

1. Class description:

- Mainstream 6th graders (40 students)
- English level: A1

2. Duration: 45 minutes

3. Materials:

- Technology components downloaded from/ accessed in class at:
 - + PowerPoint:  Powerpoint.pptx
 - + Rap song (edited):  [Rap song] some & any.mp4
YouTube source: https://www.youtube.com/watch?v=oyjQ_ZDoQ8U
- Other materials:
 - + Tapescript:  Tapescript.pdf
 - + Handout:  Handout.pdf

4. Introduction:

- Review of previous lesson:
 - + In the previous lesson, students learnt vocabulary related to Tet holiday (e.g. *wish, fireworks, furniture, fun, special food*) and distinguished the two sounds /s/ and /ʃ/.
- Objectives of this lesson:
 - + After working out the rules on how 'some' and 'any' are used (Condition), the 6th-grade students (Audience) will be able to write sentences using 'some' and 'any' (Behavior) with 100% grammatical accuracy (Degree).
 - + After practicing two exercises in the use of 'should' and 'shouldn't' (Condition), the 6th-grade students (Audience) will be able to talk about what children should and shouldn't do at Tet (Behavior) without grammatical errors (Degree).

5. Procedure

Stage	Duration	Teacher's activities	Students' activities	Types of intelligence	Technology alternatives
Warm-up	4 mins	- T greets Ss. - T tells Ss they are going to play a 'Guessing game' to revise some vocabulary from the previous lesson. • T divides class into 2 teams. • Ss need to raise hands and guess the words* from the pictures shown on the slide after T counts to 3. For each correct answer, Ss have 1 point. - T ends the game and sums up points. The winning team is the one with more points. <i>*Words: firework, pagoda, calendar, peach blossoms, furniture</i>	- Ss greet back. - Ss join the game.	Visual-spatial & Bodily-kinesthetic	- In case T cannot show the slides, T should print out the pictures before class.
Presentation 'some', 'any'	8 mins	- T shows the rap song. - T asks Ss: <i>What does the boy in the song want to make for his lunch?</i> - T shows the tapescript on the slide. - T asks Ss to find sentences having 'some' and 'any', and • circle all sentences containing 'some'. • underline all sentences containing 'any'. - T gives the tapescript to Ss. - T calls 1 random S to share the sentences having 'some', 'any' that they have found. - T shows sentences having 'some' on the slide. T asks Ss what type of these sentences are: <i>positive, negative, or question</i>.	- Ss listen to the rap song. - Ss answer: <i>He wants to make a fruit salad for his lunch.</i> - Ss find sentences having 'some' and 'any'. - S shares the sentences he/ she has found. - Ss answer: <i>positive sentences</i>.	Musical & Logical-mathematical	- In case of poor internet connection, T should download the video before class. - In case the video cannot be played, T introduces the song to the Ss (a boy is shopping for his lunch). Then, T and Ss work on the tapescript together (following the same procedure as the original). - In case T cannot show the slides, T should prepare an A0 size tapescript and hang it

		- T repeats the same procedure with sentences containing 'any'. - T asks Ss to think of how 'some' and 'any' are used, and invites 2-3 Ss to share their ideas. - T presents rules on how 'some' and 'any' are used, and tells Ss the meaning of the target grammar.	- Ss think and answer. - Ss listen attentively and note down in their notebooks.		on the board. Then, T can work out rules on how 'some' and 'any' are used, and note them down on the board.
Practice Activity 1 (Ex1)	4 mins	- T asks Ss to work individually and complete 4 sentences with 'some' and 'any' in 1 min. - T gives Ss the handout and lets them do the Ex1. - T asks 1 S to read out his/ her answer to the class. - T checks the answers with the whole class and explains the answers (if needed).	- Ss work individually. - S shares his/ her answer with the class. - Ss check their answers and correct if they are wrong.	Logical-mathematical	- In case T cannot show the slides, T should ask some Ss to write their answers on the board so that T can check and explain them.
Practice Activity 2 (Ex2)	4 mins	- T asks Ss to make sentences to describe given things in the fridge in 2 mins. - T invites 2 Ss to write their answers on the board. - T shows the key on the slide and asks Ss to check their answers.	- Ss work individually. - Ss write their answers on the board. - Ss correct their mistakes (if needed).	Verbal-linguistic	
Presentation 'should', 'shouldn't' for advice	5 mins	- T shows the picture of a girl studying on the slide. T asks Ss what the girl is doing. - T shows pictures of 2 boys: one doing homework at home; the other doing homework 5 minutes before class. T asks which one is better. - T shows the sentence having 'should' on the slide: <i>You should do homework</i>	- Ss answer. - Ss answer.	Visual-spatial	- In case T cannot show the slides, T should print out the pictures before class. At the back side of each picture, T can write the sentence to describe it using 'should' or 'shouldn't'. Also, T may

		<i>at home.</i> - T presents the grammar rule and meaning of 'should'. - T shows pictures of 2 boys eating in class, and asks Ss if they should eat in class or not. - T shows the sentence having 'shouldn't' on the slide: <i>You shouldn't eat in class.</i> - T presents the grammar rule and meaning of 'shouldn't'.	- Ss listen and note down. - Ss answer. - Ss listen and note down.		need to write down the grammar rules on the board.
Practice Activity 3 (Ex3)	4 mins	- T asks Ss to work individually and complete 4 sentences with 'should' or 'shouldn't' in 1 min. - After 1 min, T calls on 2 Ss to share their answers with the whole class. <i>*T may ask these Ss to translate the sentences into Vietnamese in order to explain their answers.</i> - T shows the keys on the slide.	- Ss work individually. - Ss share their answers. - Ss correct mistakes (if needed).	Logical-mathematical	- In case T cannot show the slides, T should ask some Ss to write their answers on the board so that T can check and explain them.
Practice Activity 4 (Ex4)	6 mins	- T asks Ss to work in pairs, find and correct the mistakes in 2 mins. - T checks the answers with the whole class. - T shows the keys on the slide.	- Ss work in pairs. - Ss share their answers. - Ss correct mistakes (if needed).	Logical-mathematical	
Production Activity 5	8 mins	- T divides Ss into 2 groups to compete in this activity. • T shows 1 image about an action that children should/ shouldn't do at Tet, along with 2 boxes that say 'should' and 'shouldn't'. • Ss have to guess the action in the picture, decide whether they should or shouldn't do it, then	- Ss listen to instructions.	Visual-spatial, Verbal-linguistic & Bodily-kinesthetic	- In case T cannot show the slides, T should print out the pictures before class. At the back side of each picture, T writes the answer for it. Also, T can draw 2 circles saying 'should' and

		quickly slap the circle and say out loud the full sentence. • In each round, 1 S from each group will come to the board. For each correct answer, the team will have 1 point. The team with more points will win. - T shows 1 example: <i>You shouldn't fight at Tet.</i> - T invites 1 pair to try the game: <i>You should make a wish at Tet.</i> - T organizes the game.	- 2 Ss try the game. - Ss join the game.		'shouldn't' on the board replacing the 2 boxes in the slides.
Wrap-up & Homework	2 mins	- T asks Ss: <i>Okay, class. So can anyone tell me what we have learnt today?</i> - T says: <i>In today's lesson, we have learned about how to use 'some' and 'any'. We also learn how to use 'should' and 'shouldn't' for advice.</i> - T assigns homework to Ss, writes down on the board. <i>*Homework: Workbook, Ex3 (p41) and Ex1 (p46).</i>	- Ss answer. - Ss write down in their notebook.		