

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><b>* <u>Presentation:</u></b></p> <div style="text-align: center; border: 1px solid green; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto;"> <p style="margin: 0;">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><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b> <i>Questions:</i></p> <ul style="list-style-type: none"> <li>- What will they talk about?</li> <li>- When is Tet this year?</li> <li>- What do you do at Tet?</li> </ul> <p><b>2. Are those following statements true or false according to the conversation in 1? Tick the correct column.</b></p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. F</li> <li>3. F</li> <li>4. T</li> </ol>	

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<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><b>3. Find the information in 1 and fill in the blanks.</b> <u>Key:</u></p> <ol style="list-style-type: none"> <li>1. This year we will have Tet at the end of January.</li> <li>2. We decorate our house.</li> <li>3. We buy flowers and plants.</li> <li>4. We shouldn't burn fireworks.</li> <li>5. We eat great food and get lucky money during Tet.</li> <li>6. Tet is a time for family gatherings.</li> </ol> <p><b>4. Write the words/ phrases in the box under the appropriate pictures.</b> <u>Key:</u></p> <table style="width: 100%;"> <tr> <td>1. b</td> <td>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><b>5. Look at the pictures again.</b> 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><b>* <u>Production:</u></b> <b>6. Game</b> Write down three things or activities you like best about Tet.</p>									
		<p><b>*<u>Homework:</u></b> - Learn Vocabulary. - Practice the conversation. - Prepare the next lesson (A closer look 1)</p>									

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## UNIT 6: OUR TET HOLIDAY

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /t/ and /st/ in isolation and in context; use vocabulary related to “travel item”.


#### 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, flash cards.

#### V. Procedures:

<i>Teacher’s Activities</i>	<i>Ss’ Activities</i>	<i>Content</i>	<i>Note</i>												
- Play the recording. Ask Ss to listen carefully and repeat the words first, then divide them into smaller and smaller groups. - Observe and make sure that every St is speaking.	- Listen and repeat	<p><b>* <u>Presentation:</u></b>  <b> Vocabulary</b>  <b>Things and activities for Tet</b>            1. Listen and repeat the words in the box.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>a. Wish</td> <td>g. Flower</td> </tr> <tr> <td>b. Fireworks</td> <td>h. Relative</td> </tr> <tr> <td>c. Furniture</td> <td>i. Pagoda</td> </tr> <tr> <td>d. Present</td> <td>j. Calendar</td> </tr> <tr> <td>e. Shopping</td> <td>k. Special food</td> </tr> <tr> <td>f. Free</td> <td></td> </tr> </table>	a. Wish	g. Flower	b. Fireworks	h. Relative	c. Furniture	i. Pagoda	d. Present	j. Calendar	e. Shopping	k. Special food	f. Free		
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- Ask Ss to work in groups of 3. - Ask Ss to look at the pictures first and see if they know the words. Then ask them to do the matching.	- Group-work            - T whole class	<p><b>* <u>Practice:</u></b>            2. Work in groups. Label the pictures with the words in 1.            Key:</p> <table style="width: 100%;"> <tr> <td>1. a</td> <td>7. h</td> </tr> <tr> <td>2. i</td> <td>8. e</td> </tr> <tr> <td>3. d</td> <td>9. k</td> </tr> <tr> <td>4. j</td> <td>10. c</td> </tr> <tr> <td>5. f</td> <td>11. a</td> </tr> <tr> <td>6. g</td> <td></td> </tr> </table> <p>3. Match the verbs with the suitable nouns.</p>	1. a	7. h	2. i	8. e	3. d	9. k	4. j	10. c	5. f	11. a	6. g		
1. a	7. h														
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<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 /ʃ/ 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 /ʃ/ 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><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. cook special food</li> <li>2. go to the pagoda</li> <li>3. give lucky money</li> <li>4. visit relative</li> <li>5. clean the furniture</li> <li>6. decorate our house</li> <li>7. plant trees</li> <li>8. make a wish</li> <li>9. hang a calendar</li> <li>10. watch fireworks</li> <li>11. do the shopping</li> <li>12. buy peach blossoms.</li> </ol> <p>4. <i>Write the phrases you have formed in 3. The first one is an example.</i></p> <p><b>📖 Pronunciation /ʃ/ and /s/</b></p> <p>5. <i>Listen and repeat the words. Which words have the sound /ʃ/ and which words have the sound /s/?</i></p> <p><i>Key:</i></p> <table border="1" data-bbox="890 1115 1390 1352"> <thead> <tr> <th data-bbox="890 1115 1142 1160">/ʃ/</th> <th data-bbox="1142 1115 1390 1160">/s/</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 1160 1142 1352">She, shopping, should, wish, rubbish.</td> <td data-bbox="1142 1160 1390 1352">Blossoms, summer, rice, celebrate, school, special, spring.</td> </tr> </tbody> </table> <p>6. <i>Listen to the sentences and tick which has /ʃ/ and which has /s/</i></p> <p><i>Key:</i></p> <p style="margin-left: 40px;">/ʃ/: 2, 3, 5</p> <p style="margin-left: 40px;">/s/: 1, 4, 6, 7</p>	/ʃ/	/s/	She, shopping, should, wish, rubbish.	Blossoms, summer, rice, celebrate, school, special, spring.
/ʃ/	/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>- Ask for some volunteers to stand up and read the poem aloud.</p>	<p>- Group-work</p>	<p><b>* Production:</b></p> <p>7. <i>Listen and practice reading the short poem. Pay attention to the sounds /ʃ/ and /s/</i></p>				

		<p><b>*Homework:</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary by heart.</li> <li>- Prepare the next lesson</li> </ul> <p style="text-align: right;"><i>(A closer look 2)</i></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>
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Presentation:</b></p> <p> <b>Grammar</b></p> <p><b>Should and shouldn’t</b></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"> <li>1. Shouldn’t</li> <li>2. Should</li> <li>3. Shouldn’t</li> <li>4. Should</li> </ol>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the four signs in the studio and let them complete the sentences.</li> <li>- Draw their attention to the fact that it is a TV studio where people are working.</li> <li>- Go around and see if they write the sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Practice:</b></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"> <li>1. Should</li> <li>2. Shouldn’t</li> <li>3. Should</li> <li>4. Shouldn’t</li> </ol>	
<b>Remember:</b>			

<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. - 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. - Ask ss to use the information from the letter and write the sentences in two columns. - 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>We use <b>should</b> for things that are good to do. We use <b>shouldn't</b> 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="898 577 1425 775"> <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"> <li>We should behave well.</li> <li>We shouldn't eat lots of sweets.</li> <li>We should plant trees.</li> <li>We shouldn't break things.</li> <li>We should go out with friends.</li> <li>We shouldn't fight.</li> <li>We shouldn't play cards all night.</li> </ol> <p> <b>Grammar</b> <b>Will and won't (will not)</b></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> <ol style="list-style-type: none"> <li>My father will repaint our house.</li> <li>I will go shopping with Mum.</li> <li>We will buy red envelopes.</li> <li>I will help my parents cook banh chung.</li> </ol>	<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											
5	7											
6	8											