Lesson plan of English 6 School year : 2022-2023

**Date of planning : 25.09. 2022** 

Week :4 UNIT 2: MY HOUSE

Period: 9 Lesson 1: Getting started – A look inside

### I. OBJECTIVES:

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

- use the lexical items related to the topic My house;
- ask and answer about where someone lives.

### II. LANGUAGE ANALYSIS

### 1. Knowledge:

- \* Vocabulary: town house (n), country house (n), flat (n),....
- \* Grammar: possessive case and prepositions of place
- 2. Skills: Listening, speaking and reading
- **3. Attitude:** To teach SS to be hard- working and love their house.
- **4. Competences:** Co-operation, self- study, using language to do exercises

### III. MATERIALS

- Grade 6 textbook, Unit 2, Getting started
- smart TV and cards, visual aids

### IV. PROCEDURES: (STAGES)

### 1. Warm-up (5')

- \* Aim: To introduce the topic and To lead in the topic of My house.
- \* Content: Game: Pelmanism
- \* **Products:** Work in groups (choose the number; say the correct answers aloud)
- \* Organization of implementation

Teacher: Xuan Chanh

Teacher's and Ss'activities

Warm up: Team work	* Game: Pelmanism
Teacher divides class into 2 teams and asks students to choose a pair of number.  - If students choose the correct number and picture, They get 2 marks.  -The team who has more correct words is the winner.	TYPES OF HOUSE:  Villa
* T - SS	V IIIu
Lead in: These are types of house T asks Ss some questions. Ss answer	<ul><li>1. How is your house?</li><li>2. Is your house big or small?</li></ul>

Content

- T Introduces the topic of the lesson.

3. How many rooms are there in your house?

### 2. Presentation (5')

School year : 2022-2023

- \* Aim: To prepare students with vocabulary related to the topic My house;
- \* 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
* Pre teach vocabulary  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually	* Vocabulary - flat (n): căn hộ - country house (phr. n): nhà ở quê - town house (phr. n): nhà ở phố - behind (prep): Ở đằng sau - cousin (n): anh, chị, em họ - move (v): di chuyển
<ul><li>Copy all the words</li><li>* Checking vocab: &lt; matching&gt;</li></ul>	

# Task 1: (5') Listen and read:

- \* Aims: To set the context for the listening and reading text.
- \* Content: Listen and read the dialogue.
- \* **Products:** Students read and understand the content of the dialogue.

Students know how to role play

### \* Organization of implementation

Teacher: Xuan Chanh

Teacher's and Ss'activities	Content
* Set the sences: T-Ss	* Chatting
- Teacher draws students' attention to the	1. What are Nick and Mi doing?
pictures in the textbook and asks them some	2. What might they talk about?
questions about the pictures.	Suggested answers:
	1. They are talking to / discussing with each other through the Internet.
* Now we are going to listen a conversation	(Students'answers)
between Nick and Mi	
Task 1: T-Ss	Task 1: Listen and read.
- Teacher plays the recording, asks students to	
underline the words related to the topic My	+ They are talking about their houses.
house. (Teacher may check the meaning of	+ Mi is describing their new flat which her family
some words if necessary.)	was moving to.

- Teacher can play the recording more than once.
- Students listen and read.
- Teacher can invite some pairs of students to read aloud.
- Then, teacher confirms the correct answer:

### 2. Practice (10')

School year : 2022-2023

### Task 2

- \* Aims: To help Ss understand the text.
- \* Content: Read and Tick the correct answers.
- \* **Products:** Students say the correct answers aloud.

### \* Organization of implementation:

Teacher's and Ss'activities	Content											
Task 2: T-Ss, Ss-Ss, T-Ss	Task 2: Tick the correct answers.											
- Teacher asks students "Which family	"Which family members does Mi talk about?"											
members does Mi talk about?" without	Answer key:											
reading the conversation again.	1. parents √											
- Then, teacher tells them to read it again	2. sister											
individually and check their answers.	3. brother √											
- Teacher allows students to share their answers	4. aunt √											
before discussing as a class and encourages	5. cousin √											
them to give evidence.												
- Teacher calls some students to check.												

### Task 3:(5')

- \* Aims: To help Ss further underst and the text.
- \* Content: Complete the sentences.
- \* Products: Students write correct words on the board.

### \* Organization of implementation:

Organization of implementation:								
Teacher's and Ss'activities	Content							
<ul> <li>Task 3:T-Ss, Ss-Ss</li> <li>Teacher asks students to work independently to fill each blank with the word from the conversation.</li> <li>Teacher allows students to share their answers before discussing as a class.</li> <li>Teacher calls some students to check. Teacher confirms the right answers and writes on the board.</li> </ul>	Task 3: Complete the sentences.  * Answer key:  1. sister  2. TV  3. town  4. country  5. three							
Produ	ction:(5')							
Task 4: (3')								

- \* Aims: To develop students' knowledge of the vocabulary about types of house.
- \* **Content:** Complete the word web: Types of house. (work in groups)
- \* **Products:** Students' answers on the posters.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 4:T-Ss, Ss-Ss - Teacher divides the class into two teams, then	Task 4: Complete the word web: Types of house.  * Game: Networking
<ul> <li>writes the topic "Types of house" on the board and gives them two minutes to discuss.</li> <li>After that time, a student from each team one by one runs to the board and writes one word.</li> <li>The team which has more correct answers is the winner.</li> </ul>	* Suggested answers:  cottage  villa  country house  town house  TYPES OF  HOUSE  stilt house

School year : 2022-2023

### Task 5:(5')

- \* Aims: To help students practise asking and answering about where they live.
- \* Content: Take survey and report.
- \* **Products:** Students take survey and present in front of the class.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
<ul> <li>Task 5:T-Ss, Ss-Ss</li> <li>Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about where they live.</li> <li>Teacher can model with one student.</li> <li>Teacher moves around to observe and offer help when needed.</li> <li>By the end of the activity, one student from each group can stand up and report to the class.</li> </ul>	Task 5: Survey Suggested answers: In my group, Linh lives in a flat, Lan and Huong live in a country house, etc

### 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

3.8	
Teacher's and Ss' activities	Content
- Teacher asks students to talk about what they have learnt in the lesson.	<ul><li>Vocab about house and know types of house.</li><li>Read and understand content of the</li></ul>
- Ss work indepently	conversation
4. Hom	ework (2')

School year : 2022-2023 \* 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
- T reminds Ss to do homework and prepare	- Learn by heart all the new words.
the new lesson.	- Read the dialogue again.
	- Prepare lesson 2 ( A closer look 1).

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Date of planning: 25.09.2022

Week: 4 Unit 2: My house

Period: 10 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 house;
- use the vocabulary and structures to talk about the names of rooms and furniture pieces in the house;
- pronounce and recognize the sounds /s/ and /z/.

### II. LANGUAGE ANALYSIS

### 1.Knowledge:

- \* Vocab: house lexical items and practising the sound /s/ and /z/.
- \* **Grammar:** simple present.
- 2. Skills: Listening, speaking, reading and writing
- **3. Attitude:** To teach SS to be hard- working, love, keep and treasure their house.
- **4. Competences:** Co-operation, self- study, using language to do exercises

### III. MATERIALS

### \* Preparation:

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

### IV. PROCEDURES: (STAGES)

### \* Warm-up (5')

- \* Aim: -To activate students' knowledge on the topic of the unit and vocabulary related to the topic, the targeted vocabulary and its pronunciation
  - \* Content: Chit chatting ( make some questions)

* Products: Students answer the questions exactly .
* Organization of implementation:

Teacher's and Ss'activities	Content
reacher 5 and 55 detivities	* Chit chatting
- T ask students some questions	1. How many rooms are there in your house?
·	,
- Ss answer	2. What are they?
	3. What is there in each room?
- T leads in the lesson about vocabulary and	
pronunciation	
that "In today lesson, we are going to learn more	
words to describes rooms and furniture and two	
sounds /s/ and /z/."	

School year : 2022-2023

### 2. Presentation (7')

\* Aim: To revise and teach the names of rooms in the house.

\* Content: Some vocab in the lesson

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

\* Organization of implementation:

Teacher's and Ss'activities	Content
* Pre teach vocabulary - 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  * Checking vocab: < Matching>	* Vocabulary - hall (n): hội trường, phòng lớn - chest of drawers (n): ngăn kéo tủ - sink (n): bồn rửa - dishwasher (n): máy rửa chén - cupboard (n): tư đựng bình ly - poster (n): tấm áp phích - ceiling fan (n): quạt trần - light (n): đèn diện

### 2. Practice (10')

### Task 1: (5')

\* Aims: To revise / teach the names of furniture pieces.

\* Content: Name the things in each room in Ex. 1.

\* **Products:** practice in pairs and name the correct things.

\* Organization of implementation:

Teacher's and Ss'activities	Content
Task 1: T-Ss	Task 1: Name the things in each room in Ex. 1.
- Teacher asks students to work in pairs to	
do this activity.	Suggested answers:
- Teacher writes the names of the rooms on	- Bedroom: lamp, picture, chest of drawers
the board in different places, then calls on	- Living room: lamp, sofa, picture
students from different pairs to go to the	- Hall: picture

Teacher: Xuan Chanh

board and write the name of the furniture under these rooms.

- Remind students that one piece of furniture can belong to more than one room.
- Teacher asks other students to comment and asks them if they can add some more things to each room.
- Kitchen: fridge, cupboard, dishwasher, sink
- Bathroom: shower, sink, toilet Other words: chair, fan, air conditioner, cooker, etc.

School year : 2022-2023

### Task2: (5')

- \* Aims: To help Ss practise asking and answering about the furniture in a room
- \* Content: Guessing game (ask and answer about the furniture in a room)
- \* Products: Ss ask and answer( pair work) in front of the class.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 2: T - Ss, Ss - Ss	Task 2: Guessing game
- Teacher models this activity with a student.	Example:
- Teacher asks students to work in pairs: one	Ss 1: What's in your room?
student thinks of a room in his / her house;	Ss 2: A lamp and a chest of drawers.
the other asks questions to guess the room.	Ss 1: Is it the bedroom?
- Teacher calls some pairs to practise in front of the class.	Ss 2: Yes.
- Teacher comments on their performance.	

### **PRONUNCIATION (5')**

### Presentation (Pre-teach the sounds /s/ and /z/)

- \* Aims: To help students identify how to pronounce the final sounds /s/ and /z/ at the end of the words.
- \* Content: pronounce the final sounds /s/ and /z/ at the end of the words.
- \* Products: know how to pronounce the final sounds /s/ and /z/ (repeat and repeat the words)
- \* Organization of implementation:

Teacher's and Ss'activities	Content
- Teacher introduces 2 sounds s/ and /z/ to	* Rules:
students and lets them listen and repeat the	+ Final –s is pronounced /s/ after voiceless sounds
words in Ex. 4 (p. 18).	$(/t/, /p/, /k/, /f/, /\theta/)$ .
- Teacher has students comment on how to	+ Final –s is pronounced /z/ after voiced sounds
pronounce these two sounds at the end of	(/b/, /d/, /g/, /n/, /m/, /l/, etc.) and any vowel
the words.	sounds.
- Teacher quickly explains the rules:	Suggested answers:
- Teacher asks students to give some words	- /s/: cats, lamps, books, months
they know containing these sounds.	/z/: beds, dogs, cans, rooms, videos, cookers, bees

### Practice (10')

### Task 3:(5')

- \* Aims: To help students practise pronouncing these sounds in words.
- \* Content: Listen and write the words in the correct column.

Lesson plan of English 6 School year : 2022-2023 \* **Products:** Students pronounce words exactly and write the words in the correct column. \* Organization of implementation: Teacher's and Ss'activities **Content** Task 3: Listen and write the words in the correct - Teacher asks students to read and listen column. Then listen and repeat. again the words, then put them in the correct column. Answer key: /s/ /z/ - Students work individually. lamps, sinks, flats, cupboards, sofas, - Teacher plays the recording for students to listen, repeat and check their answers. kitchens, rooms toilets, Task 4:(5') \* Aims: To help students pronounce the final sounds /s/ and /z/ correctly in context.

- \* Content: Listen to the conversation. Underline the final "s" in the words
- \* **Products:** Students listen and underline exactly the final "s" in the words (pair work)
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 4:T-Ss, Ss-Ss	Task 4: Listen to the conversation. Underline the
- Have students quickly read the	final "s" in the words and put them into the correct
conversation and underline the final "s" in	column. (p. 18)
the words. Now play the recording for	
students to listen to the conversation and	
write /s/ or /z/ under each "s" that they	Answer key:
have underlined.	/s/: chopsticks, lamps
- Tell them to put the words with the final	/z/: bowls, things, homes
"s" in the correct column according to the	, , , ,
sound of "s".	
- Ss work in pairs to compare their answers.	
Check students' answers. Ask them to	
explain their answers.	
- Play the recording again for students to	
repeat each line of the conversation.	
- Ask students to work in pairs to practice	
the conversation.	

### 3. Production (5')

- \* Aim: To give students chance to apply what they have learnt.
- \* **Content:**. Whispering (say the full sentence)
- \* **Products:** Practice reading the sentences in groups.
- \* Organization of implementation:

Teacher's and Ss' activities	Content
- Teacher divides the class into 4 big groups	
and asks students to stand in four lines.	* Game: Whispering
- The member in the last place will make a	* Suggested sentences:
sentence containing at least a word and a	1. There are two bedrooms in my house.
sound they have learnt; then, whisper the	2. My living room has a TV, two lamps, some
sentence to the next member of the group.	pictures and a sofa.
They will continue until the member in the	3. The toilets in my school are clean.

first place and this member will say the sentence aloud.

- The fastest group will win the game.

School year : 2022-2023

### 4. Consolidation(3')

- \* Aim: To consolidate what students have learnt in the lesson.
- \* Content:. Summarize the main content.
- \* Products: Some students volunteer (summarize the lesson briefly).
- \* Organization of implementation:

Teacher's and Ss' activities	Content
- Teacher asks students to talk about what they have learnt in the lesson	- Vocabulary about the things in room and house how to pronounce the sound /s/ and /z/.

### 5. Homework (2')

- \* Aim: To revise the lesson and prepare for the next 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's and Ss' activities	Content
- T reminds Ss to do homework and prepare	- Learn by heart all the new words.
the new lesson.	- Find 5 more words with the sound /s/ and 5 more
	words with the sound /z/.
	- Prepare lesson 3 ( A closer look 2)

*_	Evaluation:	
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**Date of planning : 25.09.2022** 

Week :4 UNIT 2: MY HOUSE
Period: 11 Lesson 3: A closer look 2

### I. OBJECTIVES:

By the end of the lesson, students will be able to know how to use the possessive case and prepositions of place correctly.

### II. LANGUAGE ANALYSIS

### 1. Knowledge:

- \* **Vocab:** School lexical items
- \* Grammar: Possessive case and prepositions of place
- 2. Skills: Listening, speaking, reading and writing
- **3. Attitude:** To teach SS to work hard, love their house.
- **4. Competences:** Know how to use possessive case and prepositions of place.

Students will developed speaking and co-operating skills.

Teacher: Xuan Chanh 9 Hanh Tin Tay secondary school

### III. MATERIALS

### \* Preparation:

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

IV. PROCEDURES: (STAGES)

### \* Warm-up (5')

School year : 2022-2023

- \* Aim: To activate students' prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students interest.
  - \* Content: Game: Memory game
  - \* **Products:** look at pictures, remember and answer the questions.
  - \* Organization of implementation:

### Teacher's and Ss'activities Content \* Warm up (group work) \* Game: *Memory game* - Teacher divides the class into 4 groups. - Teacher tells students the rules of the game: + Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks. + After 30 seconds, teacher shows the things of Jack, Polly and Greg and a member of each team has to answer quickly the question Answer keys: "Whose is it?" 1. Whose ball is it? + The group with more correct sentences will be - It's Jack's ball. the winner. 2. Whose T-shirt is it? - It's Greg's T-shirt. 3. Whose bike is it? - It's Greg's bike 4. Whose sock is it? →Lead in Teacher says: "This lesson today is going to tell you one way to express the possessive and how

Teacher: Xuan Chanh

to use the preposition of place correctly."

– It's Polly's sock.

School year : 2022-2023



### 1. Presentation (5')

- \* Aim: To introduce students the form of possessive case.
- \* Content: Learn about the possessive case.
- \* **Products:** understand and know how to use the form of possessive case.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
- Teacher draws students' attention to the words in the answers from the Warm-up "Greg 's T- shirt, Jack's ball, Polly's sock" and asks them whether they know the meanings of these words.	THE POSSESSIVE CASE ( Dạng sở hữu cách)
<ul> <li>Teacher provides or confirms the answers and lead in the grammar focus of the lesson:</li> <li>Teacher writes the form of the possessive case on the board:</li> </ul>	<ul> <li>→ We use "'s" to show possession.</li> <li>→ name's + noun</li> <li>Ex: Polly's sock.</li> <li>→ singular noun's + noun</li> <li>Ex: teacher's book.</li> </ul>

### 2. Practice (10')

### Task 1: (5')

- \* Aims: To help students identify the correct form of possessive case.
- \* Content: Choose the correct answer.
- \* **Products:** Students write the correct key on the board.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 1:T –Ss : Ss- Ss	Task 1: Choose the correct answer.
- Teacher asks students to do the exercise	
individually and then compare their	* Answer key:
answers with a classmate.	1. grandmother's
- Check the answers as a class.	2. sister's 3. cousin's
Teacher confirms the correct answers	4. Nam's 5. An's

### Task2: (5')

- \* Aims: To help students practise forming the correct form of possessive case.
- \* Content: Complete the sentences with the correct possessive forms.
- \* **Products:** Students write the correct key on the board.
- \* Organization of implementation

Teacher : Xuan Chanh

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### Task 2: T - Ss, Ss - Ss

- Teacher has students do this exercise individually and calls on two students to write their answers on the board.
- Teacher draws all students' attention to the board and checks the answers together.
- Teacher confirms the correct answers.

# Task 2: Complete the sentences with the correct possessive forms.

School year : 2022-2023

### \*Answer key:

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

### 3. Presentation (5')

### **PREPOSITIONS OF PLACE**

- \* Aims: To help students identify different prepositions of place and use them correctly to describe where people or things are.
- \* Content: Learn about prepositions of place.
- \* **Products:** understand prepositions of place.

Teacher's and Ss'activities

- Teacher asks students what prepositions

of place they know. Encourage students to

- Have them look at the Remember box to see if the prepositions they have mentioned

Teacher confirms how to use prepositions

\* Organization of implementation:

say as many as possible

\* T-Ss, Ss-Ss

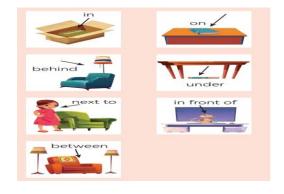
are the same.

of place

# Content PREPOSITIONS OF PLACE

(Giới từ chỉ nơi chốn)

→ We use prepositions of place to describe where people or things are.



### Task 3:(7')

- \* Aims: To help students practice using prepositions of place correctly to describe where people or things are.
- \* Content: Write the correct preposition in the box under each picture. ( Game: Lucky number)
- \* **Products:** Students say the full sentences aloud. (team work)
- \* Organization of implementation:

Teacher's and Ss'activities		Content
Task 3: T - Ss, Ss - Ss	Task 3: Wri	te the correct preposition in the box
- Teacher divides the class into 2 teams.	under each	picture.
- Each team chooses the number they like,	+ Game: Lu	cky number
then tries to make the sentencecorrectly.	Answer key	<b>:</b>
•	1. on	2. next to
	3. behind	4. in

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- The team which chooses a lucky number will get two points without answering any questions.
- The team which has more points will be the winner.
- 5. in front of 6. between
- 7. under
- 1. The dog is on the chair.
- 2. The dog is next to the armchair.
- 3. The cat is behind the TV.
- 4. The cat is in the wardrobe.
- 5. The dog is in front of the kennel / doghouse.
- 6. The cat is between the lamp and the armchair.

School year : 2022-2023

7. The cat is under the table.

### Task 4(5')

- Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.
- Teacher has students do this exercise individually before they share their answers with a partner.
- Ask some students to read out their answers.
- Teacher confirms the correct ones.

# Task 4: Decide True or False statements. Answer key:

### 1. T

- 2. F (The school bag is under the table.)
- 3. F (The clock is between the two pictures.)
- 4. T
- 5. F (The cap is on the pillow.)

### 4:Production (7')

- \* Aims: To help students practise asking and answering about the position of things.
- \* Content: Game: Memory challenge (ask and answer about the position of things)
- \* **Products:** Ask and answer in pairs
- \* Organization of implementation:

# Teacher's and Ss'activities T - Ss, Ss - Ss - Teacher has students work in pairs to play the game *Memory challenge*. - Students look at the picture in Exercise 4 for 30 seconds and then cover it. - They ask and answer questions about the position of the things in the picture. - Teacher invites some pairs to perform in front of the class. \* Memory challenge Example: A: Where are the books? B: They're on the table.

### 5. Consolidation (3')

- \* Aim: To consolidate what students have learnt in the lesson.
- \* Content: Summarize the content of the lesson.
- \* **Products:** Some students raise their hands and say what students have learnt in the lesson.

Teacher: Xuan Chanh

Lesson plan of English 6	School year : 2022-2023
* Organization of implementation:	
Teacher's and Ss' activities	Content
Teacher asks students to talk about what	- Possessive case

### 4. Homework (2')

- Prepositions of place

- Make sentences about them

- \* Aim: To revise the knowledge that students have gained in this lesson and prepare the new
- \* Content: Review the lesson and prepare for the next lesson and do exersie in the workbbook
- \* Products: Students' textbook and workbook
- \* Organization of implementation:

they have learnt in the lesson.

Teacher's and Ss' activities	Content
- T reminds Ss to do homework and prepare	- Do exercises in the workbook.
the new lesson.	- Prepare lesson 4 ( communication)

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Teacher: Xuan Chanh

Date of planning: 2.10.2022

Week :5 UNIT 2: MY HOUSE

Period: 12 Lesson 4: Communication

I. OBJECTIVES:

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

- learn how to give suggestions;

- practise using some grammar points and vocabulary related to the topic.

### II. LANGUAGE ANALYSIS

1.Knowledge: -

\* Vocab: house lexical items

\* Grammar: The simple present.

Giving suggestions: How about + V-ing?

Let's + V.

School year : 2022-2023

2. Skills: Speaking, reading and writing

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

**4. Competences :** develop their language skills, as well as communication, summarizing abilities,...

### III. MATERIALS

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

IV. PROCEDURES: (STAGES)

### 1.Warm-up (5')

- \* Aim: To introduce the lesson and to lead in the lesson.
- \* Content: \* Pictures describing
- \* Products: Some students stand in front of the class to describe about the house .
- \* Organization of implementation:

Teacher: Xuan Chanh 15 Hanh Tin Tay secondary

### Lesson plan of English 6 School year : 2022-2023 Teacher's and Ss'activities Content \* Warm up \* Game: - Teacher shows the picture of Nam's house and \* Pictures describing asks students to describe as many things in the picture as possible. - Students give their answers. - Teacher checks the answers. \* Suggested answers: - This is Nam's house. - There are 4 rooms in his house. - In the living room, there is a lamp, a picture, a table and a sofa. → Lead in - In the kitchen, there is a fridge, a dishwasher Teacher leads students into the lesson by telling what they are going to learn: "We are going to and a sink. learn how to give suggestions and practice .... describing a house".

### 2. Presentation (10')

### \* EVERYDAY ENGLISH

Task 1: (5')

- \* Aim: To introduce two ways to give suggestions.
- \* Content: Learn about two ways to give suggestions.
- \* **Products:** Understand how to give suggestions.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 1:T –Ss: Ss- Ss	Task 1: Listen and read a dialogue.
- Pre structure	* Giving suggestions:
- Teacher plays the recording for students to listen and read the dialogue between Elena and her mum at the same time.	+ Structure:  → How about + V-ing?  → Let's + V.
<ul> <li>Teacher asks students to pay attention to the highlighted sentences.</li> <li>Teacher elicits the structures to give suggestions from students.</li> <li>Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class.</li> </ul>	Audio script:  Elena: My bedroom isn't nice.  Mum: How about putting apicture on the wall?  Elena: Great idea, Mum.  Mum: Let's go to the department store to buy one.

Teacher: Xuan Chanh

### 3. Practice (5')

School year : 2022-2023

### Task 2: (5')

\* Aims: To help students practise giving suggestions.

\* Content: Make similar dialogues.

\* Products: Role play and practise in front of the class.

\* Organization of implementation:

Teacher's and Ss'activities	Content								
Task 2:T –Ss : Ss- Ss	Task 2: Make similar dialogues.								
<ul> <li>Teacher give students some situations to practice: Situation 1: You want to clean something in your home. Situation 2: You want to do some activities at the weekend with your friend. Situation 3: You want to buy some new school things</li> <li>Teacher asks students to work in pairs.</li> <li>Teacher moves around to observe and provide help.</li> <li>Teacher calls some pairs to practise in front of the class, then comments on their performance.</li> </ul>	* Suggested answers:  1/ A: The kitchen is dirty and messy.  B: How about cleaning it and rearranging things?  A: Great idea, Elena.  B: Let's do it right now.  2/ A: I am so bored.  B: How about going to the cinema this weekend?  A: Great idea!								
4. Presentation (5')									

### \* LIVING PLACES

### \_\_\_\_\_

### Task 3: (5')

\* Aims: To give students a sample of a house description

To help students practise using some grammar points and vocabulary related to the topic

\* Content: Complete the sentences.

\* **Products:** Work in pairs and give the correct answers.

### \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 3: T - Ss, Ss – Ss	Task 3: Complete the sentences.
<ul> <li>Teacher has students look at the picture and try describing Mi's grandparents' country house.</li> <li>Teacher encourages students to say full sentences.</li> <li>Then ask students to work in pairs to complete the given sentences.</li> </ul>	

Teacher: Xuan Chanh

- Teacher confirms the correct answers.

Teacher moves around to observe and provide help.
After that, teacher invites students to share their answers.

Answer

1. cou

### Answer key:

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

School year : 2022-2023

### Practice (5')

### Task 4:(5')

- \* Aims: To help students practise asking and answering about the differences between two houses.
- \* Content: Find the differences between the two houses.
- \* **Products:** prastice in pairs. ( Ask and answer correctly).
- \* Organization of implementation:

" Organization of implementation:	
Teacher's and Ss'activities	Content
Task 4: T - Ss, Ss - Ss - Have Ss work in pairs to find the differences betwen the two houses Before Ss do this activity, model the way to do this with a student.	Task 4: Find the differences between the two houses.
- T (look at Nick's house):	T: Nick lives in a country house. Where does Mi live? Sa:She lives in a town house T: How many rooms are there in Mi's house? Ss: There are six rooms.
- Student (look at Mi's house):	What about in Nick's house?
After some minutes, the pair which has the most differences will be the winner Ask some pairs to act out the conversation. Other pairs listen and add more differences if there are any.	How many rooms are there? etc.

### 4. Production (5')

- \* Aims: To help students practise describing their house
- \* **Content:** Draw a simple picture of your house.
- \* **Products:** Students' drawing and description
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 5: T - Ss, Ss - Ss	Task 5: Drawing a simple picture of your house.
- Teacher gives students 5 – 7 minutes to	house and their friend's. Other students and teacher
draw a simple picture of their house,	listen and give
then asks students work in pairs to tell	*Model writing
each other about their house. If time	

Teacher: Xuan Chanh

allows, teacher can ask them to note down the differences between their houses.

- Teacher calls some students to describe their friend's house to the class.
- Students may also present the differences between their house and their friend's. Other students and teacher listen and give comments. The group with higher scores will win the game.



This is my house. It is a small house in the country. There are 5 rooms in my house such as living room, bathroom, dining room, my room and my parent's room. There is a sofa, a coffee table and two stools in the living room. There are six chairs and a table, and a fridge in the dining room. The kitchen is big and fully equipped. There is a bed, a table, a chair and a bookshelf in the bedroom. There is a sink and a toilet in the bathroom..... I love my house..

School year : 2022-2023

### 5. Consolidation (3')

- \* Aims: To consolidate what students have learnt in the lesson.
- \* Content: Summarize the content in the lesson .
- \* **Products:** Some students say aloud what students have learnt in the lesson.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Teacher asks students to talk about what	- Giving suggestions: <b>How about</b> + <b>V-ing?</b>
they have learnt in the lesson.	Let's $+$ V.
•	- Draw and describe their friend's house to the class.

### 6. Homework (2')

- \* Aim: To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.
- \* 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's and Ss' activities	Content
- T reminds Ss to do homework and	- Write down the results and feedback of the previous
prepare the new lesson.	interviews.
	- Prepare lesson 5 ( skills 1)

### \*- Evaluation:

.....

Teacher: Xuan Chanh

school

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Lesson plan of English 6	School year : 2022-2023

Date of planning: 5.10.2022

Week :5 UNIT 2: MY HOUSE
Period :13 Lesson 5 : Skills 1

I. OBJECTIVES:

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

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

Teacher: Xuan Chanh 20 Hanh Tin Tay secondary

### II. LANGUAGE ANALYSIS

- 1. Knowledge:
- \* Vocab: strange (adj), shape (n), mess (adj),....
- \* **Grammar:** The simple present.
- 2. Skills: Speaking, reading
- **3. Attitude:** To teach SS to work hard, love their house.
- **4. Competences :** Co-operation, self- study, friend.develop their language skills.

### B. Preparation:

### III. MATERIALS

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

### IV. PROCEDURES: (STAGES)

### 1.Warm-up (5')

School year : 2022-2023

- \* Aim: To introduce the topic of reading
- \* Content: Chatting ( make some questions about type of houses)
- \* **Products:** Students say the correct answers aloud.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
- T- Ss	* Play a game : Chatting
<ul> <li>Teachers have students look at some pictures and asks students some questions about houses</li> <li>Students answer the questions</li> <li>And then lead in the new lesson.</li> </ul>	<ol> <li>What type of house is this?</li> <li>Country house, town house, villa, stilt, flat</li> <li>How are these houses?</li> <li>They are strange (crazy) houses.</li> </ol>

### Lead in (2')

- \* Aim: To lead in the lesson about Skills 1.
- \* Content: Look at the picture and answer the questions.
- \* **Products:** Students say the correct answers aloud.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
- T - Ss	I/ READING SKILL:
- Teacher asks students to read the	Task 1:
"Reading skill" box and explains any	PREDICTING
words that Ss do not know.	

Teacher: Xuan Chanh

Teacher tells students that predicting is an apportant reading skill that can help them ave a general understanding of the text.

### \* Set the scene:

- -Teacher tells students to quickly look at the text, the pictures and answer the questions.
- Teacher asks for students' answers.
- Then teacher tells them to read the text quickly to check their prediction.
- After that, teacher confirms the correct answers.

Reading

A ROOM AT THE

CRAZY HOUSE HOTEL, DA LAT

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

### Answer key:

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

School year : 2022-2023

### 2. Pre- reading (5')

- \* Aim: To provide students with some lexical items before reading the text again.
- \* Content: Learn some vocab related in the lesson.
- \* **Products:** Read and understand the meaning of vocab.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
T –Ss:	* VOCABULARY:
<ul><li>- Pre teach vocabulary</li><li>- Teacher use different techniques to teach</li></ul>	- strange (adj) = crazy : kì lạ, lạ thường - shape (n) : hình dạng
vocab (pictures, situation,)	- mess (adj) : lộn xộn, bừa bộn
- Repeat in chorus and individually	
- Copy all the words	
* Checking vocab: < Rub out and remmember>	

### 3. While reading (10')

### Task 2: (3')

- \* Aims: To help students develop their reading skill for specific information (scanning).
- \* **Content:** Read the text and answer the questions
- \* **Products:** Students write the correct answers on the board.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
Task 2:T –Ss : Ss- Ss	Task 2: Read the text and answer the questions. (Ex. 2, p. 22)

Teacher: Xuan Chanh

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Hanh Tin Tay secondary

Teacher lets students look at Ex. 2 d and tells them how to do this kind of exerci Answer key:

- + Read the questions.
- + Underline the key words.
- + Locate the key words in the text.
- + Read that part and answering the questions.
- Teacher has students read the text in detail to answer the questions and tells them to underline parts of the email that help them with the answers.
- Teacher tells them to compare their answers in pairs before giving the answers to teacher.
- Teacher asks them to give evidence when giving the answers

- 1. He's in Da Lat with his parents.
- 2. There are ten rooms.
- 3. Because there's a big tiger on the wall.

School year : 2022-2023

4. It's under the bed.

### Task 3: (5')

- \* Aims: To help students further develop their reading skill for specific information (scanning).
- \* Content: Circle the things in the Tiger Room.
- \* **Products:** Students say the correct key aloud.
- \* Organization of implementation:

Teacher's and Ss'activities	Content									
Task 3: T - Ss, Ss - Ss	Task 3: Circle the things in the Tiger Room.									
<ul> <li>Teacher asks students to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list.</li> <li>Teacher has students compare their answers.</li> <li>Teacher checks and confirms the correct answers</li> </ul>	(Ex. 3, p. 22)  * Answer key: a window a lamp a wardrobe a desk									
Post-Read	ing(5')									
	Task 4:									
* Aims: To check students' reading compre	ehension									
* Content: Retelling the text.										
* Products: A student retells the text flue	ntly.									
* Organization of implementation:	* Organization of implementation:									
Teacher's and Ss'activities	Content									

Teacher: Xuan Chanh

school

Hanh Tin Tay secondary

- Ask students what to include when they want to describe a room in the hotel. Here are some things:
- Ss Write these points on the board and retell "Tiger room" to their partner

### Task 3: Retelling

- Name of the room
- Reason for the name
- Position of things in the room

School year : 2022-2023

### 4. Pre-speaking (5')

- \* Aims: To help Ss prepare ideas for the speaking activity;
- \* Content: Create a new room for the hotel.
- \* Products: Student draw a plan for the room clearly.
- \* Organization of implementation:

0.9a2a									
Teacher's and Ss'activities	Content								
Task 4: T - Ss, Ss - Ss	II. Speaking								
<ul> <li>Teacher tells each student to create a new room for the hotel and draw a plan for the room.</li> <li>Teacher sets a time limit for students to do it.</li> <li>Teacher asks students to give the room a name and bear in mind the organisation of the room including the things in the room and their position.</li> <li>Have them note down quickly these ideas</li> </ul>	Task 4: Create a new room for the hotel. Draw a plan for the room. (Ex. 4, p.22)  - Why is the room called the room?  (Dog / Cat / Horse / Dolphin (cá heo)/  - Where is your bed?  (under the window / next to the door / in the corner / in the middle of the room /)  - What are there in your room?  (a TV / a fridge / air-conditioner / a piano,)  - How is your room?  (big / bright with a lot of windows / cool / clean / dirty / messy / tidy / nice /								

## 5. While-Speaking (6')

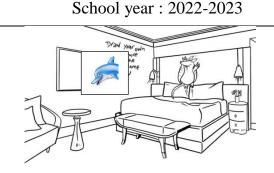
- \* Aims: To provide an opportunity for students to practise describing the hotel room they have designed.
- \* Content: Describe your plan.
- \* **Products:** Some students describe their plans in front of the class.
- \* Organization of implementation:

	<u> </u>							
Teacher's and Ss'activities	Content							
Task 5: T - Ss, Ss - Ss	Task 5: Describe your plan. (Ex. 5, p. 22)							
- Have students work in pairs and show								
the plan to their partner. Ask students to								
take turns to describe their rooms.								

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Teacher: Xuan Chanh

Remind them to focus on the three points on the board. Move around to observe and offer help.
Call on some students to show their plan to the whole class and describe it.
Other students and the teacher listen and vote for the best plan



### EX:

This is the Dolphin Room. There's a big Dolphin at the door. There's a table and a sofa in the middle of the room ...

### 6. Post Speaking (3')

- \* Aim:- To help students improve next time.
- \* Content: Listen a description and vote the most interesting and informative presentation
- \* **Products:** Students comment and give opinions clearly.
- \* Organization of implementation:

Teacher's and Ss' activities	Content								
T - Ss, Ss - Ss	Example:								
<ul> <li>Have students give comments on their friends and vote for the most interesting and informative presentation.</li> <li>Teacher gives feedback and comments.</li> </ul>	This is the Shark Room. There's a big shark at the door. There's a table and a sofa in the middle of the room.								

### 7. Consolidation (3')

- \* Aims: To consolidate what students have learnt in the lesson.
- \* Content: Summarize the lesson's content briefly.
- \* **Products:** Some students say aloud what they have learnt in the lesson.
- \* Organization of implementation:

- Teacher asks students to talk about	- Some new words						
what they have learnt in the lesson.	- Read email about a crazy room.						
	- Create a room and describe it						

### 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.
- \* Products: Students' textbook and workbook.
- \* Organization of implementation:

Teacher: Xuan Chanh

- Teacher asks students to complete
their picture and write down
description in their books.
- Teacher asks students to prepare the
new lesson

\*- Evaluation:

School year : 2022-2023

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Date of planning: 5.10.2022

Week :5 UNIT 2: MY HOUSE Period : 14 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 house;
- listen to get information about rooms and houses;
- write an e-mail to a friend.

### II. LANGUAGE ANALYSIS

### 1. Knowledge:

- \* Vocab: revise some words
- \* **Grammar:** The present simple.
- 2. Skills: Listening, speaking, reading and writing.
- **3. Attitude:** To teach SS to work hard, love their house.
- **4. Competences:** Co-operation, self-study; Students will developed listening and writing skills.

### III. MATERIALS

### \* Preparation:

Teacher: Xuan Chanh 26 Hanh Tin Tay secondary

- **1. Teacher:** Text books, pictures, planning, ...
- Grade 6 textbook, Unit 2, Skills 2
- Smart TV/Pictures.
- **2. Students:** Text books, notebooks, posters, ....
- IV. PROCEDURES: (STAGES)

### 1.Check -up (5')

School year : 2022-2023

- \* Aim: To revise the content of the previous lesson and to introduce the new lesson.
- \* Content: Describe your house.
- \* **Products:** Two students describe their houses in front of the class.
- \* Organization of implementation:

Teacher's and Ss'activities	Content
* Warm up (Individual work)  - T calls some students and asks them to describe their house.	* Describe your house.  Hello every body. Today I want to talk about my house
- Lead in - Teacher introduces students the content of the lesson today: "You have just talked about your house. In the listening lesson today, we are going to listen to Mai talking about her house."	

### 1. Pre-Listening (10')

### - Task 1: (7')

- \* Aim: To prepare students for the listening text.
- \* Content: Name the pieces of furniture.
- \* Products: Students to read the correct words out loud.
- \* Organization of implementation:

Teacher's and Ss'activities		Content
<ul> <li>- Ask students to look at the pieces of furniture and parts of the house and name them.</li> <li>- Call on some students to read the words out loud.</li> <li>- Ask some students to write the words on the board.</li> </ul>	* Answer key: 1. bookshelf 2. sofa 3. desk 4. clock 5. window	eces of furniture.

Teacher: Xuan Chanh

Hanh Tin Tay secondary

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

### \*Answer key:

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

School year : 2022-2023

### 3. While -listening (5')

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

\* Content: Listen and tick True or False.
\* Products: Students say T or F aloud.

\* Organization of implementation :

### Teacher's and Ss'activities

### Task 2: T - Ss, Ss - Ss

- - Have students look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for students to do Exercise 2. For a better class, ask students to take notes of the information to explain why a sentence is false.
- Have students share their answers in pairs.
- Invite some pairs to give their answers and confirm the correct ones.
- Play the recording again if needed, stopping at the place where students find it difficult to hear.
- For a better class, ask students to correct the false sentences.

# Content Task 2: True or False statements. (Ex. 2, p. 23)

### \* \*Answer key:

- 1. F (There are three people.)
- 2. F (There are six rooms.)
- 3. T
- 4. T
- 5. F (She reads books.)

### \* Audio script:

My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room,

a kitchen, two bedrooms, and two bathrooms. I love our living room best because it's bright. It's next to the kitchen.

I have my own bedroom. It's small but beautiful. There's a bed, a desk,

a chair, and a bookshelf. It also has a big window and a clock on the wall.

I often read books in my bedroom.

### 4. Post- listening (5')

Teacher: Xuan Chanh

\* Aims: To develop students' speaking skill, using the available information and their background knowledge.

School year : 2022-2023

**Content** 

- \* Content: Summarize the information of the listening part.
- \* **Products:** A student Summarize briefly about the information of the listening part.

\* Organization of implementation:

Teacher's and Ss'activities	Content
- T-Ss, Ss-Ss( work group)	* Summarize the information of the listening
- Students work in groups of four.	part.
- Teacher asks students to summarize the	Example:
information in the listening part and talk	Mai lives in a town house in Ha Noi.
about it.	she lives with her parents. There are six rooms in
- Teacher helps if necessary.	her
	house: a living room,

### 5. Pre-Writing (5')

- \* Aims: To help students identify the form of an email.
- \* Content: Necessary parts of an email

Teacher's and Ss'activities

- \* **Products:** Understand and identify the form of an email exactly.
- \* Organization of implementation:

- T - Ss	* Necessary parts of an email												
- Show this sample email on the slide / on													
the board or give each student a handout	1. How many parts are there in the email?												
with this sample.	(5 parts)												
- Ask them several questions:	2. What is the subject of the email? Where can you find it? (My house – We can find it in the "Subject line")												
Address subject (tenic)	3. What does An write about in the first paragraph of the												
against subject (tobat)	email? (The introduction)												
for offstellar	4. What does An write about in the second												
lo sphirlysidentom	paragraph? (The subject(s) of the email)												
Salies My hour 4													
N Splic.	* How to write email to friend?												
Therein for year enail. New 1% tell you closed my house.	<b>1.</b> In the subject line, write briefly, what the email is about.												
Ther with my parrents in a flat. It's big. There is a Going room, a blishers,	2. Begin the email with a greeting												
ton before out ton before I like my before bed.	(Dear/Hi/Hello).												
What about you'll Where als you live! Tell one in your next count.	3. The introduction is the first paragraph. Ask												
for vides. 4, conclusion	about his/her health, thank him/her for the												
A	previous email or write the reasons for the email,												
	etc.												
	<b>4.</b> In the body, write the subject(s) of the email.												
	· · ·												
	Write each subject in a new paragraph.												

school

Teacher: Xuan Chanh

<b>5.</b> The conclusion is the last paragraph. Say
goodbye, ask your friend to write back, etc.

School year : 2022-2023

### 6. While-Writing (5')

- \* Aim: To help students brainstorm ideas for their email.
- \* Content: Answer the questions.
- \* **Products:** Students' correct answers in their notebooks.
- \* Organization of implementation:

Teacher's and Ss'activities	Content										
Teacher's and Ss'activities  - Tell students that now they are going to focus on the body of the email only.  - Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing.  - Have students answer the questions individually, encouraging them to write the answers in full sentences.  - Move around to offer help.  - Invite some students to share their answers to the class. Comment on their	Task 3: Answer the questions. (Ex. 3, p. 23)  * Suggested answer.  1. I live in a small house in the countryside  2. There are 5 rooms in my house. Living room, two bedrooms,  3. I like the living room best because I can watch TV with my parents and my younger sister.										
answers.											

### 7. Post-Writing (3')

- \* Aim: To help Ss practise writing an email to their friend telling about their house.
- \* Content: Write an email to their friend telling about their house
- \* Products: Students' email stick on the board. (team work)
- \* Organization of implementation:

Teacher's and Ss' activities	Content
<ul> <li>Ask students to write the body of their email individually.</li> <li>Ask one or two students to write their email on the board.</li> <li>Ask Ss to look at the email and comment.</li> <li>T feedbacks and gives mark.</li> </ul>	* Sample email: From: Huong@fastmail.com To: Mira@quickmail.com Subject: My house. Hi Mira,  Thank for your email. Now, I'll tell you about my house. I live with my parents and younger brother in a town house. It's big. There are six rooms: a living room, a kitchen, two bedrooms and two bathrooms. I like the living room best because I can watch TV with my parents and younger brother together.

Teacher: Xuan Chanh

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Teacher: Xuan Chanh

school

email in their books.

new lesson.

- Teacher asks students to prepare the

- Prepare "Looking back and project"