

Date :9.10.2022**Week :6****UNIT 2: MY HOUSE****Period : 15****Lesson 7: Looking back and project****I. OBJECTIVES:**

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

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

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

- * **Vocab:** revise some words of unit 2.
- * **Grammar:** The possessive case and Prepositions of place.

2. Skills: Speaking , reading and writing.

3. Attitude: To teach SS to work hard, love their house.

4. Competences: Use The possessive case and Prepositions of place correctly ;

Students will be developed some skills.

III. MATERIALS*** Preparation:**

- 1. Teacher:** Text books , pictures, planning , ...
 - Grade 6 textbook, Unit2 , Looking back and project
 - Smart TV/Pictures.
- 2. Students:** Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)**1.Warm-up (5')**

- * **Aim:** To help students revise the vocabulary items they have learnt in the unit.
- * **Content:** Kim's game (pictures about types of house and kinds of rooms)
- * **Products:** Ss write the name of the pictures on the board. (team work)
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
* Warm up (Team work) T -Ss - Teacher divides class into 2 teams. - Teacher asks students to look at the pictures on the screen and asks them to memorise the pictures in 1 minute. - Teacher hides the pictures and asks Ss write the name of the pictures. The team who has more correct answers is the winner.	* Game: Kim's game * suggested answer: - town house, country house, stilt house, villa, living room, bedroom, bathroom, kitchen, dining room,

VOCABULARY**1. Task 1 (5')**


- * **Aim:** To help Ss revise the vocabulary items they have learnt in the unit.

<p>* Content: Put the words into the correct group</p> <p>* Products: Students write the correct answers on the board.</p> <p>* Organization of implementation:</p>								
Teacher's and Ss'activities		Content						
<p>- T –Ss :</p> <p>- Have Ss do this activity individually then compare their answers with their partners.</p> <p>- Ask for Ss' answer or ask one student to write his/ her answer on the board.</p> <p>- Confirm the correct answers.</p>		<p>Task 1: Put the words into the correct group. Add a new word to each group.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Types of house</th> <th style="text-align: center;">Rooms</th> <th style="text-align: center;">Furniture</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">flat , town house, country house</td> <td style="padding: 5px;">living room, bedroom, bathroom, kitchen,</td> <td style="padding: 5px;">chest of drawers, sink, fridge, dishwasher, cupboard,</td> </tr> </tbody> </table>	Types of house	Rooms	Furniture	flat , town house, country house	living room, bedroom, bathroom, kitchen,	chest of drawers, sink, fridge, dishwasher, cupboard,
Types of house	Rooms	Furniture						
flat , town house, country house	living room, bedroom, bathroom, kitchen,	chest of drawers, sink, fridge, dishwasher, cupboard,						
Task 2: (5') grammar								
<p>* Aims: To help Ss revise the possessive case.</p> <p>* Content: Complete the second sentence with the correct possessive form.</p> <p>* Products: Some students write correct answers on the board.</p> <p>* Organization of implementation:</p>								
Teacher's and Ss'activities		Content						
<p>- T –Ss ; Ss - Ss</p> <p>. Have students say how to form the possessive form with proper names and singular nouns.</p> <p>- Ask students to do the exercise individually and then exchange their answers with a classmate.</p> <p>- Call on some students to write their answers on the board. Other Ss give comments.</p> <p>- Confirm the correct answers.</p>		<p>Task 2: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. teacher's 2. brother's 3. Elena's 4. grandfather's 5. Vy's 						
Task 3. (5')								
<p>* Aims: To help students revise the prepositions of place.</p> <p>* Content: Make sentences using prepositions of place.</p> <p>* Products: Students write the full sentences on the board.</p> <p>* Organization of implementation</p>								
Teacher's and Ss'activities		Content						
<p>Task 3: T - Ss, Ss - Ss</p> <p>- Ask students to say the prepositions of place they have learnt.</p>		<p>Task 3: Make sentences using prepositions of place. (Ex. 3, p. 24)</p> <p>* Answer key:</p> <ol style="list-style-type: none"> 1. The cat is on the table. 2. The dog is in front of the kennel / doghouse. 						

<ul style="list-style-type: none"> - Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board. - Check students' answers. + T can have Ss play a game : Lucky number 	<ol style="list-style-type: none"> 3. The cat is between the bookshelf and the sofa. 4. The cat is behind the computer. 5. The girl is on the sofa. 6. The boy is next to the sofa.
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Task 4: (5')

- * **Aims:** To help Ss revise describing their favourite room using the prepositions of place.
- * **Content:** Write three sentences to describe your favourite room
- * **Products:** Students write the full sentences on the board.
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 4:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Ask one student what room in the house is his / her favourite. - Encourage him / her to say one or two sentences about it. - Have students write three sentences to describe their favourite room. - Remind students to use prepositions of place. - Students share their sentences with their partners. - Some students are asked to write their sentences on the board. - Teacher and other students give feedback. 	<p>Task 4: Write three sentences to describe your favourite room. (Ex. 4, p. 24)</p>  <p><i>Ex:</i></p> <ul style="list-style-type: none"> - There's a big bed next to the door. - There is a clock on the wall. - There are books on the bookshelf.

5. Project (5') *

- * **Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.
- * **Content:** Take survey.
- * **Products:** *Students' painting*
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Project: T - Ss, Ss – Ss (group work)</p> <ul style="list-style-type: none"> - Students work in groups. One student in each group asks other group members question - Ss fill the information in the following table. 	<p>* ACTIVITY 1</p> <p>- Survey:</p> <p>“Which one would you like to live in? Why?”</p>

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

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

	House A	House B	House C
Name			
Reasons			

*** ACTIVITY 2**

Students' painting

*** Consolidation (2')**

- * **Aim:** To consolidate what students have learnt in the lesson.
- * **Content:** Summarize the lesson's content.
- * **Products:** A student says what she/ he has just 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.	- revise vocabulary in unit 2 - revise the possessive case and the prepositions of place - Draw a strange house.

*** Homework (2')**

- * **Aim:** To revise the knowledge that students have gained in Unit2 and To 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:**

Teacher's and Ss' activities	Content
- 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.	- Complete the project - Prepare for the next lesson: Unit 3 –Lesson 1. Getting started.

***- Evaluation:**

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Date :9.10.2022

Week :6

Period : 16

UNIT 3: MY FRIENDS

Lesson 1: Getting started

I. OBJECTIVES:

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

- use lexical items about body parts and appearance; describe people’s appearance.

II. LANGUAGE ANALYSIS

1. Knowledge:

* **Vocabulary:** glasses (n), cheek (n), foot/feet (n), biscuit (n), magazine (n),...

* **Grammar:** Verbs be and have, the present continuous.

2. Skills: Listening, speaking and reading

3. Attitude: To teach SS to be hard- working, love their school and friends..

4. Competences: - Co-operation, self- study, using language to do exercise

III. MATERIALS

- Grade 6 textbook, Unit 3, Getting started

- smart TV and cards, visual aids

IV. PROCEDURES : (STAGES)

1. Warm-up (5’)

* **Aim:** To revise old lesson and to introduce the new lesson

* **Content:** Listen an EL song and fill in the blanks

* **Products:** Students say words aloud (independently)

* **Organization of implementation:**

Teacher’s and Ss’ activities	Content
<p>* Warm up: T – SS (Individual work)</p> <ul style="list-style-type: none"> - Teacher plays the song on speakers. - Teacher asks Ss look at the song and listen carefully; and then fill in the blanks. - Ss go to the board and write words - T feedbacks and give marks - T plays the song again and asks whole class sing a song together. <p>Lead in: T asks Ss some questions to lead in the new lesson Ss answer - T introduces the topic of the lesson. <i>Today we are going to learn about “My friend”</i></p>	<p>Game: Listen an EL song and fill in the blanks</p> <p>MY ROOM AND MY FRIEND</p> <p><i>Inside my beautiful room. I have a bed and a (1).....</i> <i>And a mirror. I have many (2).....</i> <i>And they (3).....come. We(4)....., we play, we have(5).....</i> <i>In my room, In my room.</i> <i>Me and my friend in my room.</i></p> <p>* Suggested answer: 1. wardrobe 2. Friend 2. Often 4.eat 5. fun</p> <p>1.Do you have a lot of friends? →Yes / No</p> <p>2. What can you do with your friends? - <i>We can eat and drink together</i> - <i>We can play some games,</i> - <i>we sing some songs</i></p>

2. Presentation (5')

- * **Aim:** To prepare students with vocabulary related to the topic *My friend*;
- * **Content:** learn some vocabularies related to the topic.
- * **Products:** Students read and understand the meaning of vocab.
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<ul style="list-style-type: none"> * Pre teach vocabulary - Teacher use different techniques to teach vocab (pictures, situation, realia) - Follow the seven steps of teaching vocab. - Repeat in chorus and individually - Copy all the words * Checking vocab: < what and where > 	<p>UNIT 3: MY FRIEND Lesson1 : Getting started * Vocabulary</p> <ul style="list-style-type: none"> - picnic (n) : dã ngoại - biscuit (n): bánh quy - pass (v) : đưa qua, chuyển qua - glasses (n): cặp mắt kính - Magazine (n): Tạp chí - surprise (adj): ngạc nhiên

Practice: (20')**Task 1 (5')**

- * **Aims:** To set the context for the introductory text; To introduce the topic of the unit.
- * **Content:** Listen and read the conversation.
- * **Products:** Students read and understand the meaning of the conversation
Students know how to role play
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<ul style="list-style-type: none"> * Set the sences: T-Ss - Teacher draws students' attention to the pictures in the textbook and asks them some questions about the pictures. * <i>Now we are going to listen a conversation between Phong, Nam and Mai , Chau</i> - Teacher plays the recording, asks students to underline the words they have learnt in the vocabulary part. 	<p><u>Task 1. Listen and read</u></p> <ol style="list-style-type: none"> 1. What are Phong and Nam doing? 2. What is Phong favourite magazine? 3. Who do Phong and Nam see? 4. Where are the two girls going? <p>* Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>They are having a picnic.</i> 2. <i>It's ...</i> 3. <i>They see ...</i> <i>They are going to ...</i>

<ul style="list-style-type: none"> - Teacher can play the recording more than once. - Students listen and read. 											
<p>Task 2 (5')</p> <p>* Aims: To help Ss deeply understand the text.</p> <p>* Content: Listen to the conversations again and fill in the blanks</p> <p>* Products: Student write correct words on the board.</p> <p>* Organization of implementation:</p>											
<p>Teacher's and Ss'activities</p>	<p>Content</p>										
<p>Task 2: T-Ss, Ss-Ss, T-Ss</p> <ul style="list-style-type: none"> - Students work in pairs. - Teacher asks students to share their answers before discussing as a class. - Teacher asks students to explain where they can find the answer 	<p>Task 2: Listen to the conversations again and fill in the blanks</p> <p>* Answer key:</p> <ol style="list-style-type: none"> 1. picnic 2. favourite magazine 3. Mai and Chau 4. glasses; long black hair 5. are going to 										
<p>Task 3:(5')</p> <p>* Aims: To revise and provide Ss with some vocabulary related to parts of the body.</p> <p>* Content: Label the body parts with the words in the box.</p> <p>* Products: Stick the right stickers with the body part on the board.</p> <p>* Organization of implementation:</p>											
<p>Teacher's and Ss'activities</p>	<p>Content</p>										
<p>Task 3:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Teacher has students go to the board to stick the right stickers with the body part names to the right place on the picture. - Students work independently to do Ex. 3 - Teacher asks students to give out more names of body parts that they have known. - T has Ss read all words in chorus 	<p>Task 3: Label the body parts with the words in the box.</p> <p>* Answer key:</p> <table border="1" data-bbox="794 1308 1497 1509" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. eye</td> <td style="padding: 2px;">6. foot</td> </tr> <tr> <td style="padding: 2px;">2. nose</td> <td style="padding: 2px;">7. arm</td> </tr> <tr> <td style="padding: 2px;">3. shoulder</td> <td style="padding: 2px;">8. mouth</td> </tr> <tr> <td style="padding: 2px;">4. hand</td> <td style="padding: 2px;">9. cheek</td> </tr> <tr> <td style="padding: 2px;">5. leg</td> <td style="padding: 2px;">10. hair</td> </tr> </table> <p>* Another words for body parts: <i>ear, head, eyebrow, finger, butt, chest,...</i></p>	1. eye	6. foot	2. nose	7. arm	3. shoulder	8. mouth	4. hand	9. cheek	5. leg	10. hair
1. eye	6. foot										
2. nose	7. arm										
3. shoulder	8. mouth										
4. hand	9. cheek										
5. leg	10. hair										
<p>Task 4:(5')</p> <p>* Aims: To revise and provide Ss with some vocabulary to describe parts of the body</p> <p>* Content: Complete the word webs.</p> <p>* Products: Students' correct answers on the posters (work group)</p> <p>* Organization of implementation:</p>											
<p>Teacher's and Ss'activities</p>	<p>Content</p>										
<ul style="list-style-type: none"> - Students can work in groups to complete this task. 	<p>Task 4: Work in groups. Complete the word webs.</p> <p>Answer key:</p>										

<p>- Teacher introduces examples and structures for students to make sentences to describe a friend.</p>	<p>1. Long/short: hair, arms, legs, fingers, ... Ex: She has long hair. 2. Big/small: nose, eye, hand, feet, mouth, ... Ex: She has big eyes. 3. Hair: blonde, curly, wavy, straight, short, long, dark, ... Ex: He has short curly hair</p>
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Production:(5')

Task 5: (3')

- * **Aims:** To help Ss practise using words for body parts and appearance through a guessing game.
- * **Content:** Game: Describe and guess.(work in groups)
- * **Products:** Practise in groups .
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 4:T-Ss, Ss-Ss Work in groups, take turns to describe a classmate. Other group members guess who he/she is.</p>	<p>Task 5: Game: Describe and guess. * Suggested answers: - She has glasses, she has long black hair. - Is she Mai? - No, she isn't. She has a small nose. - Is she Lan? Yes, she is.</p>

3. Consolidation (3')

- * **Aim:** To consolidate what students have learnt in the lesson.
- * **Content:** Vocab about school things and Read and understand content of the conversation
- * **Products:** Say aloud some words they remember from the lesson.
- * **Organization of implementation:**

Teacher's and Ss' activities	Content
<p>- Teacher asks students to talk about what they have learnt in the lesson. - Ss work indepently</p>	<p>- some new words - Read and understand content of the conversation</p>

4. Homework (2')

- * **Aim:** To review the lesson and prepare for the next lesson.
- * **Content:** Review the lesson and prepare for the next lesson (A closer look 1)
- * **Products:** Students' textbook and workbook
- * **Organization of implementation**

Teacher's and Ss' activities	Content
<p>- T reminds Ss to do homework and prepare the new lesson.</p>	<p>- Learn by heart all the new words. - Read the dialogue again. - Prepare lesson 2 (A closer look 1).</p>

*- **Evaluation:**

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Date of planning: 9.10.2022

Week: 6

Period : 17

UNIT 3: MY FRIENDS

Lesson 2: A closer look 1

I. OBJECTIVES:

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

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

II. LANGUAGE ANALYSIS

1. Knowledge:

* **Vocab:** friend lexical items and practising the sound /p/ and /b/

* **Grammar:** Verbs be and have, the present continuous

2. Skills: Listening, speaking , reading and writing

3. Attitude: To teach SS to be hard- working, love their friends.

4. Competences: - Co-operation, self- study, using language to do exercises

III. MATERIALS

* **Preparation:**

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

- Grade 6 textbook, Unit 3, A closer look 1

- Smart TV/Pictures, sets of word cards

2. Students: Text books, notebooks, posters,

IV. PROCEDURES : (STAGES)

*** Warm-up (3')**

- * **Aim:** To review on people’s body parts, recall students vocabulary.
- * **Content: Game : Network** (write words for body parts and words to describe parts of the body)
- * **Products:** Students write correct words on the board.
- * **Organization of implementation:**

Teacher’s and Ss’activities	Content
<p>- Teacher divides the class into two teams, then writes the topic “words for body parts ” on the board and gives them two minutes to discuss.</p> <p>- After that time, a student from each team one by one runs to the board and writes one word.</p> <p>- The team which has more correct answers is the winner.</p> <p>- Lead in : Today we are going to learn some personality adjectives;</p>	<p>Networking :</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; text-align: center;">words for body parts</div> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; text-align: center;">words to describe parts of the</div> </div> <p>* Suggested answer.</p> <ol style="list-style-type: none"> 1. eyes, nose, hair, head.... 2. long, short, fat, slim

2. Presentation (4')

<p>* Aim: To teach Ss some personality adjectives;</p> <p>* Content: Some vocabularies about personality.</p> <p>* Products: Read and understand the meaning of vocab.</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,)</p> <p>- Repeat in chorus and individually</p> <p>- Copy all the words</p> <p>* Checking vocab: < Matching></p>	<p>UNIT 3: MY FRIENDS</p> <p>Lesson 2 : A closer look 1</p> <p>* Vocabulary</p> <ul style="list-style-type: none"> - confident (adj): tự tin - caring (adj): quan tâm, lo lắng - active (adj): năng động - careful (adj): cẩn thận - creative (adj): sáng tạo - shy (adj): e thẹn, nhút nhát - kind (adj): tốt bụng - clever (adj): thông minh
2. Practice (7')	
Task 1:	
<p>* Aims: To teach Ss some personality adjectives; To give Ss practice with these adjectives.</p> <p>* Content: Match the adjectives to the pictures</p> <p>* Products: Students write the correct key on the board.</p> <p>* Organization of implementation:</p>	
Teacher's and Ss'activities	Content
<p>Task 1: T-Ss</p> <p>- Students work in pairs to match the words with the correct pictures:</p> <p>- Teacher can help students by describing the pictures.</p> <p>- Check and confirm the correct answers</p>	<p>Task 1: Match the adjectives to the pictures</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. c (caring) 2. e (active) 3. d (hard-working) 4. a (funny) 5. b (confident)
Task2:	
<p>* Aims: To practice the targeted language (adjectives) and the background knowledge.</p> <p>* Content: Use the adjectives in the box to complete the sentences.</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> <p>- Teacher asks students to work individually.</p>	<p>Task 2: Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words/phrases</p>

<ul style="list-style-type: none"> - Ss find the correct adjectives to fill the blank in each sentence. - Then discuss with a partner. - Teacher checks and corrects (if needed) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. creative 2. kind 3. friendly 4. careful 5. clever
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Task 3:

* **Aims:** To provide Ss with freer practice with personality adjectives.

* **Content:** Game: Why do I love my friends?

* **Products:** Ss say perfect sentences aloud (group work)

* **Organization of implementation:**

Teacher’s and Ss’activities	Content
<p>Task 3:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - Have Ss work in groups and play the game. - Students work in groups. - Teacher asks students to write at least 2-3 personalities to describe each members. <p>Teacher asks students to read out, beginning with <i>I love ... because he/she is ..., ... and</i></p>	<p>Task 3: Game: Why do I love my friends?</p> <p>* Suggested answer:</p> <ol style="list-style-type: none"> 1. I love Trang because she is kind, creative and funny. 2. I love Minh because he is smart, caring and friendly. 3. ...

PRONUNCIATION (/b/ and /p/ .)

Task 4: (3')

* **Aims:** To help students identify how to pronounce the sounds /b/ and /p/.

To help Ss practise pronouncing these sounds correctly in words.

* **Content:** Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear

* **Products:** Read and know how to pronounce the sounds /b/ and /p/;

* **Organization of implementation:**

Teacher’s and Ss’activities	Content															
<p>Task 4:T-Ss, Ss-Ss</p> <ul style="list-style-type: none"> - - Teacher has students listen to the recordings and stops to let students repeat each word. - Students work independently to circle the words they have listened. 	<p>PRONUNCIATION</p> <p>Task 4: Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="background-color: #e0ffe0;">/b/</th> <th style="background-color: #e0ffe0;">/p/</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0ffe0;">1.</td> <td>big</td> <td>pig</td> </tr> <tr> <td style="background-color: #e0ffe0;">2.</td> <td>bear</td> <td>pear</td> </tr> <tr> <td style="background-color: #e0ffe0;">3.</td> <td>buy</td> <td>pie</td> </tr> <tr> <td style="background-color: #e0ffe0;">4.</td> <td>robe</td> <td>rope</td> </tr> </tbody> </table> <p>=> Answer: 1. pig 2. pear 3. buy 4. rope</p>		/b/	/p/	1.	big	pig	2.	bear	pear	3.	buy	pie	4.	robe	rope
	/b/	/p/														
1.	big	pig														
2.	bear	pear														
3.	buy	pie														
4.	robe	rope														

Task 5:(3')

- * **Aims:** To help Ss pronounce the sounds /b/ and /p/ in context.
- * **Content:** Listen and Practice the chant.
- * **Products:** Whole class practise the chant exactly.
- * **Organization of implementation:**

Teacher's and Ss'activities	Content
<p>Task 5 :T-Ss,</p> <ul style="list-style-type: none"> - Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the rhyme. - Play the recording again and ask Ss to chant along. - Tell them to pay attention to the words that have the sounds /b/ and /p/ and the rhyme 	<p>Task 5: Listen. Practice the chant.</p> <p>5 Listen. Then practise the chant. Notice the rhyme.</p> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>We're having a picnic We're having a picnic Fun! Fun! Fun! We're bringing some biscuits We're bringing some biscuits Yum! Yum! Yum! We're playing together We're playing together Hurrah! Hurrah! Hurrah!</p> </div>

3. Production (5')

- * **Aim:** To recognise the targeted vocabulary and sounds.
- * **Content:** Game (revise words about *personalities*,...)
- * **Products:** Students plays in groups.
- * **Organization of implementation:**

Teacher's and Ss' activities	Content
<ul style="list-style-type: none"> - - Teacher explains the rules: - Students plays on groups. 	<p>* Game: "Up and down"</p> <ul style="list-style-type: none"> • Round 1: Teacher says 1-15 personalities that students have learnt in the lesson. Students stand up for the positive ones, sit down for the negative ones. • Round 2: Teacher says 1-15 words containing the sound /b/ and /p/. Students stand up for the ones with the "b" sound, sit down for "p" sound.

4. Consolidation(3')

- * **Aim:** To consolidate what students have learnt in the lesson.
- * **Content:** Vocab about personalities and how to pronounce the sounds /b/ and /p/
- * **Products:** Say aloud some words they remember from the lesson.
- * **Organization of implementation:**

Teacher's and Ss' activities	Content
<ul style="list-style-type: none"> - Teacher asks students to talk about what they have learnt in the lesson 	<ul style="list-style-type: none"> - Vocabulary about personalities and how to pronounce the sound /s/ and /z/.

5. Homework (2')

- * **Aim:** To review the lesson and prepare for the next lesson.
- * **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook

<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. - Prepare lesson 3 (A closer look 2)..

***- Evaluation:**

TEST 15 MINUTES No 1

Đề bài

I. Choose the best answer for each blank.

1. I.....judo with my friend, Kathy Morgan.

- A. play B. do C. have D. learn

2. Theychess every day.

- A. doesn’t play B don’t plays C. don’t play D. doesn’t plays

3. sheher face every day.

- A. wash B. to wash C. washes D washing

4. We often our bikes to school.

- A. rides B. riding C. ride D to ride

5. How to school every day?

- A. does he go B. do he go C. does he goes D. does he goes

6. The cat isthe lamp and the sofa.

- A. in B. between C. at D. on

II. Find the words which have a different sound in the underlined part.

1. A. never B. often C. when D. tennis
 2. A. eating B. reading C. teacher D. breakfast
 3. A. thursday B. thanks C. these D. birthday
 4. A. lamps B. sinks C rooms. D. flats

KEYS.

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

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

