**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 6: OUR TET HOLIDAY**

**Lesson 1: Getting started – Happy New Year!**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to Tet

- Use the vocabulary and structures to describe things and activities at Tet

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Develop self-study skills

- Develop their understanding of Tet holiday

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. celebrate (v) | /ˈselɪbreɪt/ | to show that a day or an event is important by doing something special on it | ăn mừng, tán dương |
| 2. decorate (v) | /ˈdekəreɪt/ | to make something look more attractive by putting things on it | trang trí |
| 3. family gathering  (n. phr.) | /ˈfæməli ˈɡæðərɪŋ/ | all members of a family meeting together for a social event | sum họp gia đình |
| 4. lucky money  (n. phr.) | /ˈlʌki ˈmʌni/ | money placed in a red envelope and given as a gift, usually for Lunar New Year | tiền lì xì |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs in which key language of the key language of describing activities at Tet. |
| 1. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if any necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit

**b. Content:**

- Game: Quick draw

**c. Expected outcomes:**

**-** Ss have general ideas about the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Quick draw**  - T divides class into groups.  - Each round, one student from each team stands up and faces away from the screen. - T shows the words/phrases on the screen. Members in each group will describe the words/phrases so that the students can draw the picture.  - If they draw the right picture, they will have points. | - Ss play the game in teams.  - Ss do as instructed to get points for their team. | ***Suggested words/ phrases:***  - flowers  - fireworks  - sticky rice cake  - visit grandparents  - exchange gifts |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To introduce some vocabulary related to the topic.

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the Shuffle games.  - Teacher gives feedback and asks students to open their textbook to discover further. | - Students listen to the teacher’s explanation and read the words aloud. | **New words:**   1. celebrate (v) 2. decorate (v) 3. family gathering (n. phr.) 4. lucky money (n. phr.) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE (**23 mins)

**a. Objectives:**

- To set the context for the introductory text.

- To help Ss get the main idea of the text.

- To help Ss scan the text for the information to fill the blanks.

**b. Content:**

**-** Task 1: Listen and read. (p.58)

- Task 2: What are Linda and Phong talking about? (p.59)

- Task 3: Complete the sentences about Tet with the information from the conversation in 1. (p.59)

- Task 4: Match the words / phrases in the box with the pictures. (p.59)

**c. Expected outcomes:**

**-** Students can read and understand general and specific information about Tet holiday.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1. Listen and read.** (8 mins) | | |
| - Teacher asks Ss to look at the pictures on page 58 in the book and answer the questions.  - Ss answer the questions in pairs.  - Teacher plays the recording twice. Ss listen and read.  - Teacher has Ss underline the words / phrases that are related to the topic of the unit while they are listening and reading.  - Teacher invites some pairs of Ss to read the conversation aloud.  - Teacher has students say the words in the text that they think are related to the topic Tet.  - Teacher quickly writes the words on one part of the board. | - Students look at the picture and answer the questions.  - Students listen to the recording.  - Students read the conversation aloud. | ***Questions:***  1. What do you think they are talking about?  2. When is Tet?  3. Is it a holiday? What do we do at Tet?  ***Suggested answers:***  1. They are talking about Tet/ New Year.  2. It’s in January/ February.  3. Yes, it is. We clean our house, decorate the house, visit relatives,… |
| **Task 2. What are Linda and Phong talking about?**  (4 mins) | | |
| - Teacher asks students what exactly Phong and Linda are talking about.  - Teacher lets them read the three options carefully and see the difference among them.  - Teacher confirms the correct answer. (They are talking about Tet in Viet Nam.) | - Students work independently to do the activity. | ***Answer key:***  B |
| **Task 3. Complete the sentences about Tet with the information from the conversation in 1.** (6 mins) | | |
| - Teacher asks students to work independently to fill each blank with the word(s) from the conversation.  - Teacher may instruct them how to do the exercise and model with the first sentence.  E.g.: In sentence 1, we need to fill the time of Tet this year. | **-**  Students do as instructed to complete the task. | **Answer key:**  1. January  2. homes  3. gatherings  4. lucky money  5. break |
| **Task 4. Match the words/ phrases in the box with the pictures.** (5 mins) | | |
| - Teacher lets students look at the pictures first to see if they know the English words for them.  - Teacher then allows students to read the words / phrases in the box and do the matching.  - Teacher checks the answers as a class. | - Students work individually to match the words/ phrases with the pictures. | **Answer key:**  1. b  2. a  3. c  4. d |

**e. Assessment**

- T checks the answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To allow Ss opportunities to recognise what is related to Tet through a fun game.

**b. Content:**

- Task 5: Game - Is it about Tet?

**c. Expected outcomes:**

**-** Students can identify which activities or things related to Tet holiday.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game – Is it about Tet?** | | |
| - Teacher allows students some time to read the instruction and the example.  - Teacher demonstrates the game by saying a word/ phrase aloud and asking students if it’s about Tet or not.  - Teacher lets students write down two things/ activities.  - Teacher goes round and helps if needed.  - Teacher calls some Ss to stand up and read their words. The class listens and says if it’s related or not. | - Students work in pairs to follow teacher’s instruction.  - Students perform in front of the class. | ***Suggested answer:***  Student: banh chung  Class: It’s about Tet.  Student: flying a kite  Class: It’s not about Tet. |

**e. Assessment**

**-** Teacher observes and gives feedback

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**  
- Teacher asks Ss to say aloud some words they remember from the lesson.

- Teacher asks Ss to make some sentences with vocabulary which they’ve learnt from the lesson.

**b. Homework**

- Learn new words by heart.

- Practice using phrases you have learnt.

**Board Plan**

| *Date of teaching*  Unit 6: Our Tet Holiday  Lesson 1: Getting started  **\* Warm-up:**  Quick draw  **Vocabulary:**  1. celebrate (v)  2. decorate (v)  3. family gathering (N. phr.)  4. lucky money (N. phr.)  Task 1: Listen and read.  Task 2: What are Linda and Phong talking about?  Task 3: Complete the sentences.  Task 4: Match the words/ phrases.  Task 5: Game – Is it about Tet?  **\* Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Extend and practice vocabulary related to "Tet"

- Identify and pronounce the sounds **/s/** and  **/∫/**

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud of traditional customs in Vietnamese culture

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Closer Look 1

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. visit relatives | /ˈvɪzɪt ˈrelətɪvz/ | come to the place where  the family members live | thăm họ hàng |
| 2. make a wish | /meɪk ə wɪʃ/ | to wish/ ask for something you really want | ước |
| 3. clean the furniture | /kliːn ðə ˈfɜːnɪtʃə(r)/ | make the things in our house free from dirt | dọn dẹp nhà |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about customs and traditions in Viet Nam. | Provide students with the meaning and pronunciation of some lexical items. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new unit.

**b. Content:**

- Hidden picture / Task 1: Write the words/phrases in the box under the pictures. (p.60)

**Expected outcomes:**

**-** Ss have general ideas about the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the words/phrases in the box under the pictures. (PPT slides)** | | |
| - Teacher divides the class into groups and gives instructions.  - The teacher slowly removes the squares while the groups write the answers on their mini boards.  - The groups that guesses the right word will have the points.  - After that, students do task 1 (p.60)  - Teacher checks their answers and leads in the lesson. | **-** Ss listen to teacher’s instructions and work in groups.  - Ss write the answer on the mini boards and get the points for each correct answer. | ***Answer key:***  1. fireworks  2. special food  3. fun  4. wish  5. furniture |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: VOCABULARY (**14 mins)

**a. Objectives:**

- To teach students how to combine a verb with a noun to talk about Tet activities.

- To revise the words learnt in context.

**b. Content:**

**-** Vocabulary teaching

- Task 2: Match the verbs with the nouns. (p.60)

- Task 3: Complete the sentences with the words in the box. (p.60)

**c. Expected outcomes:**

**-** Students can understand phrases to talk about Tet activities.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary teaching** ( 4 mins) | | |
| - Teacher shows Vietnamese meanings of new words/ phrases from exercise 1 (warm-up activity).  - Teacher provides Vietnamese meanings of the new words. | Ss pay attention to the new words and write them in their notebooks. | 1. fireworks  2. special food  3. fun  4. wish  5. furniture |
| **Task 2: Match the verbs with the nouns.** (5 mins) | | |
| - Teacher explains to students that some verbs and nouns go together and some don’t, e.g. plant / decorate + a tree, but not cook + a tree.  - Teacher writes a verb on the board (e.g. read) and asks students to match the verb with as many nouns as they can find (e.g. read a book / novel / magazine / story / etc.)  - Teacher asks students to look at the verbs in the verbs box first and see what nouns in the Nouns box they can go with.  - Teacher asks students to do the matching independently. Then teacher allows them to share with their partner.  - Teacher checks the answers as a class. | - Ss read the verbs and the nouns first and create some phrases by combining them together.  - Ss compare their answer with their partner and check with the whole class. | ***Answer key:***  1. f (have fun)  2. e (visit relatives)  3. d (give lucky money) 4. a (make a wish)  5. c (clean the furniture)  6. b (watch fireworks) |
| **Task 3. Complete the sentences with the words in the box.** (5 mins) | | |
| - Teacher asks students to work independently or in pairs.  - Teacher encourages them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence. E.g. In sentence 1, we need a verb after the subject we. We have two verbs in the box, clean and celebrate. Only *celebrate* can go with Tet. So the correct word is *celebrate*.  - Teacher checks the answers as a class.  - Teacher may call on some students to read the sentences aloud. | **-** Ss work in pairs to complete the sentences.  - Ss check the answer and read the sentences aloud. | ***Answer key:***  1. celebrate  2. peach  3. clean  4. shopping  5. food |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (21 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /s/ and /∫/ and practise pronouncing these sounds in words.

- To help Ss pronounce the sounds /s/ and /∫/ correctly in context.

**b. Content:**

- Task 4: Listen and repeat the words. (p.60)

- Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words. (p.60)

- Game: Tongue twisters

**c. Expected outcomes:**

**-** Students can pronounce the sound **/s/** and **/∫/** correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4. Listen and repeat the words.** (6 mins) | | |
| - T may write two Vietnamese words on the board first, e.g. *xách* and *sách*. Ask Ss to say the words aloud and draw their attention to the difference in the pronunciation of x and s. Then write the words see and  she under the words *xách* and *sách* and read aloud the four words. Have Ss elicit the difference in the  two sounds /s/ and /∫/ in English.  - Have some Ss read out the words first. Then play the recording and ask Ss to listen and repeat. Play the  recording as many times as necessary. Call on some Ss to check. | **-** Ss listen carefully to Vietnamese words and English words.  - Ss read the words out loud. | ***Audio script:***  shopping  special  rice  spring  wish  celebrate |
| **Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words.**(7 mins) | | |
| - Teacher plays the recording for students to listen to the poem. Then play the recording again for them to listen and repeat.  - Teacher asks students some time to practise reading the poem among themselves. Ask them to pay attention to the underlined words with the /s/ and /∫/ sounds. Go around and correct pronunciation if needed.  - Teacher asks for some volunteers to stand up and read the poem aloud. | - Ss listen to the poem and repeat.  - Ss practise reading the poem in pairs and in front of the class. | ***Audio script:*** *Spring is coming! Tet is coming! She sells peach flowers. Her cheeks shine. Her eyes smile. Her smile is shy. She sells peach flowers.* |
| **Game: Tongue twisters** (8 mins) | | |
| - Teacher gives some tongue twisters and makes it a challenge.  - Teacher randomly calls some students to read aloud some sentences. Ss who can read the whole sentences with correct pronunciation is the winner. | - Ss look at the screen and raise hands to read the tongue twisters. | **Tongue twisters:**  1. I saw Susie sitting in a shoeshine shop. Where she sits she shines, and where she shines she sits.  2. Sam’s shop stocks short spotted socks.  3. She sells seashells on the seashore. The seashells she sells are seashells she is sure.  4. Sure, sir, the ship’s sure shipshape, sir.  5. No shark shares swordfish steak. |

**e. Assessment**

**-** Teacher checks pronunciation and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**  
- Ask one or two Ss to tell the class what they have learnt. Draw Ss’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been covered

**b. Homework**

- Learn new words by heart.

- Practice pronouncing the sound **/s/** and **/∫/.**

**Board Plan**

| *Date of teaching*  Unit 6: Our Tet holiday  Lesson 2: A closer look 1  \* Warm-up  Task 1: Hidden pictures.  I. Vocabulary  - New words  - Task 2: Match the verbs with the nouns.  - Task 3: Complete the sentences.  **II. Pronunciation**  - Task 4: Listen and repeat.  - Task 5: Listen and repeat the poem.  - Tongue Twisters  **\* Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

**-** Use *should* and *shouldn’t* to make advice

- Use *some* and *any* to talk about quantity

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud of traditional customs in Vietnamese culture

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 6, A closer look 2

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Usage** |
| --- | --- |
| **S + should/shouldn’t + V + O** | Give advice or to talk about what we think is right or wrong. |
| **some/ any** | *some* is used for positive.  *any* is used for questions and negatives. Both may be used with countable and uncountable nouns. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs in which key language of the key language of describing Tet holiday. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Should or Shouldn't?

**c. Expected outcomes:**

**-** Ss have general ideas about the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Should or Shouldn't?**  - Divide the class into teams.  - Prepare a list of sentences related to Tet's holiday, some suggesting things people should do and others suggesting things they shouldn't do.  - Read out each sentence one by one, and the teams have to decide whether it is a "should" or "shouldn't" statement.  - The first team to raise their hand and give the correct answer gets a point.  - Keep track of points, and at the end, declare the winning team. | - Ss listen to teacher’s instructions.  - Ss play the game in teams. | ***Sentences:***  - You give lucky money during Tet. (should)  - You wear black clothes during Tet. (shouldn’t)  - You say bad or unlucky words. (shouldn’t)  - You visit your relatives. (should)  - You break dishes. (shouldn’t)  - You make a wish. (should) |

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**I. SHOULD AND SHOULDN’T**

**1. ACTIVITY 1: GRAMMAR FOCUS** (5 mins)

**a. Objectives:**

**-** To review of *should/shouldn’t*

**b. Content:**

**-** To review *should/shouldn’t*

**c. Expected outcomes:**

**-** Ss understand how to use *should/shouldn’t c*orrectly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Should / shouldn’t: Review** | | |
| - Teacher asks students to look at the picture and asks them some questions to exploit the situation leading to the use of should / shouldn’t, **e.g.** *Where are they? Why is Nam wearing a raincoat? What will happen if Nam comes into the kitchen with his raincoat still on?* then writes the mother’s saying on the board and underlines the word shouldn’t.  - Teacher writes *In the classroom* on the board.  - Teacher sticks pieces of paper with the words *run, keep quiet, make noise, etc*. below it and ask students for simply *Yes* (to show it can be done in the classroom) or *No* if not. If the answer is *Yes,* tick the word. If *No,* cross the word. Keep them on the board for later use. | - Ss look at the picture and answer the questions.  - Ss revise the use of *should/shouldn’t.* | **Questions:**  *- Where are they? Why is Nam wearing a raincoat? What will happen if Nam comes into the kitchen with his raincoat still on?* |

**e. Assessment**

- Teacher checks students’ understanding about the article and gives feedback.

**2. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To give students more opportunities to practise the use of *should / shouldn’t* in real context.

- To help students see what activity is good / not good to be done at Tet.

- To help students form sentences using *should/ shouldn’t.*

**b. Content:**

**-** Task 1. Look at the signs at the library and complete the sentences with should or shouldn’t.

- Task 2. Tick (√) the activities children should do at Tet and cross (X) the ones they shouldn’t.

- Task 3. Work in pairs. Look at the activities 2. Take turns to say what you think children should/shouldn’t do.

**c. Expected outcomes:**

**-** Students can use *should/shouldn’t* correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1. Look at the signs at the library and complete the sentences with *should* or *shouldn’t*.** (5 mins) *(Ex 1, p.61)* | | |
| - Teacher writes the word *LIBRARY* on the board and asks students to say what they should/ shouldn’t do when they are in a library.  - Teacher then asks students to look at the four signs in the library and lets them complete the sentences.  - Teacher asks them to swap their answers with a partner.  - Teacher calls students to read aloud the sentences and checks their answers as a class.  - If there is still time, teacher asks students to refer to the notes of *In the classroom* on the board and practise saying the sentences with *should*/ *shouldn’t*.  - Teacher asks students to look at Remember!box and allow them one minute to memorise it. | - Ss say what they should/ shouldn’t do when they are in a library.  - Ss do the task individually and check the answer with their partners.  - Ss read aloud the sentences and check their answers with the whole class. | ***Answer key:***  1. should  2. shouldn’t  3. should  4. shouldn’t |
| **Task 2. Tick (√) the activities children should do at Tet and cross (**X) **the ones they shouldn’t.**  (10 mins) *(Ex 2, p.61)* | | |
| - Teacher asks students to look at the pictures and read the phrases under the pictures.  - Teacher then ticks (it’s good) or crosses (it’s not good) each picture. The pictures help make the meanings of the phrases clear.  - Teacher checks the answers as a class. | - Ss look at the pictures and read the phrases under the pictures.  - Ss do the task individually and check the answer with the whole class. | ***Answer key:***  1. ✔ 2. × 3. ✔ 4. × 5. ✔ 6. ✔  7. × 8. ✔ |
| **Task 3. Work in pairs. Look at the activities 2. Take turns to say what you think children should/shouldn’t do** (5 mins) *(Ex 3, p.61)* | | |
| - This activity allows students to produce sentences with the target language of *should* / *shouldn’t*, using the prompts in Task 2.  - Teacher asks students to use the tick and cross for each activity in Task 2and the examples on the board to help.  - Teacher goes round and gives help if needed.  - Teacher makes sure students combine *should*/ *shouldn’t* and the main verb correctly.  - Teacher makes sure they pronounce the words *should* and *shouldn’t* correctly too.  - Teacher checks the answers as a class. | - Ss make sentences using *should* / *shouldn’t.*  - Ss say the sentences with their partners. | **Suggested answers:**  - Children should behave well.  - Children shouldn’t eat lots of sweets.  - Children should plant trees.  - Children shouldn’t break things.  - Children should go out with friends.  - Children should make a wish.  - Children shouldn’t fight.  - Children should help with housework. |

**e. Assessment**

- T checks the exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**II. SOME/ANY**

**1. ACTIVITY 1: GRAMMAR FOCUS** (5 mins)

**a. Objectives:**

**-** To review of *some/any*

**b. Content:**

**-** To review *some/any*

**c. Expected outcomes:**

**-** Ss understand how to use *some/any c*orrectly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Some/any: Review** | | |
| - Teacher asks students to read the yellow grammar box.  - Teacher tells them to pay attention to the phrases in bold in the sentences to see how some and any are used differently (positive, negative, and question).  - Teacher reminds them that *some* and *any* can be used with both countable/ uncountable nouns. When they go with countable nouns, the nouns are always in plural. | - Ss read the grammar box and take notes of what the teacher says. |  |

**e. Assessment**

- Teacher checks students’ understanding and gives feedback.

**2. ACTIVITY 2: PRACTICE** (12 mins)

**a. Objectives:**

- To give students some controlled practice on the use of *some/ any.*

- To give students much freer practice with *some/ any* in real context.

**b. Content:**

**-** Task 4: Complete the sentences with some and any.

- Task 5: Work in pairs. Look at the fridge. Make sentences with the words/phrases provided, using some or any.

**c. Expected outcomes:**

**-** Students can use *some/any* correctly

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Complete the sentences with *some* and *any.*** (5 mins) *(Ex 4, p.62)* | | |
| - Teacher applies the rules in the box.  - Teacher asks students to look for clues (+ or - / ? sentences) and decides whether to use *some* or *any*.  - Teacher checks their answers as a class and explains the choice. | - Ss apply the rule in the grammar box to do the task.  - Ss check the answer with the whole class. | ***Answer key:***  1. some, some  2. any  3**.** any, some |
| **Task 5: Work in pairs. Look at the fridge. Make sentences with the words/phrases provided, using *some*** *or* ***any*** (7 mins) *(Ex 5, p.62)* | | |
| - Teacher asks students to look at the fridge and read the example.  - Teacher draws students’ attention to the change of the verb be in the use with some or any (in the examples).  - Teacher has students do this activity in pairs. Teacher goes round and helps if needed.  - Teacher calls on some pairs to read their sentences. Don’t correct their mistakes whether it is a vocabulary or grammar mistake. Ask other students to listen and say if they agree (yes) or don’t agree (no) and correct it by themselves.  - Check their answers as a class. | - Ss look at the fridge and read the example.  - Ss do the task in pairs and check the answer with the whole class. | ***Answer key:***  1. There are some eggs (in the fridge).  2. There is some fruit juice. / There are some packs of fruit juice.  3. There aren’t any apples.  4. There isn’t any bread.  5. There are some bananas.  6. There is some cheese. |

**e. Assessment**

- T checks the exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**III. PRODUCTION**  
**a. Objectives:**

- To practice using "should/shouldn't" and "some/any" while planning a Tet holiday celebration.

**b. Content:**

**-** Extra activity: Planning a Tet Holiday Celebration

**c. Expected outcomes:**

**-** Students can use the grammar that they have learnt correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Planning a Tet Holiday Celebration** (5 mins) | | |
| - Teacher divides the class into pairs/groups.  - Teacher provides each group with a list of items related to Tet holiday celebrations, such as food, decorations, and activities.  - Teacher explains that their task is to plan a Tet holiday celebration using the given items.  - Teacher instructs the students to discuss and make decisions within their groups by using "should/shouldn't" and "some/any".  - Teacher encourages them to use complete sentences when expressing their ideas and suggestions.  - Teacher goes round and help if needed.  - After 4 minutes, teacher asks each group to present their planned celebration to the class briefly. | - Ss work in pairs or groups to do the task.  - Ss listen to teacher’s instructions and plan a Tet holiday celebration. | ***List of items:***  *-* ***food*** *(Vietnamese square rice sticky cake, spring rolls, braised pork with eggs, pickled scallion, dried shrimp,…)*  *-* ***decorations*** *(flowers, plants, trees, lanterns, red pockets, tray of five fruits,…)*  *-* ***activities*** *(visit relatives, give lucky money, Kitchen God farewell ritual, go to flower market,…)*  ***Example:***  **Student A:** We should have some traditional food like banh chung and banh tet for our Tet celebration.  **Student B:** Yes, I agree! We shouldn't forget about some fresh fruits too.  **Student C**: How about decorations? Should we have any?  **Student D:** Definitely! We should decorate our classroom with some red lanterns and lucky money envelopes. |

**e. Assessment**

- T checks the exercises and gives feedback.

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher summarises the main grammar points of the lesson.

**b. Homework**

- Write 5 rules that students should and shouldn’t do at home.

- Write 5 things available in their house’s fridge, and 5 things unavailable.

**Board Plan**

| *Date of teaching*  **UNIT 6: OUR TET HOLIDAY**  **Lesson 3: A Closer Look 2**  \* Warm-up  Should or Shouldn't?  **I. should / shouldn’t**  Task 1: Look at the signs at the library and complete the sentences.  Task 2: Tick the activities.  Task 3: Discussion.  **II. some / any**  Task 4: Complete the sentences with *some* and *any.*  Task 5: Make sentences.  **Extra activity**  Planning a Tet Holiday Celebration  **\* Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Introduce New Year’s wishes

- Introduce students to some New Year’s practices in other countries

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be ready to make share ideas among classmates

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Communication

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some landmarks. | - Provide students with some vocabulary at the beginning of the lesson. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - 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. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Wishing cards

**c. Expected outcomes:**

**-** Ss have general ideas about the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Wishing Cards**  - Teacher provides each student with colored construction paper, markers, glitter, stickers, and other craft supplies.  - Teacher asks them to create personalized New Year wishing cards for someone special in their life (e.g., family member, friend).  - Teacher encourages Ss’ creativity and reminds them that they can include both written messages and drawings in their cards. | - Ss create their own New Year wishing cards for someone special in their life. | ***Student’s own creativity*** |

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**2. EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

– To introduce New Year’s wishes.

**b. Content:**

**-** Task 1: Listen and read the New Year’s wish.

- Task 2: Practise saying New Year’s wishes to your friends, using the suggestions below or creating your own.

**c. Expected outcomes:**

**-** Ss understand how to say New Year’s wishes

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the New Year’s wish.** *(Ex 1, p.63)* | | |
| - Teacher turns on the audio, students listen and read the New Year’s wish.  - Teacher asks students if they can add some more wishes.  - Students come up with the patterns: Wishing you/ I wish you + noun/ noun phrase. | - Ss listen and read the New Year’s wish.  - Ss practise saying New Year’s wishes. | ***Audio script – Track 41:***  *Wishing you joy & laughter…from January to December.*  **Patterns:**  Wishing you/I wish you + noun/noun phrase |
| **Task 2: Practise saying New Year’s wishes to your friends, using the suggestions below or creating your own.** *(Ex 2, p.63)* | | |
| - Teacher calls on some students to say their wishes aloud.  - If there is enough time, teacher asks students which wish they would like to receive for this coming year, and if they would like to create a wish for themselves or others. | - Students work in groups and say New Year’s wishes. | **Suggestion:**  - happy days from January to December.  - a year full of fun.  - happiness and cheers.  - a life full of happy moments.  - success in your studies. |

**e. Assessment**

- Teacher checks students’ understanding and gives feedback.

**3. NEW YEAR PRACTICES IN THE WORLD** (20 mins)

**a. Objectives:**

- To introduce some New Year’s practices to students.

- To show how different countries celebrate their New Year.

- To help Ss talk about New Year’s practices around the world.

**b. Content:**

**-** Task 3: Match the sentences with the pictures. Then match them with the countries.

- Task 4: Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities.

- Task 5: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which country he/ she is talking about.

**c. Expected outcomes:**

**-** Students can do the quiz correctly.

- Ss can understand the text and match the information

- Students can talk about New Year’s practices around the world.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Match the sentences with the pictures. Then match them with the countries.** (5 mins) *(Ex 3, p.63)* | | |
| - Teacher lets students read sentences first.  - Teacher explains new words if they don’t know. (hole, throw water)  - Teacher asks students to look at the pictures and do the matching.  - Teacher checks their answers as a class.  - Teacher then moves on to the next part, asks students if they know which country each practice is from.  - Teacher asks students to look at the names of the countries and do the matching.  - Teacher checks answer as a class .  **NOTE:** If there is enough time, teacher asks students to share with the class any interesting New Year’s practices from other countries/ parts of the world. Teacher allows them to uses Vietnamese when they come across difficult vocabulary | - Ss read sentences first and look at the pictures and do the matching.  - Ss check the answer with the whole class. | ***Answer Key*:**  1 - b - The USA  2 - c - Russia  3 - a - Japan  4 - d - Thailand |
| **Task 4: Read how people in diﬀerent countries celebrate their New Year. Then match the countries with the activities** (10 mins) *(Ex 3, p.54,55)* | | |
| - Teacher allows students some time to read the New Year’s practices in five countries and do the matching.  - Teacher checks their answers as a class, asks students to read aloud the sentences that support their answers. | - Ss read the New Year’s practices in five countries and do the matching.  - Ss check the answer with the whole class. | ***Answer key:***  1. b  2. a  3. e  4. c  5. d |
| **Task 5: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which country he/ she is talking about.** *(Ex 5, p.63)* | | |
| - Teacher asks students to underline all the activities they find in the passages in **Exercise 4**.  - Teacher allows students one minute to pick the activity they are most interested from **Exercise 4** and memorize it.  - Teacher calls on students and ask them to describe the activities they have chosen to the group.  - The group/ The class gives the name of the country. | **-** Ss underline all the activities.  - Students memorize the key words to help them talk.  - Ss describe the activities they have chosen for the group. | ***Example:***  *- They throw water on other people.*  *- It’s in Thailand* |

**e. Assessment**

- T checks Ss’s exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercise in workbook

- Choose a New Year celebration in the world and find out the information about it.

**Board Plan**

| *Date of teaching*  **UNIT 6: OUR TET HOLIDAY**  **Lesson 4: Communication**  **\*Warm-up**  Wishing Cards  **Everyday English**  Task 1: Listen and read.  Task 2: Practice saying New Year’s wishes.  **New Year practices in the world**  Task 3: Quiz  Task 4: Match the countries with the activities.  Task 5: Discussion.  **\*Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Develop reading skill for general and specific information about the topic

- Express judgement about the what children should/shouldn’t do at Tet

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be ready to share ideas among classmates.

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Skills 1

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- A0 paper/ miniboard

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. cheer (v) | /tʃɪər/ | to give a loud shout of approval or encouragement | cổ vũ, làm vui mừng, phấn khởi |
| 2. strike (v) | /straɪk/ | to hit something | đánh/ điểm (đồng hồ) |
| 3. custom (n) | /ˈkʌstəm/ | a way of behaving or a belief that has been established for a long time | phong tục, tập quán |

**Assumption**

| **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 skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - 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. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Brainstorm about New Year’s resolutions

**c. Expected outcomes:**

**-** Ss can list some New Year’s resolutions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Resolution Race**  - Teacher creates a list of common New Year's resolutions (e.g., exercising more, reading more books, learning new skills).  - Teacher divides the class into small groups or pairs.  - Teacher gives each group or pair a set amount of time (e.g., 5 minutes) to come up with as many resolutions as they can think of.  - After the time is up, teacher has each group share their resolutions with the rest of the class. The group with the most unique resolutions wins. | - Ss work in groups to share their New Year’s resolutions. | ***Students’ own answers*** |
|

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**2. ACTIVITY 1 : PRESENTATION** (10 mins)

**a. Objectives:**

- To introduce some vocabulary

- To activate Ss’ knowledge of the topic of the reading text.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Ss understand new vocabulary

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** | | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures and definitions.  - Teacher lets students play Quick Quiz games to review vocab.  - Teacher asks students to look at the screen (board).  - The quiz will appear and disappear so fast.  - The students need to remember the quiz so that they can choose correct answers.  - Which team has the correct answers will get the points. | **-** Ss guess the meanings of the words.  - Ss write the new words into their notebooks. | **New words:**   1. cheer (v) 2. strike (v) 3. custom (n) |

**e. Assessment**

- Teacher checks students’ understanding and gives feedback.

**3. ACTIVITY 2: READING** (12 mins)

**a. Objectives:**

- To develop reading skills for specific information.

- To help Students broaden and deepen their knowledge about New Years.

- To test students’ memory to see how much they can comprehend the reading.

**b. Content:**

**-** Task 1: Read the passages and decide who says sentences 1 – 5.

- Task 2. Test your memory! Tick (√) the things which appear in the passages, and cross (x) the ones which don’t.

**c. Expected outcomes:**

**-** Students can understand the text and choose the right answers.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Read the passages and decide who says sentences 1 – 5.** *(Ex 1, p.64) (7 mins)* | | |
| - Teacher asks students to look at the pictures so that they can focus on the countries they are going to read. Teacher asks if they know how these countries celebrate the New Year.  - Teacher asks students to work individually or pairs to read the passages and decide who says the sentences.  - Teacher encourages them to mark where the information for each answer appears in the passages.  - Teacher checks their answers as a class. | - Ss look at the pictures first.  - Ss work individually or pairs to read the passages and decide who says the sentences. | ***Answer Key:***  1. C  2. A  3. B  4. C  5. B |
| **Task 2. Test your memory! Tick (√) the things which appear in the passages, and cross (x) the ones which don’t.** (5 mins) *(Ex 3, 63)* | | |
| - Teacher divides the class into groups.  - Teacher asks students to close their textbooks and tells them that they do **Exercise 2** in groups.  - Which group is the fastest and has the most right answers will be the winner. | - Ss work in groups and follow the teacher's instructions to do the task. | ***Answer key:***  √: a,b,c,e,f,g  x: d,h |

**e. Assessment**

- T checks Ss’s exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. ACTIVITY 3: SPEAKING** (13 mins)

**a. Objectives:**

- To help Ss talk about what they have read

- To help Ss express their own ideas about what children should/shouldn’t do at Tet.

**b. Content:**

- Task 3 Work in groups. These are some activities from the reading passages in Task 1. Tell your group if you do them during Tet. (p. 64)

- Task 4: Work in groups. Read the list and discuss what you should or shouldn’t do at Tet. (p. 64).

**c. Expected outcomes:**

**-** Students can tell what they do during Tet.

- Students can express what they should do or shouldn’t do during Tet.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Work in groups. These are some activities from the reading passages in Task 1. Tell your group if you do them during Tet. (8 mins)** | | |
| - Ask Ss to work in groups to discuss what they do / don’t do during Tet.  - Call on some Ss to report the results of their group to the class.  - Encourage Ss to extract more activities from the passages in task 1 than the ones listed in task 3, or provide more activities and see if Ss do them. | - Ss work in groups to discuss what they do / don’t do during Tet.  - Ss report the results of their group to the class. | ***Students’ own answers*** |
| **Task 4: Work in groups. Read the list and discuss what you should or shouldn’t do at Tet. (p. 64). (7 minutes)** | | |
| - In order to form an opinion using should or shouldn’t, Ss have to decide whether each activity is good or not good to do.  - Allow Ss some time to read the phrases, discuss and make their decisions by ticking or crossing each activity. Encourage Ss to think of the reasons for their choice.  - Have Ss talk in their groups. Encourage responses from others with *I agree; Yes, we should or I don’t think so.*  - Call on some Ss to share their opinions with the class. Encourage them to express their ideas using *should / shouldn’t.* | **-** Ss pay attention to the example and follow the teacher's instruction.  **-** Sswork in groups to do the activity. | ***Students’ own answers.*** |

**e. Assessment**

**-** Teacher checks answers, pronunciation and gives feedback.

**4. CONSOLIDATION**

**a. Wrap-up**  
- T asks Ss to summarise what they have learnt in the lesson.

- T has Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

**b. Homework**

- Do exercise in workbook

- Search for information about what children should/ shouldn’t do during New Year days in China, Thailand, Japan or India.

**Board Plan**

| *Date of teaching*  **UNIT 6: OUR TET HOLIDAY**  **Lesson 5: Skills 1**  \* Warm-up  Resolution Race  **Reading**   1. cheer (v) 2. strike (v) 3. custom (n)   Task 1: Read the passages and decide who says sentences.  Task 2: Test your memory!  **Speaking**  Task 3: Discussion.  Task 4: Discussion.  **\* Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about preparations for Tet;

- Write an email about what people should/ shouldn’t do at Tet

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Skills 2

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped listening, writing and co-operating skills. | - 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. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Cultural sharing circle

**c. Expected outcomes:**

**-** Ss know about some festivals.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Cultural Sharing Circle**  - Teacher instructs each participant to share a personal story or memory related to celebrating Tet within one minute - this could be about favourite traditions, family gatherings, special foods eaten during this time, etc. | **-** Ss work in groups and follow teacher’s instructions.  - Ss share a personal story or memory related to celebrating Tet within one minute. | ***Students’ own answers*** |

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**2. ACTIVITY 1 : LISTENING** (15’ mins)

**a. Objectives:**

- To help students develop listening skills for specific information.

- To help students combine listening and writing at the same time.

**b. Content:**

*-* Task 1: Nguyen is writing to his penfriend Tom about how his family prepares for Tet. Listen and tick the things you hear.

- Task 2: Listen again and answer the questions in one or two words.

- Extra activity: Tick (√) T (True) or F (False).

**c. Expected outcomes:**

**-** Ss can listen right information

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Nguyen is writing to his penfriend Tom about how his family prepares for Tet. Listen and tick the things you hear.** (5 mins) *(Ex 1, p.65)* | | |
| - Teacher asks students to read aloud the list of words, makes sure students produce them correctly. This would help them recognize the key words when they are doing the listening.  - Teacher plays the recording one or two times (depending on students’ levels).  - Teacher lets students work individually.  - Teacher asks students to compare their answers in pairs.  - Teacher checks the answers as a class. | - Ss read aloud the list of words.  - Ss listen to the recording and tick.  - Ss compare their answers in pairs. | ***Answer key:***  old things, peach flowers, new clothes, wishes |
| **Task 2: Listen again and answer the questions in one or two words. .** (5 mins) *(Ex 2, p.57)* | | |
| - Teacher asks students to read the questions carefully and underline keywords in each question to determine what information they need to answer the questions.  - Teacher plays the recording. Teacher has students listen and write their answers.  - Teacher checks their answers as a class.  - Teacher helps correct students’ answers so that they have only 1 - 2 words. Teacher writes the answers on the board. | - Ss read the questions carefully and underline keywords in each question.  - Ss listen and write the answers.  - Ss compare the answers with their partners. | ***Answer key***  **1.** old things  **2.** (their) homes  **3.** red  **4.** (my) father  **5.** anything |
| **Extra activity: Tick (√) T (True) or F (False).** (5 mins) | | |
| - Teacher asks Ss to look at the sentences and guess whether they are true or false. T writes their guesses on the board.  - Teacher tells Ss that they are going to listen again (track 42) and check their guesses.  - Teacher plays the recording and asks Ss to listen again and complete the task.  - Teacher confirms and ticks the correct answers. T plays the recording again when needed. | - Ss look at the sentences and guess whether they are true or false.  - Ss listen to the recording again and answer true or false. | ***Questions:***   1. They do many things before Tet. 2. Nguyen’s mother goes shopping and buys food, red envelopes, and apricot blossom 3. His father cooks banh chung in the oven. 4. He shouldn’t break anything because it brings bad luck.   ***Answer key***  **1.** True  **2.** False  **3.** False  **4.** True |

**e. Assessment**

- Teacher checks students’ understanding, and gives feedback.

- Teacher checks students’ answers.

**3. ACTIVITY 2: WRITING** (20 mins)

**a. Objectives:**

- To help students brainstorm ideas for their email; and to review Tet vocabulary.

- To help students complete an email talking about what people should/ shouldn’t do at Tet.

**b. Content:**

**-** Task 3. Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet.

- Task 4. Complete the email, using your ideas in task 3.

**c. Expected outcomes:**

**-** Students can write an email correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3. Work in groups. Discuss and make a list of four things that you think children should and shouldn’t do at Tet.** (5 mins) *(Ex 3, p.65)* | | |
| - Teacher divides students into groups of four to discuss and make a list of the things they think children should/shouldn’t do at Tet.  - Teacher guides students to write short phrases/ notes instead of full sentences here.  - Teacher walks around and observes students’ performances. If students come up with any new activities or things, teacher writes it on the board for other students to see and discuss. | - Ss work in groups and make a list of the things children should/shouldn’t do at Tet.  - Ss write short phrases/ notes. | *Students’ own answers* |
| **Task 4. Complete the email, using your ideas in task 3.** (15 mins) *(Ex 4, p.65)* | | |
| - Teacher asks students to read what has been written in the incomplete email, and asks students to decide what will come in between the sentences.  - Teacher lets students do this task individually. Teacher refers to their notes in **Exercise 3** to complete the email.  - Teacher walks around the class and offers help if needed.  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher gives feedback. | **-** Ss work individually to complete the email using the notes in task 3.  - Ss exchange their textbooks to check their friends’ writing. | ***Sample answer:***  *To:* [Tom@webmail.com](mailto:Tom@webmail.com)  *Subject:* Tet in Vietnam  *Dear Tom,*  Tet is coming. I will tell you more about our Tet.  At Tet, we should *decorate our houses with flowers and plants.* We should *visit our grandparents and relatives,* too.  But we shouldn’t *eat* *too much sweet food.* We *shouldn’t break dishes*, either.  Please write and tell me about your New Year celebration.  *Yours,*  *Nguyen* |

**e. Assessment**

- T checks Ss’s exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. CONSOLIDATION**

**a. Wrap-up**  
- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

**b. Homework**

- Imagine that you are Tom – Nguyen’s pen friend. Write a letter back to Nguyen to tell him about what people should and shouldn’t do in the New year in your country.

**Board Plan**

| *Date of teaching*  Unit 6: Our Tet holiday  Lesson 6: Skills 2  \* Warm-up  Cultural Sharing Circle  **Listening**  Task 1: Listen and tick.  Task 2: Listen and answer the questions.  Extra activity: True or false.  **Writing**  Task 3: Make a list.  Task 4: Complete the email.  **\* Homework** |
| --- |

**UNIT 6: OUR TET HOLIDAY**

# Lesson 7: Looking back & Project

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 6

-  Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Use words and expressions related to Tet Holiday.

- Practice using should/shouldn’t

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 6, Looking back & Project.

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not have sufficient speaking, writing and co-operating skills when doing project. | - - Encourage students to work in pairs, in groups so that they can help each other.  - - Provide feedback and help if necessary. |
| 2. Some students may excessively talk in the class. | - - Define expectation in explicit detail.  - - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help students revise the vocabulary items they have learnt in the unit

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

- Mind map

**c. Expected outcomes:**

**-** Ss can remember the knowledge that they have learnt.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Mind Map**  **-** Teacher starts with the word "Tet" in the center of a blank page and draw branches outwards to different categories such as Food, Traditions, Games/Activities, Decorations, etc. Write down any ideas that come to mind under each category. | *-* Ss work in groups and complete the mind map. | ***Students’ own answers*** |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (18 mins)

**a. Objectives:**

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

- To help students revise the vocabulary about Tet in context.

- To help students revise the use of *should/ shouldn’t* in context; to let students learn how to behave well at other people’s houses.

- To help students revise the use of *some/ any* in context.

**b. Content:**

**-** Task 1: Match the verbs on the left with the nouns on the right.

- Task 2: Complete the sentences with the words/phrases in the box.

- Task 3: Write full sentences using the cues given, and *should* or *shouldn’t*.

- Task 4: Read the passage and fill the blanks with *some* or *any*.

**c. Expected outcomes:**

**-** Ss remember about the vocabulary items and their form.

- Ss remember how to *should/shouldn’t* and *some/any*

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Match the verbs on the left with the nouns on the right. (3 mins)** *(Ex 1, p.66)* | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks to compare their answers together.  - Teacher gives feedback to the whole class. | - Ss do the task individually and exchange textbooks with their partners. | ***Answer key:***  1. d 2. c 3. e  4. a 5. b 6. f |
| **Task 2: Complete the sentences with the words/phrases in the box. (5 mins)** *(Ex 2, p.66)* | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases.  - Teacher gives feedback as a class discussion. | - Ss do the task individually and exchange textbooks with their partners. | ***Answer key:***  **1.** lucky money  **2.** cleaning  **3.** Banh chung  **4.** peach  **5.** gathering |
| **Task 3:Write full sentences using the cues given, and *should* or *shouldn’t*. (5 mins)** *(Ex 3, p.66)* | | |
| - Teacher highlights the new situation of visiting someone’s house, a popular activity for children at Tet. Teacher revises *should/shouldn’t,* Students learn how to behave well at other people's homes.  - Teacher has students read the phrases first.  - Teacher lets students write the sentences.  - Teacher calls on some students to say the sentences aloud and sees if others agree.  - Teacher checks their answers as a class.  - Teacher asks if students can suggest any other behaviours with *should/shouldn’t.* | - Ss read the phrases first then write the whole sentences.  - Ss check the answers with the whole class. | ***Suggested answers:***  1. He / She should ask for permission before entering a room.  2. He / She shouldn’t run about the house.  3. He / She shouldn’t take things from a shelf.  4. He / She shouldn’t make a lot of noise.  5. He / She should ask for some water if he / she feels thirsty. |
| **Task 4: Read the passage and fill the blanks with *some* or *any.* (p. 66).(5 mins)** *(Ex 4, p.66)* | | |
| - Teacher asks students to look for clues in each sentence to decide which word to fill the blank.  - Teacher asks students to swap their answers and check.  -Teacher checks their answers as a class. | - Ss do the task individually.  - Ss check the answer with their partners. | ***Answer key:***  **1.** some  **2.** some  **3**. any  **4.** any  **5.** some  **6**. any |

**e. Assessment**

- Teacher checks students’ exercises and gives feedback.

**3. ACTIVITY 2: PROJECT** (20 mins)

**a. Objectives:**

**-** To help Ss develop the skill of working in groups to do a project.

**b. Content:**

**-**  Project: I wish

**c. Expected outcomes:**

**-** Students can make their wishes.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Teacher sets the context that Tet is coming, and encourages students to think about their wishes.  - Teacher asks students to get a small piece of paper. (Paper in different colours can give the tree a bright atmosphere.)  - Teacher reminds students not to write their names on the paper.  - Teacher draws students’ attention to some wishes on the trees as examples.  - Teacher allows students 3-5 minutes to write their wishes.  - Teacher lets students come up and hang their wishes on the tree.  - When everybody is ready, call on some students to come and pick a random piece of paper, and read the wish aloud. The class can guess whose wish it is.  - Don’t focus on or correct Ss’ language mistakes. This is an opportunity for them to experiment with the language.  At the end, ask students to make a list of the wishes they are most interested in so that they can share with their family when they return home. | **-** Ss discuss in groups and prepare for their project before delivering it to the whole class. | ***Students’ presentations*** |

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Learn the new words by heart.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  Unit 6: Our Tet holiday  Lesson 7: Looking back & Project  \* Warm-up  Mind Mapping  **Looking back**  Task 1: Match the verbs on the left with the nouns on the right.  Task 2: Complete the sentences.  Task 3: Write full sentences.  Task 4: Read the passage and fill the blanks.  **Project**  I WISH  **\* Homework** |
| --- |