

UNIT 1: MY NEW SCHOOL

Lesson 1: Getting started – A special day

Lesson aim(s)

- By the end of the lesson, students will be able to:
- have an overview about the topic *My new school*;
 - use the vocabulary to talk about school things.

Language analysis

Form	Meaning	Pronunciation
1. subject (n)	the thing that is being studied	/'sʌbdʒekt/
2. uniform (n)	a set of clothes that has to be worn by the members of the same group of people	/'ju:nɪfɔ:m/
3. calculator (n)	an electronic device used for mathematical processes	/'kælkjələtər/

Materials (referenced)

- Grade 6 textbook, Unit 1, Getting started
- Projector/ pictures and cards
- sachmem.vn

Anticipated difficulties	Solutions
Students may lack experience of group/ team work.	<ul style="list-style-type: none">- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

Board Plan


<p><i>Date of teaching</i></p> <p>Unit 1: My new school</p> <p>Lesson 1: Getting started</p>
<p>* Warm-up</p> <p>Memorising game</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. subject (n) 2. uniform (n) 3. calculator (n) <p>II. Practice</p> <p>Task 1: Listen and read.</p> <p>Task 2: Read the conversation again and tick (✓) T (True) or F (False).</p> <p>Task 3: Write one word from the box in each gap.</p> <p>Task 4: Match the words with the school things. Then listen and repeat.</p> <p>Task 5: Write names of the things you can see around the class in your notebook.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - To activate students' knowledge on the topic of the unit. - To set the context for the listening and reading part. 	<p>* <i>Memorising game:</i></p> <ul style="list-style-type: none"> - Teacher divides class into 2 teams. - Teacher asks students to close the books, shows the picture (pages 6 and 7) and asks them to memorise every detail in the picture in 1 minute. - Teacher hides the pictures and asks questions about the picture. The team who has more correct answers is the winner. 	Team work	5 mins

		<ol style="list-style-type: none"> 1. How many people can you see in the picture? 2. Who are they? 3. Where are they? 4. What are the two students carrying on their backs? 5. Where are they going to go? <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. I can see three people. 2. They are students. 3. They are at one of the boys' home. 4. They are carrying school bags/ backpacks. 5. They are going to go to school. <p>- Teacher sets the context for the listening and reading text: Write the title on the board <i>A special day</i>. Explain the meaning of <i>special</i> and ask students to guess what the conversation might be about.</p>		
Presentation (Vocab – pre-teach)	To prepare students with vocabulary.	<p>VOCABULARY</p> <p>Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> - giving explanations; - showing the pictures illustrating the words. <ol style="list-style-type: none"> 1. subjects (n) [explanations] 2. uniform (n) [picture] 3. calculator (n) [picture] 	T-Ss	5 mins

Practice	- To have students know the topic.	<p>Task 1: Listen and read.</p> <ul style="list-style-type: none"> - Teacher plays the recording twice. - Students listen and read. - Teacher checks students' prediction. - Teacher calls 3 students to read the conversation aloud. 	T-Ss	5 mins
	- To have students get specific information of the text.	<p>Task 2: Read the conversation again and tick (✓) T (True) or F (False).</p> <ul style="list-style-type: none"> - Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements. - Teacher has students pair compare before checking with the whole class. - Teacher calls some students to give the answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. T 4. T 5. F 	T-Ss	7 mins
	- To check	<p>Task 3: Write one word</p>	Ss-Ss	T-Ss

	<p>students understanding of the conversation and help students use the words in context.</p> <p>- To provide students vocabulary.</p>	<p>from the box in each gap.</p> <ul style="list-style-type: none"> - Teacher has students read the conversation again, work independently to put a suitable word from the box to fill in the gap. - Teacher calls one student to share his/her answer on the board. - Teacher asks students to look at the board, check their mate's answer. <p>Answer key:</p> <ol style="list-style-type: none"> 1. wear 2. has 3. go 4. uniforms 5. subjects <p>Task 4: Match the words with the school things. Then listen and repeat.</p> <p>*Pelmanism</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams. - Teacher put two sets of cards, one includes pictures of school things and the other includes their names. Members from two teams take turns and matches the names with the correct pictures as fast as possible. The team matched faster and correctly is the winner. 	<p>S</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Ss-Ss</p>	<p>mins</p> <p>7 mins</p>
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		 <p>1 pencil sharpener 2 compass 3 school bag 4 calculator 5 rubber 6 pencil case</p>		
	<p>- To check students' vocabulary and improve group work skill.</p>	<p>Task 5: Write names of the things you can see around the class in your notebook.</p> <ul style="list-style-type: none"> - Students work in groups of four to look around the class and write down things they can see in the class. - Students may ask teacher if they don't know the names of the items. - Students share with the whole class. 	Group work	6 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review the lesson and prepare for the next lesson.	<ul style="list-style-type: none"> - Do exercises in the workbook. - Think of activities students can do at school. 	T-Ss	2 mins

UNIT 1: MY NEW SCHOOL

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My new school*;
 - use the combinations: *to study, to have, to do, to play + N*;
 - pronounce correctly the sounds /ɑ:/ and /ʌ/.

Language analysis

Form	Meaning	Pronunciation
1. science (n)	a particular subject that is studied using scientific methods.	/'saɪəns/
2. exercise (n/v)	physical activity that you do to make your body strong and healthy.	/'eksəsaɪz/

Materials (referenced)

- Grade 6 textbook, Unit 1, A closer look 1
- Projector/ Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have difficulties in distinguishing two sounds /ɑ:/ and /ʌ/.	Provide students some tips by identifying the letters may include each sound.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
Unit 1: My new school
Lesson 2: A closer look 1

*** Warm-up**

Game: Hot seat

I. Vocabulary

1. science (n)
2. exercise (n/v)

Task 1: Listen and repeat the words.

Task 2: Put the words in the correct columns.

Task 3: Put the words in the blanks.

II. Pronunciation

Task 4: Listen and repeat. Pay attention to the sounds /ɑ:/ and /ʌ/.

Task 5: Listen and repeat. Underline the words with the sounds /ɑ:/ and /ʌ/.

III. Production

Game: Who is faster?

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the topic.	<p>* Game: Hot seat</p> <ul style="list-style-type: none"> - Teacher divides students into 2 teams. Each team has a member standing against the board. - Teacher shows pictures of some activities one by one and other members use body language to let their team member guess the names of the activities. - The team with the most correct answers in the fastest time is the 	Team work	5 mins

winner.

Answer key:






play football



listen to music



skip rope

		 <p><i>drink water</i></p>  <p><i>watch TV</i></p>  <p><i>play video games</i></p>		
<p>Presentation (Vocab – pre-teach)</p>	<p>To enrich students’ vocabulary.</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: + providing explanations of the words; + showing picture illustrating the word. <ol style="list-style-type: none"> 1. science (n) [picture] 2. exercise (n/v) [explanation] 	<p>T-Ss</p>	<p>3 mins</p>
<p>Practice</p>	<p>To teach students some activities they can do at</p>	<p>Task 1: Listen and repeat the words.</p> <ul style="list-style-type: none"> - Teacher asks students to listen and repeat the 	<p>T-Ss</p>	<p>16 mins</p>

	<p>school.</p> <p>To help student identify which nouns go after which verbs to make names of school activities.</p>	<p>words.</p> <ul style="list-style-type: none"> - Teacher calls some students to read the words aloud. <p>Task 2: Work in pairs. Put the words in Task 1 in the correct columns.</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs and use the words in Task 1 to put into the correct columns. - Students work in pairs and do the task. - Teacher calls some pairs to share their answers with the whole class. - Teacher gives feedback and corrections (if necessary). <p>Answer key:</p> <table border="1" data-bbox="568 1033 892 1299"> <tr> <td>play</td> <td>do</td> </tr> <tr> <td>football music</td> <td>homework exercise</td> </tr> <tr> <td>have</td> <td>study</td> </tr> <tr> <td>school lunch lessons</td> <td>English history science</td> </tr> </table> <ul style="list-style-type: none"> - 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 	play	do	football music	homework exercise	have	study	school lunch lessons	English history science	<p>Pair work</p> <p>T-Ss</p>	
play	do											
football music	homework exercise											
have	study											
school lunch lessons	English history science											

	To help students use the vocabulary in context.	<p>words into each column as possible.</p> <p>Task 3: Put the words in the blanks.</p> <ul style="list-style-type: none"> - Teacher asks students to work independently and put a suitable word in each blank. - Teacher allows students to share their answers before discussing as a class. - Teacher asks some students to share the answers and gives feedback. <p>Answer key:</p> <ol style="list-style-type: none"> 1. homework 2. football 3. lessons 4. exercise 5. science 	S Ss-Ss T-Ss	
Presentation (Pre-teach the sounds /ɑ:/ and /ʌ/)	To help students have concept and identify the sounds /ɑ:/ and /ʌ/.	<p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Teacher introduces 2 sounds /ɑ:/ and /ʌ/ to students and lets them watch a video about how to pronounce these two sounds. <p>https://www.youtube.com/watch?v=1F47Wdljn5U</p> <p>https://www.youtube.com/watch?v=zUpF0pYoTZ8</p> <ul style="list-style-type: none"> - Teacher asks students 	T- Ss	5 mins

		<p>to give some words they know containing these sounds.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - /ɑ:/: car, start, after, party - /ʌ/: cut, one, country <p>- Teacher draws students attention to the letters containing the sounds and helps them identify the sounds.</p>		
Practice	<p>To help students identify and practise the /ɑ:/ and /ʌ/ sounds.</p> <p>To help students practise the sounds /ɑ:/ and /ʌ/ in sentences.</p>	<p>Task 4: Listen and repeat. Pay attention to the sounds /ɑ:/ and /ʌ/.</p> <ul style="list-style-type: none"> - Teacher asks students to listen and repeat. - Students work independently. <p>Task 5: Listen and repeat. Underline the words with the sounds /ɑ:/ and /ʌ/.</p> <ul style="list-style-type: none"> - Before listening, teacher let students discuss in pairs and find the words with the sounds /ɑ:/ and /ʌ/. - Teacher plays the recording for students to check and repeat the sentences. 	<p>T-Ss</p> <p>Pair work</p> <p>T- Ss</p>	<p>6 mins</p>
Production	To give students	* Game: Who is faster?	Group	5

	a chance to apply what they have learnt.	<ul style="list-style-type: none"> - Teacher divides students into groups of four, gives each group a piece of paper, asks them to write sentences including 2 features: school activities and one of the sounds /ɑ:/ or /ʌ/. - (e.g: <i>I usually play basketball with my brother.</i>) - 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. 	work	mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To revise what they have learnt.	<ul style="list-style-type: none"> - Rewrite the sentences into notebooks. - Find 3 more school activities that have the sound /ɑ:/ or /ʌ/. 	T-Ss	2 mins

UNIT 1: MY NEW SCHOOL

Lesson 3: A closer look 2

The present simple

Lesson aim(s)

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

Language analysis

Form	Example
S + Vinf/ V(s/es) +	I usually go to school by bike.
S + don't/ doesn't + Vinf +	She doesn't like school lunch very much.
Do/ Does + S + Vinf + ... ?	Do they live near here?
W/H + do/does + S + Vinf + ... ?	What do you often do after school?

Materials (referenced)

- Grade 6 textbook, Unit 1, A closer look 2
- Projector/Pictures, sets of word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may find confused when to use the present simple tense.	Give short and clear explanations with legible examples for each case.
2. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> - Give clear instructions, give examples before letting students work in groups. - Provide feedback and help if necessary.

Board Plan

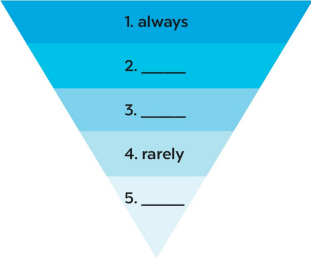
<p><i>Date of teaching</i></p> <p>Unit 1: My new school</p> <p>Lesson 3: A closer look 2</p>
<p>* Warm-up</p> <p>Game: Sentence puzzling</p> <p>I. Grammar focus</p> <p>1. Present simple tense</p> <p>Task 1: Elicit the present simple tense</p> <p>Task 2: Choose the correct answer A, B or C. (Ex. 1, p. 9)</p> <p>Task 3: Write the correct form of verbs (Ex. 2, p. 9)</p> <p>2. Adverbs of frequency</p> <p>Task 4: Fill the blanks with <i>usually, sometimes</i> or <i>never</i>. (Ex. 3, p. 10)</p> <p>II. Practice</p> <p>Task 5: Choose the correct answer A or B to complete the sentences. (Ex. 4, p. 10)</p> <p>III. Production</p> <p>Task 6: Work in pairs. Make questions then interview your partner. (Ex. 5, p. 10)</p> <p>* Homework</p>

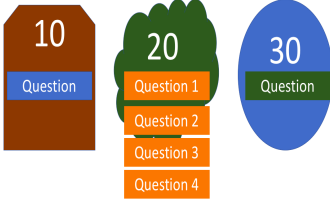
Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge related to the targeted grammar of present simple tense and to increase students' interest.	<p>* Game: Sentence puzzling</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Teacher delivers a set of word cards which are jumbled sentences in present simple to each group. - Students will have to work in groups to create as many correct sentences from the word cards as possible. - The group with the most correct sentences 	Group work	5 mins

		<p>will be the winner.</p> <p>Suggested sentences:</p> <table border="1"> <tr> <td>1.</td> <td>live</td> <td>near</td> </tr> <tr> <td>Peter</td> <td>s</td> <td></td> </tr> <tr> <td colspan="3">his school.</td> </tr> <tr> <td>2.</td> <td>g</td> <td>to</td> </tr> <tr> <td>We</td> <td>o</td> <td></td> </tr> <tr> <td colspan="3">the same school.</td> </tr> <tr> <td>3.</td> <td>hav</td> <td>new</td> </tr> <tr> <td>They</td> <td>e</td> <td></td> </tr> <tr> <td colspan="3">subjects.</td> </tr> <tr> <td>4.</td> <td>alway</td> <td>look</td> </tr> <tr> <td>We</td> <td>s</td> <td></td> </tr> <tr> <td>smar</td> <td>in our</td> <td></td> </tr> <tr> <td>t</td> <td>uniforms.</td> <td></td> </tr> </table>	1.	live	near	Peter	s		his school.			2.	g	to	We	o		the same school.			3.	hav	new	They	e		subjects.			4.	alway	look	We	s		smar	in our		t	uniforms.			
1.	live	near																																									
Peter	s																																										
his school.																																											
2.	g	to																																									
We	o																																										
the same school.																																											
3.	hav	new																																									
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subjects.																																											
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We	s																																										
smar	in our																																										
t	uniforms.																																										
Lead in	To introduce the targeted grammar of the present simple tense.	- Teacher draws students' attention to the form of the sentences created in the game and asks them whether they know the target tense.	T-Ss	2 mins																																							
Presentation	To help students know and understand the use of the present simple tense.	<p>1. THE PRESENT SIMPLE TENSE</p> <p>Task 1: Elicit the present simple tense</p> <p>- Teacher provides or confirms the answers and leads in the grammar focus of the lesson:</p> <table border="1"> <tr> <td>Positive</td> </tr> <tr> <td>S + Vinf/ V(s/es) +</td> </tr> <tr> <td>Negative</td> </tr> <tr> <td>S + don't/ doesn't + Vinf +</td> </tr> </table>	Positive	S + Vinf/ V(s/es) +	Negative	S + don't/ doesn't + Vinf +	T-Ss	22 mins																																			
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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Interrogative</td> </tr> <tr> <td>Do/ Does + S + Vinf + ... ?</td> </tr> <tr> <td style="text-align: center;">Answer</td> </tr> <tr> <td>Yes, S + do/does. No, S + don't/ doesn't.</td> </tr> <tr> <td style="text-align: center;">W/H questions</td> </tr> <tr> <td>W/H + do/does + S + Vinf + ... ?</td> </tr> <tr> <td style="text-align: center;">Notes</td> </tr> <tr> <td>Use <i>do/don't</i> with: <i>I, you, we, they</i> and singular noun forms. Use <i>does/ doesn't</i> with: <i>she, he, it</i> and plural noun forms.</td> </tr> </table> <p>- Teacher gives students some time to study the grammar box.</p> <p>Task 2: Choose the correct answer A, B or C.</p> <p>- Teacher has students work independently, look at the form and do Exercise 1 – page 9.</p> <p>- Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 	Interrogative	Do/ Does + S + Vinf + ... ?	Answer	Yes, S + do/does. No, S + don't/ doesn't.	W/H questions	W/H + do/does + S + Vinf + ... ?	Notes	Use <i>do/don't</i> with: <i>I, you, we, they</i> and singular noun forms. Use <i>does/ doesn't</i> with: <i>she, he, it</i> and plural noun forms.	S	Pair work
Interrogative												
Do/ Does + S + Vinf + ... ?												
Answer												
Yes, S + do/does. No, S + don't/ doesn't.												
W/H questions												
W/H + do/does + S + Vinf + ... ?												
Notes												
Use <i>do/don't</i> with: <i>I, you, we, they</i> and singular noun forms. Use <i>does/ doesn't</i> with: <i>she, he, it</i> and plural noun forms.												

		<p>4. A 5. C</p> <p>Task 3: Write the correct form of the verbs.</p> <ul style="list-style-type: none"> - Teacher asks students to work independently. - Teacher calls 1 or 2 students to write their answers on the board, checks their answers sentence by sentence. <p>Answer key:</p> <ol style="list-style-type: none"> 1. has 2. Do you have 3. like 4. Does Vy walk 5. ride 6. go <p>2. ADVERBS OF FREQUENCY</p> <ul style="list-style-type: none"> - Teacher asks students to read the sentences in Exercise 2 - page 9 again and asks them when to use the present simple tense, drawing their attention to the adverbs of frequency. <p><i>We often ride our bicycles to school.</i></p> <p>Task 4: Fill the blanks with <i>sometimes, usually</i> or <i>never</i>.</p> <ul style="list-style-type: none"> - Teacher shows the graph and lets students 	<p>S</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
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		<p>fill in the blanks with suitable adverbs of frequency: <i>sometimes, usually</i> or <i>never</i> (Exercise 3 – page 10)</p>  <p>Answer key: 2. usually 3. sometimes 5. never</p> <ul style="list-style-type: none"> - Teacher lets students work in groups of four to make 5 sentences using the 5 adverbs of frequency above. - Teacher calls some groups to read aloud the answers and gives feedback. 		
Practice	To give students opportunities to use the present simple tense with adverbs of frequency correctly in context.	<p>Task 5: Choose the correct answer A or B to complete each sentence.</p> <ul style="list-style-type: none"> - Teacher has students complete Exercise 4 – page 10 independently. - Teacher then asks students to exchange their textbooks to check their friends' answers. <p>Answer key: 1. B 2. A</p>	S Ss-Ss	4 mins

		3. A 4. B 5. A		
Production	<ul style="list-style-type: none"> - To help students distinguish and use correctly the present simple tense. - To improve cooperative skill. 	<p>Task 6: Work in pairs. Make questions then interview your partner.</p> <ul style="list-style-type: none"> - Teacher has students work on the Ex. 5, p. 10 in pairs. - Teacher checks the answers by playing a game. Teacher divides students into 2 teams, 2 students in each team choose a set of questions (which are the questions 1-5 in Ex. 5, p. 10). Teacher may add more questions if necessary) then interview each other. The team with higher score is the winner. <p>Let's choose 1 question from the set</p>  <p><u>10 points:</u> you/ like/ your new school <u>20 points:</u> Question 1: you/ often/ ride your bicycle/ to school Question 2: you/ sometimes/ study in the</p>	<p>Pair work</p> <p>Team work</p>	7 mins

		<p>school library</p> <p>Question 3: your friends/ always/ go to school/ with you</p> <p>Question 4: you/ usually/ do homework/ after school</p> <p><u>30 points</u>: How often/ your mother/ pick you up/ school</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Do you like your new school? 2. Do you often ride your bicycle to school? 3. Do you sometimes study in the school library? 4. Do your friends usually go to school with you? 5. Do you usually do your homework after school? 6. How often does your mother pick you up from school? 		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review the knowledge that students have gained in this lesson.	Make 5 sentences in the present simple tense, using adverbs of frequency.	T-Ss	1 min

UNIT 1: MY NEW SCHOOL

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My new school*;
 - know how to introduce someone;
 - ask appropriate questions when making friends at school;
 - know what good qualities a good friend should have.

Language analysis

Form	Meaning	Pronunciation
1. classmate (n)	someone who is in the same class with you at school	/'klɑːsmet/
2. share (v)	to divide food, money, goods and give parts of it to someone else	/ʃeə/

Materials (referenced)

- Grade 6 textbook, Unit 1, Communication
- Pictures/ Projector
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
Unit 1: My new school
Lesson 4: Communication

*** Warm-up**

Game: Who knows more?

I. Everyday English

1. Vocabulary

share (v)

classmate (n)

2. Introducing someone

This is

Nice to meet/ see you.

Nice to meet/ see you, too.

Task 1: Listen and read the dialogue.

Task 2: Work in groups. Practise introducing a friend to someone.

II. New friends at school

Task 3: Read and tick the questions you think are suitable to ask a new friend at school.

Task 4: Friendship quiz.

III. Producton

Task 5: Work in groups. Take turns to interview the others, use the questions above.

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<p>* <i>Who knows more?</i></p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams. - Teacher shows pictures of some famous pairs of friends around the world, asks students to name them. - The team that give more correct names is the winner. 	Team work	5 mins



Tom and Jerry



Woody and Buzz




Lisa and Rose



Spongebob and Patrick



*Harry Potter and
Hermione Granger*

		 <p><i>Leonardo DiCaprio and Tobey Maguire</i></p>		
Lead in	To lead in the targeted vocabulary and pronunciation.	<p>Teacher leads students into the lesson by telling about what they are going to learn:</p> <p><i>Are people above good friends? Why?</i></p> <p><i>Let's find out what make a good friend in our lesson today.</i></p>	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To prepare students with vocabulary.	<p>1. PRE-TEACH VOCABULARY:</p> <p>- Teacher introduces the vocabulary by:</p> <p>+ giving situation;</p> <p>+ giving explanation.</p> <p>1. share (v) [situation]: What action can you say when you give your food to poor children?</p> <p>2. classmate (n) [explanation]: What word can you use to say about people who are in the same class with you?</p>	T-Ss	3 mins

	To introduce the structure of introducing someone.	<p>2. SENTENCE STRUCTURE: INTRODUCING SOMEONE</p> <p>Task 1: Listen and read the dialogue. (Ex. 1, p. 11)</p> <ul style="list-style-type: none"> - Teacher lets students listen and read the dialogue, asks them what the characters say when they first meet someone. - Teacher calls some students to share their opinions. - Teacher gives more explanations and writes down the structure of introducing someone. <p><i>This is</i></p> <p><i>Nice to meet/ see you.</i></p> <p><i>Nice to meet/ see you, too.</i></p>	T-Ss	4 mins
Practice	To practice the structure of introducing someone.	<p>Task 2: Work in groups. Practise introducing a friend to someone.</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups of four, introducing themselves to the group members, using structures above. - Teacher calls some students to introduce their new friends to the whole class. - Teacher gives feedback and corrections (if necessary). 	Group work T-Ss	5 mins

*** NEW FRIENDS AT SCHOOL**

Practice	<ul style="list-style-type: none"> - To identify questions people should ask when they first meet. - To identify qualities of a good friend. 	<p>Task 3: Read and tick the questions you think are suitable to ask a new friend at school.</p> <ul style="list-style-type: none"> - Teacher has students discuss in groups of four, then asks them to add 2 more questions to the list. - Teacher checks with the whole class. <p>Task 4: Friendship quiz. Students work independently and do the quiz in Ex. 4, p. 11.</p>	<p>Group work</p> <p>T-Ss</p> <p>S</p>	14 mins
Production	To apply the knowledge they have learnt in this lesson.	<p>Task 5: Work in groups. Take turns to interview the others, use the questions above.</p> <ul style="list-style-type: none"> - Teacher ask students to move to places of classmates they haven't got acquainted yet, form a new group and interview the new mates, then give feedback on their mates. - Teacher calls some groups to make models. 	Group work	8 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review	Write down the results	T-Ss	1 min

	what students have learnt in the lesson.	and feedback of the previous interviews.		
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UNIT 1: MY NEW SCHOOL

Lesson 5: Skills 1

Lesson aim(s)

<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - develop reading skill for general and specific information about schools; - talk about different types of school; - talk about things they like and don't like at school and the reasons for that.

Language analysis

Form	Meaning	Pronunciation
1. international (adj)	involving more than one country	/,ɪntə'næʃən.əl/
2. boarding school (n)	a school where students live and study	/'bɔːdɪŋ ,sku:l/
3. playground (n)	an area designed for children to play outside	/'pleɪgraʊnd/

Materials (referenced)

<ul style="list-style-type: none"> - Grade 6 textbook, Unit 1, Skills 1 - Pictures, cards - sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating	<ul style="list-style-type: none"> - Let students read the text again (if needed). - Create a comfortable and encouraging environment for students to speak.

skills.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: My new school</p> <p>Lesson 5: Skills 1</p>
<p>* Warm-up</p> <p>Game: Lucky number</p> <p>I. Reading</p> <p>Task 1: Look at the picture and quickly read the passages. Match 1-3 with A-C.</p> <p><i>Vocabulary</i></p> <ol style="list-style-type: none"> 1. boarding school (n) 2. playground (n) 3. international (adj) <p>Task 2: Read the passages again and complete the sentences.</p> <p>Task 3: Answer the questions.</p> <p>II. Speaking</p> <p>Task 4: Which school in Exercise 1 would you like to go to? Why/ Why not? Complete the table.</p> <p>Task 5: Discuss your choice with your friends.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading.	<p>* <i>Game: Lucky number</i></p> <ul style="list-style-type: none"> - Class is divided into 2 groups. - Teacher prepares 7 numbers which includes 5 questions about their school, 	Team work	5 mins

		<p>and 2 lucky numbers.</p> <ul style="list-style-type: none"> - Each team takes turns and chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number. <p><i>Suggested questions:</i></p> <ol style="list-style-type: none"> 1. How many classes are there in our school? 2. Do students have to wear uniform when they go to school? 3. How many computer rooms does our school have? 4. Name some clubs in our school. 5. When was our school established? 		
Pre-Reading	To lead in the reading skills.	Teacher leads students into the lesson by showing pictures of 3 schools <i>Sunrise</i> , <i>An Son</i> and <i>Dream</i> and asks them some questions:	T-Ss	4 mins

		<p>2. Are these schools in the same place?</p> <p>3. Which school do you think is in Viet Nam?</p> <p>Suggested answers:</p> <p>1. I can see three different schools.</p> <p>2. No, they aren't.</p> <p>3. The second school.</p>		
While-Reading	<p>To develop reading skill for general information.</p> <p>To provide students with some lexical items before reading the text.</p>	<p>Task 1: Look at the picture and quickly read the passages. Match 1-3 with A-C.</p> <ul style="list-style-type: none"> - Teacher asks students to open the book, read through the text and do Ex. 1 – p. 12. - Teacher calls some students to give the answer, explain which sentence give them the information. <p>Answer key:</p> <p>1. C</p> <p>2. A</p> <p>3. B</p> <p>VOCABULARY</p> <p>Teacher asks students to get the meaning of the words <i>boarding school</i>, <i>international</i> and <i>playground</i> in context.</p> <p>1. boarding school (n) [explanation]</p> <p>2. playground (n) [visual]</p>	<p>T- Ss</p> <p>T- Ss</p>	<p>15 mins</p>

	<p>To develop reading skill for specific information.</p>	<p>3. international (adj) [explanation] Task 2: Read the passages again and complete the sentences.</p> <ul style="list-style-type: none"> - Teacher asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks. - Teacher lets students work independently and find the correct answer. - Teacher lets students pair compare before checking with the whole class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. boarding 2. Sydney 3. mountains and green fields 4. Dream School 5. English-speaking teachers 	<p>T-Ss</p> <p>S</p> <p>Pair work</p>	
	<p>To identify different features of each school.</p>	<p>Task 3: Answer the questions.</p> <ul style="list-style-type: none"> - Teacher asks students to read the questions and underline key words, reminds them to focus on the types of information they 	<p>T-Ss</p>	

		<p>have to find (What/ Where/ Which school...).</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs and find the answer. - Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. Sunrise is a boarding school. 2. An Son School is in Bac Giang. 3. Yes, there is. 4. They join many interesting clubs. 	<p>Pair work</p> <p>T-Ss</p>	
Pre-Speaking	To help students form the ideas for their speaking.	<p>Task 4: Which school in Exercise 1 would you like to go to? Why/ Why not? Complete the table.</p> <ul style="list-style-type: none"> - Teacher asks students to work independently and complete the table. - Teacher goes around and offers help if needed. 	T-S	5 mins
While-Speaking	To help students use what they have learnt so far to talk about a school.	<p>Task 5: Discuss your choice with your friends.</p> <ul style="list-style-type: none"> - Teacher tells students to work in groups of 	Group work	8 mins

		<p>four and share the answer, reminds them to take note the information from other members.</p> <ul style="list-style-type: none"> - Teacher invites some students to share their preparation and makes sure they speak in full sentences. - Students share their ideas with the whole class. 		
Post-Reading and Speaking	<ul style="list-style-type: none"> - To help students improve next time. - Check students' understanding about the reading passage. 	<ul style="list-style-type: none"> - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments. 	<p>Ss-Ss</p> <p>T-Ss</p>	<p>3 mins</p>
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To review the lesson they have learnt and prepare for the next lesson Skills 2.	<ul style="list-style-type: none"> - Teacher asks students to write down their opinion about a school in their books. - Teacher asks students to search for information about their school. 	T-Ss	2 mins

UNIT 1: MY NEW SCHOOL

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My new school*;
 - listen for specific information about school activities;
 - write a passage about their new school.


Materials (referenced)

- Grade 6 textbook, Unit 1, Skills 2
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped listening skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: My new school</p> <p>Lesson 6: Skills 2</p> <p>* Warm-up Crossword puzzle</p> <p>I. Listening Task 1: Guess the answers to the following questions. Task 2: Listen again and choose the correct answer A or B.</p> <p>II. Writing Task 3: Write the answers to the following questions about your school. Task 4: Use the answer in Task 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - Check students' vocabulary from previous lessons. - To introduce the topic of listening. 	<p>* Crossword Puzzle Teacher divides class into 2 teams. Each team takes turns to choose a crossword, reads the clues and solves the puzzle.</p>  <p>1. This is an area designed for children to play in outside, especially at school or in a park.</p> <p>2. This is an adjective used to describe people who have a clean, tidy and stylish appearance.</p>	Team work	5 mins

		<p>3. Complete the following sentence with a suitable word: <i>Mrs Nguyen teaches all my history _____.</i></p> <p>4. What is this subject? – [visuals]</p> <p>5. What is this school thing? – [visuals]</p> <p>6. This is a small electronic device that is used for calculations.</p>		
Lead in	To lead in the listening tasks.	Teacher draws students' attention to the word PALMER – the name of a school in America, lets them know they are going to listen to Janet, a student from Palmer school.	T-Ss	1 min
Pre-Listening	To help students brainstorm and have an overview about what they are going to listen to.	<p>Task 1: Guess the answer to the following questions.</p> <p>1. Do you think the students there wear uniforms?</p> <p>2. Do they learn Vietnamese as a foreign language?</p> <p>- Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses.</p> <p>- Teacher plays the recording once.</p>	T-Ss Pair work	4 mins

		<p>Students listen to check their guesses.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Yes, they do. 2. Yes, they do. 		
While-Listening	To help students develop listening skill for specific information.	<p>Task 2: Listen again and choose the correct answer A or B.</p> <p>* Read and find the key words</p> <p>Teacher asks students to read the statements, underline the key words, reminds them to pay attention to keywords while listening.</p> <p>* Listen and choose the correct answer</p> <ul style="list-style-type: none"> - Teacher plays the recording. - Teacher asks students to listen and choose the answers. - Teacher asks students to compare their answer with the partner. - Teacher calls on some students to write their answers on the board, then play the recording once again and check with the class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. B 4. A 	<p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	10 mins

		<p>5. A</p> <p>Audio script:</p> <p><i>Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.</i></p>		
Post-Listening	To check students' understanding of the listening part.	<p>* Summarize the information of the listening part.</p> <ul style="list-style-type: none"> - Students work in groups of four. - Teacher asks students to summarize the information in the listening part and talk about it. - Teacher helps if necessary. 	Group work	5 mins
Pre-Writing	- To help students have information	Task 3: Write the answers to the following questions about your school.		5 mins

	<p>about their school.</p> <ul style="list-style-type: none"> - To help students write simple sentences for the next writing passage. 	<ul style="list-style-type: none"> - Teacher asks students to work independently to answer the questions. - Teacher encourages students to write in full sentences and tells them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. - Teacher allows students to look back the reading passages. - Teacher asks students to pair compare their answers. - Teacher invites one or two students to write their answers on the board and gives feedback as models. 	<p>S</p> <p>Pair work</p> <p>T-Ss</p>	
While-Writing	<p>To let students learn and help each other write a complete passage about their school.</p>	<p>Task 4: Use the answer in Task 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you.</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups of four, gives them a large piece of paper and asks them to write the full paragraph into the 	<p>Group work</p>	<p>8 mins</p>

		<p>paper in 6 minutes.</p> <ul style="list-style-type: none"> - Teacher asks students to pay attention to punctuation, structures, word choice, linking words, etc. 		
Post-Writing	To cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher has the groups swap and give feedback on each other's writing. - Teacher then gives feedback on one writing as a model. 	Group work	4 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To allow students finalize their versions after being checked by friends and teacher.	<ul style="list-style-type: none"> - Rewrite the paragraph in the notebooks. - Prepare for the project. 	T-Ss	1 min

UNIT 1: MY NEW SCHOOL

Lesson 7: Looking back & Project

Lesson aim(s)

By the end of the lesson, students can:

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

Materials (referenced)

- Grade 6 textbook, Unit 1, Looking back & Project
- Pictures, A0 paper
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 1: My new school</p> <p>Lesson 7: Looking back & Project</p> <p>* Warm-up Brainstorming: School things</p> <p>I. Looking back Task 1: Look at the pictures. Write the correct words in the gaps. Task 2: Match the words in A with the words/ phrases in B. Task 3: Complete the sentences with the present simple. Task 4: Complete the text with the correct form of the verbs in brackets. Task 5: Put the adverb in brackets in the correct place in each sentence.</p> <p>II. Project School Convention</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabulary related to the topic and lead in the next part of the lesson.	<p>* <i>Brainstorming</i></p> <ul style="list-style-type: none"> - Teacher divides the board, and divides the class into 2 teams. - Members of each team take turns and write as many school things as possible in 2 minutes. - The group having more correct answers is the winner. 	Team work	3 mins
Looking back	- To help students revise school things.	<p>Task 1: Look at the pictures. Write the correct words in the gaps.</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their 	S Ss-Ss	17 mins

		<p>textbooks with their partners.</p> <ul style="list-style-type: none"> - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. uniform 2. pencil sharpener 3. notebook 4. compass 5. calculator 6. ruler 	T-Ss	
	<ul style="list-style-type: none"> - To help students revise the combination: <i>to study, to have, to do, to play + N.</i> 	<p>Task 2: Match the words in A with the words/phrases in B.</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbooks with their partners. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. d 3. b 4. a 5. c <ul style="list-style-type: none"> - Teacher encourages students to provide more school activities. 	S	
	<ul style="list-style-type: none"> - To help students revise the present simple tense. 	<p>Task 3: Complete the sentences with the present simple.</p> <ul style="list-style-type: none"> - Teacher has students complete the task 	S	

	<p>- To help students revise the position of adverbs of frequency in context.</p>	<p>individually.</p> <ul style="list-style-type: none"> - Students exchange their textbooks and give feedback to each other. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. comes 2. don't 3. walks 4. do 5. teaches <p>Task 4: Complete the text with the correct form of the verbs in brackets.</p> <ul style="list-style-type: none"> - Students work in pairs. - Teacher asks students to read the sentences carefully and give the answers. - Students complete the task and discuss the answers. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. is 2. has 3. walks 4. study 5. likes <p>Task 5: Put the adverb in brackets in the correct place in each sentence.</p> <ul style="list-style-type: none"> - Students work in pairs. 	<p>Ss-Ss</p> <p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	
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		<ul style="list-style-type: none"> - Students complete the task and discuss the answers. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. I always remember to do my homework. 2. Nick usually gets good marks in exams. 3. We do not often see a rabbit in town. 4. I rarely read in bed at night. 5. Do you sometimes sing in the shower? 	<p>Pair work</p> <p>T-Ss</p>	
Project	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.	<p>* My dream school</p> <ul style="list-style-type: none"> - Teacher sets the context of a School Convention that will be occurred right now in the classroom. - Teacher divides students into 4 big groups. Each group will act as a representative of a school, come to the convention to introduce and enroll new students. - Teacher lets the groups discuss and summarise the information and design A0 size posters about their school. - Teacher asks the class to listen to the reports and ask questions if 	<p>T-Ss</p> <p>Group work</p> <p>Ss-Ss</p>	22 mins

		<p>they would like to.</p> <ul style="list-style-type: none"> - Students will critically evaluate all the posters, then give 1 vote for the most attractive poster. - Teacher gives comments and feedback to all 4 posters and awards special prize to the group which has the most votes. 	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 2 – Lesson 1. Getting started.	T-Ss	1 min

* Pictures' source: From Internet