

		<ol style="list-style-type: none"> <li>1. My father will repaint our house.</li> <li>2. I will go shopping with Mum.</li> <li>3. We will buy red envelopes.</li> <li>4. I will help my parents cook banh chung.</li> <li>5. I'll write again soon.</li> <li>6. We won't buy fireworks.</li> <li>7. We won't buy banh chung.</li> </ol>	
<p>- Emphasise that Ss write the TRUE sentences of what Phong will/ won't do at Tet. Remind Ss of the kind of words they have to add in order to complete the sentences.</p>	- Pair - work	<p><b>* Production:</b>  <i>3. Phong is thinking about his Tet. Write sentences about what he will and won't do.</i>                      Key:  <ol style="list-style-type: none"> <li>1. Phong will visit his relatives.</li> <li>2. He will get some lucky money.</li> <li>3. He will go out.</li> <li>4. He won't study.</li> </ol>                     Phong won't give a present.</p>	
		<p><b>*Homework:</b>                      - Practice more the language of intentions (with <i>will</i>) and advice (with <i>should</i>).                      - Prepare next lesson  <i>(Communication)</i></p>	

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<p>- Help Ss by drawing their attention to some details from the reading and referring to the pictures provided in 3.</p> <p>- Ask them to underline the verbs and objects of some practices.</p> <p>- Don't let Ss do this task before they spot the words/ phrases as they are used in the sentence and encourage them to use the context to guess the meanings of the word/ phrase.</p>	<p>- Pair-work</p>	<p>4. The Japanese, Japan.</p> <p><i>4. Read the four paragraphs below. Use the pictures in 3 to help you decide which group of people celebrates New Year that day.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. H'Mong</li> <li>2. Thai</li> <li>3. Japanese</li> <li>4. Scottish</li> </ol> <p><i>5. Find and check the meanings of some new words as they are used in the text by matching them with the definitions.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <li>a. The covers of a rooster, chicken or bird.</li> <li>b. An adult male chicken.</li> <li>c. Take away.</li> <li>d. The first person to enter your home after New Year's Eve.</li> </ol>	
<p>- Have ss work in pairs and do this activitie.</p>	<p>- Group-work</p>	<p><b>* Production:</b></p> <p><i>6. Group work</i></p> <p>Each Ss choose two facts from the four paragraphs he/she is most interested in. write them down and take turns to read them aloud to his/ her group. The group decides which group of people he / she talking about.</p>	
		<p><b>*Homework:</b></p> <p>- Prepare the next lesson :</p> <p style="text-align: right;"><b>(Skill 1)</b></p>	

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<p>- Ask Ss not to look back at the passages and see how many questions they answer right.</p> <p>- Revise what Ss have learnt in 1, both vocabulary and practices. Encourage Ss to give more activities than ones provided in the passages.</p> <p>- Turn this into a free activities for Ss to talk about New Year beliefs both in their country and in others. Ask them to write two popular beliefs you know about the New Year and tell your partners. Get Ss to talk.</p>	<p>- Pair-work</p> <p>- Pair-work</p> <p>- Group-work</p>	<p>3. <i>Test your memory! Tick the things which appear in the passages, and cross the ones which don't.</i></p> <p>Key:</p> <table border="1" data-bbox="911 428 1417 747"> <thead> <tr> <th>Appear</th> <th>Don't appear</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>c</td> </tr> <tr> <td>b</td> <td>h</td> </tr> <tr> <td>d</td> <td>j</td> </tr> <tr> <td>e</td> <td></td> </tr> <tr> <td>f</td> <td></td> </tr> <tr> <td>g</td> <td></td> </tr> <tr> <td>i</td> <td></td> </tr> </tbody> </table> <p><b>📖 Speaking</b></p> <p>4. <i>The following practices and beliefs are from the passages in 1. Talk to your friends and say which one(s) you will do or won't do this New Year.</i></p> <p><u>Example:</u></p> <p>1. I won't go to the Time Square to welcome the New Year.</p> <p>5. <i>Work in groups.</i></p> <p>Write two popular beliefs you know about the New Year and tell your partners.</p>	Appear	Don't appear	a	c	b	h	d	j	e		f		g		i	
Appear	Don't appear																	
a	c																	
b	h																	
d	j																	
e																		
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g																		
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<p>- Have Ss discuss with their friends what they should or shouldn't do at Tet.</p>	<p>- Pair -work</p>	<p><b>* Production:</b></p> <p>6. <i>Look at the list. Discuss with your friends what you should or shouldn't do at Tet.</i></p> <p><u>Example:</u></p> <p>A: We should make a wish.          B: I agree. But we shouldn't get up early.          ...</p>																
		<p><b>*Homework:</b></p> <p>- Prepare the next lesson:  <i>(Skill 2)</i></p>																

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Week:  
Period:

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

## UNIT 6: OUR TET HOLIDAY

### Lesson 6: Skill 2

#### I. Objectives:

By the end of this lesson, students can listen to get the information about Tet activities and write an email to friend about their Tet holiday.


#### 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

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Let Ss look at the list and read them aloud. Make sure they pronounce the words correctly. This will help them recognize the key words in the listening.</p> <p>- Play the tape three times and ask them which words from the lists they can hear.</p>	<p>- T whole class</p>	<p>* <b><u>Presentation:</u></b></p> <p> <b>Listening</b></p> <p>1. Mai and her mother are going shopping for Tet. Listen and tick the things they will buy.</p> <p>Key:</p> <ol style="list-style-type: none"><li>1. peach blossoms</li><li>3. new clothes</li><li>4. a tie</li><li>5. sweets</li><li>7. chocolate biscuits</li></ol>	