students write down on the groupboard and stick it on the board. -The team who has more correct words is the winner. <p>* Chatting</p> <ul style="list-style-type: none"> - Teacher asks Ss to set the context for the listening and reading text: - In order to know about Phong, Vy and Duy's special day. Let's come to Unit 1 Lesson 1 	<p>Warm up: * Network:</p> <div data-bbox="948 443 1299 770" data-label="Image"> </div> <ul style="list-style-type: none"> -What is a special day? -Why is it special for you? - What makes -you remember the most?

2. Presentation (5')

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

* **Content:** learn some vocabularies related to the topic.

* **Products:** Students read and understand the meaning of vocab.

Students know how to to play the game "what and where"

* **Organization of implementation**

Teacher's and Ss'activities	Content
<p>Pre teach vocabulary</p> <p>- T-Ss</p> <ul style="list-style-type: none"> - Teacher use different techniques to teach vocab (pictures, situation, realia) - Follow the seven steps of teaching vocab. - Repeat in chorus and individually <p>- Copy all the words</p> <p>* Checking vocab: < what and where></p>	<p>* Vocabulary</p> <ul style="list-style-type: none"> - calculator (n): máy tính - wear (v): mặc, đội - 'uniform (n): bộ đồng phục - smart (adj): nhanh trí - 'compass(n): com pa, la bàn - put on (phr v): mặc vào - 'heavy (adj): nặng

3. Practice (30')

Task 1: (5')

* **Aims:** To set the context for the introductory;

To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.


* **Content:** Listen and read the conversation, answer some questions.

* **Products:** Students read and understand the meaning of the text.

Students know how to role play

* **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>* Set the sences: T-Ss Look at the picture on page 6 a) Who are they? b) What is Phong doing? c) Who are Vy and Duy? d) Why is it a special day for them? <i>- We are going to listen and read a dialogue about Phong, Vy and Duy's special day.</i></p> <p>Task 1: T-Ss - Teacher plays the recording twice. - Students listen and read. - Teacher checks students' prediction. - Teacher calls 3 students to read the conversation aloud.</p>	<p><u>Answer the questions:</u> a) They are Phong, his Mum, Vy and Duy. b) He is having breakfast. c) They are Phong's schoolmates. d) Because it is their first day of the new school</p> <p>Task 1: Listen and read.</p>
Task 2: (7')	
<p>* Aims: To have students get specific information of the text.</p>	
<p>* Content: Read the conversation again and tick (✓) T (True) or F (False).</p>	
<p>* Products: Ss say the answers aloud (pair work)</p>	
<p>* Organization of implementation</p>	
Teacher's and Ss'activities	Content
<p>Task 2: T-Ss, Ss-Ss, T-Ss - Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements. - Teacher has students pair compare before checking with the whole class. - Teacher calls some students to give the answers.</p>	<p>Task 2: Read the conversation again and tick (✓) T (True) or F (False).</p> <p>Answer key: 1. T 2. F (<i>Duy is Vy's friend</i>) 3. T 4. T 5. F (<i>Phong isn't wearing a school uniform</i>)</p>
Task 3:(5')	
<p>* Aims: To check students understanding of the conversation and help students use the words in context</p>	
<p>* Content: Read the conversation again and fill in the blanks (work independently)</p>	

<p>* Products: Student's correct answers on the board.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 3:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Teacher has students read the conversation again, work independently to put a suitable word from the box to fill in the gap. - Teacher calls one student to share his/her answer on the board. - Teacher asks students to look at the board, check their mate's answer. 	<p>Task 3: Write one word from the box in each gap.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. wear 2. has 3. go 4. uniforms 5. subjects
<p>Task 4:(7')</p>	
<p>* Aims: To revise some words and learn some more words indicating school things</p> <p>* Content: Matching the words with the pictures (work in groups)</p> <p>* Products: Students' answers on the posters.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 4:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams. - Teacher put two sets of cards, one includes pictures of school things and the other includes their names. Members from two teams take turns and matches the names with the correct pictures as fast as possible. The team matched faster and correctly is the winner. 	<p>Task 4: Match the words with the school things. Then listen and repeat.</p>  <p>pencil sharpener compass school bag calculator rubber pencil case</p>
<p>Task 5:(6')</p>	
<p>* Aims: To check students' vocabulary and improve group work skill</p> <p>* Content: Write names of the things around the class .</p> <p>* Products: Students' answers in your notebook (Students share with the whole class)</p> <p>* Organization of implementation</p>	
Teacher's and Ss'activities	Content
<p>Task 5:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Students work in groups of four to look around the class and write down things they can see in the class. - Students may ask teacher if they don't know the names of the items. - Students share with the whole class. 	<p>Task 5: Write names of the things you can see around the class in your notebook</p> <p><i>Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil,....</i></p>

3. Consolidation (3')	
<p>* Aim: To consolidate what students have learnt in the lesson.</p> <p>* Content: Vocab about school things and Read and understand content of the conversation</p> <p>* Products: Say aloud some words they remember from the lesson.</p> <p>* Organization of implementation</p>	
Teacher's and Ss' activities	Content
- Teacher asks students to talk about what they have learnt in the lesson. - Ss work indepently	- Vocab about school things. - Read and understand content of the conversation
4. Homework (2')	
<p>* Aim: To revise the lesson and prepare for the next lesson.</p> <p>* Content: Review the lesson and prepare for the next lesson and do exersie in the workbbook</p> <p>* Products: Students' textbook and workbook</p> <p>* Organization of implementation</p>	
Teacher's and Ss' activities	Content
- T reminds Ss to do homework and prepare the new lesson.	- Learn by heart all the new words. - Do exercises in the workbook. - Think of activities students can do at school - Prepare lesson 2 (A closer look 1).

*- **Evaluation:**

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Date of planning: 10.09.2022

Week :2

UNIT 1: MY NEW SCHOOL

Period : 3

Lesson 2: A closer look 1

I. OBJECTIVES:

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

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

II. LANGUAGE ANALYSIS

1.Knowledge:

- * **Vocab:** School lexical items and practising the sound /ɑ:/ and /ʌ/
- * **Grammar:** The simple present.

2. Skills: Listening, speaking , reading and writing

3. Attitude: To teach SS to work hard, love their school and friends

4. Competences: Listening and reading to get information about the first day at school of a student.

- Communication, self-learning capability, creative capacity, ability to use of language.....

III. MATERIALS

*** Preparation:**

- 1. Teacher:** Text books , pictures, planning , ...
 - Grade 6 textbook, Unit 1, A closer look 2
 - Smart TV/Pictures, sets of word cards
- 2. Students:** Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (5')	
<p>* Aim: -To activate students' knowledge on the topic of the unit. - To set the context for the listening and reading part.</p> <p>* Content: Game : <i>Kim's game</i>(about school things)</p> <p>* Products: Ss write words exactly on the board.</p> <p>* Organization of implementation</p>	
Teacher's and Ss'activities	Content
<ul style="list-style-type: none"> - Look at the picture on page 8 in 20 seconds and try to remember as many words as possible. - Teacher divides the class into two teams. - Ss go to the board and write the words - Teacher gets feedback -> Today we are going to learn some more combinations about school. 	<p>* Kim's game:</p> <ul style="list-style-type: none"> - school bag - calculator - compass.
2. Presentation (5')	
<p>* Aim: To enrich students' vocabulary to talk about activities at school.</p> <p>* Content: Vocabulary about school</p> <p>* Products: Read and understand the maning of words</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Pre teach vocabulary</p> <ul style="list-style-type: none"> - Teacher use different techniques to teach vocab (pictures, situation, realia) - Follow the seven steps of teaching vacab. - Repeat in chorus and individually - Copy all the words <p>* Checking vocab: < Matching ></p>	<p>* Vocabulary</p> <ul style="list-style-type: none"> - science (n) : môn khoa học - exercise (n/v): bài tập, tập luyện - history (n) : lịch sử - lesson (n): bài học - school lunch: bữa trưa ở trường
3. Practice (30')	
Task 1: (5')	

<p>* Aims: To revise / introduce the names of school subjects, and some nouns related to school and school activities.</p> <p>* Content: Listen and repeat the words.</p> <p>* Products: Students read words exactly aloud.</p> <p>* Organization of implementation:</p>															
Teacher's and Ss'activities	Content														
<p>Task 1: T-Ss</p> <ul style="list-style-type: none"> - Teacher asks students to listen and repeat the words. - Teacher calls some students to read the words aloud. 	<p>Task 1: Listen and repeat the words.</p>														
<p>Task2: (7')</p>															
<p>* Aims: To teach Ss how to combine a verb and a noun to talk about school activities.</p> <p>* Content: Put the words in the correct columns. (<i>V with N</i>)</p> <p>* Products: Ss say the correct answers (pair work).</p> <p>* Organization of implementation</p>															
Teacher's and Ss'activities	Content														
<p>Task 2: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs and use the words in Task 1 to put into the correct columns. - Students work in pairs and do the task. - Teacher calls some pairs to share their answers with the whole class. - Teacher gives feedback and corrections (if necessary). - Teacher explains which nouns go with each verb to make meaningful names of activities. - Teacher asks students to work in groups of four and add as many words into each column as possible. 	<p>Task 2: Work in pairs. Put the words in Task 1 in the correct columns.</p> <p>*Answer key:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">play</td> <td style="text-align: center;">do</td> </tr> <tr> <td style="text-align: center;">football</td> <td style="text-align: center;">homework</td> </tr> <tr> <td style="text-align: center;">music</td> <td style="text-align: center;">exercise</td> </tr> <tr> <td style="text-align: center;">have</td> <td style="text-align: center;">study</td> </tr> <tr> <td style="text-align: center;">school</td> <td style="text-align: center;">English</td> </tr> <tr> <td style="text-align: center;">lunch</td> <td style="text-align: center;">history</td> </tr> <tr> <td style="text-align: center;">lessons</td> <td style="text-align: center;">science</td> </tr> </table>	play	do	football	homework	music	exercise	have	study	school	English	lunch	history	lessons	science
play	do														
football	homework														
music	exercise														
have	study														
school	English														
lunch	history														
lessons	science														
<p>Task 3:(5')</p>															
<p>* Aims: To help students use the vocabulary in context.</p> <p>* Content: Fill in the blanks with a suitable word</p> <p>* Products: Student's correct answers on the board.</p> <p>* Organization of implementation:</p>															
Teacher's and Ss'activities	Content														
<p>Task 3:T-Ss, Ss-Ss</p>	<p>Task 3: Put the words in the blanks.</p> <p>Answer key:</p>														

<ul style="list-style-type: none"> - Teacher asks students to work independently and put a suitable word in each blank. - Teacher allows students to share their answers before discussing as a class. - Teacher asks some students to share the answers and gives feedback. 	<ol style="list-style-type: none"> 1. homework 2. football 3. lessons 4. exercise 5. science
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Task 4:(7')

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

* **Content:** Understand and how to pronounce the sounds /ɑ:/ and /ʌ/.

* **Products:** Students pronounce words exactly .

* **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>* Presentation (Pre-teach the sounds /ɑ:/ and /ʌ/)</p> <ul style="list-style-type: none"> - Teacher introduces 2 sounds /ɑ:/ and /ʌ/ to students and lets them watch a video about how to pronounce these two sounds. - T gives some words and show how to pronounce these two sounds. <p>Task 4:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Teacher asks students to listen and repeat. - Students work independently. 	<p>* PRONUNCIATION</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - /ɑ:/: car, start, after, party - /ʌ/: cut, one, country <p>Task 4: Listen and repeat. Pay attention to the sounds /ɑ:/ and /ʌ/.</p> <p>Key:</p> <ul style="list-style-type: none"> + /ɑ:/: smart, art, carton, class. + / ʌ /: subject, study, monday, compass

Task 5:(6')

* **Aims:** To help students practise the sounds /ɑ:/ and /ʌ/ in sentences

* **Content:** Listen and repeat. Underline the words with the sounds /ɑ:/ and /ʌ/.

* **Products:** Students' answers in your notebook (Students share with the whole class)

* **Organization of implementation**

Teacher's and Ss'activities	Content
<p>Task 5:T-Ss, Ss-Ss</p> <p>Before listening, teacher let students discuss in pairs and find the words with the sounds /ɑ:/ and /ʌ/.</p> <ul style="list-style-type: none"> - Teacher plays the recording for students to check and repeat the sentences. -Have them work in pairs to compare their 	<p>Task 5: Listen and repeat. Underline the words with the sounds /ɑ:/ and /ʌ/.</p> <p>Key+ Audio script:</p> <ol style="list-style-type: none"> 1 . My <u>brother</u> has a new <u>compass</u>. 2 . Our <u>classroom</u> is <u>large</u>.

<p>answers. Check Ss' answers. - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.</p>	<p>3 They look <u>smart</u> on their first day at school. 4 The <u>art</u> lesson <u>starts</u> at nine o'clock. 5 . He goes out to have <u>lunch</u> every <u>Sunday</u>.</p>
<p>3. Production (5')</p> <p>* Aim: To give students a chance to apply what they have learnt. * Content: <i>Game</i> : write sentences including 2 features: school activities and one of the sounds /ɑ:/ or /ʌ/. * Products: Students read aloud their sentences. * Organization of implementation</p>	
<p>Teacher's and Ss' activities</p>	<p>Content</p>
<p>- Teacher asks groups to write sentences including 2 features: school activities and one of the sounds /ɑ:/ or /ʌ/. - Ss Work in groups - Teacher asks each group to hand in their paper and checks, the group with more correct sentences is the winner. - Teacher invites the winner to read aloud their sentences.</p>	<p>* Game: Who is faster? - (e.g: <i>I usually play basketball with my brother.)</i> - <i>I often use compass to do Math exercise.</i></p>
<p>4. Homework (2')</p> <p>* Aim: To revise the lesson and prepare for the next lesson. * Content: Review the lesson and prepare for the next lesson and do exercise in the workbook * Products: Students' textbook and workbook * Organization of implementation</p>	
<p>Teacher's and Ss' activities</p>	<p>Content</p>
<p>- T reminds Ss to do homework and prepare the new lesson.</p>	<p>Learn by heart all the new words. - Rewrite the sentences into notebooks. Find 3 more school activities that have the sound /ɑ:/ or /ʌ/. - Prepare lesson 3 (A closer look 2)..</p>

*- **Evaluation:**

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Date of planning:10.09.2022

Week :2

UNIT 1: MY NEW SCHOOL

Period : 4

Lesson 3: A closer look 2

I. OBJECTIVES:

By the end of the lesson, students will be able to use the present simple tense.

II. LANGUAGE ANALYSIS

1.Knowledge:

* **Vocab:** School lexical items

* **Grammar:** The simple present and adverbs of frequency

2. Skills: Listening, speaking , reading and writing

3. Attitude: To teach SS to work hard, love their school and friends

4. Competences: Know how to use the present simple. Students will developed speaking and co-operating skills.

III. MATERIALS

* **Preparation:**

1. Teacher: Text books , pictures, planning , ...

- Grade 6 textbook, Unit 1, A closer look 2

- Smart TV/Pictures, sets of word cards

2. Students: Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (5')

* **Aim:** To activate students' prior knowledge related to the targeted grammar of present simple tense and to increase students' interest.

* **Content:** Game: Sentence puzzling (with the simple present)

* **Products:** Students complete the perfect sentences on the board.

* **Organization of implementation:**

Teacher's and Ss'activities	Content																
<p>* Warm up (group work)</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Teacher delivers a set of word cards which are jumbled sentences in present simple to each group. - Students will have to work in groups to create as many correct sentences from the word cards as possible. - The group with the most correct sentences will be the winner. 	<p>* Game: Sentence puzzling</p> <p>Suggested sentences:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. Peter</td> <td style="padding: 2px;">lives</td> <td style="padding: 2px;">near</td> <td style="padding: 2px;">his school.</td> </tr> <tr> <td style="padding: 2px;">2. We</td> <td style="padding: 2px;">go</td> <td style="padding: 2px;">to</td> <td style="padding: 2px;">the same school.</td> </tr> <tr> <td style="padding: 2px;">3. They</td> <td style="padding: 2px;">have</td> <td style="padding: 2px;">new</td> <td style="padding: 2px;">subjects.</td> </tr> <tr> <td style="padding: 2px;">4. We</td> <td style="padding: 2px;">always</td> <td style="padding: 2px;">look</td> <td style="padding: 2px;">smart in our uniforms</td> </tr> </table>	1. Peter	lives	near	his school.	2. We	go	to	the same school.	3. They	have	new	subjects.	4. We	always	look	smart in our uniforms
1. Peter	lives	near	his school.														
2. We	go	to	the same school.														
3. They	have	new	subjects.														
4. We	always	look	smart in our uniforms														

2. Presentation (10')

* **Aim:** To help students know and understand the use of the present simple tense.

<p>* Content: Introduce the present simple tense. * Products: Understand and know how to use the present simple tense * Organization of implementation</p>									
Teacher's and Ss'activities	Content								
<p>- Lead in :Teacher draws students' attention to the form of the sentences created in the game and asks them whether they know the target tense.- - Elicit the present simple tense</p> <p>- Teacher provides or confirms the answers and leads in the grammar focus of the lesson: - Teacher gives students some time to study the grammar box.</p>	<p><i>* Model sentences:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. Peter</td> <td style="padding: 2px;">lives</td> <td style="padding: 2px;">near</td> <td style="padding: 2px;">his school.</td> </tr> <tr> <td style="padding: 2px;">2. We</td> <td style="padding: 2px;">go</td> <td style="padding: 2px;">to</td> <td style="padding: 2px;">the same school.</td> </tr> </table> <p>1. THE PRESENT SIMPLE TENSE * Form: + Positive: S + Vinf/ V(s/es) + + Negative: S + don't/ doesn't + Vinf + + Interrogative: Do/ Does + S + Vinf + ... ? ->Yes, S + do/does. No, S + don't/ doesn't.</p>	1. Peter	lives	near	his school.	2. We	go	to	the same school.
1. Peter	lives	near	his school.						
2. We	go	to	the same school.						
<p>3. Practice (20')</p>									
<p>Task 1: (5')</p>									
<p>* Aims: To introduce the targeted grammar of the present simple tense..(10') * Content: Choose the correct answer A, B or C * Products: Students say the key aloud * Organization of implementation:</p>									
Teacher's and Ss'activities	Content								
<p>Task 1:T –Ss : Ss- Ss</p> <p>- Teacher has students work independently, look at the form and do Exercise 1 – page 9. - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).</p> <p>- Have Ss read the Remember! box. Direct their attention to the present simple tense form for third person singular</p>	<p>Task 1: Choose the correct answer A, B or C <i>Answer key:</i> 1. A 2. C 3. B 4. A 5. C</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"> Remember!</p> <p style="text-align: center;">The present simple verbs with he / she / it need an s / es.</p> </div>								
<p>Task2: (5')</p>									
<p>* Aims: To help students know and understand the use of the present simple tense. * Content: Write the correct form of the verbs.</p>									

<p>* Products: students' correct answers on the board.</p> <p>* Organization of implementation :</p>	
Teacher's and Ss'activities	Content
<p>Task 2: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher asks students to work independently. - Teacher calls 1 or 2 students to write their answers on the board, checks their answers sentence by sentence. 	<p>Task 2: Write the correct form of the verbs</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. has 2. Do you have 3. like 4. Does Vy walk 5. ride 6. go
<p>Task 3:(5')</p> <p>* Aims: To help Ss revise some adverbs of frequency they already learnt.</p> <p>* Content: Put the words in the blanks</p> <p>* Products: Student read sentences aloud.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 3:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Elicit adverbs of frequency - Tell Ss to look at the two examples carefully. Then ask them about the position of the adverbs of frequency, and the meaning of those. Tell them to recall all the adverbs of frequency they know. <p>Task 3 : T –Ss ; Ss- Ss</p> <ul style="list-style-type: none"> - Teacher shows the graph and lets students fill in the blanks with suitable adverbs of frequency: <i>sometimes, usually</i> or <i>never</i> (Exercise 3 – page 10) - Teacher lets students work in groups of four to make 5 sentences using the 5 adverbs of frequency above. <ul style="list-style-type: none"> - Teacher calls some groups to read aloud the answers and gives feedback. 	<p>Task 3: Put the words in the blanks.</p> <p>2. ADVERBS OF FREQUENCY</p> <p>* Model sentences:</p> <ul style="list-style-type: none"> - <i>We often ride our bicycles to school.</i> - They don't often go to the cinema <p>*(<i>always, usually, sometimes, rarely, never</i>)</p> <p>* Note: We usually place the adverb of frequency before the main verb</p> <p>Task 3 : Fill the blanks with <i>sometimes, usually</i> or <i>never</i>.</p> <p>* Answer key:</p> <ol style="list-style-type: none"> 2. usually 3. sometimes 5. never <p>* Write a sentence with one of these adverbs.</p> <ol style="list-style-type: none"> 1. <i>I always do my homework after school</i> 2. <i>He usually watches TV in the morning</i> <p>.....</p>
<p>Task 4:(7')</p> <p>* Aims: To give students opportunities to use the present simple tense with adverbs of frequency correctly in context.</p>	

- * **Content:** Choose the correct answer A or B to complete each sentence.
- * **Products:** Students' answers in their notebooks (Students share with the whole class)
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 4: T - Ss, Ss - Ss</p> <p>- Teacher has students complete Exercise 4 – page 10 independently. Teacher then asks students to exchange their textbooks to check their friends' answers.</p>	<p>Task 4: Choose the correct answer A or B to complete each sentence.</p> <p><i>Answer key:</i> 1. B 2. A 3. A 4. B 5. A</p>

4:Production (7')

- * **Aims:** - To help students distinguish and use correctly the present simple tense.
- To improve cooperative skill.
- * **Content:** Make questions then interview your partner.
- * **Products:** Role play (ask and answer correctly)
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 5: T - Ss, Ss - Ss</p> <p>- Teacher has students work on the Ex. 5, p. 10 in pairs. - Teacher checks the answers by playing a game. Teacher divides students into 2 teams, 2 students in each team choose a set of questions (which are the questions 1-5 in Ex. 5, p. 10). Teacher may add more questions if necessary) then interview each other. The team with higher score is the winner.</p>	<p>Task 5: Work in pairs. Make questions then interview your partner.</p> <p><u>10 pts:</u> you/ like/ your new school <u>20 pts:</u> Q1: you/ often/ ride your bicycle/ to school Q2: you/ sometimes/ study in the school library Q3: your friends/ always/ go to school/ with you Q4: you/ usually/ do homework/ after school <u>30 pts:</u> How often/ your mother/ pick you up/ school</p> <p>* <i>Answer key:</i> 1. Do you like your new school? 2. Do you often ride your bicycle to school? 3. Do you sometimes study in the school library? 4. Do your friends usually go to school with you? 5. Do you usually do your homework after school? How often does your mother pick you up from school?</p>

5. Consolidation (3')

- * **Aim:** To consolidate what students have learnt in the lesson.
- * **Content:** Summarize the main content of the lesson
- * **Products:** Students say what they have learnt in the lesson

* Organization of implementation	
Teacher's and Ss' activities	Content
Teacher asks students to talk about what they have learnt in the lesson.	-The simple present - adverbs of frequency
4. Homework (2')	
<p>* Aim: To revise the knowledge that students have gained in this lesson.</p> <p>* Content: Review the lesson and prepare for the next lesson and do exercise in the workbook</p> <p>* Products: Students' textbook and workbook</p> <p>* Organization of implementation</p>	
Teacher's and Ss' activities	Content
- T reminds Ss to do homework and prepare the new lesson.	- Make 5 sentences in the present simple tense, using adverbs of frequency. - Prepare lesson 4 (communication)

*- **Evaluation:**

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Date of planning: 10.09.2022

Week :2

UNIT 1: MY NEW SCHOOL

Period : 5

Lesson 4 : Communication

I. OBJECTIVES:

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

- use the lexical items related to the topic *My new school*;
- know how to introduce someone;
- ask appropriate questions when making friends at school;
- know what good qualities a good friend should have.

II. LANGUAGE ANALYSIS

1.Knowledge: -

- Talk about school activities, subjects, their friends and know how to introduce someone;

* **Vocab:** School lexical items

* **Grammar:** The simple present.

2. Skills: Speaking , reading and writing

3. Attitude: To teach SS to work hard, love their school and friends

4. Competences : develop their language skills, as well as learn about Vietnamese culture and other cultures.

III. MATERIALS

*** Preparation:**

1. Teacher: Text books , pictures, planning , ...

- Grade 6 textbook, Unit 1, communication
- Smart TV/Pictures, sets of word cards

2. Students: Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (5')	
<p>* Aim: To introduce the topic..</p> <p>* Content: Students to talk about what he/she does everyday ; some questions about making friends</p> <p>* Products: Student s presents in front of the class; students' correct answers.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>* Warm up Team work</p> <p>- Teacher gets 2 students to talk about what he/she does everyday</p> <p>- Teacher makes remarks and give the two students marks.</p> <p>* Interviewing:</p> <p>T: Pretends to be a new classmate; lets ss ask questions to make friend</p> <p>Ss: Ask questions.</p> <p>T: Comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend".</p>	<p>* Game: : Chatting</p> <p>- <i>Hello, I am..... Everyday I.....</i></p> <p>- Whole class listen, find out mistakes (if any)</p> <p><i>1/ How do you often make friends ?</i></p> <p><i>2/. What do you often say when you first meet a new friends ?</i></p> <p><i>3. What questions do you often make ?</i></p>
2. Presentation (10')	
* EVERYDAY ENGLISH	
<p>* Aim: - To prepare students with vocabulary related to the topic <i>My New School</i>; - To introduce the structure of introducing someone.</p> <p>* Content: some new words about related to the lesson.</p> <p>* Products: Read and understand the meaning of words.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>- Pre teach vocabulary</p> <p>- Teacher use different techniques to teach vocab (pictures, situation, realia)</p> <p>- Repeat in chorus and individually</p> <p>- Copy all the words</p> <p>* Checking vocab: < rub out and remmeber></p> <p>- Pre structure</p>	<p>1. VOCABULARY:</p> <p>- share (v) : chia sẻ</p> <p>- classmate (n): bạn cùng lớp</p> <p>- keep (v): giữ, giữ gìn</p> <p>- secret (n) : bí mật</p> <p>2. SENTENCE STRUCTURE:</p>

<p>Task 1:T –Ss : Ss- Ss</p> <ul style="list-style-type: none"> - Teacher lets students listen and read the dialogue, asks them what the characters say when they first meet someone. - Teacher calls some students to share their opinions. - Teacher gives more explanations and writes down the structure of introducing someone. 	<p>INTRODUCING SOMEONE</p> <p>Task 1: Listen and read the dialogue.</p> <p><i>This is</i></p> <p><i>Nice to meet/ see you.</i></p> <p><i>Nice to meet/ see you, too</i></p>
<p align="center">3. Practice (25')</p>	
<p align="center">Task 2: (5')</p> <ul style="list-style-type: none"> * Aims: To practice the structure of introducing someone. * Content: Practise introducing a friend to someone. * Products: role play and practice in front of the class fluently. * Organization of implementation: 	
<p align="center">Teacher’s and Ss’activities</p>	<p align="center">Content</p>
<p>Task 2:T –Ss : Ss- Ss</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups of four, introducing themselves to the group members, using structures above. - Teacher calls some students to introduce their new friends to the whole class. - Teacher gives feedback and corrections (if necessary). 	<p>Task 2: Work in groups. Practise introducing a friend to someone.</p> <p>Example:</p> <p>Thien: Huy, <u>this is</u> Huong, my new friend.</p> <p>Huy: Hi, Huong . <u>Nice to meet you.</u></p> <p>Huong: Hi, Huy. <u>Nice to meet you, too.</u></p>
<p align="center">Task3: (5')</p> <p align="center">NEW FRIENDS AT SCHOOL</p> <ul style="list-style-type: none"> * Aims: To identify questions people should ask when making new friendsat school. * Content: Read and tick the questions you think are suitable to ask a new friend at school. * Products: Discuss the questions in groups and tick the suitable questions. * Organization of implementation 	
<p align="center">Teacher’s and Ss’activities</p>	<p align="center">Content</p>
<p>Task 3: T - Ss, Ss – Ss</p> <ul style="list-style-type: none"> - Ask Ss to read and tickthe questions individually. Then let them discuss the questions in groups 	<p>Task 3: Read and tick the questions you think are suitable to ask a new friend at school.</p> <ol style="list-style-type: none"> 1. Are you from around here? 2. Do you like music?

<ul style="list-style-type: none"> - T asks them to add 2 more questions to the list. - Teacher checks with the whole class. 	<p>4 . What is your favourite subject at school?</p> <p>6. Do you play football?</p> <p>7. How do you go to school every day?</p> <p>* Suggested answer:</p> <ol style="list-style-type: none"> 1. What’s your name? 2. Where do you live? 3. Do you like EL? 4. What’s your telephone number?
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Task 4:(3’)

- * **Aims:** - To identify qualities of a good friend
 -To help Ss revise *yes / no* questions with the present simple
- * **Content:**. Friendship quiz. (some questions about a good friend)
- * **Products:** Students’ correct answers. (work independently)
- * **Organization of implementation:**

Teacher’s and Ss’activities	Content
<ul style="list-style-type: none"> - Students work independently and do the quiz in Ex. 4, p. 11 	<p>Task 4: Friendship quiz.</p> <p><i>E.g. friendly, generous, helpful, cheerful, etc.)</i></p>

4. Production (5’)

- * **Aims:** To apply the knowledge they have learnt in this lesson.
- * **Content:** interview the others, use the questions “ How is a good friend?”
- * **Products:** Students ask and answer exactly (group work)
- * **Organization of implementation:**

Teacher’s and Ss’activities	Content
<p>Task 4: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher ask students to move to places of classmates they haven’t got acquainted yet, form a new group and interview the new mates, then give feedback on their mates. - Teacher calls some groups to make models 	<p>Task 5: Work in groups. Take turns to interview the others, use the questions above.</p> <p><i>(e.g. Friends are forever.)</i></p>

5. Consolidation (3’)

* **Aims:** To consolidate what students have learnt in the lesson.
 * **Content:** summarize the main content in the lesson.
 * **Products:** Students say what they have learnt in the lesson.
 * **Organization of implementation:**

Teacher’s and Ss’ activities	Content
Teacher asks students to talk about what they have learnt in the lesson.	- some new words - Introducing someone - How is a good friend.?

6. Homework (2’)

* **Aim:** To revise the knowledge that students have gained in this lesson.
 * **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook.
 * **Products:** Students’ textbook and workbook.
 * **Organization of implementation**

Teacher’s and Ss’ activities	Content
- T reminds Ss to do homework and prepare the new lesson.	- Write down the results and feedback of the previous interviews. - Prepare lesson 5 (skills 1)

*- **Evaluation:**

Date of planning: 18.09.2022

Week :3

UNIT 1: MY NEW SCHOOL

Period :6

Lesson 5 : Skills1

I. OBJECTIVES:

- By the end of the lesson, students will be able to:
- develop reading skill for general and specific information about schools;
 - talk about different types of school;
 - talk about things they like and don’t like at school and the reasons for that.

II. LANGUAGE ANALYSIS**1. Knowledge:**

* **Vocab:** boarding school (n) playground (n) international (adj),....

* **Grammar:** The simple present.

2. Skills: Speaking , reading

3. Attitude: To teach SS to work hard, love their school and friends.

4. Competences : develop their language skills, Ask and answer questions about school .activities

B. Preparation:**III. MATERIALS***** Preparation:**

1. Teacher: Text books , pictures, planning , ...

- Grade 6 textbook, Unit 1, skills 1

- Smart TV/Pictures, sets of word cards

2. Students: Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (5')	
<p>* Aim: To introduce the topic of reading.</p> <p>* Content: Game : chatting (some questions about the school).</p> <p>* Products: Students say the correct answers aloud.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>- T- Ss</p> <p>- Teachers asks students some questions about Ss' school.</p> <p>- Students answer the questions</p> <p>- And then lead in the new lesson.</p>	<p>* Play a game : Chatting</p> <p>1. What's the name of your school?</p> <p>2. Is your shool big or small?</p> <p>3. How many students and teachers are there?</p> <p>4. Do you like your new school? Why or why not?</p>
2. Pre- reading (10')	
<p>* Aim: - To prepare students with vocabulary related to the lesson - To lead in the reading skills. -</p> <p>* Content: Some vocabularies related the lesson.</p> <p>* Products: Read and understand the meaning of the words.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>T –Ss :</p> <p>- Pre teach vocabulary</p> <p>- Teacher use different techniques to teach vocab (pictures, situation, realia)</p> <p>- Repeat in chorus and individually</p>	<p>* VOCABULARY:</p> <p>- a green field (n): đồng lúa</p> <p>- a mountain (n) : ngọn núi</p> <p>- computer room (n) : phòng máy tính</p> <p>- Join (v) : tham gia</p>

<p>- Copy all the words</p> <p>* Checking vocab: < what and where></p> <p>- Pre-Reading</p> <p>- Teacher leads students into the lesson by showing pictures of 3 schools <i>Sunrise, An Son</i> and <i>Dream</i> and asks them some questions</p>	<p>- International (adj) : quốc tế</p> <p>- Art club (n) : câu lạc bộ mỹ thuật</p> <p>I - Reading</p> <p>1. What can you see in these pictures?</p> <p>2. Are these schools in the same place?</p> <p>3. Which school do you think is in Viet Nam?</p> <p><i>Suggested answers:</i></p> <p>1. I can see three different schools.</p> <p>2. No, they aren't.</p> <p>3. The second school.</p>
3. While reading (15')	
Task 1: (3')	
<p>* Aims: - To develop reading skill for general information.</p> <p>- To help students understand activate their knowledge of the topic.</p> <p>* Content: Read the passages and Match.</p> <p>* Products: Read and say the correct answers.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 2:T –Ss : Ss- Ss</p> <p>- Teacher asks students to open the book, read through the text and do Ex. 1 – p. 12.</p> <p>- Teacher calls some students to give the answer, explain which sentence give them the information.</p>	<p>Task 1: Look at the picture and quickly read the passages. Match 1-3 with A-C.</p> <p><i>Answer key:</i></p> <p>1. C - a boarding school in Sydney</p> <p>2. A - a school in Bac Giang</p> <p>3. B - . an international school</p>
Task 2: (5')	
<p>* Aims: To help Ss develop their reading skill for specific information (scanning).</p> <p>* Content: Read the passages again and complete the sentences.</p> <p>* Products: Stusents' correct answers on the board.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 2: T - Ss, Ss – Ss (Pair work)</p> <p>- Teacher asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks.</p> <p>- Teacher lets students work independently and find the correct answer.</p>	<p>Task 2: Read the passages again and complete the sentences.</p> <p>* <i>Answer key:</i></p> <p>1. boarding</p> <p>2. Sydney</p> <p>3. mountains and green fields</p> <p>4. Dream School</p> <p>5. English-speaking teachers</p>

- Teacher lets students pair compare before checking with the whole class.														
Task 3:(5')														
* Aims: - To identify different features of each school.														
* Content: Answer the questions.														
* Products: Students' correct answers on the board.														
* Organization of implementation:														
Teacher's and Ss'activities	Content													
<p>- Teacher asks students to read the questions and underline key words, reminds them to focus on the types of information they have to find (What/ Where/ Which school...).</p> <p>- Teacher asks students to work in pairs and find the answer. Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class</p>	<p>Task 3: Answer the questions. Suggested answers:</p> <ol style="list-style-type: none"> 1. Sunrise is a boarding school. 2. An Son School is in Bac Giang. 3. Yes, there is. 4. They join many interesting clubs. 													
4. Pre- speaking (5')														
* Aims: To help Ss prepare ideas for the speaking activity;														
* Content: Ask and answer about the school they like and say the reason.														
* Products: Students ask and answer fluently in groups .														
* Organization of implementation:														
Teacher's and Ss'activities	Content													
<p>Task 4: T - Ss, Ss – Ss</p> <p>- Teacher asks students to work independently and complete the table. - Teacher goes around and offers help if needed.</p>	<p>II. Speaking Task 4: Which school in Exercise 1 would you like to go to? Why/ Why not? Complete the table.</p> <table border="1" data-bbox="695 1480 1533 2056"> <thead> <tr> <th data-bbox="695 1480 831 1592">Name of school</th> <th data-bbox="831 1480 1193 1592">Reasons you like it</th> <th data-bbox="1193 1480 1533 1592">Reasons you don't like it</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 1592 831 1727">Sunrise</td> <td data-bbox="831 1592 1193 1727">I can practise English with other students.</td> <td data-bbox="1193 1592 1533 1727">It's a boarding school, so I can't go home everyday.</td> </tr> <tr> <td data-bbox="695 1727 831 1883">An Son</td> <td data-bbox="831 1727 1193 1883">It is in beautiful place, so it has a good view.</td> <td data-bbox="1193 1727 1533 1883">It is quite small and very remote, so it isn't convenient to travel.</td> </tr> <tr> <td data-bbox="695 1883 831 2056">Dream</td> <td data-bbox="831 1883 1193 2056">I can learn English with English-speaking</td> <td data-bbox="1193 1883 1533 2056">It's an international school, so it may be expensive.</td> </tr> </tbody> </table>		Name of school	Reasons you like it	Reasons you don't like it	Sunrise	I can practise English with other students.	It's a boarding school, so I can't go home everyday.	An Son	It is in beautiful place, so it has a good view.	It is quite small and very remote, so it isn't convenient to travel.	Dream	I can learn English with English-speaking	It's an international school, so it may be expensive.
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Dream	I can learn English with English-speaking	It's an international school, so it may be expensive.												

		teachers and join many interesting clubs.	
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5. While-Speaking (6')

- * **Aims:** To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons.
- * **Content:** Discuss your choice with your friends.
- * **Products:** Role play and practice in front of the class.
- * **Organization of implementation:**

Teacher's and Ss' activities	Content
<p>Task 5: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher tells students to work in groups of four - and share the answer, reminds them to take note the information from other members. - Teacher invites some students to share their preparation and makes sure they speak in full sentences. Students share their ideas with the whole class. 	<p>Task 5: Discuss your choice with your friends.</p> <ul style="list-style-type: none"> * Which school (among the three above) would you like to go? Why? <i>Example:</i> A: Which school would you like to go to? B: I'd like to go to Dream School. A: Why? B: Because I'd like to paint in the art club.

6. Post-Reading and Speaking (3')

- * **Aim:-** To help students improve next time.
 - Check students' understanding about the reading passage.
- * **Content:** comments and vote for the most interesting and informative presentation.
- * **Products:** Students present about their favorite school in front of the class.
- * **Organization of implementation:**

Teacher's and Ss' activities	Content
<p>T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation. Teacher gives feedback and comments. 	<p>Ss' presentation</p> <p>Ex: <i>Among the three schools above I would you like to.....</i></p>

7. Consolidation (3')

- * **Aims:** To consolidate what students have learnt in the lesson.
- * **Content:** summarize the main content in the lesson.
- * **Products:** Students say what they have learnt in the lesson.

* Organization of implementation:	
- Teacher asks students to talk about what they have learnt in the lesson.	- Some new words - read and understand some information about 3 schools. - Present thier choice of the type of school they would like to go to, and give reasons.
8. Homework (2')	
* Aim: To revise the knowledge that students have gained in this lesson.	
* Content: Review the lesson and prepare for the next lesson and do exersie in the workbbook	
* Products: Students' textbook and workbook	
* Organization of implementation:	
- Teacher asks students to write down their opinion about a school in their books. - Teacher asks students to search for information about their school.	- Write down your opinion about a school in their books. - Prepare for the next lesson: Unit 1-Skills 2.

*- **Evaluation:**

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Date of planning:20.09.2022

Week :3

UNIT 1: MY NEW SCHOOL

Period : 7

Lesson 6: Skills 2

I. OBJECTIVES:

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

- use the lexical items related to the topic *My new school*;
 - listen for specific information about school activities;
- write a passage about their new school.

II. LANGUAGE ANALYSIS

1.Knowledge:

* **Vocab:** foreign language (n) ,helpful (adj), favourite (adj), friendly (adj), biology (n)

* **Grammar:** The present simple

2. Skills: Listening, speaking , reading and writing

3. Attitude: To teach SS to work hard, love their school and friends

4. Competences: Know how to use the present simple. Students will developed listening and writing skills.

III. MATERIALS

* **Preparation:**

1. Teacher: Text books , pictures, planning , ...

- Grade 6 textbook, Unit 1, Skills 2
- Smart TV/Pictures.

2. Students: Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (5')


- * **Aim:** - Check students' knowledge related the previous lesson.
- To introduce the topic of listening.

* **Content:** Game: Network (my new school)

* **Products:** Ss write word on the board.

* **Organization of implementation**

Teacher's and Ss'activities	Content
* Warm up (Individual work) T -Ss	* Game: Network

<ul style="list-style-type: none"> - T guides students to play game about “ My new school” - Ss write word on the board. 	<div style="text-align: center;">  </div> <p>* suggested anser: - teacher, friends, subjects, shool things,...</p>
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1. Presentation vocabulary (7')

*** Aim:** - To enrich students’ vocabulary
 - To lead in the listening tasks.

*** Content:** Some vocab about school.

*** Products:** Read and understand the meaning of words.

*** Organization of implementation:**

Teacher’s and Ss’activities	Content
<p>- T –Ss :</p> <p>- Pre teach vocabulary</p> <ul style="list-style-type: none"> - Teacher use different techniques to teach vocab (pictures, situation, realia) - Repeat in chorus and individually - Copy all the words <p>* Checking vocab: < what and where></p> <p>Lead in: T-Ss And then T leads students in the listening tasks.</p> <p>*Set the sence:</p> <ul style="list-style-type: none"> - Teacher draws students’ attention to word PALMER – the name of a school in America, lets them know they are going to listen to Janet, a student from Palmer school. 	<p>* Vocabulary:</p> <ul style="list-style-type: none"> - foreign language (n): ngôn ngữ nước ngoài - helpful (adj): hay giúp đỡ - favourite (adj): yêu thích - friendly (adj): thân thiện - biology (n): sinh học <p>Do you know Palmer ?</p> <ul style="list-style-type: none"> - PALMER: is the name of a school in America. - Janet : a student from Palmer school.

2. Pre -listening (5')

Task 1: (5')

*** Aims:** To help students brainstorm and have an overview about what they are going to listen to.

*** Content:** Guess the answer to the following questions.

*** Products:** Students say the correct answers aloud.

*** Organization of implementation:**

Teacher’s and Ss’activities	Content
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<p>Task 1:T –Ss : Ss- Ss (pair work)</p> <ul style="list-style-type: none"> - Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses. -Teacher plays the recording once. Students listen to check their guesses. 	<p>Task 1: Guess the answer to the following questions.</p> <ol style="list-style-type: none"> 1. Do you think the students there wear uniforms? 2. Do they learn Vietnamese as a foreign language? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Yes, they do. <p>Yes, they do.</p>
<p>3. While -listening (7')</p>	
<p>* Aims: To help students develop listening skill for specific information.</p>	
<p>* Content: Listen and choose the correct answer .</p>	
<p>* Products: Students’ correct answers.</p>	
<p>* Organization of implementation</p>	
<p>Teacher’s and Ss’activities</p>	<p>Content</p>
<p>Task 2: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> -Teacher asks students to read the statements, underline the key words, reminds them to pay attention to keywords while listening. <ul style="list-style-type: none"> - Teacher plays the recording. - Teacher asks students to listen and choose the answers. - Teacher asks students to compare their answer with the partner. - Teacher calls on some students to write their answers on the board, then play the recording once again and check with the class. 	<p>Task 2: Listen again and choose the correct answer A or B.</p> <p>* Read and find the key words</p> <p>* Listen and choose the correct answer</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. B 4. A 5. A <p>Audio script:</p> <p><i>Hi. My name’s Janet. I’m eleven years old. I’m now in year 6 at Palmer School. I like it here.</i></p> <p><i>My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren’t. We’re going to have a biology lesson on a farm.</i></p>
<p>4. Post- listening (5')</p>	
<p>* Aims: To check students’ understanding of the listening part.</p>	
<p>* Content: Summarize the information of the listening part.</p>	
<p>* Products: Ss summarize the information in the listening part before the class.</p>	
<p>* Organization of implementation:</p>	
<p>Teacher’s and Ss’activities</p>	<p>Content</p>

<p>Task 3: T-Ss, Ss-Ss(work group)</p> <ul style="list-style-type: none"> - Students work in groups of four. - Teacher asks students to summarize the information in the listening part and talk about it. - Teacher helps if necessary. 	<p>* Summarize the information of the listening part.</p>
<p>5. Pre-Writing (5')</p> <p>* Aims: To help students have information about their school. To help students write simple sentences for the next writing passage.</p> <p>* Content: Write the answers to the questions about your school.</p> <p>* Products: Students' correct answers in their notebooks.</p> <p>* Organization of implementation:</p>	
<p>Teacher's and Ss'activities</p>	<p>Content</p>
<p>Task 4: T - Ss, Ss – Ss (pair work)</p> <p>Teacher asks students to work independently to answer the questions.</p> <ul style="list-style-type: none"> - Teacher encourages students to write in full sentences and tells them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. - Teacher allows students to look back the reading passages. - Teacher asks students to pair compare their answers. - Teacher invites one or two students to write their answers on the board and gives feedback as models. 	<p>Task 3: Write the answers to the following questions about your school.</p> <ol style="list-style-type: none"> 1. What is the name of your school? → It's Nguyen Trai Secondary school 2. Where is your school? → It's in Mo Duc District, Quang Ngai city 3. How many classes does your school have? → It has 16 classes 4. What do students do at your school? → They learn many subjects and play games at breaktime
<p>While-Writing (5')</p> <p>* Aim: To let students learn and help each other write a complete passage about their school.</p> <p>* Content: Write a paragraph of 40-50 words about your school.</p> <p>* Products: Students' perfect writing on the posters.</p> <p>* Organization of implementation</p>	
<p>Teacher's and Ss'activities</p>	<p>Content</p>
<ul style="list-style-type: none"> - Teacher asks students to work in groups of four, gives them a large piece of paper and asks them to write the full paragraph into the paper in 6 minutes. - Teacher asks students to pay attention to punctuation, structures, word choice, linking words, etc. 	<p>Task 4: Use the answer in Task 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you</p> <p>* Students' writing</p>
<p>Post-Writing (3')</p>	

<p>* Aim: To cross check and final check students' writing. * Content: Cross check students' writing * Products: Students check the others' writing carefully . * Organization of implementation:</p>	
Teacher's and Ss' activities	Content
<p>- Teacher has the groups swap and give feedback on each other's writing. - Teacher then gives feedback on one writing as a model..</p>	<p>* Sample paragraph: <i>My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school.</i></p>
<p>* Consolidation (2')</p>	
<p>* Aim: To consolidate what students have learnt in the lesson. * Content: Summarize the main content in the lesson. * Products: Say aloud what they have just learnt in front of the class. * Organization of implementation:</p>	
Teacher's and Ss' activities	Content
<p>- Teacher asks students to talk about what they have learnt in the lesson.</p>	<p>- Some new words. - Listen a passage about Janet's school in America. - write a paragraph about your school.</p>
<p>* Homework (2)</p>	
<p>* Aim: To revise the knowledge that students have gained in this lesson. - To allow students finalize their versions after being checked by friends and teacher. * Content: Review the lesson and prepare for the next lesson and do exercise in the workbook * Products: Students' textbook and workbook * Organization of implementation:</p>	
<p>- Teacher asks students to write down the paragraph in their books. - Teacher asks students to prepare the new lesson.</p>	<p>- Rewrite the paragraph in the notebooks. - Prepare for the project.</p>

*- **Evaluation:**

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Date of planning : 20.09. 2022

Week :3

UNIT 1: MY NEW SCHOOL

Period : 8

Lesson 7: Looking back and project

I. OBJECTIVES:

By the end of the lesson, students can:

- review the vocabulary and grammar of *Unit 1*;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

II. LANGUAGE ANALYSIS

1.Knowledge:

* **Vocab:** revise words of unit 1

* **Grammar:** The present simple , **adverbs of frequency.**

2. Skills: Speaking , reading and writing.

3. Attitude: To teach SS to work hard, love their school and friends

4. Competences: Use the present simple and adverbs of frequency more effectively; Students will be developed listening and writing skills.

III. MATERIALS*** Preparation:**

- 1. Teacher:** Text books , pictures, planning , ...
 - Grade 6 textbook, Unit 1, Looking back and project
 - Smart TV/Pictures.
- 2. Students:** Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

1.Warm-up (3')	
<p>* Aim: To revise the vocabulary related to the topic and lead in the next part of the lesson.</p> <p>* Content: Game: * <i>Brainstorming</i> (<i>new school</i>)</p> <p>* Products: Students write correct words on the board.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>* Warm up (Team work)</p> <p>T -Ss</p> <ul style="list-style-type: none"> - Teacher divides the board, and divides the class into 2 teams. - Members of each team take turns and write as many school things as possible in 2 minutes. <p>The group having more correct answers is the winner</p>	<p>* Game: * Brainstorming</p> <p>* Suggested answer:</p> <ul style="list-style-type: none"> - <i>teacher, friends, subjects, school things,...</i>
Task 1 (5') (vocabulary)	
<p>* Aim: To help Ss revise the vocabulary items they have learnt in the unit.</p> <p>* Content: Look at the pictures. Write the correct words in the gaps.</p> <p>* Products: Students write correct words on the board. (say the correct answers aloud)</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>- T –Ss :</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbooks with their partners. - Teacher gives feedback as a class discussion. 	<p>Task 1: Look at the pictures. Write the correct words in the gaps.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. uniform 2. pencil sharpener 3. notebook 4. compass 5. calculator 6. ruler
Task 2: (5') (vocabulary)	

- * **Aims:** To help students revise the combination: *to study, to have, to do, to play + N.*
- * **Content:** Match the words in A with the words/ phrases in B.
- * **Products:** Students' correct answers on the board.
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 2:T –Ss : Ss- Ss (individual work and pair work)</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbooks with their partners. - Teacher gives feedback as a class discussion. - Teacher encourages students to provide more school activities. 	<p>Task 2: Match the words in A with the words/ phrases in B.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. d 3. b 4. a 5. c


Task 3. + Task4 (10') (Grammar)

- * **Aims:** To help students revise the present simple tense.
- * **Content:** Complete the sentences with the present simple.
- * **Products:** Write correct words on the board.
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 3: T - Ss, Ss - Ss</p> <ul style="list-style-type: none"> - Teacher has students complete the task individually. - Students exchange their textbooks and give feedback to each other. - Teacher gives feedback as a class discussion. <p>Task 4:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Students work in pairs. - Teacher asks students to read the sentences carefully and give the answers. - Students complete the task and discuss the answers. - Teacher gives feedback as a class discussion 	<p>Task 3: Complete the sentences with the present simple.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. comes 2. don't 3. walks 4. do 5. teaches <p>Task 4: Complete the text with the correct form of the verbs in bracket</p> <p>* Answer key:</p> <ol style="list-style-type: none"> 1. is 2. has 3. walks 4. study 5. likes

Task 5: (5')

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

<p>* Content: Put the adverb in brackets in the correct place in each sentence</p> <p>* Products: Students write correct answers on the board.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 5: T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Students work in pairs. - Students complete the task and discuss the answers. - Teacher gives feedback as a class discussion. 	<p>Task 5: Put the adverb in brackets in the correct place in each sentence.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. I always remember to do my homework. 2. Nick usually gets good marks in exams. 3. We do not often see a rabbit in town. 4. I rarely read in bed at night. 5. Do you sometimes sing in the shower?
<p>5. Project (5') * My dream school</p>	
<p>* Aims: To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.</p> <p>* Content: Make project "My dream school"</p> <p>* Products: Students' answers on the posters. .</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Project: T - Ss, Ss – Ss (group work)</p> <ul style="list-style-type: none"> - Teacher sets the context of a School Convention that will be occurred right now in the classroom. - Teacher divides students into 4 big groups. Each group will act as a representative of a school, come to the convention to introduce and enroll new students. - Teacher lets the groups discuss and summarise the information and design A0 size posters about their school. - Teacher asks the class to listen to the reports and ask questions if they would like to. - Students will critically evaluate all the posters, then give 1 vote for the most attractive poster. - Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most votes. - Ss can complete the project as 	<p>* My dream school</p>  <p>Model writing: <i>My dream school is located in Quang Ngai city. It's new and modern. The school has a big schoolyard with many tall trees. It has a computer room music room, a library , a canteen and swimming pool... The classroom is very large with air conditional and fans. There is a big garden behind the school so that the students plant many kinds of tree, flowers, and vegetables there.</i></p>

homework if you are short of time.	
* Consolidation (2')	
<p>* Aim: To consolidate what students have learnt in the lesson.</p> <p>* Content: summarize what students have learnt in the lesson.</p> <p>* Products: Say aloud what they have learnt in the lesson.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
- Teacher asks students to talk about what they have learnt in the lesson.	<ul style="list-style-type: none"> - revise vocabulary in unit 1. - Sounds /a:/ and /A/; - The present simple; - Adverbs of frequency. - Make a project about your school.
* Homework (2)	
<p>* Aim: To revise the knowledge that students have gained in Unit1 and To prepare for the next lesson</p> <p>* Content: Review the lesson and prepare for the next lesson and do exercise in the workbook</p> <p>* Products: Students' textbook and workbook</p> <p>* Organization of implementation:</p>	
Teacher's and Ss' activities	Content
<ul style="list-style-type: none"> - Teacher asks students to revise old lesson and to do exercise in workbook. - Teacher asks students to complete the project and prepare the new lesson. 	<ul style="list-style-type: none"> - Complete the project - Prepare for the next lesson: Unit 2 –Lesson 1. Getting started.

*- **Evaluation:**

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