**UNIT 3 : MY FRIENDS**

**Lesson1:Getting started (A surprise guest)p.26-27**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 10/10/2022 |  |
| **6B** | 12/10/2022 |  |
| **6C** | 10/10/2022 |  |
| **6D** | 10/10/2022 |  |
| **6E** | 11/10/2022 |  |

**Week 6**

**Period**: **16**

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: pass, biscuit, magazine, shoulder, blond, a great idea, come over

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

- give suggestions

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

- 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**

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| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - To lead into the unit  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having 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 the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and enquirements.  + Lead to the new unit about frineds and friendship  - Write the unit title *My friend* on the board.  - Ss open their notebook and write .  **Step 3: Report and discussion**  - Ss work in group to talk about their friends  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To set the context for the introductory;  - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  - To help Ss deeply understand the text.  **2. Content:**  - Learn some new words. Read the conversation and find out new words.  - Filling the blanks to understand more about the text.  **3. Products:**  **-** Vocabulary about the topic  - Understanding the conversation; topic of the lesson, grammar points…  - Understanding more about the text.  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read.**  - Set the context for the listening and reading.  - Ask Ss questions about the picture, e.g. What is Phong doing? What are they eating and drinking?  - T can also ask Ss to share any recent experiences of going on a picnic.  - Play the recording twice for Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  - Ss listen carefully and read aloud.  - Ss take note  + Check vocabulary  - Ss Take note.  - Invite some pairs of Ss to read the dialogue aloud.  - Have Ss say the words in the text that they think are related to the topic My friends.  - Quickly write the words on one part of the board.  - Comment on Ss'answers.  **Task 2.** **Fill the blanks with the words from the conversation**  - Ask Ss to read the conversation again and do this activity independently.  - Ask them how to do the activity.  - Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify  the kind of information to fill the blank;  (2) read the conversation and locate the place to find the word(s) to fill the blank).  - Allow them to share answers before discussing as a class.  - Ss listen carefully to the instructions  - Ss Follow the teacher’s instructions  - Ss give the answers and check.  - T confirms and writes the correct answers on the board.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Listen and read.**      **\* Vocabulary:**  - pass (v) đưa, chuyển  - biscuit (n) bánh bích qui  - magazine (n) tạp chí  - shoulder (n) vai  - blond (adj) màu hoe vàng  - come over: đi đến  - a great idea: một ý kiến hay  **2.** **Fill the blanks with the words from the conversation:**  **Key:**  1. Phong and Nam are having a **picnic**.  2. 4Teen is Phong's **favourite magazine**.  3. Phong and Nam see **Mai** and **Chau**.  4. Chau has **glasses** and **long black hair**.  5. Mai and Chau **are going to** the bookshop. | | |
| **ACTIVITY 3: PRACTICE**  **1. Aim**:  To help Ss understand the conversation.  To introduce some vocabulary related to the topic of the unit;  To revise and provide Ss with some vocabulary related to parts of the body.  To revise and provide Ss with some vocabulary to describe parts of the body.  To help Ss practise using words for body parts and appearance through a guessing game.  **2. Content**:  Labelwords related to body parts.  Complete thewords related to body parts.  Playing game to describe a classmate.  **3. Products**:  Knowing more new words and using it correctly.  Learning how to describe a classmate using the new words  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss learn Task 3-4-5 – Getting Started - Unit 3  **Step 2: Task performing**  **Task 3. Label the body parts with the words in the box.**  - Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given.  - Ss listen to the instructions clearly, - Learn how to do it  - Have Ss compare their answers with a classmate.  - Ss work independently and share the answers  If possible, show the picture on the slide / on the board and have Ss point at each body part and say its name.  - Check Ss'answers and confirm the correct ones.  If there are any body parts Ss do not know, quickly point to them and teach these.  - Have Ss work in groups and brainstorm all other words for body parts.  - T can ask them to write the words down on small boards or pieces of paper.  Then set a time limit for groups to write the words.  - Finally, invite the group with the most words to share their words.  Other teams add any different words  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer  **Task 4. Work in groups. Complete the word webs**  - Explain that some words go together, e.g. long + hair, but some don't, e.g. long + eye.  - Have Ss work in groups and complete the word webs in a few minutes.  - Ss listen carefully and learn how to do.  - Ss do themselves. Give the answers  - T checks and confirms the correct answers.  - Other pairs look, comment and add any words they know.  - Introduce some other types of house if needed  **Task 5. GAME- Guessing**  - T explains the rules of the game: Ss work in groups.  - Ss take turns to describe a classmate for other group members to guess.  - T moves around to observe and offers help.  - Invites one or two Ss to describe a classmate in front of the class. Other Ss guess.  **- Ss l**isten to the instructions carefully then do the tasks.  - SS ask and answer  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | | **3. Label the body parts with the words in the box.**  1. eye (mắt)  2. nose (mũi)  3. shoulder (vai)  4. hand (bàn tay)  5. leg (chân)  6. foot (bàn chân)  7. arm (cánh tay)  8. mouth (miệng)  9. cheek (má)  10. hair (tóc)  **Suggested answers:**  - long / short: legs, arms, hair, etc.  - big / small: head, hands, ears, feet, eyes, nose, etc.  - hair: black, straight, fair, curly, wavy, long / short, etc. | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise some words and learn some more words to describe their friends  To give Home assignments  **2. Content**:  To learn some more words abour appearance and personality  Home assignments  **3. Products**:  Know more some words about home.  Take note Home assignments  **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.  - Ask Ss to say aloud some words they remember from the lesson.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes all opinions   * T let Ss take note the hokme assignments   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Read again the conversation  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | | | |

**UNIT 3 : MY FRIENDS**

**Lesson 2: A closer look 1 p.28-29**

**UNIT 3 : MY FRIENDS**

**Lesson 2: A CLOSER LOOK 1**

**Week 6**

**Period**: **17**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 12/10/2022 |  |
| **6B** | 13/10/2022 |  |
| **6C** | 12/10/2022 |  |
| **6D** | 11/10/2022 |  |
| **6E** | 12/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: *hard-working, confident, funny, caring,active, careful, clever, shy, kind, friendly..*

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

**\* Grammar:**

- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new 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.  - T encourages Ss to talk in English as much as possible  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions and requirements.  - Open their book and write.  + T leads to the new lesson.  - Ask Ss to open their book and introduce what they are going to study…  **Step 3: Report and discussion**  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | **Chatting.**   * Do you have a close friend? * Can you tell us something about he/she?   Answers | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To teach Ss some personality adjectives;  - To give Ss practice with these adjectives.  **2. Content:**  - Do the matching  **-** Pratice using personality adjectives to complete the sentences  **3. Products:**  **-** Vocabulary about the topic, more personality adjectives  **-** Using personality adjectives correctly.  **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**  **Task 1. Match the adjectives to the pictures**  **Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check Vocabulary  - Copy all the words  - Ask Ss to look at the pictures and briefly describe them.  T can ask: *What can you see in the picture?*  - Have Ss look at the personality adjectives given.  - Check if they understand the meaning of each word.  - Instruct them to pronounce the words and define each word if necessary.  - Ask them to do the matching individually and then compare their answers in pairs.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Check and confirm the correct answers  - Check the answers  - Correct their pronunciation.  - Give the comments.  **Task 2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases.**  - Have Ss look at the pictures and briefly describe what they see.  - Ask Ss to read the adjectives in the box.  - Help explain the meaning of each adjective if necessary.  - Ask Ss to read each sentence.  - Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence.  - Tell Ss they will only need five of the six adjectives to complete this activity.  - Ask them to do the exercise individually and then compare their answers in pairs.  - Check and confirm the correct answers  - Ask other Ss to comment. Ask Ss if they can add more things to each room.  **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. Match the adjectives to the pictures**  **\* Vocabulary:**  - confident (adj) tự tin  - caring (adj) chu đáo.  - active (adj) năng động  - shy (adj) xấu hổ  - creative (adj) sáng tạo  - clever (adj) thông minh, khéo léo…    **2. Use the adjectives in the box to complete the sentences.Pay attention to the highlighted words / phrases.**  **Key:**  **1. creative**  **2. kind**  **3. friendly**  **4. careful**  **5. clever** |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To provide Ss with freer practice with personality adjectives.  To help Ss identify how to pronounce the sounds /b/ and /p/;  To help Ss practise pronouncing these sounds correctly in words.  To help Ss pronounce the sounds /b/ and /p/ in context  **2. Content**:  Playing games to further practice using personality adjectives.  Pronounce the sounds /b/ and /p/;  Practice the chance.  **3. Products**:  Learning new words about personality adjectives.  Learn how to pronounce the sounds /b/ and /p/ correctly.  Practice pronouncing the sounds /b/ and /p/ correctly  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss do Task 3-4-5 in A closer look 1  **Step 2: Task performing**  **GAME : Friendship flower**  - Ask Ss to shout out all of the personality adjectives they know.  Quickly write them on the board.  - Have Ss work in groups and play the game.  - Ask Ss to draw a flower with the number of petals equal to the number of their group members.  - T may model how to do the game first.  - Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups.  - Ss listen to the instructions clearly  - Learn how to do it  - T moves around to observe and provide help if needed.  Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.  - Call on some pairs to practise in front of the class.  - Comment on their performance.  **Task 4. Listen and circle the words you**  T has Ss practise reading the word pairs first.  Then asks them to listen to the recording and circle the word they hear in each pair.  T plays the recording again for Ss to repeat the words  - T plays the recording as many times as necessary.  - T has Ss comment on the way to pronounce s at the end of the words.  - Ss listen carefully  - SS check the answers  - SS listen and repeat  - Checks the meanings if necessary,  **Task 5. Listen. Then practise the chant.**  - T has Ss look at the chant. Make sure theynunderstand the meaning of the chant.  - Ask Ss to listen wile T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the Rhym. Play the recording again and ask - Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and / P/ and rhym. Provide further practice by diving the class into two groups. Have the groups sing alternate lines.  - T calls on some pairs to practise the chant  **-Ss l**isten to the instructions carefully then do the tasks.  - Ss listen again and reppeat  - Comment on their pronunciation of the final.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Ss in class. | | .  **GAME : Friendship flower**  **Audio script:**  **1. pig**  **2. pear**  **3. buy**  **4. rope**  **\* We’re playing together**  Notice the rhyme  We’re having a picnic  We’re having a picnic  Fun! Fun! Fun!  We’re bringing some biscuits  We’re bringing some biscuits  Yum! Yum! Yum!  We’re playing together  Hurrah! Hurrah! Hurrah! | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using the new words and structures  Home assignments  **3. Products**:  Know more some words about house  Take note Home assignments  **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.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T let Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about friends  -**Step 4: Judgement**  T gives feedback and requires Ss do home assignments. | **\* Home assignments:**  - Practice asking and answer about friends.  - Do more exercises in workbook. | | |
| **IV. FEED-BACK:**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………** | | | |

**UNIT 3 : MY FRIENDS**

**Lesson 3:A closer look 2 p.29-30**

**UNIT 3 : MY FRIENDS**

**Lesson 3: A CLOSER LOOK 2**

**Week 6**

**Period**: **18**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 13/10/2022 |  |
| **6B** | 15/10/2022 |  |
| **6C** | 13/10/2022 |  |
| **6D** | 15/10/2022 |  |
| **6E** | 13/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: read a book, have a picnic, take photos, write a letter, play badminton, make a cake, at the moment, eat ice cream.

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

- give suggestions

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To introduce / teach Present Continuous Tense  **2. Content:**  - To review/ introduce the use and the form of the Present Continuous Tense  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Ss know the usage of the Present Continuous Tense  **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.  - Ask Ss to open their book and introduce what they are going to study….  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | Questions and answers | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To help Ss practise with the correct form of the present continuous.  To help Ss practise using the correct form of the present continuous based on context.  **2. Content:**  Revise/ teach the form and use of the present continuous.  Practise using the correct form of the present continuous by completing the sentences  **3. Products:**  **-** Vocabulary about the topic  - Learning how to form and use of the present continuous and put the verbs in the P.C.  - Undertanding more the use of the present continuous.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  **-** To help Ss learn The Present continuous Tense  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 1.** **Put the verbs inbrackets in the present continuous tense. Page 29**  - Ask Ss to read the sentences and write the correct answers individually.  - Remind them to pay attention to the subject of each sentence.  - Call on some Ss to read aloud their answers.  - Check and confirm the correct ones.  - Ask Ss to do exercise individually and then compare their answers with a lassmate.  - Check the answers as a class.  - Confirm the correct answers  **Task 2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.**  -T asks Ss to look at the pictures and briefly describe what the person is / people are doing.  - Asks them to write sentences, using positive or negative present continuous verbs.  - Ss work individually  - Ss do the tasks  - Has Ss compare their answers.  - Invites some Ss to write their answers on the board.  - Ss share the answers.  - Ss learn how to do.  - If time allows, has Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous.  (E.g. *7. Nam and Ba are not eating ice cream. They are talking*.)  - Check and confirm the correct answers  - 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. **Put the verbs inbrackets in the present continuous tense .**   **We use the present continuous for actions happening now.**  Examples: – **She’s talking.**  – **They’re not talking**.  **We can use the present continuous *with now, at present, or at the moment.***  Examples:  – I’m doing my homework **at present.**  – A: Are you reading **now**?  B: Yes, I am.  **Key:**  **1**. is reading  **2**. are playing  **3**. isn’t making  **4**. am going  **5**. Are they talking  **2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.**  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623297874-3amn.jpg  **Key:**  **1**. Nam and Ba are not / aren’t eating ice cream.  **2**. Lan and Trang are taking photos.  **3**. Ha is / Ha’s writing a letter.  **4**. Duong and Hung are not / aren’t playing badminton  **5**. Phong is not/ isn’t drawing a picture |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To help Ss practise asking and answering questions using the present continuous.  To help Ss identify the differences between the present simple and the present continuous  To help Ss practise using the present continuous.  **2. Content**:  Ask and answer questions using the present continuous.  Comparisons the differences between the present simple and the present continuous  Practise using the present continuous by playing game ***Charades.***  **3. Products**:  Practicing using the present continuous.  Knowing the difference between the two tenses.  Understading more about using the P.C .  **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. Work in pairs. Look at the pictures. Ask and answer.**  - Have Ss read the example carefully. Check if they understand how to do the exercis.  - Ask them to do this exercise in pairs. One asks and the other answers.  - Remind them to write their questions and answers in their notebooks. For a stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is **No**.  - Move around to observe and offer help if necessary.  - Invite some pairs to practice their conversations.  - Check and confirm the correct answers.  **Task 4. Put the verbs in brackets in the present simple or present continuous**  - Have Ss read the **Remember**! box in the book. Ask Ss to give the form and usage of the present simple.  - Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous *(now, at the moment, at present, etc.)*  - Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board.Confirm the correct answers  - Ask some Ss to read out their answers.  - Check and confirm the correct answers  **Task 5. GAME: Charades**  **Take turns to mime different actions. Others guess what you are doing**  - Have Ss play the game **in groups**. Move around to observe and provide help if needed.  - Make sure Ss use English when they play the game. This can be organised as a class competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess.  - The group with a correct answer gets one point.  - The group with the most points wins.  **- Ss work in groups**  +Ss listen to the teacher’s instructions carefully and play games in groups/ teams  - Continue the game until the time is up  - T goes round and corrects mistakes or gives help when and where necessary.  - Show the winner.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | | .  **3. Work in pairs. Look at the pictures. Ask and answer.**    **Key:**  **1.** Is your friend swimming? – Yes, he is.  **2**. Are they listening to music? – No, they aren’t. (They’re / They are having a picnic.)  **3.** Is Mi playing the piano? – No, she isn’t. (She’s / She is doing karate.)  **4.** Are they learning English? – Yes, they are.  **5**. Are your friends cycling to school? – No, they aren’t. (They’re / They are walking to school  \***Remember!**  ***- When something often happens or is fixed, we use the present simple.***  ***- When something is happening now, we use the present continuous*.**  **4. Put the verbs in brackets in the present simple or present continuous**  **Key:**  **1.** does not / doesn’t walk; cycles  **2**. is he playing  **3**. Do your friends study  **4**. am / ’m writing  **5**. is not / isn’t doing; is / ’s reading  **5. GAME: Charades**  **Take turns to mime different actions. Others guess what you are doing** |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using adjectives to describe apprearance and personalities  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **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 describe the positions of the pencil  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points of the lesson.  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about positions of things  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Revise the use and form of present continuous tense.  - Do more exercises in workbook.  - Make more sentences using present continuous tense. |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | | |

**UNIT 3 : MY FRIENDS**

**Lesson 4: Communication p.31**

**UNIT 3 : MY FRIENDS**

**Week 7**

**Period**: **19**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 17/10/2022 |  |
| **6B** | 19/10/2022 |  |
| **6C** | 17/10/2022 |  |
| **6D** | 17/10/2022 |  |
| **6E** | 18/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: appearance, personality, description, confident, active, creative, careful, hard working, friendly

**\* Pronunciation:**

- Pronounce the new words correctly

- *P*ronounce the sounds /b/ and /p/correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

**2. Competencies:**

**a. General competencies:** By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**III. PROCEDURE: English test 15’ (No2)**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **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  To ask and answer about appearance and personality.  **2. Content:**  - Use everyday expressions to develop the language skills.  - Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **3. Products:**  - Interest and concentration of Ss 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  - 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.  - 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 Activity 2. | | A*. Could you please tell us something about your best friend?*  B. *yes, of course. He/she…* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To introduce how to to ask about appearance and personality;  To help Ss practise asking about appearance and personality.  **2. Content:**  Listen and read the dialogue paying attention to words related to appearance and personality;  **3. Products:**  Vocabulary about the topic  Learning and using the words related to appearance and personality correctly  **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  **Step 2: Task performance**  **Task 1. Listen and read the dialogue between Linda and Mi. Pay attention to the highlighted questions**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check Vocabulary  - Copy all the words  - Ss work **in groups.**  -T plays the recording for Ss to listen and read the dialgue between Linda Nad Mi at the same time. Ask Ss to pay attention to the highlighted questions. Elicit the structure to ask about appearance (*What does your best friend look like?)* and the structure to ask about personality (*What’s she like?)* as well as the language used to answer these two questions. Have Ss practise the dialogue in pairs.Call on some pairs to practice the dialgue in front of the class  **+**  Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt  **Task 2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.**  **-** T has Ss practise speaking  Asks Ss to work in pairs to practice speaking, using the structures.  - Call on some pairs to do it.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Move around to observe and provide help.  + Ss do the tasks  - Call on some groups to practise in front of the class.  - Comment on their pertormance.  **Step 3: Report and discussion**  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Listen and read the dialogue between Linda and Mi. Pay attention to the highlighted questions**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary:**  **- appearance/ personality**  - long hair (c/n) tóc dài  - bright (adj) sáng sủa  - draw (v) vẽ  - confident (adj) tự tin….  **Audio script:**  *Linda:* What does your best friend look like?  *Mi:* She’s short with long black hair. She has bright brown eyes.  *Linda*: What’s she like?  *Mi:* She’s very kind and creative  **2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.**  Example:  ***A:*** What does your best friend look like?  ***B:*** He is tall with short curly brown hair. He has straight nose and full lips.  ***A:*** What's he like?  ***B:*** He's quite shy but very clever. | |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To provide Ss with some input and set the scene for other activities.  To introduce the concept of star sign to Ss.  To help Ss compare themselves with the descriptions in the previous activity.  **2. Content**:  Read about these students to know more words relating to personality  Read the descriptions to understand more words about different personalities  Read and compare the descriptions**.**  **3. Products**:  Learn how to pronounce and use the words relating to personality  Using the words about different personalities correctly.  Improving speaking 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**  **Tssk 3.** **Read about these students in *4Teen* magazine. Use one or two adjectives to describe them.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary if have .  - Introduce the two friends Vinh and John to Ss.  - Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.  - Tell them to underline the words that help them decide which adjectives to use for each friend.  - If there is not much time, ask Ss to work in groups. Each group reads about one friend only.  - Have Ss give their answers and give the reasons for their answers.  - Write their answers on the board to prepare for activity 4.  - Encourage Ss to say full sentences.  - Move around to observe and provide help.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Ask Ss to work in pairs to ask and tick the questions.  - Do the tasks if possible  - Confirm the correct answers.  **Task 4. We may have di¤erent personalities because we have di¤erent birthdays.**  **Read the descriptions below. Do you think they match the friends in 3?**  - Tell Ss that each person has a star sign, depending on his / her birthday, and the star sign may decide a person’s personality.  Ask Ss to read the descriptions and check if they match the friends in **3**.  Ss can refer to the answers to activity **3** that have been written on the board. All of the adjectives have been introduced to Ss in **Vocabulary, A closer look 1**. It can be seen that the descriptions match the friends in **3**.  - Check and confirm the correct answers  **Task 5. Read the descriptions in 4. Share your opinion with the class**  - Ss work individually and read the descriptions in 4.  - Work in groups to share their answers.  - Invite some Ss to share their opinion with the class.  - Choose some Ss to give a presentation to the class.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **\* Vocabulary:**  appearance, personality, description, confident, active, creative, careful, hard working, friendly      ***Suggested answer:***   * Vinh : clever, hard- working. * John : creative, kind.   **4. We may have di¤erent personalities because we have di¤erent birthdays. Read the descriptions below. Do you think they match the friends in 3?**  21/3 - 19/4: confident, active  20/4 – 20/5: loving, hard-working  21/5 - 21/6: active, friendly  22/6 - 22/7: caring, clever  23/7 - 22/8: confident, creative  23/8 - 22/9: careful, hard-working  23/9 - 23/10: creative, friendly  24/10 - 21/11: careful, funny  22/11 - 21/12: clever, confident  22/12 - 19/1: careful, hard-working  20/1 - 18/2: friendly, clever  19/2 - 20/3: kind, creative  **5. Read the descriptions in 4. Share your opinion with the class**  *Suggested answers:*  My birthday is …………….  It’s true that ……………….  It isn’t true that ……………. | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  More descriptions of friends  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Ss tell what the have learnt  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt (How to describe their houses and tell about positions of things)  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about houses  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Practice asking about appearance and personality  - Do more exercises in workbook | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | |

**UNIT 3 : MY FRIENDS**

**Lesson 5: Skills 1 p.32**

**Week 7**

**Period**: **20**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 19/10/2022 |  |
| **6B** | 20/10/2022 |  |
| **6C** | 19/10/2022 |  |
| **6D** | 18/10/2022 |  |
| **6E** | 19/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: superb, summer camp, write stories, sporty, basketball.

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

- Pronounce the new words correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

- give suggestions

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP – PRE-READING**  **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 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**  **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….  - 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 Activity 2. | | Questions and answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To activate Ss’ knowledge of the topic in the reading text.  To develop Ss’ skill of reading for specific information.  **2. Content:**  Look at advertisement and answer the questions  Read the text . Write T/ F  **3. Products:**  **-** Vocabulary about the topic  -Learn some new words. Knowing about the ad of The superb summer camp  - get some information about the text.  **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 advertisement above and answer the questions.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Copy all the words  - Have Ss read the advertisement about Superb Summer Camp and discuss the two questions in pairs.  - T may have to explain some words / phrases before having Ss do this activity (e.g. *hands-on:* obtained by doing something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away from their school, etc.). Invite some Ss to give their answers.  - Ask for Ss’ answers.  - Confirm the correct answer to Question 1 and  - Set a strick time limit to read .  - Observe and help when and where necessary.  **Task 2. Read the text and write T (True) or F (False). Correct the fale statements.**  - T asks Ss how to do the exercise.  - Instructs them to do exercise again if needed (*e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false).* Set a time limit for them to read the text and answer true or false. Ss need to correct the false statements.  - Asks Ss to note where they found the information that helped them complete the activity. Has Ss work in pairs and compare their answers before having them discuss as a class. Ask Ss to support their answers with information from the text.  - Asks ss to show the evidence to support their answers.  - Checks and confirms 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 | **1. Look at the advertisement above and answer the questions.**  **\*Vocabulary:**  - camp (n) cắm trại  - sporty (adj) ham thể thao  - curly (adj) tóc xoăn  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623299637-8srb.jpg  **\* Suggested answers:**  *It’s for kids between 10 and 15 years old.*  *They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc.*  **2. Read the text and write T (True) or F (False). Correct the fale statements**  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623299637-uezg.jpg  **\*Key:**   1. F (They speak English only.) 2. F (He has three.) 3. F (Jimmy likes taking photos.) 4. T 5. T | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  To help Ss explain how the Superb Summer Camp is suitable for certain students  To help Ss explain how the Superb Summer Camp suits them.  **2. Content**:  Read and discuss the Superb Summer Camp is suitable for certain students  Think. Explain how the Superb Summer Camp suits them.  **3. Products**:  Understanding more about the Superb Summer Camp.  Discussing . Why? Why not?  **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**  **Post – Reading**  **Task 3. Work in groups. Read about the three students below. Is the** **Superb Summer Camp suitable for all of them? Why or why not?**  - T has Ss look at the advertisement for Superb Summer Camp again and underline the requiements for the Students if they want to join the camp (e.g. betwenn 10 and 15 yaers old; all in English, etc.) and the types of activity students can do at the camp.  – Ask Ss to read the information about the three students Mi, Nam and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement.  - Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers.  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers  **Task 4. Think about yourself. Do you want to go to this kind of camp? Why or why not?**  - T has Ss think about themselves and decide if the camp suits them.  - Encourages them to give reasons for their answers.  - Asks Ss to work in groups and share their opinions.  - Moves around to observe and provide help if needed.  - Ss listen to the teacher’s instructions carefully and follow them.  - **Work individually**  - Calls on some Ss to share their answers.  - Sets a time limit for Ss to do it.  - Has them quickly note down these ideas.  - Checks and confirms the correct answers  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **3. Work in groups. Read about the three students below. Is the** **Superb Summer Camp suitable for all of them? Why or why not?**  **\*Key :**  **Suggested answers:**  **1**. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp.  **2**. The camp does not seem to suit Nam. He may be too old for the camp and he can’t speak English.  **3.** The camp suits Vy. It suits her age and it can help her improve her English.    **4. Think about yourself. Do you want to go to this kind of camp? Why or why not?**  *I want to go to this camp because I'm good at English and I love sports. This camp is a good opportunity for me to improve my life skills, leadership and creativity. I also love field trips.* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **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 assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about friends  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Practice describing an interesting group activity  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………** | | |

**UNIT 3 : MY FRIENDS**

**Lesson 6:Skills 2 p.33**

**Week 7**

**Period**: **21**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 20/10/2022 |  |
| **6B** | 22/10/2022 |  |
| **6C** | 20/10/2022 |  |
| **6D** | 22/10/2022 |  |
| **6E** | 20/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic Body parts and appearance

- Use the Personality adjectives to talk about about appearance and personality

- Vocabulary to learn: hard working, active, confident, slim.

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

- Pronounce the new words correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**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. Write a diary entry about their best friends.  **2. Content:**  **-** Revision **:** Describe *your best friend*  **-** 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.  - Ask Ss about the content of the previous lesson. Describe the classmate next to them.  - Ask 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. | | | Questions and answers:   * A, could you describe B? * Yes, he/she is… |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To get Ss acqainted with listening skills.  To activate Ss’ knowledge of the topic of the listening text.  To develop Ss’ skill of listening for specific information.  **2. Content:**  Ask and answer questions.  Listen and say who is Lan and who is Chi.  **3. Products:**  **-** Vocabulary about the topic  - Practice asking and answering questions.  -Knowing more about best friends.  **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 Task 1 in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1.What are the students doing in each picture.**  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Ss Repeat in chorus and individually  + Check vocabulary  - Ss Take note all the new words  – Have Ss look at the pictures and answer the question.  – Elicit the answers from Ss.  – Lead to the listening part which is about best friends.  - Play the recording once for Ss to check their guess.  - Encourage Ss to give their answers,  - Confirm the answers.  **Task 2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture below and say which one is Lan and which one is Chi**  - Ask Ss to look at the picture in the book and brifly describe the two girl. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who is Lan and who is Chi.  - Have Ss give the answers explain their reasons.Play the recording the second time, stopping at different places for Ss to explain their reasons.  - 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 | **1.What are the students doing in each picture**  **\* Vocabulary:**  - active (adj.) năng động  - confident (adj.) tự tin  - hard-working (adj.) chăm chỉ  - slim (adj.) mảnh mai    **Key:**  **a**. They are talking  **b**. They are playing football.  **c.** They are walking.  **2. Listen to Mi and Minh talking about their friens best friends. Look at the picture below and say which one is Lan and which one is Chi** | | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To develop Ss’ skill of listening for specific information.  - To help Ss practise writing a diary entry about their best friends.  **2. Content**:  - To use present continuous to do the exercises.  - Listen again to a talk . Do the filling  - Write a diary entry about their best friends.  **3. Products**:  - Understand more about using the words in contexts.  - Getting more information to understand the script.  get some ideas for the writing.  - Ss can write a diary entry.  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  T has Ss do Task 3-4-5 in Skill 2  **Step 2: Task performing**  **Task 3. Listen to the talk again. Fill each blank with a word/ number you hear**  – Have Ss read the sentences and fill each blank with a word / number from the recording.  - Let them do the exercise without listening to the recording.  - Ss listen carefully to the instructions  - Ask them to compare their answers with their  - Move around to offer help  - Invite some ss to share their answers to the class.  - T Comments on their answers  - Ask Ss what they focus on when talking about their best friends (e.g. *name, appearance, personality and the reason why they like him / her*).  **\*Post-listening**  **Students tell about a best friend, Mi**  - T gives instructions and encourage Ss to tell about Mi, using information in Audio Script.  \* Invites one or two Ssto talk about Mi  - Calls on some Ss to talk freely.  - Corrects pronunciations, grammar, vocab, intonation.  - Leads to the writing part.  **Task 4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.**  – T tells Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing.  – Allows Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board.  – Has Ss answer the questions individually in full sentences, using the useful language written on the board.  - T goes round helping if necessary.  - Ss **work in pairs** ask and answer about their best friends,  - Other Ss and T comment on the writing.  **Task 5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  – T asks Ss to write the diary entry individually, using information in 4  **\* Post writing**  - Asks one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board.  - T collects some to correct at home.  - Ss listen to the teacher’s instructions carefully and learn how to write.  - Ss **work individually.**  - Write themselves  - Asks Ss to revise their entries at home based on the comments given and submit them at the next lesson  **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. Listen to the talk again. Fill each blank with a word/ number you hear**  **Key:**  **1**. 6A  **2**. black; mouth  **3**. friendly  **4**. big  **5**. kind  **Audio script:**  ***Mi:*** *My best friend is Lan. She studies with me in class 6A. She’s tall and slim. She has short black hair and a small mouth. She’s very active and friendly. She likes playing sports and has many friends. Look, she’s playing football over there!*  ***Minh****: Chi is my best friend. We’re in Class 6B . She has short black hair and a big nose. I like her because she’s kind to me. She helps me with my English. She’s also hard-working. She always does her homework before class. Look, she’s going to the library.*  **4. Work in pairs. Ask ans answer about your best friend**  *1.What’s his/ her name?*  *2.What does he/ she look like?*  *3.How old is he/ she?*  *4.What is he/ she like?*  *5.What does he/ she like / dislike?..*  *6.Why do you like him/ her?*  **5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  \* ***Suggested writing:***  *My best friend is Lan . We are in class 6A. She is short with long back hair . she has big clear eyes. Sheis kind and friendly. She is always help her Mum do the house work at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmates now !* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **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 assignments  **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 their classmates  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………**  **……………………………………………………………………………………………** | | | |

**UNIT 3 : MY FRIENDS**

**Lesson 7: Looking back & project p.46-47**

**Week 8**

**Period**: **22**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 24/10/2022 |  |
| **6B** | 26/10/2022 |  |
| **6C** | 24/10/2022 |  |
| **6D** | 24/10/2022 |  |
| **6E** | 25/10/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to learn: pass, biscuit, magazine, shoulder, blond, a great idea, come over

**\* Pronunciation:**

- *P*ronounce the sounds /b/ and /p/correctly

**\* Grammar:**

- Present continuous Tense

- use the Present continuous Tense to talk about things happening now

- give suggestions

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- use the words for body parts, appearance and personality;

- pronounce the sounds /b/ and /p/ correctly;

- use the present continuous to talk about things happening now;

- ask about appearance and personality;

**b. Specific competencies:**

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

- read for specific information about friends and summer camps;

- talk about friends and summer camps;

- listen for specific information about best friends;

- write a diary entry about best friends.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

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

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP**   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 *your dream house.*  **-** 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 help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.  **2. Content:**  - Revise the vocabulary items they have learnt by choosing the best answer.  - Revise the vocabulary items they have learnt by asking and answering  **3. Products:**  **-** Vocabulary about the topic  - Remember the vocabulary items they have learnt  **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. Choose the correct answer A, B or C.**  - T has Ss do exercise individually and then compare their answers.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Checks and corrects the mistakes.  - Checks and confirms the correct answers  - Checks their pronunciation  **Task 2. Answer questions about your classmates.**  - T has Ss do this activity by themselves and write their answers in their notebooks.  - T has Ss work in pairs to ask and answer the questions.  - Share the answers.  - Invites some pairs to ask and answer in front of the class  - Observes and helps 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. Choose the correct answer A, B or C.**  **\* Key: 1. B 2. A 3.C 4. A 5. C**  1. Nick is very **funny**. He makes everyone laugh!  2. My sister always does her homework before class. She's very **hard-working**.  3. Mi is **kind**. She helps me with  my homework.  4. He is a **caring** person. He cares about everybody.  5. My best friend is very **active**. She likes doing activities.  **2. Answer questions about your classmates.**  **Questions:**  1. Who has long hair in your class?  2. Who has a small nose?  3. Who has a round face?  4. Does the classmate next to you have long hair?  5. Does the classmate next to you have big eyes?  **Answers:**  1. In my class, Nhung has long hair.  2. Phong has a small nose.  3. Mai has a round face.  4. No, he doesn’t.  5. Yes, he does. | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss revise the present continuous tense.  - To help Ss revise the differences between the present simple and the present continuous.  **2. Content**:  - Revision.Put the verbs in the present continuous tense  - Comparisonof the differences between the two tenses. Put the verbs in the correct tense  - How to make a class year book  **3. Products**:  - Remember the use of PC.  - Differences between two tenses  - Ss improve their abilities to work individually and in a team.Improve their speaking 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**  **Task 3. Put the verbs in brackets in the present continuous tense.**  - T elicits the form and usage of the present continuous.  - Lets Ss do the exercise individually and then compare their answers.  - Ss listen to the instructions clearly  - T checks and confirm the correct answers.  **Task 4. Put the verbs in brackets in the present simple or present continuous.**  - T reviews the present simple and present continuous.  - T can ask Ss to tell the differences between the two tenses before explaining.  - Ss listen carefully  - Let Ss do the exercise individually  - T compares their answers.  - Ss check the answers  - Ss listen and repeat  - T checks and confirm the correct answers.  **\* PROJECT:**  ***- Prepare in the previous lessons beforehand***  – T shows the class some examples of year books (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).  – If T wants Ss to finish the project in class, assign groups in the previous lesson and ask Ss to prepare photos of their groups’ members. During this lesson, ask the groups to write about their groups’ members (appearance, personality, hobbies, etc.).  ***- Ss should finish the project in class, assign groups in the previous lessons.***  – Ss can complete the project as homework if time is limited. Make a display of the yearbook pages in the classroom, or on a notice board, or copy and compile all the pages into a real yearbook for Ss to take 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 | **3. Put the verbs in brackets in the present continuous tense.**    **\*Key:**  **1**. are running  **2**. are talking  **3**. are not talking / aren’t talking  **4**. are drawing  **5**. is not teaching / isn’t teaching  **4. Put the verbs in brackets in the present simple or present continuous.**  1. **A:** What **are** you **doing**?  **B:** I **am writing** an email to my friend.  2. **A:** Mai usually **cycles** to school.     **B:** Really? I **don't cycle**. I **walk** every day.  3. **A:** Where is Phong? **Is** he **doing** his homework?  **B:** No, he **is reading** a book in the living room.  \* **Key:**  **1**. are you doing; am writing / ’m writing  **2.** cycles; don’t cycle; walk  **3.** Is he doing; is reading / ’s reading  SUGGESTED PROCESS FOR PROJECT:  ***How to make a class yearbook?***  1. Stick a photo/drawing of the friend sitting next to you on a large sheet of paper.  2. Interview your friend to find out about him/her (e.g. favourite subjects, favourite books, what he / she likes, etc.).  3. Write a short description of your friend. Describe his / her appearance and personality. Add some information you have from the interview.  4. Decorate the page. Show it to your class and talk about it  5. Together make a class yearbook.  End of Year Memory book / Yearbook (Grades K-6) by Ms Third Tech Teaching | | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **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 assignments  **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 friends  - 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 assignments:**  - Read again the conversation  - Do more exercises in workbook.  -Make more sentences describing your friends. | | |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | | | |