**UNIT 1: MY NEW SCHOOL**

**Lesson 1: Getting Started p.6-7**

**Week 1**

**Period**: **02**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 07/09/2022 |  |
| **6B** | 08/09/2022 |  |
| **6C** | 07/09/2022 |  |
| **6D** | 06/09/2022 |  |
| **6E** | 07/09/2022 |  |

**I. OBJECTIVES :** By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

***- Vocabulary:*** undersatand the meaning of the key words or word collocation below: places lexical items : subject (n), , calculator (n) **,**wear (v)**, 'u**niform(n),smart (adj),'**com**pass(n),put on (phr v), '**hea**vy (adj).

***- Pronunciation:*** Pronounce the words correctly.

***- Grammar:*** The simple present.

**2. Competencies:**

***a, General Competencies :***

- Form and/or improve such competencies as team work, presentation, problem- solving skill, creativeness…

***b, Specific Competencies:***

- Improve such competencies related to language learning as listening, speaking, reading, writing skills and use of language( vocabulary, phonetics, grammar)

Ss are expected to pronounce, know the meaning of the key words and understand the main grammartical points the do the tasks that follow:to get information about the first day at school of a student.

**3. Qualities:**

- Have a positive attitude towards what they have learnt in the lesson: SS work hard, love their school and friends.

**II. PREPARATIONS:**

* **Teacher:** computer accessed to the Internet, projector, computer, sachmem.vn
* **Students:** text book, pencils, cards

**III. PROCEDURE :**

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| **ACTIVITY 1. WARM –UP( 5’-IW)**  **1.Aim:**  **-**  to raise students’interest in the lesson.  - To help students identify the topic of the lesson and what they will have to learn.  **2. Content:** T explains the specific requirements of the tasks Ss are going do:  write names of school things. And lead in the new lesson  **3. Products:**  - T clearly explains the requirements in content and form of the products:Students write names of school things on the group board and know how to play the game “network”.  **4. Implementation:** In this part T can use various techniques:  Brainstorming  Playing a game | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | **CONTENTS** |
| **Step 1: Task delivering**  - 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.  \* **Chatting**  - Teacher asks Ss to set the context for the listening and reading text:  - In order to know about Phong, Vy and Duy's special day. Let’s come to Unit 1 Lesson 1  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**  T give feed back, judgment and lead in new lesson. | | | ***\* Network:***  pen  school things    -What is a special day?  -Why is it special for you?  - What makes you remember the most? |
| **ACTIVITY 2. KNOWLEDGE FORMATION ( 15’ – GW/IW)**   1. **Aim:** Help Ss with vocabulary related to the topic *My New School;* 2. **Content:** T gives the requirements, asks Ss to do the task in the text book:learn some vocabularies related to the topic. 3. **Products:** Ss report their answers to the tasks required:   Students read and understand the meaning of vocab.  Students know how to to play the game “what and where”   1. **Implementation:** | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  **Pre-teaching vocabulary**  **- T-Ss**  - 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: < what and where>  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**  T give feed back,assessments on the work Ss have reported. | | **\*Vocabulary**  - **cal**culator(n):máy tính  - wear (v):mặc, đội  **- 'u**niform(n):bộ đồng phục  - smart (adj):bảnh bao, nhanh trí  - '**com**pass(n): com pa,la bàn  - put on (phr v): mặc vào  - '**hea**vy (adj): nặng | |
| **ACTIVITY 3: PRACTICE (20’- GW/PW/IW)**  **Task 1**: **(5’)**  1. **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.  **2.Content:**T asks Ss to do the task in the text book and the tasks designed by T:Listen and read the conversation, answer some questions.  **3. Products:**Ss report their answers to the tasks assigned.  Students read and understand the meaning of the text.  Students know how to role play  4.**Implementation:** | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  **\* Set the sences: T-Ss**  Look at the picture on page 6  a) Who are they?  b) What is Phong doing?  c)Who are Vy and Duy?  d)Why is it a special day for them?  *- We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*  **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.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements * T clarifies the work Ss have to do afterwards. | **Answer the questions:**  a) They are Phong, his Mum, Vy and Duy.  b) He is having breakfast.  c) They are Phong's schoolmates.  d) Because it is their fisrt day of the new school  **Task 1: Listen and read.** | | |
| **Task 2**: **(7’)**  1. **Aims:** To have students get specific information of the text.  **2.Content:**T asks Ss to do the task in the text book and the tasks designed by T:Read the conversation again and tick (✔) T (True) or F (False).  **3. Products:**Ss report their answers to the tasks assigned.  Ss say the answers aloud ( pair work)  4.**Implementation:** | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  **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.  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements * T clarifies the work Ss have to do afterwards. | | **Task 2: Read the conversation again and tick (✔) T (True) or F (False).**  ***Answer key:***  1. T  2. F *(Duy is Vy’s friend)*  3. T  4. T  5. F *( Phong isn’t wearing a shool uniform)* | |
| **Task 3:(5’)**  1. **Aims:** To check students understanding of the conversation and help students use the words in context  **2.Content:**T asks Ss to do the task in the text book and the tasks designed by T:Read the conversation again and fill in the blanks (work independently)  **3. Products:**Ss report their answers to the tasks assigned:Student’s correct answers on the board.  4.**Implementation:** | | | |
| **TEACHER AND STUDENTS ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  ***Task 3:T-Ss, Ss-Ss***   * 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.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements * T clarifies the work Ss have to do afterwards. | | **Task 3: Write one word from the box in each** gap.  ***Answer key:***  1. wear  2. has  3. go  4. uniforms  5. subjects | |
| **Task 4: (7’)**  1. **Aims:** To revise some words and learn some more words indicating school things  **2.Content:**T asks Ss to do the task in the text book and the tasks designed by T:Matching the words with the pictures (work in groups)  **3. Products:**Ss report their answers to the tasks assigned:Students’ answers on the posters.  4.**Implementation:** | | | |
| **TEACHER AND STUDENTS ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  ***Task 4:T-Ss, Ss-Ss***   * 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 matchs the names with the correct pictures as fast as possible. The team matched faster and correctly is the winner.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements * T clarifies the work Ss have to do afterwards. | | **Task 4: Match the words with the school things. Then listen and repeat.** | |
| **Task 5: (6’)**  1. **Aims:** To check students’ vocabulary and improve group work skill  **2.Content:**T asks Ss to do the task in the text book and the tasks designed by T:Write names of the things around the class  **3. Products:**Ss report their answers to the tasks assigned:Students’ answers in your notebook ( Students share with the whole class )  4.**Implementation:** | | | |
| **TEACHER AND STUDENTS ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  ***Task 5:T-Ss, Ss-Ss***   * 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.  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements   T clarifies the work Ss have to do afterwards. | | **Task 5: Write names of the things you can see around the class in your notebook**  *Chairs, tables, clock, school bags, board, books, pen, flower pot, pencil,….* | |
| **ACTIVITY 4 : APPLICATION ( 3’- IW/PW)**   1. **Aim:** to point out the aim of competence formation by requiring Ss to apply the knowledge they have acquired to perform the task that T is going to assign:To consolidate what students have learnt in the lesson. 2. **Content:** - T assigns tasks for Ss to do and the requirements to do the tasks  * T explains and gives guides for Ss to do the tasks   Vocab about school things and Read and understand content of the conversation   1. **Products:** T needs to clarity the content or form of products:Say aloud some words they remember from the lesson 2. **Implementation:** | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering ( Home assignments)**  T gives home assignment for Ss to do outside the classroom and fix a time for Ss to submit their products  **Step 2: Task performance:**  Ss do the tasks assigned outside the class room, in the form of pair work, individual work as required by T  **Step 3: Report and discussion**   * Ss summits the tasks to T * T marks or judges the products. * T conducts a class discussion at a suitable time.   **Step 4: Judgement**  T give feed back and assessment | | - make sentences with all the new words. - Do exercises part B ( Unit 1 in the workbook).  - Think of activities students can do at school  - Read and understand content of the conversation | |
| **IV. FEED BACK:**  ……………………………………………………………………………………………......…………………………………………………………………………………………..……………………………………………………………………………………………..……………………………………………………………………………………………...... | | | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 2: A closer look 1p.8**

**Week 1**

**Period**: **03**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 08/09/2022 |  |
| **6B** | 11/09/2022 |  |
| **6C** | 08/09/2022 |  |
| **6D** | 11/09/2022 |  |
| **6E** | 08/09/2022 |  |

**I. OBJECTIVES :** By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

* ***Vocabulary:*** Understand the meaning of the key words or word collocations below:use the lexical related to the topic *My new school*;items

use the combinations: *to study, to have, to do, to play + N;*

* ***Pronunciation:*** pronounce correctly the sounds /ɑː/ and /ʌ/.

***- Grammar:*** The simple present

**2. Competencies:**

***a, General Competencies :***

- Form and/or improve such competencies as Communication, self-learning capability, creative capacity, ability to use of language……

***b, Specific Competencies:***

- improve such competencies related to language learning as listening, speaking, reading, writing skills and use of language.

Ss are expected to pronounce, know the meaning of the key words and understand the main grammartical points the do the tasks that follow: learn words related to the topic my new school, Listening and reading to get information about the first day at school of a student.

**3. Qualities:**

- Have a positive attitude towards what they have learnt in the lesson: SS work hard, love their school and friends

**II. PREPARATIONS:**

* **Teacher:** computer accessed to the Internet, projector, loudspeaker, sachmem.vn
* **Students:** text book, pencils, cards, draft.

**III. PROCEDURE :**

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| **Task 1**: **(5’)**  **\* Aims:**  To revise / introduce the names of school subjects, and some nouns related to school and school activities.  \* **Content:** Listen and repeat the words.  **\* Products:** Students read words exactly aloud.  **\* Organization:** | |
| **Teacher’s and Ss’activities** | **Contents** |

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| --- | --- | --- | --- | --- | --- |
| **ACTIVITY 1. WARM –UP( 5’-IW)**  **1.Aim:**  **-**  to raise students’interest in the lesson.  - To help students identify the topic of the lesson and what they will have to learn: setting the context for the listening and reading part.  **2. Content:** T explains the specific requirements of the tasks Ss are going do:Game : *Kim’s game*( about school things)  **3. Products:**  - T clearly explains the requirements in content and form of the products: Ss write words exactly on the board.  **4. Implementation:** In this part T can use various techniques:Kim’s game | | | | | |
| **TEACHER AND STUDENTS ACTIVITIES** | | | **CONTENTS** | | |
| **Step 1: Task delivering**  - 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.  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**  T give feed back, judgment and lead in new lesson. | | | ***\* Kim's game:***    - school bag  - calculator  - compass  …….. | | |
| **ACTIVITY 2. KNOWLEDGE FORMATION ( 5’ – GW/IW)**   1. **Aim:** To enrich students’ vocabulary to talk about activities at school. 2. **Content:** T gives the requirements, asks Ss to do the task in the text book:Vocabulary about school 3. **Products:** Ss report their answers to the tasks required:Read and understand the meaning of words 4. **Implementation: Matching** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** | |
| **Step 1: Task delivering**  **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>**  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**  T give feed back,assessments on the work Ss have reported. | | | | **\* Vocabulary**  - **sci**ence (n) : môn khoa học  - **ex**ercise (n/v): bài tập, tập luyện  - **his**tory (n) : lịch sử  - **les**son (n): bài học  - school lunch: bữa trưa ở trường | |
| **ACTIVITY 3: PRACTICE (30’- GW/PW/IW)** | | | | | |
| **Task 1**: **(5’)**   1. **Aim:** To revise / introduce the names of school subjects, and some nouns related to school and school activities. 2. **Content:** T asks Ss to do the task in the text book and the tasks designed by T:Listen and repeat the words. 3. **Products:** Ss report their answers to the tasks assigned:Students read words exactly aloud. 4. **Implementation:** | | | | | |
| **TEACHER AND STUDENTS’ACTIVITIES** | | **CONTENTS** | | | |
| **Step 1: Task delivering**  **Task 1: T-Ss**   * Teacher asks students to listen and repeat the words. * Teacher calls some students to read the words aloud.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements * T clarifies the work Ss have to do afterwards. | | **Task 1: Listen and repeat the words.** | | | |
| **Task 2:** **(7’)**   1. **Aim:** To teach Ss how to combine a verb and a noun to talk about school activities. 2. **Content:** T asks Ss to do the task in the text book and the tasks designed by T:Put the words in the correct columns. (*V with N)* 3. **Products:** Ss report their answers to the tasks assigned:Ss say the correct answers ( pair work).   **4. Implementation:** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** | |
| **Step 1: Task delivering**  **Task 2: T - Ss, Ss - Ss**   * 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.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements   T clarifies the work Ss have to do afterwards. | | | | **Task 3: Put the words in the blanks.**  ***Answer key:***   1. homework 2. football 3. lessons 4. exercise   5. science | |
| **Task 3:** **(5’)**   1. **Aim:** To help students use the vocabulary in context 2. **Content:** T asks Ss to do the task in the text book and the tasks designed by T:Fill in the blanks with a suitable word 3. **Products:** Ss report their answers to the tasks assigned:Student’s correct answers on the board. 4. **Implementation:** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** | |
| **Step 1: Task delivering**  ***Task 3:T-Ss, Ss-Ss***   * 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.   **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements   T clarifies the work Ss have to do afterwards. | **Task 3: Put the words in the blanks.**  ***Answer key:***   1. homework 2. football 3. lessons 4. exercise   5. science | | | | |
| **Task 4:** **(7’)**   1. **Aim:** To teach Ss how to pronounce the sounds /ɑː/ and /ʌ/ and practise pronouncing these sounds in words correctly. 2. **Content:** T asks Ss to do the task in the text book and the tasks designed by T:Understand and how to pronounce the sounds /ɑː/ and /ʌ/. 3. **Products:** Ss report their answers to the tasks assigned:Students pronounce words exactly . 4. **Implementation:** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** | |
| **Step 1: Task delivering**  **\* Presentation**  **(Pre-teach the sounds /ɑː/ and /ʌ/)**   * Teacher introduces 2 sounds /ɑː/ 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.   ***Task 4:T-Ss, Ss-Ss***   * Teacher asks students to listen and repeat.   Students work independently.  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements   T clarifies the work Ss have to do afterwards. | | | | **\* PRONUNCIATION**  ***Suggested answers:***   * /ɑː/: car, start, after, party * /ʌ/: cut, one, country   **Task 4: Listen and repeat. Pay attention to the sounds /ɑː/ and /ʌ/.**  **Key:**  + /ɑː/: smart, art, carton, class.  + / ʌ /: subject, study, monday, compass | |
| **Task 5:** **(6’)**   1. **Aim:** To help students practise the sounds /ɑː/ and /ʌ/ in sentences 2. **Content:** T asks Ss to do the task in the text book and the tasks designed by T:Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/. 3. **Products:** Ss report their answers to the tasks assigned:Students’ answers in your notebook (Students share with the whole class) 4. **Implementation:** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | **CONTENTS** | |
| **Step 1: Task delivering**  ***Task 5:T-Ss, Ss-Ss***  Before listening, teacher let students discuss in pairs and find the words with the sounds /ɑː/ and /ʌ/.   * Teacher plays the recording for students to check and repeat the sentences.   **-**Have them work in pairs to compare their answers. Check Ss'answers.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.  **Step 2: Task performance:**  Ss do the tasks assigned by teacher  **Step 3: Report and discussion**  Ss give their answers  **Step 4: Judgement**   * T give feed back on Ss’work result, the strong points and weak points, puts stress on the key requirements   T clarifies the work Ss have to do afterwards. | | | | **Task 5: Listen and repeat. Underline the words with the sounds /ɑː/ and /ʌ/.**  ***Key+ Audio script:***  **1 .** My brother has a new compass.   1. **.** Our classroom is large. 2. They look smart on their first day at school. 3. The art lesson starts at nine o'clock. 4. **.** He goes out to have lunch every Sunday. | |
| **ACTIVITY 4 : APPLICATION ( 5’- IW/PW)**   1. **Aim:** to point out the aim of competence formation by requiring Ss to apply the knowledge they have acquired to perform the task that T is going to assign:To give students a chance to apply what they have learnt. 2. **Content:** - T assigns tasks for Ss to do and the requirements to do the tasks  * T explains and gives guides for Ss to do the tasks   *Game :* write sentences including 2 features: school activities and one of the sounds /ɑː/ or /ʌ/.   1. **Products:** T needs to clarity the content or form of products:Students read aloud their sentences. 2. **Implementation** | | | | | |
| **TEACHER AND STUDENTS’ ACTIVITIES** | | | | | **CONTENTS** |
| **Step 1: Task delivering ( Home assignments)**  Teacher asks groups to write sentences including 2 features: school activities and one of the sounds /ɑː/ 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.  \*T gives home assignment for Ss to do outside the classroom and fix a time for Ss to submit their products  **Step 2: Task performance:**  Ss do the tasks assigned outside the class room, in the form of pair work, individual work as required by T  **Step 3: Report and discussion**   * Ss summits the tasks to T * T marks or judges the products. * T conducts a class discussion at a suitable time.   **Step 4: Judgement**  T give feed back and assessment | | | | | ***\* Game: Who is faster?***  - (e.g: *I usually* ***play basketball*** *with my* ***brother***.)  *- I often use* ***compass*** *to do Math exercise.*  - Make sentences with all the new words. - Rewrite the sentences into notebooks.  Find 3 more school activities that have the sound /ɑː/ or /ʌ/. |
| **IV. FEED BACK:**  ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………... | | | | | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 3: A closer look 2p.9-10**

**Week 2**

**Period**: **04**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 13/09/2022 |  |
| **6B** | 15/09/2022 |  |
| **6C** | 13/09/2022 |  |
| **6D** | 13/09/2022 |  |
| **6E** | 14/09/2022 |  |

**I. OBJECTIVES**

**1. Knowledge:**

**\*Vocabulary:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

- Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and ***/Λ/*** correctly;

English, history, homework, science, football, lessons, music…

**\* Grammar:**

- use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**\* Pronunciation:**

To teach how to pronounce the sounds /a:/ and */Λ / .*

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular Adverb of Frequency

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  **- To revise/ introduce GRAMMAR : The present simple tense.**  **2. Content:**  - To review/ introduce the use and the form of the present simple tense.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Ss know the use and form of the present simple tense .  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….    **The present simple**  \* T prepare the following lines from the conversation in **GETTING STARTED** … and show them to Ss.  - T highlights / Underlines the present simple structures in these lines.  - T asks Ss to look at the sentences in the **Remember!** box. Remember to introduce all the positive, negative and question forms of the tense.  - T explains to Ss that we use the present simple to talk about actions or events that often happen, or are fixed.  - Students **(Ss)** listen and learn how to do.  - Open their book and write .  - T has Ss give some examples.  - T may give them some verbs to make sentences (e.g.: live, like, play, walk, etc.).  \* T has Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular./ **Page 9**  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | ***Duy***: Hi, Phong. I Ịịve near here, and we go to the same school!  ***Phong***: Good. Hmm, your school bag looks heavy.  ***Duy:*** Yes! I have new books, and we have new subjects to study.  ***Phong*:** And a new uniform, Duy! You look smart!  ***Duy***: Thanks, Phong. We always look smart in our uniforms.  **The present simple**  **Positive**  + I/You/We/They + V (work/study)  + He / She / It + V-s / V-es (works / studies)  **Negative**  - I/You/We/They + don't/do not + v (don't/do not work/study)  - He / She / It + doesn't / does not + V (doesn't / does not work / study)  **Questions and short answers**  ? Do I/ you / we/they + V (work/study)?  ? Yes, I / you / we / they do.  - No, I / you / we / they don't.  ? Does he / she/it + V (work/study)?  - Yes, he/she/itdoes.  - No, he / she / it doesn't. | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To give Ss practice in using the present simple tense in sentences.  **2. Content:**  - To pracice using the present simple in context.  - Pair work to put the words in the correct columns  **3. Products:**  **-** Vocabulary about the topic  - Use of the present simple by choosing correct answer.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS'ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **1.** **Choose the correct answer A, B, or C**  **\*Pre-teach vocabulary:**  + Teacher uses different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  \*Ask Ss to do the task 1/ page 9  - Have Ss do this exercise individually before they share their answers with their partners.  - Students(Ss)listen to the instructions carefully and learn how to do the tasks**.(S)**  - Sts answer the teacher’s questions  - Listen carefully and read aloud.  - Ask some Ss to read out their ansvvers.  - Confirm the correct ones.  - T gives explanations if necessary.  **Task 2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**  - Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. –  - Ask Ss to share their answers with a partner.  - T consumes the correct answers.  - Ss **work individually**  + If there is time, let Ss work in pairs to role-play the interview.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | | **\* Vocabulary:**  - **school lunch** (n): bữa trưa ở trường  - **history** (n): môn lich sử  - **exercise** (n): bài tập  - **maths** (n): môn Toán  - **healthy** (adj): lành mạnh  - **smart** (adj): bảnh bao, tươm tất  - **compass** (n): com-pa  **\* Key**: 1. A 2.C 3. B 4.A 5.C  **2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**    **\* Key:**  **1**. has **2**. Do you have  **3**. like **4**. Does Vy walk  **5**. ride **6**. go |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss revise some adverbs of frequency they already learnt  - To help Ss practise using adverbs of frequency in context.  **2. Content**:  - To use present simple to do the exercises. Filling the words.  - To pronounce the sounds /a:/ and */Λ /* correctly; Listen and repeat.  **3. Products**:  - Understand more about using the words in contexts.  - Pronouncing the sounds /a:/ and */Λ /* correctly  **4. Implementation**: | | |
| **TEACHER AND STUDENTS ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  - T tells Ss to look at the two examples carefully.  - T asks Ss about the position of the adverbs of frequencỵ, and the meaning of those.  - T asks Ss to recall all the adverbs of frequency they know.  + We use adverbs of frequency to show how often something happens.   * We often use them with the present simple. * We usually place the adverb of frequency before main verb.   Example:   * **Tom** usually **takes the bus to school.**   **-They** don’t **often go to the cinema.**  **Task 3. Put one of these words in each blank.**  - This is a very easy activity, so just ask Ss to give the answers as a class.  - Sts **work independently**  - T confirms the answers.  - T encourages Ss to give as many sentences with these adverbs as possible.  **Task 4. Choose the correct answer Aor B to complete each sentence** .  - T lets Ss work in pairs.  - Calls some Ss to read aloud the sentences and give their answers.  - Check and confirm the correct answers  **Task 5. Work in pairs. Make questions, and then interview your partners**  **-** Ask Ss to work in pairs to make questions using prompt.  - Have them take turns to ask questions and give answers.  - T goes round and corrects mistakes or gives help when and where necessary.  + Note that Ss' answers may vary. Accept all answers which are grammatically and logically correct.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **3. Put one of these words in each blank.**  **Key:** 2. Usually 3. Sometimes  4. often 5. never  **4. Choose the correct answer A or B to complete each sentence.**  **\* Key: 1. B 2.A 3.A 4. B 5.A**  **5. Work in pairs. Make questions, and then interview your partners**  + **Key:**  1. Do you often ride your bicycle to school?  2. Do you sometimes study in the school library?  3. Do you like your new school?  4. Do your íriends alvvays go to school with you?  5. Do you usually do your homevvork after school? | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  Make sentences using the the present simple and an adverb of frequency.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about school  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Read again the conversation on page 9.  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………....**  **………………………………………………………………………………………....**  **…………………………………………………………………………………………**  **………………………………………………………………………………………....** | | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 4: Communication p.11**

**Week 2**

**Period**: **05**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 16/09/2022 |  |
| **6B** | 16/09/2022 |  |
| **6C** | 15/09/2022 |  |
| **6D** | 14/09/2022 |  |
| **6E** | 15/09/2022 |  |

**I. OBJECTIVES**

**1. Knowledge:**

**\*Vocabulary:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

- Vocabulary: use the words related to the topic *My New School.*To pronounce the sounds /a:/ and ***/Λ/*** correctly;

English, history, homework, science, football, lessons, music…

**\* Grammar:**

- use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**\* Pronunciation:**

To teach how to pronounce the sounds /a:/ and */Λ / .*

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular Adverb of Frequency

- Ability of using everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

- Positive about the school, Ss are interested in and proud of the school

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To teach Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.  \* Everyday English  Introducing someone  **2. Content:**  - Use everyday expressions to develop the language skills.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | * Do you interested in English? * Do you understand the previous lesson? |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To give Ss practice in using the present simple tense in sentences.  - To teach Ss how to introduce someone to someone else in English.  **2. Content:**  - To pracice using the present simple in context.  - Greeting and introduce someone to someone else **.**  **3. Products:**  **-** Vocabulary about the topic  - Learn how to introduce the name, age, job, likes, dislikes to make friends….  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication- Page 11  **Step 2: Task performance**  **Task 1.** **Listen and read the dialogue. Pay attention to the highlighted parts.**  - T asks Ss to do the task 1/ page 11.  - Teacher gives instructions.  **-** Plays the recording and lets Ss listen.  - Sts Listen and read the dialogue. Pay attention to the highlighted parts.  - T asks some Ss to read aloud the dialogue.  - T asks the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction.  - T asks Ss practise the dialogue in groups.  - T calls on some groups to practise the dialogue in front of the class.  +T may also begin by brainstorming ways of introducing someone that they know.  - T observes and help when and where necessary, and correct Ss'pronunciation and intonation.  **Task 2. Work in groups. Practice introducing a friend to someone else.**  - Let Ss work in groups and practise introducing a friend to the others.  - Move around to observe and provide help.  - Call on some groups to practise in front of the class.  - Comment on their pertormance.  **Step 3: Report and discussion**  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **1.** **Listen and read the dialogue. Pay attention to the highlighted parts.**  **Vy:** Phong, this is Duy, my new friend.  **Phong:** Hi, Duy. Nice to meet you.  **Duy:** Hi, Phong. Nice to meet you, too.    **Task 2. Work in groups. Practice introducing a friend to someone else.**    **Mai:** Nam, this is Minh, my new friend.  **Nam:** Hi, Minh. Nice to meet you.  **Minh:** Hi, Nam. Nice to meet you, too. |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss practise asking and answering questions about friends.  - To help Ss revise yes/ no questions with the present tense.  - To help Ss practise asking questions when making new triends at school.  **2. Content**:  - Revising the use of present simpleby asking and answering questions.  - Asking questions when making new triends at school by ticking the questions.  **3. Products**:  - Understand more about using the words in contexts.  - Learning how to make new friends at school.  - Confirm questions by answering Yes/ No correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read and tick the questions you think are suitable to ask a new friend at school**  **\*Pre-teach vocabulary:**  + Teacher use different techniques to teach vocabulary (situation, realia, translation….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  \* This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language.  *First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words*.  - T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.  - Ask Ss to read and tick the questions individually.  - Let them discuss the questions in groups.  - T may ask them to explain their answers.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  **\* Write one or two more questions on piece of paper. Then share them with the class.**  **Task 4. There is a quiz for students in the new school newsletter. Answer the questions** .  + T first asks Ss to give qualities of a good friend at school . Encourage them to give as many words as possible. (Eg: friendly, genous, helpful, cheerful, etc.)  - T asks Ss to answer questions individually  - T calls on some Ss to read aloud the sentences and give their answers.  **Task 5. Work in groups. Takes turns to interview the others. Use the questions above.**  **-** Asks Ss to work in groups to ask questions and answer.  - Divides the class into groups of 4 or 5. Ss take turns to interview the other members. Using questions in **4**  - Encourages Ss to givemore information about friendship [ eg. Friends are forever ]  - Sts work **in groups** to ask questions and answer.  - Chooses some Ss to give a presentation to the class about their good fri  **Step 3: Report and discussion**  - Ss work independently and in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **3. Read and tick the questions you think are suitable to ask a new friend at school**  **\*Vocabulary:**  **- favourite** (adj) được yêu thích  **- quiz (n)** cuộc thi đố  **- remember(v)** nhớ  **- share (v)** chia sẻ  …..  **\* Suggested answers:**   1. Are you from around here? 2. Do you like music? 3. What is your favourite subject at school? 4. Do you play football? 5. How do you go to school everyday?   **4. There is a quiz for students in the new school newsletter. Answer the questions** .  ARE YOU A GOOD FRIEND AT SCHOOL?  1. Do you remember all your new classmates' names?  Yes                      No  2. Do you often listen to your friends' advice?  Yes                     No  3. Do you share things with your classmates?  Yes                     No  4. Do you keep your friends’ secret?  Yes                     No  5. Do you play with your classmates at break time?  Yes                     No  6. Do you help your classmates with their homework?  Yes                     No  7. Do you go to school with your friends?  Yes                     No  8. Do you listen when your classmates are talking?  Yes                     No  **5. Work in groups. Takes turns to interview the others. Use the questions above.** |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  Make sentences using the the present simple and an adverb of frequency.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Sts tell what the have learnt  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt (How to introduce a friend, what questions to ask when making a new friends, etc)  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about school  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | \  **\* Home assigment:**  - Practice asking friends questions about good friends.  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 5: Skills 1 p.12**

**Week 2**

**Period**: **06**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 16/09/2022 |  |
| **6B** | 18/09/2022 |  |
| **6C** | 16/09/2022 |  |
| **6D** | 18/09/2022 |  |
| **6E** | 16/09/2022 |  |

**I. OBJECTIVES**

**1. Knowledge:**

**\*Vocabulary:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

- Vocabulary: use the words related to the topic *My New School.*

**\* Grammar:**

- use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**\* Pronunciation:**

To teach how to pronounce the sounds /a:/ and */Λ / .*

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular Adverb of Frequency

- Ability of reading for general and specific information about school . To help Ss to get acquainted with a reading skills.To practice speaking. Ss have an opportunity to practice making their choice of type of school they would like to go.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  **-** To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.  **2. Content:**  Revision of the old lesson.Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **Pre - reading**  - Teacher (T)asks Ss some questions about them and class.  - T asks Ss to open their book and introduce what they are going to study….  - Asks the class to look at three pictures first. Encourage Ss to give their ideas (as many sentences as possible) E.g. in picture 1, 2 : *What can you see? How is the school ? Where are they?...*  - Sts look at the pictures and answer the teacher’s questions  - T leads in the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | *I can see three schools.*  *I can see many students in the school yard.*  *The school in the first picture is very big nad nice* …. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To get Ss acqainted with a reading skills.  - To help Ss understand and activate their knowledge of the topic of the lesson.  **2. Content:**  - To pracice using the present simple in context.  - elicit Vocabulary by using pictures or real items.  **3. Products:**  **-** Vocabulary about the topic  - Development of reading skills by looking at the pictures and doing the matching.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **While- reading**  **Task 1.** **Look at the pictures and quickly read the passages. Match 1-3 with A-C.**  **\*Pre-teach vocabulary:**  + Teacher uses different techniques to teach vocabulary (situation, realia….)  + Follows the seven steps of teaching vocab.  + Checks vocabualry.  \*Asks Ss to do the task 1 on page 12.  - Teacher gives instructions.  **-** Tells ss to read the three passages quickly and check their ideas.  - Sets a strick time limit to read .  - Tells Ss a tip: *Ss read the first sentence of each paragraph. This sentence often gives you the topic of the paragraph.*  - T may call Ss to read aloud each paragraph  - Observes and help when and where necessary.  - Checks the answer.  **Task 2. Read the passages again and complete these sentences.**  - Ask Ss to read the passages again, then find the words and phrases to complete the sentences  - T help Ss to give the meaning of the words or explanations, or examples, or the Vietnamese equivalent.  - T tells Ss to pay attention to the context of the words.  - Ask Ss to note where they found the information, then help Ss to complete the sentnecs.  - Check and confirm the correct answers.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **1.** **Look at the pictures and quickly read the passages. Match 1-3 with A-C.**  **\*Vocabulary:**  1. **international**/ˌɪntəˈnæʃnəl/  (adj): thuộc về quốc tế  2. **boarding school**/ˈbɔːr.dɪŋ ˌskuːl/  (n): trường nội trú  3. **lower secondary school** /ˈləʊə ˈsɛkəndəri skuːl/  trường trung học cơ sở  4. **mountain** /ˈmaʊntən/  (n): núi  5. **field** /fiːld/  (n): cánh đồng  6. **computer room** /kəmˈpjuːtə/ /ruːm/  (n): phòng máy vi tính  7. **library**/ˈlaɪbrəri/  (n): thư viện  8. **school garden** /skuːl/ /ˈgɑːdn/  (n): vườn trường  9. **club** /klʌb/  (n): câu lạc bộ  10. **sports and games** /spɔːts/ /ænd/ /geɪmz/  thể thao và trò chơi  **\* Key: 1. C 2. A 3. B**  - Paragraph 1: ***Sunrise* :** a boarding school in Sydney.  - Paragraph 2: ***Anson* :**a lower secondary school in Bac Giang;  - Paragraph 3: ***Dream*:**an International school  **2. Read the passages again and complete these sentences.**  **Key:**   1. boarding 2. Sydney 3. Mountains and green fields 4. Dream School. 5. English- speaking teachers. |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss further develop their reading skills for specific information (scanning)  - To help Ss prepare ideas for the speaking activity  - 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.  **2. Content**:  - To use present simple to do the exercises.  - Answer the questions for more information to develop their reading skills  **3. Products**:  - Understand more about using the words in contexts.  - Getting more information to understand the three passages.  - To practice speaking by asking and discussing the choicesof the type of school…  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Answer the questions:**  - T asks Ss to read the passages in detail to answer the questions.  - T gives instructions how to do this kind of exercise.  - Explains the strategies (chien luoc) if necessary [*e.g. reading the questions, understanding the key words, locating the key words in the text, and then reading that part and answering the questions..]*.  - Sets the longer time limit for Ss to find the answers to the questions.  - Lets ss compare the answers with partners before discussing them in class.  - Sts Works in pairs ask and answer the questions.  - Allow Ss to read the three passages in chorus once.  - Calls on some Ss to read aloud three passages to the class.  - Checks their pronunciation and intonation.  - Check and confirm the correct answers  **Task 4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table.**  - T aska Ss to refer back to the passages in 1.  - Asks them to give some background of the three schools: *Sunrise School, An Son School, and Dream School.*  - Allows Ss time to answer the questions: Which school (among the three above) would you like to go to? Why?  -Asks Ss to complete the table in their notebooks.  Then arranges Ss in pairs.  - Lets them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar.  - Discusses any common errors and provide further practice if necessary.  **\* Discuss your choice with a friend**  - May ask Ss to work in groups to do project/15 | **3. Answer the questions:**  ***Sunrise*** is a boarding school in Sydney. Students study and live there. About 1,200 boys and girls go to Sunrise. It has students from all over Australia. They study subjects like maths, science and English.  **An Son** is a lower secondary school in Bac Giang. It has only 8 classes. There are mountains and green fields around the school. There is a computer room and a library. There is also a school garden and a playground  **Dream** is an international school. Here students learn English with English-speaking teachers. In the afternoon, they join many interesting clubs. They play sports and games. Some students do paintings in the art club.  **Key:**   1. Sunrise (is). 2. (It is ) in Bac Giang. 3. Yes, there is.   They join many interesting clubs.  **4. Which schooll in 1 would you like to go to? Why or Why not? Complete the table.**  **Examples:**  **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. |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about school  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Practice asking friends questions about the school you would like to choose? Why?  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 6: Skills 2 p.13**

**Week 3**

**Period**: **07**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 19/09/2022 |  |
| **6B** | 21/09/2022 |  |
| **6C** | 19/09/2022 |  |
| **6D** | 19/09/2022 |  |
| **6E** | 20/09/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

- Vocabulary: use the words related to the topic *My New School. (foreign language, helpful, favourite, friendly, biology)*

**\* Pronunciation:**

To teach how to pronounce words with the sounds /a:/ and */Λ / .*

**\* Grammar:**

- use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular Adverb of Frequency

- Ability of reading for general and specific information about school . To help Ss to get acquainted with a reading skills.To practice speaking. Ss have an opportunity to practice making their choice of type of school they would like to go.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To learn how to write an email to a friend or penpals.  **2. Content:**  **-** Revision **:** Describe *a school you would like to go to.*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To get Ss acqainted with listening skills.  **-** To help develop Ss’ skills of listening for specific information.  **2. Content:**  - To pracice using the present simple in context.  - Listening to a student talking about her school to get used to listening skills  **3. Products:**  **-** Vocabulary about the topic  - Guessing the answers to the questions.  - Improvement of listening skills.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1.** **Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.**  **\*Pre-teach vocabulary:**  + Teacher use different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  + Answer the two question before listening  - Ask Ss the questions: Who's Janet? What's the name of her school?  + Ss look at the key words before answering the questions (e.g. Janet, student, Palmer School, America).  - Ss answer the questions  - Ss work in pairs and guess the answers to the two questions.  - Compare the answers.  - Encourage them to speak English and feel free to make guesses.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Play the recording. Let Ss listen once and check their guesses.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1.** **Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.**  Vocabulary:   * *foreign language(n): ngoại ngữ* * *helpful(adj): nhiệt tình* * *favourite(adj): yêu thích* * *Friendly(adj): thân thiện* * *Biology(n): môn Sinh học*   ***Answers:***  1. Yes, I do.  2. No, they don’t. Vietnamese is not popular enough to learn. | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss further develop their listening skills for specific information (scanning)  - To help Ss prepare ideas for their writing in 4.  - To help Ss practise writing a paragraph about their school.  **2. Content**:  - To use present simple to do the exercises.  - Listen again to get more information about schools in America.  **3. Products**:  - Understand more about using the words in contexts.  - Getting more information to understand the script.  - Choose the correct answer correctly.  - Answer the questions about your own school to improve writing skills.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS'ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **While-listening**  **Task 2. Listen again and choose the correct answer A or B.**  - Have Ss look at the sentences. Tell them how to do it.  - Give them some strategies to do the exercise,  (*e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).*  - Play the recording twice and allow Ss to choose the correct answers as they listen.  - Ss listen to the teacher’s instructions carefully and learn how to do it.  - Check the meaning if necessary  - Ss can share their answers before listening to the recording a final time to check.  - Get feedback.  - Check and confirm the correct answers.  **\* Post-listening**  **- Students tell about Janet’s school freely**  - T gives instructions and encourage Ss to tell about Janet’s school, using information in Audio Script.  - Give some clues: *her name, age, the name of her school. Teacher, she studies Vietnamese , wear uniforms everyday,…..*  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  **Task 3. Write the answers to the folowing questions about your school.**  - Let Ss work individually.  - Guide them to write the answers to these questions in full sentences.  - Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation.  - Allow Ss to refer back to the reading for useful language.  - Model with some Ss.  **Task 4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3.  - Tell Ss that they can add their own ideas.  - Ask them to pay attention to punctuation, structures, word choice, linking words, etc.  - Ss **work individually**. Write a paragraph using answer the questions in 3  - Write themselves.  - T goes round helping if necessary.  - Ask one or two Ss ***to write their paragraph on the board.***  - Other Ss and T comment on the writing.  - T collects some Ss' paragraphs to correct at home.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **2. Listen again and choose the correct answer A or B.**  ***Audio script:***  *Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly.*  *The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths.*  *I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.*  \* **Key:**  **1**. A **2**. B  **3**. B **4**. A **5.** A  - Free talk  *Her name is Janet. She is eleven years old. She is in grade/ year 6 at Palmer School. Her friends are friendly. The teacher in her school are nice and very helpful.Her favourte teacher is Math teacher….*  **3. Write the answers to the folowing questions about your school.**  - **Work individually**  - Answer the questions about the schools.  - Give the answers.  **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  ***Sample paragraph:***  *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 duringbreak time. My teachers are friendly, and my friends are helpful. I like my school. (53 words)* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about school  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Finish writing the paragraph. Copy in the note books.  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………..**  **………………………………………………………………………………………..**  **………………………………………………………………………………………..**  **………………………………………………………………………………………..**  **………………………………………………………………………………………..** | | |

**UNIT 1: MY NEW SCHOOL**

**Lesson 7: Looking back & Project p.14-15**

**Week 3**

**Period**: **08**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 21/09/2022 |  |
| **6B** | 22/09/2022 |  |
| **6C** | 21/09/2022 |  |
| **6D** | 20/09/2022 |  |
| **6E** | 21/09/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

- Vocabulary: use the words related to the topic *My New School.*

**\* Pronunciation:**

To teach how to pronounce words with the sounds /a:/ and */Λ / .*

**\* Grammar:**

- use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

**2. Competencies:**

**a. General competencies:**

- By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and */Λ / .*

*-* Ss will be able to recycle the language from the previous sections. Ss can consolidate and apply what they have learnt in the unit.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of using Present Simple Tense, some popular Adverb of Frequency

- Ability of reading for general and specific information about school . To help Ss to get acquainted with a reading skills.To practice speaking. Ss have an opportunity to practice making their choice of type of school they would like to go.

- To recycle the language from the previous sections. To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

- Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**   1. **Aim:**   - To review and drill section of the unit.  - To encourage Ss not to refer back to the unit pages but to use what they have learnt during the unit to help them answer the questions.  - To see how far Ss have progressed, and which areas need further practice.  **2. Content:**  **-** Revision **:** Describe *a school you would like to go to.*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To give Ss practice in using the present simple tense in sentences.  - To help Ss revise the vocabulary items they have learnt.  **2. Content:**  - Revise what they have learnt during the unit to write the correct answer.  - Revise the vocabulary items they have learnt to do the matching.  **3. Products:**  **-** Vocabulary about the topic  - Remember the words and the use of the present simple tense.  - Remember the use the verbs: have, play, do, study…  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 1.** **Look at the pictures. Write the correct words in the gaps.**  - Have Ss do this activity individually then compare their answers with their partners.  - Tell Ss to write the words in their notebooks.  - Ask some Ss to write the answers on the board.  - Check and correct the mistakes.  - Have Ss say the words.  - Check their pronunciation  **Task 2. Match the words in A with th words/ phrases in B.**  - Have Ss do this activity by themselves and write their answers in their notebooks.  - Call on one or two Ss to write their answers on the board, then check their answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1.** **Look at the pictures. Write the correct words in the gaps.**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **- Work individually**  - Answer the teacher’s questions and enquirements.  - Listen carefully and read aloud.  **Key:**  1.uniform 2. Pencilsharpener  3. notebook 4. compass  5. calculator 6. ruler  **2. Match the words in A with th words/ phrases in B.**  - Ss **work individually**. Do the tasks  - Share the answers.  **\* Key:**  **1. e 2. d 3. b 4. a 5. c** |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss revise the present simple tense.  **-** To help Ss to revise the position of adverbs of frequency in sentences.  **2. Content**:  - Review grammar point: Present simple tense; further practice to do exercises.  - Review grammar point: Adverb of frequency;  - To do exercises.  **3. Products**:  - Remember more the use and form of Present simple tense by doing exercises.  - Remember more the use and form of adverb of frequency.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Complete the sentences with the present simple.**  - For these two exercises, ask Ss to do them individually first.  - Ask Ss to check their answers with their partners before discussing the answers as a class.  - Tell Ss to keep a record of their original answers so they can use that information in their  **Task 4. Complete the text with the correct form of the verbs in brackets.**  - Ask Ss to do them **individually** first.  - Ask Ss to check their answers with their partners before discussing the answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Get feedback  **Task 5. Put the adverb in brackets in the correct place in each sentence.**  - Ask Ss to read the sentences by themselves carefully, then recall the position of adverbs of frequency in sentences (before the main verb).  - Have them write down the sentences with the adverbs of frequency in their notebooks.  - Let Ss do it.  ***- Students do themselves***  *- Check the answers*  - Call on some Ss to read the sentences aloud.  - T checks their answers.  - Correct their pronunciation  - Check and confirm the correct answers  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **3. Complete the sentences with the present simple.**  - Listen to the instructions clearly  - Ss to **work independently**  - Share the answers  *- Copy them*  **Key:**  **4. Complete the text with the correct form of the verbs in brackets.**  - Do exercises\_ S\_ **Work individually**  - Give the answers  **Key :**  **1.is 2. has 3. walks 4. study 5. likes**  **5. Put the adverb in brackets in the correct place in each sentence.**  **\* Key:**  1. I always remember to do my homework.  2. Nick usually gets good marks in exams.  3. We do not often see a rabbit in town.  4. I rarely read in bed at night.  5. Do you sometimes sing in the shower? |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to school;  + Sounds /a:/ and ***/Λ/ .***  + The present simple;  + Adverbs of frequency.  **PROJECT.**  *- The section aims at introducing to Ss a new way of learning and practising the language and knowledge they have gained to do a project inside or outside the classroom.*  *- This also prepares Ss to learn to work in the teams effectively.*  *- Ask Ss to collect or draw pictures of different types of school at home and then bring them to class.*  *- Show the class some more examples of different types of schools if possible*  *- Divide the class into groups of 5 or 6.*  *- Have them discuss their dream schools, using the questions given, pictures and their imagination.*  *- Each group then presents their dream school in front of the class.*  *- They can illustrate it with pictures or posters.*  *T and other Ss ask questions and make comments.*  *- Ss can complete the project as homework if you are short of time.*  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Read again the conversation on page 9.  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | |