

UNIT 6: OUR TET HOLIDAY

Lesson 1: Getting started – Happy New Year!

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to “Tet”;
 - use the vocabulary and structures to describe things and activities at Tet.

Language analysis

Form	Meaning	Pronunciation
1. celebrate (v)	to show that a day or an event is important by doing something special on it	/ˈseɪlɪbreɪt/
2. decorate (v)	to make something look more attractive by putting things on it	/ˈdeɪkəreɪt/
3. family gathering (N. phr.)	all members of a family meeting together for a social event	/ˈfæməli ˈgæðərɪŋ/
4. lucky money (N. phr.)	money placed in a red envelope and given as a gift, usually for Lunar New Year	/ˈlʌki ˈmʌni/

Materials (referenced)

- Grade 6 textbook, Unit 6, Getting started
- Pictures
- CD disk, cassette
- sachmem.vn

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.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- 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.
--	---

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Our Tet Holiday</p> <p>Lesson 1: Getting started</p> <p>* Warm-up: Asking questions relating to Tet</p> <p>I. Vocabulary:</p> <ol style="list-style-type: none"> 1. celebrate (v) 2. decorate (v) 3. family gathering (N. phr.) 4. lucky money (N. phr.) <p>II. Practice:</p> <p>Task 1: Listen and read. (p. 58)</p> <p>Task 2: What are Linda and Phong talking about? (p. 59)</p> <p>Task 3: Complete the sentences about Tet with the information from the conversation in 1. (p. 59)</p> <p>Task 4: Match the words/ phrases in the box with the pictures. (p. 59)</p> <p>Task 5: Game – Is it about Tet? (p. 59)</p> <p>* Homework</p>
--

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> - To set the context for the listening and reading text. - To introduce the topic of the unit. 	<ul style="list-style-type: none"> - Teacher writes the word TET on the board and ask students to give any words relating to the topic. - Teacher may allow students to give a Vietnamese word and asks other students in the class if they know the equivalent in English. 	T-Ss	5 mins

		<ul style="list-style-type: none"> - Teacher writes on the corner of the board a list of the words which students cannot translate into English and asks them to keep a record for later reference when the unit finishes. - Teacher lets students open their books and starts the lesson. 		
Lead in	To help students get the main idea of the text.	<ul style="list-style-type: none"> - Teacher draws students' attention to the picture in the textbook and asks them questions about the picture: 1. <i>What are there in the picture?</i> 2. <i>What do you think about when talking about Tet?</i> <i>Suggested answers:</i> 1. There is a peach blossom / cherry blossom tree with red envelopes. 2. Lucky money, new clothes,... 	T-Ss	2 mins
Presentation (Vocab- pre-teach)		<p>* VOCABULARY:</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: + showing the pictures illustrating the words; + providing the synonym or antonym of the 	T-Ss	5 mins

words.

+ providing the definition
of the words

1. celebrate (v):

[definition] [picture]

2. decorate (v):

[definition] [picture]

3. family gathering

(N. phr.): [definition]

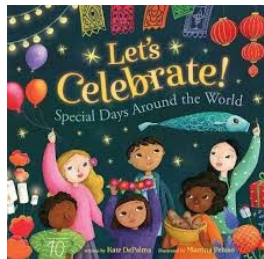
[picture]

4. lucky money (N. phr.):

[picture]




decorate



celebrate



family gathering

		 <p style="text-align: center;"><i>lucky money</i></p>		
Practice	<ul style="list-style-type: none"> - To help students get the main idea of the text. - To help students scan the text for the information to fill the blanks. - To develop students' knowledge of the vocabulary of things relating to Tet. 	<p>Task 1: Listen and read. (p. 58)</p> <ul style="list-style-type: none"> - Teacher asks students to look at the title of the conversation and the picture. - Teacher asks students some brainstorming questions like: <ol style="list-style-type: none"> 1. <i>What do you think they are talking about?</i> 2. <i>When is Tet?</i> 3. <i>Is it a holiday?</i> 4. <i>What do we do at Tet?</i> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. <i>They are talking about Tet/ New Year.</i> 2. <i>It's in January/ February.</i> <i>Yes, it is. We clean our houses, decorate them, meet relatives,...</i> <ul style="list-style-type: none"> - Teacher encourages students to give their answers, but does not confirm whether their answers are right or wrong. - Teacher plays the recording twice for students to listen and 	<p style="text-align: center;">T-Ss</p> <p style="text-align: center;">Ss-Ss</p>	15 mins

		<p>read along.</p> <ul style="list-style-type: none"> - Teacher has students underline the words that are related to the topic of the unit while they are listening and reading. - Teacher invites some pairs of students to read the dialogue 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. <p>Task 2. What are Linda and Phong talking about? (p. 59)</p> <ul style="list-style-type: none"> - 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.) <p><i>Answer key:</i> B</p> <p>Task 3: Complete the sentences about Tet with the information from the</p>		
--	--	--	--	--

		<p>conversation in 1. (p. 59)</p> <ul style="list-style-type: none"> - 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. <p>E.g.: In sentence 1, we need to fill the time of Tet this year;</p> <p>Answer key:</p> <p>1. January 2. houses 3. gatherings 4. lucky money 5. break</p> <p>Task 4: Match the words/ phrases in the box with the pictures. (p. 59)</p> <ul style="list-style-type: none"> - 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. <p>Answer key:</p> <p>1. b 2. a 3. c 4. d</p>		
Production	To allow students' opportunities	<p>Task 5: Game – Is it about Tet? (p. 59)</p> <ul style="list-style-type: none"> - Teacher allows students 	T-Ss	15 mins

	to recognize what is related to Tet through a fun game.	<p>some time to read the instruction and the example.</p> <ul style="list-style-type: none"> - Teacher demonstrates the game by saying a word/ phrase aloud and ask students if it's about Tet or not. - Teacher lets students write down two things/ activities. - Teacher goes round and helps if needed. - Teacher divides the class into 2 or 4 teams and lets them compete each other. The teams can play Rock – Paper – Scissors to decide which team goes first. - Which team gets more correct words is the winner. 	Ss-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	<ul style="list-style-type: none"> - Teacher asks one or two students to tell the class what they have learnt. - Teacher asks students to say aloud some words they remember from the lesson. - If there is an overhead projector in the classroom, show the dialogue, highlight the keywords related to the topic. It would be helpful if teacher also 	T-Ss	2 mins

		highlights in the dialogue <i>should/ shouldn't, some/ any</i> at the end and tells students that they will learn these language points in the following lessons.		
Homework	To prepare vocabulary for the next lesson: A closer look 1.	<ul style="list-style-type: none"> - Teacher lists out 10 words/ phrases you can think of when talking about Tet. - The students can use the words from the Warm-up activity and look up the words they don't know in English. 	T-Ss	1 min

UNIT 6: OUR TET HOLIDAY

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- extend and practice vocabulary related to "Tet": things, activities and practices;
 - pronounce and recognize the sounds /s/ and /ʃ/.

Language analysis

Form	Meaning	Pronunciation
1. visit relatives	come to the place where the family members live	/'vɪzɪt 'relətɪv/
2. make a wish	to wish/ ask for something you really want	/meɪk ə wɪʃ/
3. clean the furniture	make the things in our house free from dirt	/kli:n ðə 'fɜ:nɪtʃə(r)/

Materials (referenced)

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




Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- 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.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students

	practise. - Continue to define expectations in small chunks (before every activity).
--	---

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Our Tet holiday</p> <p>Lesson 2: A closer look 1</p> <p>* Warm-up</p> <p>Task 1: Name the pictures. (p. 60)</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. have fun 2. visit relatives 3. give lucky money 4. make a wish 5. clean the furniture 6. watch fireworks <p>Task 2: Match the verbs with the nouns. (p. 60)</p> <p>Task 3: Complete the sentences with the words in the box. (p. 60)</p> <p>II. Pronunciation</p> <p>Task 4: Listen and repeat the words. (p. 60)</p> <p>Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /j/ in the underlined words. (p. 60)</p> <p>III. Production</p> <p>Sentence race</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate	Task 1: Game - Name the		5

		<p><i>special food</i></p>  <p><i>fun</i></p>  <p><i>wish</i></p>  <p><i>furniture</i></p>		
Lead in	To lead in the lesson about vocabulary and pronunciation.	<ul style="list-style-type: none"> - Teacher tells the students to look at the word and phrase and pay attention at the sound /s/ and /ʃ/: wish /wɪʃ/ and special food /'speʃl fu:d/. - Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words and phrases to talk about Tet activities and two sounds /s/ and /ʃ/.” 	T-Ss	2 mins
Presentation	To teach	Task 2: Match the verbs	T-Ss	5

(Vocab- pre-teach)	students how to combine a verb with a noun to talk about Tet activities.	<p>with the nouns. (p. 60)</p> <ul style="list-style-type: none"> - Teacher explains to students that some verbs and nouns goes 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. f (have fun) 2. e (visit relatives) 3. d (give lucky money) 4. a (make a wish) 5. c (clean the furniture) 	Ss-Ss	mins
			S	
			T-Ss	

and /aʊ/).		<p>students and lets them watch a video about how to pronounce these two sounds.</p> <ul style="list-style-type: none"> - Teacher asks students to give some words containing these sounds. <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - /s/: see, sun, say, swim, ... - /ʃ/: show, should, shower, wash,... 	T- Ss	
Practice	<p>To help students identify how to pronounce the sounds /s/ and /ʃ/ and practise pronouncing these sounds in words.</p> <p>To help students pronounce the sounds /s/ and /ʃ/ correctly in</p>	<p>Task 4: Listen and repeat the words. (p. 60)</p> <ul style="list-style-type: none"> - Teacher may write two Vietnamese words on the board first, e.g. <i>xách</i> and <i>sách</i>. - Teacher asks students to say the words aloud and draw their attention to the difference in the pronunciation of <i>x</i> and <i>s</i>. - Teacher writes the words <i>see</i> and <i>she</i> under the words <i>xách</i> and <i>sách</i> and read aloud the four words. - Teacher lets students elicit the difference in the two sounds /s/ and /ʃ/ in English. - Teacher has some students read out the words first. Then play 	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p>	15 mins

	<p>context.</p>	<p>the recording and ask students to listen and repeat.</p> <ul style="list-style-type: none"> - Teacher plays the recording as many times as necessary. - Teacher calls on some students to check. <p>Audio script:</p> <table border="1" data-bbox="564 475 893 596"> <tr> <td>shopping</td> <td>special</td> </tr> <tr> <td>spring</td> <td>wish</td> </tr> <tr> <td>rice</td> <td>celebrate</td> </tr> </table> <p>Task 5: Listen and repeat the poem. Pay attention to the sounds /s/ and /ʃ/ in the underlined words. (p. 60)</p> <ul style="list-style-type: none"> - 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 /ʃ/ sounds. Go around and correct pronunciation if needed. - Teacher asks for some volunteers to stand up and read the poem 	shopping	special	spring	wish	rice	celebrate	<p>Ss-Ss</p>	
shopping	special									
spring	wish									
rice	celebrate									

		<p>aloud.</p> <p>Audio script: <i>Spring is coming!</i> <i>Tet is coming!</i> <i>She sells peach flowers.</i> <i>Her cheeks shine.</i> <i>Her eyes smile.</i> <i>Her smile is shy.</i> <i>She sells peach flowers.</i></p>		
Production	To give students chance to apply what they have learnt.	<p>Game: Sentence race</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 big teams. - All the teams have to produce the longest sentence that contains the most /s/ and /ʃ/ sounds in 5 minutes. Then, each team takes turn to present their sentence, which team has the longest sentence that has the most /s/ and /ʃ/ sounds wins. <p>Suggested sentences: The tongue twister: Seashells</p> <ul style="list-style-type: none"> - <i>She sells sea shells by the sea shore.</i> - <i>The shells she sells are surely seashells.</i> - <i>So if she sells shells on the seashore.</i> - <i>I'm sure she sells seashore shells.</i> 	Group work	5 mins
Consolidation	To consolidate what students	Teacher asks students to talk about what they	T-Ss	2 mins

	have learnt in the lesson.	have learnt in the lesson.		
Homework	To revise what they have learnt.	Find 5 new words that haven't been mentioned in the lesson with the sound /s/ and /f/. Write them down and practice pronouncing the words.	T-Ss	1 min

UNIT 6: OUR TET HOLIDAY

Lesson 3: A closer look 2

should / shouldn't & some / any

Lesson aim(s)

By the end of the lesson, students will be able to:

- use *should* and *shouldn't* to make advice;
- use *some* and *any* to talk about quantity.

Language analysis

Form	Meaning
should shouldn't	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.

Materials (referenced)

- Grade 6 textbook, Unit 6, A closer look 2
- sachmem.vn

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.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

Unit 6: Our Tet holiday

Lesson 3: A closer look 2

*** Warm-up**

Make up sentences with “There is... / There are...”

I. Grammar focus

1. should / shouldn't
2. some / any

II. Practice:

Task 1: Look at the signs at the library and complete the sentences with should or shouldn't. (p. 61)

Task 2: Tick the activities children should do at Tet and cross the ones they shouldn't. (p. 61)


Task 3: Tick the activities children should do at Tet and cross the ones they shouldn't do. (p. 61)

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

III. Production:

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

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar and to increase students interest.	<p>* Activity 1:</p> <p>- Teacher shows the pictures from the last lesson to revise the words that students have learnt:</p>  <p><i>firework</i></p>	T-Ss Group work	5 mins



special food



fun



wish



furniture

- Then teacher asks students to make sentences with *There is / There are.*

Suggested answers:

- There are fireworks.
- There are spring rolls.
- ...
- Teacher can explicit the targeted grammar by saying: "We can

		<p>add <i>some</i> or <i>any</i> into these sentences.” and then say some examples.</p> <p>* Activity 2:</p> <ul style="list-style-type: none"> - Teacher asks students about some activities the student learned in the last lesson. <p>E.g.:</p> <ol style="list-style-type: none"> 1. visit relatives 2. give lucky money 3. make a wish <ul style="list-style-type: none"> - Then teacher can say: “We can add <i>should</i> and <i>shouldn’t</i> when we talk about the things we think that it’s right or wrong. <p>E.g.: “We should visit relatives at Tet.”</p>		
Lead in	To introduce targeted grammar of “should / shouldn’t” and “some / any”.	Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more about how to use “should/ shouldn’t” and “some/ any.”	T-Ss	2 mins
Presentation		<p>Should / shouldn’t</p> <ul style="list-style-type: none"> - 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 	T-Ss Ss-Ss	10 mins

		<p>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.</p> <ul style="list-style-type: none"> - Teacher writes <i>In the classroom</i> 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. <p>Some/ Any:</p> <ul style="list-style-type: none"> - By this time, students have seen/ used some and any already. This is just a summary of their use. - Teacher asks students to read the yellow grammar box. - Teacher tells them to 	T-Ss	
--	--	--	------	--

		<p>pay attention to the phrases in bold in the sentences to see how some and any are used differently (positive, negative, and question).</p> <ul style="list-style-type: none"> - Teacher reminds them that <i>some</i> and <i>any</i> can be used with both countable/ uncountable nouns. When they go with countable nouns, the nouns are always in plural. 	Ss-Ss	
Practice	To give students more opportunities to practise the use of <i>should / shouldn't</i> in real context.	<p>Task 1: Look at the signs at the library and complete the sentences with should or shouldn't. (p. 61)</p> <ul style="list-style-type: none"> - Teacher writes the word <i>LIBRARY</i> 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 	<p>T-Ss</p> <p>Ss-Ss</p>	18 mins

	<p>To help students see what activity is good / not good to be done at Tet.</p> <p>To help students form sentences using <i>should/ shouldn't</i>.</p> <p>To give students some controlled practice on the use of <i>some/ any</i>.</p>	<p>to read aloud the sentences and checks their answers as a class.</p> <ul style="list-style-type: none"> - If there is still time, teacher asks students to refer to the notes of <i>In the classroom</i> on the board and practise saying the sentences with <i>should/ shouldn't</i>. <p>Answer key:</p> <ol style="list-style-type: none"> 1. should 2. shouldn't 3. should 4. shouldn't <ul style="list-style-type: none"> - Teacher asks students to look at <i>Remember!</i> box and allow them one minute to memorise it. <p>Task 2: Tick the activities children should do at Tet and cross the ones they shouldn't. (p. 61)</p> <ul style="list-style-type: none"> - Teacher asks students to look at the pictures and read the phrases under the pictures. - Teacher then ticks (it's good) or cross (it's not good) each picture. The pictures help make the meanings of the phrases clear. 	<p>T-Ss</p>	
--	---	--	-------------	--

		<p>- Teacher checks the answers as a class.</p> <p><i>Suggested answer:</i></p> <p>1. ✓ 2. x 3. ✓ 4. x 5. ✓ 6. ✓ 7. x 8. x</p> <p>Task 3: Tick the activities children should do at Tet and cross the ones they shouldn't do. (p. 61)</p> <p>- This activity allows students to produce sentences with the target language of <i>should / shouldn't</i>, using the prompts in Task 2.</p> <p>- Teacher asks students to use the tick and cross for each activity in Task 2 and the examples on the board to help.</p> <p>- Teacher goes round and gives help if needed.</p> <p>- Teacher makes sure students combine <i>should/ shouldn't</i> and the main verb correctly.</p> <p>- Teacher makes sure they pronounce the words <i>should</i> and <i>shouldn't</i> correctly too.</p>	T-Ss	
--	--	--	------	--

		<ul style="list-style-type: none"> - Teacher checks the answers as a class. <p>Task 4: Complete the sentences with <i>some</i> and <i>any</i>.</p> <ul style="list-style-type: none"> - Teacher applies the rules in the box. - Teacher asks students to look for clues (+ or - / ? sentences) and decides whether to use <i>some</i> or <i>any</i>. - Teacher checks their answers as a class and explain the choice. <p>Answer key:</p> <ol style="list-style-type: none"> 1. some, some 2. any, any 3. any, some 	T-Ss	
Production	To give students much freer practice with some/ any in real context.	<p>Task 5: Game – What’s there in the fridge?</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - 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 reads out loud the things in the fridge, and also the things that aren’t in the fridge (to practice 	T-Ss	7 mins

		<p>negative form). The team which raise their hands the fastest will get the chance to answer. Each correct answer gets 10 points. → The team with the most points in the winner.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. There are some eggs (in the fridge). 2. There is some fruit juice./ There are some packs of fruit juice. 3. There are not any apples. 4. There is not any bread. 5. There are some bananas. 6. There is some cheese. 		
Consolidation	To consolidate what students have learnt in the lesson.	<ul style="list-style-type: none"> - Teacher summarises the main grammar points of the lesson. - Teacher uses the classroom to demonstrate some actions and students comment, using <i>should / shouldn't</i>. - E.g. Open the door and window when the conditioner is on, put your legs on the table, play the recording 		2 mins

		<p>loud, cough...</p> <ul style="list-style-type: none"> - Students respond: You shouldn't put your legs on the table, etc. - Teacher takes some books and show to students. Students respond by saying: <i>You have some books.</i> - Teacher puts all the books down and shows the hands without any books. - students respond by saying: <i>You don't have any books.</i> 		
Homework	Reactivate the knowledge that students have gained.	<ol style="list-style-type: none"> 1. Write 5 rules that students should and shouldn't do at home. 2. Write 5 things available in their house's fridge, and 5 things unavailable. 		1 min

UNIT 6: OUR TET HOLIDAY

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- introduce New Year's wishes;
 - introduce students to some New Year's practices in other countries.

Language analysis


Materials (referenced)





- Grade 6 textbook, Unit 6, Communication
- Pictures
- sachmem.vn

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Our Tet holiday</p> <p>Lesson 4: Communication</p>
<p>* Warm-up</p> <p>Ask and answer/ brainstorm</p> <p>I. Everyday English</p> <p>Saying New Year's wishes</p> <p>Task 1: Listen and read the New Year's wish.</p> <p>Task 2: Practice saying New Year's wishes.</p> <p>Student work in groups to complete the full sentence: "Wishing you joy and laughter ..." to each other.</p> <p>II. New Year practices in the world</p> <p>Task 3: Quiz: match the sentences with the pictures. Then match them with the countries.</p> <p>Task 4: Read how people in different countries celebrate their New Year. Then match the countries with the activities.</p> <p>Task 5: Work in groups. Each student chooses one activity from Task 4. Take turns to say them aloud. The group says which country he/ she is talking about.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<p>- Teacher shows students the flags of five countries and asks them if they know the names of the countries.</p> <p><i>Suggested answers:</i></p> <div style="text-align: center;">  <p>Japan</p> </div>	T-Ss Ss-Ss	3 mins

		 <p>Thailand</p>  <p>Romania</p>  <p>Spain</p>  <p>Switzerland</p>		
Lead in	To lead in the lesson about vocabulary and pronunciation.	<ul style="list-style-type: none"> - Teacher asks students how people wish others on New Year holiday. - Teacher sums up some common wishes. 	T-Ss	2 mins
EVERYDAY ENGLISH				
Presentation	Introduce New Year's wishes.	<p>Task 1: Listen and read the New Year's wish.</p> <ul style="list-style-type: none"> - Teacher turns on the audio, students listen and read the New Year's wish. 	T-Ss	5 mins

		<ul style="list-style-type: none"> - Teacher asks students can they add some more wishes. → Students come up with the patterns: Wishing you/ I wish you + noun/ noun phrase. 		
Practice	To practice saying New Year's wishes.	<p>Task 2: Practise saying New Year's wishes to your friends, using the suggestions below or creating your own.</p> <ul style="list-style-type: none"> - Students work in groups and say New Year's wishes. - Teacher calls on some students to say the wishes aloud. 	Group work	5 mins
NEW YEAR PRACTICES IN THE WORLD				
New Year celebrations	Introduce some New Year's practices to students.	<p>Task 3: Match the sentences with the pictures. Then match them with the countries.</p> <ul style="list-style-type: none"> - 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 	T-Ss Ss-Ss	5 – 7 mins

		<p>answers as a class.</p> <ul style="list-style-type: none"> - 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. 	T-Ss	
		<p>Task 4: Read how people in different countries celebrate their New Year. Then match the countries with the activities.</p> <ul style="list-style-type: none"> - 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. <p>Task 5: Work in groups. Each student chooses one activity from 4. Take turns to say them aloud. The group says which</p>	T-Ss	

		<p>country he/ she is talking about.</p> <ul style="list-style-type: none"> - Teacher asks students to underline all the activities they find in the passages. → Students memorize the key words to help them talk. - 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. 	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson: Skills 1.	Choose a New Year celebration in the world and find out the information about it.	T-Ss	1 mins

UNIT 6: OUR TET HOLIDAY

Lesson 5: Skills 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- develop reading skill for specific information;
 - express judgement about the what children should/shouldn't do at Tet.

Language analysis

Form	Meaning	Pronunciation
1. cheer (v)	to give a loud shout of approval or encouragement	/tʃɪər/
2. strike (v)	to hit something	/straɪk/
3. lucky money (n)	money placed in a red envelope and given as a gift, usually for lunar New Year.	/'lʌki 'mʌni/
4. custom (n)	a way of behaving or a belief that has been established for a long time	/'kʌstəm/
5. fun (n)	enjoyment, or entertainment	/fʌn/
6. enough (determiner)	as much as is necessary; in the amount or to the degree needed	/'lændskeɪp/

Materials (referenced)

- Grade 6 textbook, Unit 6, Skills 1
- Pictures, handout, strips of paper
- sachmem.vn


Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- 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

	<p>other.</p> <ul style="list-style-type: none"> - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking students practice. - Continue to define expectations in small chunks (before every activity).

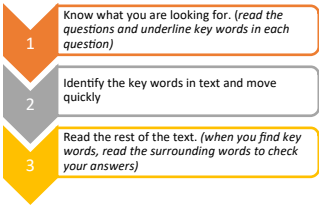
Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Our Tet holiday</p> <p>Lesson 5: Skills 1</p>
<p>* Warm-up</p> <p>Word cloud</p> <p>I. Reading:</p> <p>* Vocabulary:</p> <ol style="list-style-type: none"> 1. cheer (v) 2. strike (v) 3. lucky money (n) 4. custom (n) 5. fun (n) 6. enough (determiner) <p>Task 1: Matching</p> <p>Task 2: Read the passages and decide who says sentences 1 – 5. (p. 64)</p> <p>* Test your memory: Grab the words – Game</p> <p>II. Speaking:</p> <p>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)</p> <p>Task 4: Work in groups. Read the list and discuss what you should or shouldn't do at Tet. (p. 64)</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the	* Word cloud		2

	<p>topic of reading.</p>	<ul style="list-style-type: none"> - Teacher tells students that they have 20 seconds to look at a picture, and they have to find how many words there are on the picture and also find what these words are.  <ul style="list-style-type: none"> - Teacher invites some students to share their answers. <p>Answers key:</p> <ol style="list-style-type: none"> 1. <i>The United States</i> 2. <i>Vietnam</i> 3. <i>China</i> 	<p>T-Ss</p>	<p>mins</p>
<p>Lead in</p>	<p>To lead in the lesson about Skills 1.</p>	<ul style="list-style-type: none"> - Teacher leads students into the lesson by asking students some questions: <ol style="list-style-type: none"> 1. <i>Do all these three countries celebrate the lunar new year?</i> 2. <i>Do you know how they celebrate the New year?</i> <ul style="list-style-type: none"> - Teacher invites some students to share their answers and 	<p>T-Ss</p>	<p>3 mins</p>

		<p>accept all reasonable answers.</p> <ul style="list-style-type: none"> - Teacher tells students that they are going to read about how these countries celebrate the New year. 						
<p>Pre-reading (Pre-teach vocabulary)</p>	<ul style="list-style-type: none"> - To provide students with some lexical items before reading the text. - To let students find out the meanings of these lexical items themselves based on provided context. 	<p>VOCABULARY Task 1: Matching.</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs to finish the matching handout. - Teacher asks students to underline the words passages A, B, C in the text on page 64, and read the sentences including these words to find out their meanings. <table border="1"> <tr> <td style="text-align: center;">A</td> </tr> <tr> <td> 1. cheer (v) /tʃiə/ 2. strike (v) /straɪk/ 3. lucky money (n) /'lʌki 'mʌni/ 4. custom (n) /'kʌstəm/ 5. fun (n) /fʌn/ 6. enough (determiner) /ɪ'naʊf/ </td> </tr> <tr> <td style="text-align: center;">B</td> </tr> <tr> <td> a. tiền lì xì b. đánh, điểm c. sự vui đùa, vui vẻ d. chúc mừng e. đủ f. phong tục </td> </tr> </table>	A	1. cheer (v) /tʃiə/ 2. strike (v) /straɪk/ 3. lucky money (n) /'lʌki 'mʌni/ 4. custom (n) /'kʌstəm/ 5. fun (n) /fʌn/ 6. enough (determiner) /ɪ'naʊf/	B	a. tiền lì xì b. đánh, điểm c. sự vui đùa, vui vẻ d. chúc mừng e. đủ f. phong tục	<p>Pair work</p> <p style="text-align: center;">T-Ss T-Ss</p>	<p>7 mins</p>
A								
1. cheer (v) /tʃiə/ 2. strike (v) /straɪk/ 3. lucky money (n) /'lʌki 'mʌni/ 4. custom (n) /'kʌstəm/ 5. fun (n) /fʌn/ 6. enough (determiner) /ɪ'naʊf/								
B								
a. tiền lì xì b. đánh, điểm c. sự vui đùa, vui vẻ d. chúc mừng e. đủ f. phong tục								

		<p>Answers key: 1 – d; 2 – b; 3 – a; 4 – f; 5 – c; 6 – e</p> <ul style="list-style-type: none"> - Teacher invites some groups to share their answers, and show the correct answers. - Teacher gives the correct pronunciation of each word and asks students to listen and repeat. 		
While-Reading	To develop reading skill for specific information.	<p>Task 2: Read the passages and decide who says sentences 1 – 5. (p. 64) * Scanning: Teacher reminds students on how to scan a text.</p>  <p>https://www.occupationalenglishtest.org/test-guide-scanning-reading/</p> <ul style="list-style-type: none"> - Teacher asks students to work individually. - After the time is over, teacher asks students to compare their answers together, and discuss with each other if they don't 	T- Ss	10 mins
			S Ss-Ss T-Ss	

		<p>have the same answers.</p> <ul style="list-style-type: none"> - Teacher checks the answers in the whole class and asks for students' explanation. <p>Answer key:</p> <p>1. C 2. A 3. B 4. C 5. D</p>		
Post-Reading	To check students' reading comprehension.	<p>*Test your memory – grab the words game.</p> <ul style="list-style-type: none"> - Teacher divides students into groups of four. - Teacher asks students to close their textbooks and tells them that they are going to play a game to see who has the best memory and the fastest hand in their group. - Teacher gives each group 14 strips of paper, and tells the students the rule of the game: <ul style="list-style-type: none"> ➤ Spread all the strips of paper on the table randomly ➤ When the teacher says "Start", quickly grab the strips of paper with the things appearing in the passage. 	Ss-Ss	5 mins



- Lucky money
- A cat's cry
- Fireworks
- Cooking together
- Visiting relatives
- Buying new clothes
- Going the pagoda
- A day full of fun
- Decorating the house
- Saying wishes
- Cheering and singing
- Dress beautifully
- Rice
- Lucky animals

Answers key:

Lucky money; A day full of fun; A cat's cry; Fireworks; Saying wishes; Cheering and singing; Rice; Lucky animals

- After 1 minute, teacher asks students to open their books and check in groups to decide who is the winner. The winner is the one with the largest number of correct strips of paper.
- Teacher shows the answers for the students to check one

		more time.		
Pre-Speaking	<ul style="list-style-type: none"> - To help revise what the students have learned in passages in Task 1 and practice talking about them. - To help students generate ideas for their speaking based on what they have read. 	<p>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)</p> <ul style="list-style-type: none"> - Teacher draws students' attention to the example. - Teacher calls on one student to model the example. - Teacher asks students to work in groups of 4 to tell other members of the group what they do/don't do during Tet. Teacher encourages students to mention more activities than the ones listed in 3. - Teacher goes around and offers help if needed. - Teacher calls on some students to report the results of their group to the class. 	<p>T-Ss</p> <p>Group work</p> <p>Ss-Ss</p>	5 mins
While-Speaking	To help students use what they have learned so far to express judgement on what children	<p>* DISCUSSION</p> <p>Task 4: Work in groups. Read the list and discuss what you should or shouldn't do at Tet. (p. 64)</p>		7 mins

	should/shouldn't do at Tet.	<ul style="list-style-type: none"> - Teacher draws students' attention to the example provided, and asks 2 students to model the conversation. - Teacher tells students that to form an opinion using should/shouldn't, students have to decide whether each activity is good. - Teacher asks students to work in groups of 4 to talk in their groups and encourages them to use the languages from the example. - Teacher goes around the class and offers help if needed. - Teacher calls students to share their opinions with the class. 	<p>T-Ss</p> <p>Group work</p> <p>Ss- Ss</p>	
Post-Speaking	To provide students to use their own knowledge and the knowledge they have gained in the lesson today to talk in groups in a less controlled way.	<ul style="list-style-type: none"> - Teacher asks students whether they still remember Russ from the USA, and asks Ss to discuss freely in pair: - "What the children in the USA should or shouldn't do during the New Year?" - Teacher encourages students to freely express their opinion. 	<p>T-Ss</p> <p>Pair work</p>	3 mins

		<p>- Teacher calls some students to report their opinion to the whole class.</p> <p><i>Note: There is no right or wrong for this question. Students can make guesses based on what they know.</i></p>	Ss-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To let students learn more about what children should/ shouldn't do during New Year days in the USA.	Teacher asks students to search for information about what children should/ shouldn't do during New Year days in the USA.	T-Ss	1 min

UNIT 6: OUR TET HOLIDAY

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- listen for specific information about preparations for Tet;
 - write an email about what people should/ shouldn't do at Tet.

Materials (referenced)

- Grade 6 textbook, Unit 6, Skills 2
- CD, cassette
- sachmem.vn

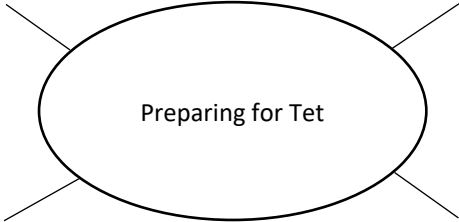
Anticipated difficulties	Solutions
1. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and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

Board Plan

Date of teaching
Unit 6: Our Tet holiday
Lesson 6: Skills 2

*** Warm-up**
 Unjumble the words:
REPPREA OFR ETT → PREPARE FOR TET

I. Listening:
***Brainstorm:**



Task 1: Listen and tick the things you hear. (p. 65)
 Task 2: Listen again and answer the questions in one or two words. (p. 65)
 * Make a quiz for your friend.


II. Writing:
 Task 3: Work in groups. Discuss and make a list of four things that you think children should and shouldn't do at Tet. (p. 65)
 Task 4: Complete the email, using your ideas in 3. (p. 65)

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topics of the listening, and also arouse students' interest.	* UNJUMBLE THE WORDS - Teacher writes on the board the jumbled words: REPPREA OFR ETT - Teacher asks students to unjumble the words on board. Those who find the words will be	T-Ss	3 mins

		<p>the winner.</p> <ul style="list-style-type: none"> - Teacher allows students to give their answers freely until someone find the answer. <p>Answers key: PREPARE FOR TET</p>		
Pre-Listening	To help students brainstorm ideas about Tet preparation.	<p>* Brainstorm:</p> <ul style="list-style-type: none"> - Teacher writes on the board and asks students how their family and they prepare for Tet. <ul style="list-style-type: none"> - Teacher accepts all reasonable answers and writes on the board. <p>Suggested answers:</p> <ul style="list-style-type: none"> ➤ Buy new clothes ➤ Clean the house ➤ Decorate the house <ul style="list-style-type: none"> - Teacher tells students that they are going to listen to Nguyen’s letter to his pen-friend – Tom about how his family prepares for Tet. 	T-Ss	5 mins
While-Listening	- To help students	Task 1: Listen and tick the things you hear.		10 mins

	<p>develop listening skill for specific information.</p> <ul style="list-style-type: none"> - To help students develop listening skill for specific information (short-answer question). - To help students combine listening and writing at the same time. 	<p>(p. 65)</p> <ul style="list-style-type: none"> - 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. <p>Answer key: old things, peach flowers, new clothes, wishes</p> <p>Task 2: Listen again and answer the questions in one or two words.</p> <p>(p. 65)</p> <ul style="list-style-type: none"> - 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 reminds 	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
--	---	---	---	--

		<p>students that: nouns; main verbs; wh-words; adjectives and adverbs are usually keywords.</p>  <ul style="list-style-type: none"> - Teacher models one question and asks students to do the same with the rest. <ul style="list-style-type: none"> 1. <i>What do they throw away before Tet?</i> - Teacher reminds students to pay attention to the WORD LIMIT. - Teacher plays the recording. - Teacher asks students to swap their answers in pairs before checking their answers as a class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. old things 2. (their) homes 3. red 4. (my) father 5. anything <p>Audio script: <i>Dear Tom, Tet is coming and I'm very happy. We do a lot of things before Tet. We throw some old things away. We clean</i></p>	<p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	
--	--	---	---	--

		<p><i>and decorate our homes. My mother goes shopping and buys food, red envelopes, and peach flowers. She also buys new clothes for us.</i></p> <p><i>My father makes banh chung and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break anything. It brings bad luck.</i></p> <p><i>Yours, Nguyen.</i></p>		
Post-Listening	To test students' memory for the listening text in a creative way; to check students' listening comprehension.	<p>* Make a quiz for your friend.</p> <ul style="list-style-type: none"> - Teacher puts students in pairs, and reminds students of the types of listening questions they usually see: - T/F; multiple-choice; short-answer question. - Teacher asks each students in a pair to write two questions for their partner based on what they remember about the listening. - After finish writing, students take turns to ask and answer in pairs. - Teacher walks around the class and provides help if needed. - After 2 minutes, 	Pair work	6 mins

		teacher asks for the winner in each pair and praises them.		
Pre-Writing	To help students brainstorm ideas for their email; and to review Tet vocabulary.	<p>Task 3: Work in groups. Discuss and make a list of four things that you think children should and shouldn't do at Tet. (p. 65)</p> <ul style="list-style-type: none"> - 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. 	Group work T-Ss	6 mins
While-Writing	To help students complete an email talking about what people should/ shouldn't do at Tet.	<p>Task 4: Complete the email, using your ideas in 3. (p. 65)</p> <ul style="list-style-type: none"> - Teacher asks students to read what has been written in the incomplete email, and ask students to decide 	S	10 mins

		<p>what will come in between the sentences.</p> <ul style="list-style-type: none"> - Teacher lets students do this task individually. - Teacher walks around the class and offers help if needed. 		
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then calls one or two students to share their writing with the class. - Teacher gives feedback. 	<p>Ss-Ss</p> <p>T-Ss</p>	2 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To allow students to write a letter in a more challenging way.	<p>Imagine that you are Tom – Nguyen's pen friend.</p> <p>Write a letter back to Nguyen to tell him about what people should and shouldn't do in the New year in your country.</p>		1 min

UNIT 6: OUR TET HOLIDAY

Lesson 7: Looking back & Project

Lesson aim(s)

By the end of the lesson, students will be able to:

- review the vocabulary and grammar of Unit 6;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 6, Looking back & Project
- Handouts, a peach blossom tree
- sachmem.vn.

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

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 6: Our Tet holiday</p> <p>Lesson 7: Looking back & Project</p> <p>* Warm-up</p> <p>Crossword: things and activities at Tet.</p> <p>I. Looking back:</p> <p>Task 1: Match the verbs on the left with the nouns on the right. (p. 66)</p> <p>Task 2: Complete the sentences with the words/phrases in the box. (p. 66)</p> <p>Task 3: Tick the things a child should do and cross the things he/she shouldn't when visiting someone's house at Tet. Then write sentences using should/ shouldn't. (p. 66)</p> <p>Task 4: Read the passage and fill the blanks with <i>some</i> or <i>any</i>. (p. 66)</p> <p>II. Project:</p> <p>I WISH</p> <p>* Homework</p>
--

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabulary related to the topic and lead in the next part of the lesson.	<p>* CROSSWORD</p> <ul style="list-style-type: none"> - Teacher prepares a crossword game with a clue picture for each word. - Teacher divides students into groups. - The first group to finish the crosswords with all correct answers will be the winner. 	Group work	5 mins

Clues:

Across

5.



6.



7.



Down

1.




2.



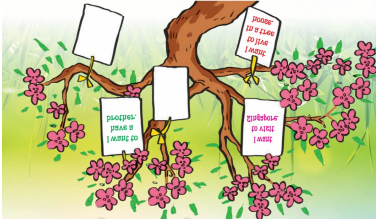
3.



		 <p>4. Answer key: 1. peach flowers 2. fireworks 3. lucky money 4. wish 5. clean the furniture 6. shopping 7. special food - Teacher checks the answers as a class.</p>	T - Ss	
Looking back	To help students revise the vocabulary about things and activities at Tet.	<p>Task 1: Match the verbs on the left with the nouns on the right. (p. 66)</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbooks to compare their answers together. - Teacher gives feedback to the whole class. <p>Answer key: 1. D 2. C 3. E 4. A 5. B 6. F</p> <p>Task 2: Complete the</p>	S Ss-Ss T-Ss	16 mins

	<p>To help students revise the vocabulary about Tet in context.</p>	<p>sentences with the words/phrases in the box. (p. 66)</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. lucky money 2. cleaning 3. Banh Chung 4. peach 5. gathering 	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
	<p>To help students revise the use of <i>should/ shouldn't</i> in context; to let students learn how to behave well at other people's houses.</p>	<p>Task 3: Tick (✓) the things a child should do and cross (x) the things he/ she shouldn't when visiting someone's house at Tet. Then write sentences using should/ shouldn't. (p. 66)</p> <ul style="list-style-type: none"> - Teacher highlights the new situation of visiting someone else's house, a popular activity for children at Tet. - Teacher has students read the phrases first, tick or crosses each one as they wish. - Teacher lets students write the sentences 	<p>T-Ss</p> <p>S</p>	

	<p>To help students revise the use of <i>some/ any</i> in context.</p>	<p>individually.</p> <ul style="list-style-type: none"> - 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. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. He/she shouldn't enter a room without asking for permission. 2. He/she should ask to use the toilet. 3. He/she should ask to take things for 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. <p>Task 4: Read the passage and fill the blanks with <i>some</i> or <i>any</i>. (p. 66)</p> <ul style="list-style-type: none"> - Students work individually. - 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. 	<p>Ss-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
--	--	--	--	--

		<p>Answer key:</p> <ol style="list-style-type: none"> 1. some 2. some 3. any 4. any 5. some 6. any 		
Project	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.	<p>* I WISH</p>  <ul style="list-style-type: none"> - 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 let students come up and hang their wishes on the tree. - When everybody is ready, 	T-Ss	20 mins
			S	

		<p>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.</p> <p>- In the end, ask students to make a list of wishes they are most interested in so that they can share with their family when they return home.</p>	<p>Ss - Ss</p> <p>S</p>	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To give students the opportunity to actively explore the content of the next lesson.	Prepare for the next lesson: Unit 7 – Lesson 1: Getting started.		1 min

* Picture's source: From Internet