

Week:
Period:

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 6: OUR TET HOLIDAY
Lesson 1: Getting Started – Happy new year!

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.
2. *Structures*: *Will* to express intentions.
Should/ shouldn't for advice.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Write the word TET on the board and ask St to give any words they know relating to the topic. Allow Ss to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English.</p>	<p>- T-Whole class</p>	<p>* <u>Presentation:</u></p> <div style="text-align: center; border: 1px solid green; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>TET HOLIDAY</p> </div>	
<p>- Ask Ss to answer the questions. - Introduce some new words or revise the ones already learnt to prepare Ss well for listening such as celebrate, decorate and fireworks. Then play the recording.</p> <p>- Ask Ss to work individually. Ideally ask them the questions without referring to the listening. - Ask them to explain why they think a statement is false and they can correct it.</p>	<p>- Answer - Listen and read</p> <p>- Individual work</p>	<p>* <u>Practice:</u></p> <p>1. Listen and read</p> <p><i>Questions:</i></p> <ul style="list-style-type: none"> - What will they talk about? - When is Tet this year? - What do you do at Tet? <p>2. Are those following statements true or false according to the conversation in 1? Tick the correct column.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. F 2. F 3. F 4. T 	

<p>- Ask Ss to do the task in pairs. Tell Ss to refer back to the conversation to find the information.</p> <p>- Ask them if the information given is true and if they can add anything.</p> <p>- Let Ss do the matching independently as the vocabulary is quite simple and some of them will be familiar to them like <i>School ground, books, swimming pool, etc.</i></p> <p>- Ask Ss to answer the question by referring to the pictures. Picture 4 might get different answers from Ss in the south where it's very hot and Ss in the north where Tet is usually the coldest time of the year.</p>	<p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p>	<p>5. T</p> <p>3. Find the information in 1 and fill in the blanks. <u>Key:</u></p> <ol style="list-style-type: none"> 1. This year we will have Tet at the end of January. 2. We decorate our house. 3. We buy flowers and plants. 4. We shouldn't burn fireworks. 5. We eat great food and get lucky money during Tet. 6. Tet is a time for family gatherings. <p>4. Write the words/ phrases in the box under the appropriate pictures. <u>Key:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. b</td> <td style="width: 50%;">5. h</td> </tr> <tr> <td>2. a</td> <td>6. g</td> </tr> <tr> <td>3. c</td> <td>7. f</td> </tr> <tr> <td>4. e</td> <td>8. d</td> </tr> </table> <p>5. Look at the pictures again. Which pictures do you think are related to Tet? <u>Key:</u> About Tet: 1 2 3 7 8</p>	1. b	5. h	2. a	6. g	3. c	7. f	4. e	8. d	
1. b	5. h										
2. a	6. g										
3. c	7. f										
4. e	8. d										
<p>- Ask Ss to write down three things or activities you like best about Tet.</p> <p>- Have them compare their list with members of their group. Report the result to the class.</p>	<p>- Group-work</p>	<p>* Production:</p> <p>6. Game Write down three things or activities you like best about Tet.</p>									
		<p>*Homework:</p> <ul style="list-style-type: none"> - Learn Vocabulary. - Practice the conversation. - Prepare the next lesson <p style="text-align: right;"><i>(A closer look 1)</i></p>									

<p>- Write a verb on the board and ask Ss to match the verb with as many as nouns as they can find.</p> <p>- Check that Ss understand the meanings of the words and let them match.</p> <p>- Ask them to work independently first and check with their partners. Sometime more than one answer is possible.</p> <p>- Have Ss write the phrases you have formed in 3.</p> <p>- Ask Ss to practice the sound /f/ and /s/ together.</p> <p>- Play the recording and ask Ss to listen carefully first and repeat. Ask them to write the words in two appropriate boxes. Check if they do this correctly.</p> <p>- Ask Ss to look at the sentences and underline the words they think contain the sounds /f/ and /s/. Play the recording and ask them to tick to the columns.</p>	<p>- Individual work</p> <p>- T whole class</p> <p>- Listen and repeat</p> <p>- Individual work</p>	<p>Key:</p> <ol style="list-style-type: none"> 1. cook special food 2. go to the pagoda 3. give lucky money 4. visit relative 5. clean the furniture 6. decorate our house 7. plant trees 8. make a wish 9. hang a calendar 10. watch fireworks 11. do the shopping 12. buy peach blossoms. <p>4. Write the phrases you have formed in 3. The first one is an example.</p> <p>📖 Pronunciation /f/ and /s/</p> <p>5. Listen and repeat the words. Which words have the sound /f/ and which words have the sound /s/?</p> <p>Key:</p> <table border="1" data-bbox="906 1180 1414 1423"> <thead> <tr> <th data-bbox="906 1180 1161 1224">/f/</th> <th data-bbox="1164 1180 1414 1224">/s/</th> </tr> </thead> <tbody> <tr> <td data-bbox="906 1228 1161 1423">She, shopping, should, wish, rubbish.</td> <td data-bbox="1164 1228 1414 1423">Blossoms, summer, rice, celebrate, school, special, spring.</td> </tr> </tbody> </table> <p>6. Listen to the sentences and tick which has /f/ and which has /s/</p> <p>Key:</p> <p>/f/ : 2, 3, 5 /s/: 1, 4, 6, 7</p>	/f/	/s/	She, shopping, should, wish, rubbish.	Blossoms, summer, rice, celebrate, school, special, spring.	
/f/	/s/						
She, shopping, should, wish, rubbish.	Blossoms, summer, rice, celebrate, school, special, spring.						
<p>- Allow Ss to practice reading the poem among themselves.</p>	<p>- Group-work</p>	<p>* Production:</p> <p>7. Listen and practice reading the short poem. Pay attention to the sounds /f/ and /s/</p>					

- Ask for some volunteers to stand up and read the poem aloud.			
		<p>*Homework:</p> <ul style="list-style-type: none"> - Learn vocabulary by heart. - Prepare the next lesson <p>(A closer look 2)</p>	

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UNIT 6: OUR TET HOLIDAY

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can identify and practice the language of intentions (with *will*) and advice (with *should*).

II. Language Focus:


1. *Vocabulary*: the lexical items related to “Tet”: things, activities and practices.

2. *Structures*: *Will* to express intentions.
Should/ shouldn't for advice.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
- Use the pictures to practice the target language of <i>should</i> and <i>shouldn't</i> in more familiar situations. Ask Ss to complete the four sentences. Make sure that they combine “ <i>should</i> ” and the verb correctly.	- Individual work	<p>* Presentation:</p> <p> Grammar</p> <p>Should and shouldn't</p> <p>1. Look at the pictures and complete the sentences with <i>should</i> or <i>shouldn't</i>.</p> <p>Key:</p> <ol style="list-style-type: none"> Shouldn't Should Shouldn't Should 	
- Ask Ss to look at the four signs in the studio and let them complete the sentences. - Draw their attention to the fact that it is a TV studio where people are working.	- Individual work	<p>* Practice:</p> <p>2. At the TV studio, Phong sees these signs. Complete the sentences with <i>should</i> or <i>shouldn't</i>.</p> <p>Key:</p> <ol style="list-style-type: none"> Should Shouldn't 	

<p>- Go around and see if they write the sentences correctly.</p> <p>- Ask Ss to tick or cross the activities. The phrases illustrated by pictures make their meanings clear.</p> <p>- Ask Ss to write the sentences by referring to the activities 3.</p> <p>- Go around and check for any spelling or grammar mistakes.</p> <p>- Before reading. Have them revise some words Ss have learnt in the previous activities like “go shopping”, “New year celebration” etc. Then ask Ss to read the letter.</p> <p>- Ask ss to use the information from the letter and write the sentences in two columns.</p> <p>- Go around and see if they write the sentences correctly.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Individual work</p> <p>- Pair-work</p>	<p>3. Should 4. Shouldn't</p> <p>Remember: We use should for things that are good to do. We use shouldn't for things that bad to do.</p> <p>3. Now look at these Tet activities. Tick the activities children should do at Tet. Cross the activities they shouldn't.</p> <p>Key:</p> <table border="1" data-bbox="911 793 1446 995"> <thead> <tr> <th><i>Should</i></th> <th><i>Shouldn't</i></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>7</td> </tr> <tr> <td>6</td> <td>8</td> </tr> </tbody> </table> <p>4. Use the activities in 3, write down the sentences.</p> <ol style="list-style-type: none"> We should behave well. We shouldn't eat lots of sweets. We should plant trees. We shouldn't break things. We should go out with friends. We shouldn't fight. We shouldn't play cards all night. <p>Grammar Will and won't (will not)</p> <p>1. Read Phong's letter to Tom.</p> <p>2. Use the information in the letter and write full sentences in the two columns.</p> <p>Key:</p>	<i>Should</i>	<i>Shouldn't</i>	1	2	3	4	5	7	6	8
<i>Should</i>	<i>Shouldn't</i>											
1	2											
3	4											
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