| **School:**  **Teacher’s name:**  **Class:** |
| --- |

**LESSON PLAN**

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

**UNIT 1: MY NEW SCHOOL**

**Lesson 1: Getting started – A special day**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *My new school*

- Gain vocabulary to talk about school things

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be friendlier and willing to make more friends at school

- Actively participate in class and school activities

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. subject (n) | /ˈsʌbdʒekt/ | the thing that is being studied | môn học |
| 2. uniform (n) | /ˈjuːnɪfɔːm/ | a set of clothes that has to be worn by the members of the same group of people | đồng phục |
| 3. calculator (n) | /ˈkælkjəleɪtər/ | an electronic device used for  mathematical processes | máy tính (cầm tay) |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Memorising game

**c. Expected outcomes:**

**-** Students can answer some questions of the teacher about school

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Memorising game**  - Teacher divides the 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.  - Teacher sets the context for the listening and reading text: Write the title on the board *A special day*. Explain the meaning of *special* and ask students to guess what the conversation might be about. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Questions:***  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?  ***Suggested answers:***  1. I can see three people.  2. They are students.  3. They are at one of the boys’ homes.  4. They are carrying school bags/ backpacks.  5. They are going to go to school. |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

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

**a. Objectives:**

- To provide students with vocabulary.

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

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about school.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**  1. subjects (n)  2. uniform (n)  3. calculator (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about school

- To help Ss learn words and phrases related to school;

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and tick T (True) or F (False).

- Task 3: Write one word from the box in each gap.

- Task 4: Match the words with the school things. Then listen and repeat.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (7 mins) | | |
| - Teacher plays the recording twice.  - Teacher checks students’ predictions.  - Teacher calls 3 students to read the conversation aloud. | - Students listen to the recording.  - Students read the conversation aloud. | The dialogue on page 6 |
| **Task 2: Read the conversation again and tick T (True) or F (False).** (7 mins) | | |
| - 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 a student pair compare before checking with the whole class.  - Teacher calls some students to give the answers. | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. T  2. F  3. T  4. T  5. F |
| **Task 3: Write one word from the box in each gap.** (7 mins) | | |
| - Teacher has students read the conversation again, and 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 mates’ answers. | - Students read the conversation again and work independently to do the activity.  - Students share and check the answers. | ***Answer key:***  1. wear  2. has  3. go  4. uniforms  5. subjects |
| **Task 4: Match the words with the school things. Then listen and repeat.** (7 mins) | | |
| ***\*Pelmanism***  - 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 match the names with the correct pictures as fast as possible. The team matched faster and correctly is the winner. | - Students work in 2 teams and follow the teacher's instruction. | ***Answer key:***  1. school bag  2. compass  3. pencil sharpener  4. rubber  5. pencil case  6. calculator |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To provide students with more words related to school things.

- To check students’ vocabulary and improve group work skills.

**b. Content:**

- Task 5: Write names of the things you can see around the class in your notebook.

**c. Expected outcomes:**

- Ss can list many words related to school things that they know.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Write names of the things you can see around the class in your notebook.** (10 mins) | | |
| - Teacher divides the class into groups of four and asks them to look around the class and write down things they can see in the class.  - Teacher calls some students to share the answers with the whole class. | - Students work in groups of four to follow the teacher's instruction.  - Students may ask the teacher if they don’t know the names of the items.  - Students share with the whole class. | *Students’ own answers* |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Think of activities students can do at school.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about their dream school and draw a picture of it. Students will show and present in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. subjects (n)  2. uniform (n)  3. calculator (n)  Task 1: Listen and read.  Task 2: Read and tick T or F.  Task 3: Write one word.  Task 4: Match. Then listen and repeat.  Task 5: Write names of things around class.  **\*Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- 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 /ɑː/ and /ʌ/.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

**3. Personal qualities**

- Be friendlier and willing to make more friends at school

- Actively participate in class and school activities

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Unit 1, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. science (n) | /ˈsaɪəns/ | a particular subject that is studied using scientific methods. | khoa học |
| 2. exercise (n/v) | /ˈeksəsaɪz/ | physical activity that you do to make your body strong and healthy. | bài tập/ tập thể dục |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have difficulties in distinguishing two sounds /ɑː/ and /ʌ/. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Hot seat

**c. Expected outcomes:**

**-** Students can recall some phrases about activities in their free time.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Hot seat**  - 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 members guess the names of the activities.  - The team with the most correct answers in the fastest time is the winner. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Answer key:***  1. football  2. listen to music  3. skip rope  4. drink water  5. watch TV  6. play video games |

**e. Assessment**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students with vocabulary.

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

school activities.

- To teach students how to combine a verb and a noun to talk about school activities.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Listen and repeat the words.

- Task 2: Work in pairs. Put the words in 1 in the correct column.

- Task 3: Put one of these words in each blank.

**c. Expected outcomes:**

**-** Students can identify some new words about school and use them in different contexts

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the word.  1. science [picture]  2. exercise [explanation] | - Students guess the meaning of words. | **New words:**  1. science (n)  2. exercise (n/v) |
| **Task 1: Listen and repeat the words.** (5 mins) | | |
| - Teacher asks students to listen and repeat the words.  - Teacher calls some students to read the words aloud. | - Students listen and repeat the words.  - Students read the words aloud. | *school lunch English*  *history homework*  *exercise science*  *football lessons*  *music* |
| **Task 2: Work in pairs. Put the words in 1 in the correct column.** (5 mins) | | |
| - Teacher asks students to work in pairs and use the words in Task 1 to put them into the correct columns.  - Teacher calls some pairs to share their answers with the whole class.  - Teacher gives feedback and corrections (if necessary).  - Teacher explains which nouns go with each verb to make meaningful names of activities.  - Teacher asks students to work in groups of four and add as many words into each column as possible. | - Students work in pairs and do the task.  - Students work in groups of four to add more words. | ***Answer key:***  **play:** football, music  **do:** homework, exercise  **have:** school lunch, lessons  **study:** English, history, science, music |
| **Task 3: Put one of these words in each blank.** (5 mins) | | |
| - 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. | - Students do the task independently, then share the answers and discuss as a class. | ***Answer key:***  1. homework  2. football  3. lessons  4. exercise  5. science |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the sounds /ɑ:/ and /ʌ/.

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

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

- Task 5: Listen and repeat. then listen again and underline the words with the sounds /ɑ:/, /ʌ/.

**c. Expected outcomes:**

- Students can pronounce the /ɑ:/ and /ʌ/ sounds in words and in sentences correctly

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat. Pay attention to the sounds /ɑ:/ and /ʌ/.** (7 mins) | | |
| - Teacher introduces 2 sounds /ɑː/ and /ʌ/ to students and lets them watch a video about how to pronounce these two sounds.  [HƯỚNG DẪN PHÁT ÂM LỚP 6 - Unit 1: My new school /ɑː/ - /ʌ/](https://www.youtube.com/watch?v=EHd2iLCuQTw&list=PL8_ETpRL2xNbMMSCSok5UNHcQOpjKgvAn&index=1)  - Teacher asks students to give some words they know containing these sounds.  - Teacher draws students’ attention to the letters containing the sounds and helps them identify the sounds.  - Play the recording and ask Ss to listen to these words and repeat. Play the recording as many times as necessary. | - Students watch a video about how to pronounce the two sounds.  - Give some words containing the sounds.  - Listen to the recording. | ***Suggested answers:***  - /ɑː/: car, start, after, party  - /ʌ/: cut, one, country |
| **Task 5: Listen and repeat. Then listen again and underline the words with the sounds /ɑ:/ and /ʌ/.** (7 mins) | | |
| - Before listening, teacher lets students discuss in pairs and find the words with the sounds /ɑː/ and /ʌ/.  - Teacher plays the recording for students to check and repeat the sentences. | - Discuss and find the words containing the sounds.  - Listen to the recording, check and repeat the sentences. | ***Answer key:***  1. My brother has a new compass.  2. Our classroom is large.  3. They look smart on their first day at school.  4. The art lesson starts at nine o’clock.  5. He goes out to have lunch every Sunday. |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

Teacher asks Ss to retell the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 3 more school activities that have the sound /ɑː/ or /ʌ/.

**Board Plan**

| *Date of teaching ……..*  **Unit 1: My new school**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**  1. science (n)  2. exercise (n/v)  Task 1: Listen and repeat.  Task 2: Put the words in the correct columns.  Task 3: Put the words in the blanks.  **\* Pronunciation**  Task 4: Listen and repeat.  Task 5: Underline the words with the sounds /ɑː/ and /ʌ/.  **\*Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the ***present simple tense*** and ***adverbs of frequency***

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Exchange personal information with friends and be friendly at school.

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 1, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **The present simple** | |
| --- | --- |
| **Form** | **Example** |
| S + V-inf/ V(s/ es) + … . | I usually go to school by bike. |
| S + don’t/ doesn’t + V-inf + … . | 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? |
| **Adverbs of frequency** | |
| - To show how often something happens.  We often use them with the present simple.  - Usually place the adverb of  frequency before the main verb. | **Example:**  – Tom usually takes the bus to school.  – They don’t often go to the cinema. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To activate students’ prior knowledge related to the targeted grammar of present simple tense.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Sentence puzzling

**c. Expected outcomes:**

- Students can answer teacher’s question using the structure of present simple

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Sentence puzzling**  - 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 will be the winner. | - Students work in 4 groups and follow the teacher's instruction to play the game. | ***Answer key:***  1. Peter lives near his school.  2. We go to the same school.  3. They have new subjects.  4. We always look smart in our uniforms. |

**e. Assessment**

**-** Teacher corrects for students (if needed)

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

**a. Objectives:**

- To help students get to know about the present simple tense and adverb of frequency.

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

- Students identify the structures and when to use the present simple and adverb of frequency.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **The present simple** | | |
| - Ask Ss to look at the sentences in the Remember! box. Remember to introduce all the positive, negative  and question forms of the tense. Explain to Ss that we use the present simple to talk about actions or  events that often happen, or are fixed.  - Have Ss give some examples. T may give them some verbs to make sentences (e.g. *live, like, play, walk, etc*.) | - Students read the Remember box carefully and listen to the teacher.  - Students make some sentences using the present simple. |  |
| **Adverbs of frequency** | | |
| - Tell Ss to look at the two examples carefully. Then ask them about the position of the adverbs of frequency,  and the meaning of those. Tell them to recall all the adverbs of frequency they know.  *Example:* - Tom **usually** takes the bus to school. - They don’t **often** go to the cinema. | - Students read the examples carefully.  - Students say the adverbs of frequency they know. |  |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help Ss practise future simple and first conditional in sentences

**b. Content:**

- Task 1: Choose the correct answer A, B, or C.

- Task 2: Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.

- Task 3: Fill the blanks with *usually*, *sometimes* or *never*.

- Task 4: Choose the correct answer A or B to complete each sentence.

- Task 5: Work in pairs. Make questions, and then interview your partner.

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Choose the correct answer A, B, or C.** (3 mins) | | |
| - Teacher has students work independently, look at the form and do task 1.  - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary). | - Students work independently to do task 1.  - Students exchange the answers in pairs before checking with the class. | ***Answer key:***  1. A  2. C  3. B  4. A  5. C |
| **Task 2: Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.** (7 mins) | | |
| - Teacher asks students to work independently.  - Teacher calls 1 or 2 students to write their answers on the board, and checks their answers sentence by sentence. | - Students work independently to do the task.  - Students come to the board to write the answers. | ***Answer key:***  1. has  2. Do you have  3. like  4. Does Vy walk  5. ride  6. go |
| **Task 3: Fill the blanks with *usually*, *sometimes* or *never*.** (3 mins) | | |
| - Teacher shows the graph and lets students fill in the blanks with suitable adverbs of frequency: *sometimes, usually* or *never,* then check the answer as a class.  - 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. | - Students do the chart independently then check the answer as a class.  - Students work in groups of four to make 5 sentences using 5 adverbs of frequency from the chart. | ***Answer key:***  2. usually  3. sometimes  5. never |
| **Task 4: Choose the correct answer A or B to complete each sentence.** (5 mins) | | |
| - Teacher has students complete the task independently.  - Teacher then asks students to exchange their textbooks to check their friends’ answers. | - Students work independently to do the task.  - Students exchange textbooks to check their friends’ answers. | ***Answer key:***  1. B  2. A  3. A  4. B  5. A |
| **Task 5: Work in pairs. Make questions, and then interview your partner.** (7 mins) | | |
| - Teacher has students work on the task 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 Activity 5. T may add more questions if necessary) then interview each other. The team with the higher score is the winner.  10 points:  1. you/ like/ your new school  20 points:  2. you/ often/ ride your bicycle/ to school  3. you/ sometimes/ study in the school library  4. your friends/ always/ go to school/ with you  5. you/ usually/ do homework/ after school  30 points:  6. How often/ your mother/ pick you up/ school | - Students do the task in pairs.  - Students work in 2 teams, play a game to check the answer. | ***Answer key:***  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? |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences in the present simple tense, using adverbs of frequency.

**Board Plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: Sentence puzzling  **I. Grammar**  1. Present simple tense  2. Adverbs of frequency  **II. Practice**  Task 1: Choose the correct answer.  Task 2: Write the correct form of the verbs.  Task 3: Fill in the blanks.  Task 4: Choose the correct answer.  Task 5: Make questions, and then interview.  **\* Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know how to introduce someone

- Ask appropriate questions when making friends at school

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready and confident in real life conversations

- Know what good qualities a good friend should have and try to be a good friend

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 1, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. classmate (n) | /ˈklɑːsmeɪt/ | someone who is in the same class with you at school | bạn cùng lớp |
| 2. share (v) | /ʃeə/ | to divide food, money, goods and give parts of it to someone else | chia sẻ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped 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. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

- To introduce the topic.

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

**b. Content:**

**-** Who knows more?

**c. Expected outcomes:**

- Students can use their background knowledge to answer the questions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Who knows more?**  - Teacher divides the class into 2 teams.  - Teacher shows pictures (*PPT slides)* of some famous pairs of friends around the world, asks students to name them.  - The team that gives more correct names is the winner.  - Teacher leads students into the lesson by telling about what they are going to learn:  *Are people above good friends? Why?*  *Let’s find out what makes a good friend in our lesson today.* | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Answer key:***  1. Tom and Jerry  2. Woody and Buzz  3. Lisa and Rose  4. Spongebob and Patrick  5. Harry Potter and Hermione Granger  6. Leonardo DiCaprio and Tobey Maguire |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce the structure of introducing someone.

- To help Ss practise introducing someone.

**b. Content:**

- Vocabulary pre-teaching

**-** Task 1: Listen and read the dialogue. Pay attention to the highlighted parts.

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

**c. Expected outcomes:**

- Students can use the structures to introduce someone.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (3 mins) | | |
| - Teacher introduces the vocabulary by:  + giving situation;  + giving an explanation.  1. share (v) [situation]: What action can you say when you give your food to poor children?  2. classmate (n) [explanation]: the people who are in the same class with you | - Students listen to the explanation of the words.  - Students write the new words in their notebooks. | ***New words:***  1. share (v)  2. classmates (n) |
| **Task 1: Listen and read the dialogue. Pay attention to the highlighted parts.** (5 mins) | | |
| - Teacher lets students listen and read the dialogue, and 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.  *This is … .*  *Nice to meet/ see you.*  *Nice to meet/ see you, too.* | - Students listen to the dialogue and find out what the characters say when they first meet someone.  - Some students share their opinions to the class. |  |
| **Task 2: Work in groups. Practise introducing a friend to someone else.** (7 mins) | | |
| - 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). | - Students work in groups of four to introduce oneself to the group members using the learned structures.  - Some students introduce their new friends to the class. |  |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: ﻿CUISINES AROUND THE WORLD** (20 mins)

**a. Objectives:**

- To help Ss practise asking questions when making new friends at school.

- To help Ss ask and answer questions about friends, and practise making a presentation.

**b. Content:**

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

- Task 4: there is a quiz for students in the new school newsletter. Answer the questions.

- Task 5: Work in groups. Take turns to interview the others. Use the questions above.

**c. Expected outcomes:**

- Students get some information about the cuisine of different countries around the world.

- Students can ask and answer questions about food.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Read and tick the questions you think are suitable to ask a new friend at school.** (5 mins) | | |
| - 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. | - Students work in groups of four to do the task, then add two more questions to the list. | ***Suggested answer:***  1. Are you from around here?  2. Do you like music?  4. What is your favourite subject at school?  6. Do you play football?  7. How do you go to school every day? |
| **Task 4: There is a quiz for students in the new school newsletter. Answer the questions.** (7 mins) | | |
| - First, ask Ss to give qualities of a good friend at school (adjectives) in pairs or groups. Encourage them to give as many words as possible.  - Ask Ss to answer the questions individually. | - Students work in pairs or groups to list some adjectives about a good friend.  - Students do the quiz independently. | ***Suggested words:*** friendly, generous, helpful, cheerful |
| **Task 5: Work in groups. Take turns to interview the others. Use the questions above.** (8 mins) | | |
| - 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. | - Students form a new group with new classmates, using questions from task 4 to interview. |  |

**e. Assessment**

**-** Teacher corrects students while going around to help when students are practising.

- Teacher gives corrections and feedback

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Write down the results and feedback of the previous interviews.

**Board Plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Introducing someone  Task 1: ﻿Listen and read.  Task 2: ﻿Practise introducing a friend to someone.  **\* New friends at school**  Task 3: Read and tick.  Task 4: ﻿Answer the questions.  Task 5: ﻿Interview others.  **\*Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for general and specific information about schools

- Talk about types of school one would like to go to and the reasons why

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

**3. Personal qualities**

- Understand more about their preference of different types of schools and show their love for the school

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 1, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. international (adj) | /ˌɪntəˈnæʃnəl/ | involving more than one country | quốc tế |
| 2. boarding school (n) | /ˈbɔːdɪŋ ˌskuːl/ | a school where  students live and study | trường nội trú |
| 3. playground (n) | /ˈpleɪɡraʊnd/ | an area designed for children to play outside | sân chơi |

**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.  - Have excessively talkative students practise  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Game: Lucky number

**c. Expected outcomes:**

- Students gain knowledge about their school.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Lucky number**  - Class is divided into 2 groups.  - Teacher prepares 7 numbers which includes 5 questions about their school, and 2 lucky numbers.  - 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. | - Students follow the teacher's instruction and play the game in two teams. | ***Suggested questions:***  1. How many classes are there in our school?  2. Do students have to wear uniforms 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? |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Task 1: Look at the pictures and quickly read the passages. Match 1-3 with A - C.

- Vocabulary teaching

- Task 2: Read the passages again and complete the sentences.

- Task 3: Answer the questions.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Look at the pictures and quickly read the passages. Match 1-3 with A - C.** (3 mins) | | |
| - Teacher leads students into the lesson by showing pictures of 3 schools *Sunrise, An Son* and *Dream* and asks them some questions:  - Teacher asks students to open the book, read through the text and do Task 1.  - Teacher calls some students to give the answer, explaining which sentence gives them the information. | - Students look at the pictures shown on screen and answer the questions.  - Students do the task and explain their answers. | ***Suggested questions:***  1. What can you see in these pictures?  2. Are these schools in the same place?  3. Which school do you think is in Viet Nam?  ***Suggested answers:***  1. I can see three different schools.  2. No, they aren’t.  3. The second school. |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  1. boarding school (n)  2. playground (n)  3. international (adj) |
| **Task 2: Read the passages again and complete the sentences.** (5 mins) | | |
| - Teacher asks students to read through the sentences, predict what information/ what types of words they have to fill in the blanks.  - T lets students work independently and find the correct answer.  - Teacher lets students pair up before checking with the whole class. | - Students apply scanning techniques to do the task independently.  - Students pair up to check their answers and then check with the class. | ***Answer key:***  1. boarding  2. Sydney  3. mountains and green fields  4. Dream School  5. English-speaking teachers |
| **Task 3: Answer the questions.** (7 mins) | | |
| - Teacher asks students to read the questions and underline key words, and reminds them to focus on the types of information they have to find (*What/ Where/ Which school…*).  - Teacher asks students to work in pairs and find the answer.  - Teacher calls a student to write his/her answer on the board, then checks sentence by sentence with the class. | - Students work independently to find the key words.  - Students work in pairs to find the answers. | ***Answer key:***  1. Sunrise (is).  2. (It is) in Bac Giang.  3. Yes, there is.  4. They join many interesting clubs. |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about a school

- To ﻿provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit

**b. Content:**

- Task 4: Which school in Task 1 would you like to go to? Why? Complete the table.

**c. Expected outcomes:**

**-** Students can discuss their choice on the school they like with their friends.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Teacher asks students to work independently and complete the table.  - Teacher goes around and offers help if needed.  - Teacher tells students to work in groups of four and share the answer, reminding them to take note of the information from other members.  - Teacher invites some students to talk in front of the class and makes sure they speak in full sentences.  - Students share their ideas with the whole class. | - Students refer back to task 1 to complete the table independently.  - Students work in groups of four to share answers, then talk in front of the class in pairs. | ***Example:***  A: Which school would you like to go to?  B: I’d like to go to dream school.  A: Why?  B: Because I’d like to paint in the art club. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

- Write down their opinions about a school in their notebooks.

**Board Plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 5: Skills 1**  **\*Warm-up**  Game: Lucky number  **\* Reading**  Task 1: Read and match.  Vocabulary  1. boarding school (n)  2. playground (n)  3. international (adj)  Task 2: Read and complete.  Task 3: Answer the questions.  **\* Speaking**  Task 4: ﻿Complete and discuss.  **\*Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for information about a school

- Write a paragraph about student’s school

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be friendlier and willing to make more friends at school

- Be encouraged to attend school activities.

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 1, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have  underdeveloped listening 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.  - Have excessively talkative students practise.  - 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 lesson.

**b. Content:**

- Game: Crossword puzzle

**c. Expected outcomes:**

- Students can answer the questions related to school.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Teacher divides the class into 2 teams. Each team takes turns to choose a crossword, reads the clues and solves the puzzle. | - Students do the crossword in 2 teams. | ***Questions:***  1. This is an area designed for children to play outside, especially at school or in a park.  2. This is an adjective used to describe people who have a clean, tidy and stylish appearance.  3. Complete the following sentence with a suitable word:  *Mrs Nguyen teaches all my history \_\_\_\_\_.*  4. What is the name of this subject? – [visual]  5. What is this school item? – [visual]  6. This is a small electronic device that is used for calculations.  - Teacher draws students’ attention to the word **PALMER** – the name of a school in America, letting them know they are going to listen to Janet, a student from Palmer school. |

**e. Assessment**

**-** Teacher corrects students (if needed)

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information about Palmer School

**b. Content:**

- Task 1: Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions. Listen to the talk and check your guesses.

- Task 2: Listen again and choose the correct answer A or B.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions. Listen to the talk and check your guesses.** | | |
| - Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses.  - Teacher plays the recording once. Students listen to check their guesses. | - Students work in pairs to discuss the questions.  - Students listen to the recording to check their answers. | ***Suggested answers:***  1. Yes, they do.  2. Yes, they do. |
| **Task 2: Listen again and choose the correct answer A or B.** | | |
| - Teacher asks students to read the statements, underline the key words, reminds them to pay attention to the key words while listening.  - Teacher plays the recording and 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. | - Students find the key words independently and then listen to the recording to do the task.  - Students compare the answer with their partners.  - Some students go to the board to write the answer and then check with the whole class. | ***Answer key:***  1. A  2. B  3. B  4. A  5. A |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph ﻿about their school.

**b. Content:**

- Task 3: ﻿Write the answers to the following questions about your school.

- Task 4: ﻿Use the answers in 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about their school

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: ﻿Write the answers to the following questions about your school.** | | |
| - 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 at the reading passages.  - Teacher asks students to compare their answers.  - Teacher invites one or two students to write their answers on the board and gives feedback as models. | - Students work independently to answer the questions.  - Students discuss their answers with partners and then some students write their answers on the board. | Students’ own answers about their school. |
| **Task 4: ﻿Use the answers in 3 to write a paragraph of 40-50 words about your school. You can refer to the reading passages to help you.** | | |
| - 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 paper in 6 minutes.  - T asks students to pay attention to punctuation, structures, word choice, linking words, etc. | - Students work in groups of four to write their full paragraph.  - Students pay attention while the teacher is checking their work. | ***Sample paragraph:***  My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 6: Skills 2**  **\*Warm-up**  Game: Crossword puzzle  **\*Listening**  Task 1: Guess the answers. Listen and check.  Task 2: Listen again and choose A or B.  **\*Writing**  Task 4: **﻿**Answer about your school.  Task 5: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 1: MY NEW SCHOOL**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 1

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

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to attend school activities.

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 1, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

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

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many school things as possible.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - 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. | - Students work in 2 teams and listen to the teacher’s instructions to play the game. | ***Suggested answers:***  pencil, pen, rubber, compass, school bag, calculator, pencil sharpener, subjects, uniform, … |

**e. Assessment**

**-** Teacher corrects for students (if needed)

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

**a. Objectives:**

- To help Ss review the vocabulary of Unit 1

**b. Content:**

- 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.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Look at the pictures. Write the correct words in the gaps.** (5 mins) | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks with their partners.  - Teacher gives feedback as a class discussion. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***Answer key:***  1. uniform  2. pencil sharpener  3. notebook  4. compass  5. calculator  6. ruler |
| **Task 2: ﻿Match the words in A with the words / phrases in B.** (5 mins) | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks with their partners.  - Teacher gives feedback as a class discussion. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***Answer key:***  1. e  2. d  3. b  4. a  5. c |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (11 mins)

**a. Objectives:**

- To help Ss revise the present simple tense and the adverbs of frequency.

**b. Content:**

- 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.

**c. Expected outcomes:**

- Recall the uses of the future simple and the first conditional

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Complete the sentences with the present simple.** (3 mins) | | |
| - Teacher has students complete the task individually.  - Teacher gives feedback as a class discussion. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***Answer key:***  1. comes  2. don’t  3. walks  4. do  5. teaches |
| **Task 4: Complete the text with the correct form of the verbs in brackets.** (5 mins) | | |
| - Teacher asks students to work in pairs to read the sentences carefully and give the answers.  - Teacher gives feedback as a class discussion. | - Students work in pairs.  - Students complete the task and discuss the answers. | ***Answer key:***  1. is  2. has  3. walks  4. study  5. likes |
| **Task 5: Put the adverb in brackets in the correct place in each sentence.** (3 mins) | | |
| - Teacher asks students to work in pairs to read the sentences carefully and give the answers.  - Teacher gives feedback as a class discussion. | - Students work in pairs.  - Students complete the task and discuss the answers. | ***Answer key:***  1. I always remember to do my homework.  2. Nick usually gets good marks in exams.  3. We do not often see a rabbit in town.  4. I rarely read in bed at night.  5. Do you sometimes sing in the shower? |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about an interesting way of life around the world

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Your dream school**  - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present the data to the class.  - Give feedback to students’ presentations. | - Students check their posters again in groups.  - Groups show their posters and then present. | ***Suggested outcome:***  Students’ posters & presentations |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

| *Date of teaching*  **Unit 1: My new school**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Brainstorming  **\*Vocabulary**  ﻿Task 1: Write the correct words.  Task 2: Match.  **\*Grammar**  ﻿Task 3: Complete the sentences.  ﻿Task 4: Complete the text.  Task 5: Put adverbs in the correct place.  **\*Project**  **\* Homework** |
| --- |