

LESSON PLAN

TIẾNG ANH 6 FRIENDS PLUS

UNIT 4: LEARNING WORLD - LESSON 1: VOCABULARY

SCHOOL SUBJECTS

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

- talk about school and school subjects.

II. TECHNIQUES

- Questions & answers.

III. TEACHING AIDS:

- Pictures, Textbook, power point.

☐ **PROCEDURES:**

TIME	CONTENT	ACTIVITIES	RATIONALE
4 mins	WARM UP    	- Teacher divides the class into 3 groups. - Student writes his/her answers on paper - The group has the most correct answers will be the winner. - Teacher gives students questions to lead in the new lesson - Teacher introduces the new lesson.	-To make Students eager to start the lesson.

	- Teacher calls a students to the board and give him/her a list of some personal questions. <i>" What time do you get up?"</i> <i>" How do you go to school?"</i> <i>" How many subjects do you study a day?"</i>		
5mins	❖ <u>Set context:</u> - Put students into pairs to ask and answer the questions. Point out that at this stage they should just talk about the number of lessons they have. - <i>Students answer in their own.</i> ❑ VOCABULARY + art (n) + English (n) + geography (n) + history (n) explanatio + PE (n) = Physical Education + science (n) + ICT (n) = Information and Communication Technology + maths (n)	- <i>Students listen to the teacher and repeat the words.</i> - <i>Students copy down these words into their notebooks.</i>	- To prepare vocabulary for Students and help them understand the Quiz.
8mins	* <u>Activity1: Work in pairs</u> - Key: 1. <i>PE</i> 2. <i>geography</i> 3. <i>maths</i> 4. <i>science</i> 5. <i>ICT</i> 6. <i>Spanish</i> 7. <i>history</i> 8. <i>English</i> 9. <i>art</i>	- Have students complete the questions using pictures 1-9 and the words in the box. - Check that students understand all the school subjects and model pronunciation of difficult words such as <i>science</i> and <i>geography</i>. Point out that <i>PE</i> and <i>ICT</i> are pronounced as letters. - Point out the pronunciation of <i>genius</i>. - Play the audio for students to check their answers. - Check the answers with the class.	- To check Students' understanding.

6 mins	* <u>Activity 2:</u> Work in pairs. Ask and answer the questions in the school questionnaire. - Students' own answers * <u>Optional activity:</u> Vocabulary	- Students ask and answer the questions in the <i>school questionnaire</i> in pairs. - Teacher allows students to prepare their answers first. Then asks some students to tell the class something they learned about their partner. - Ask students to choose three school subjects from page 48 and draw their own pictures to illustrate them. - Encourage them to be creative! When they have finished, ask them to close their books and swap pictures with a partner. They try to guess the subjects they have been given. - Students could repeat with a different partner for more practice.	- To check Students' understanding.
5 mins	* <u>Activity 3:</u> Watch or listen and answer the questions. 1. <i>Why does Georgia like Wednesday?</i> 2. <i>What language does Ben prefer?</i> - Key: + <i>Georgia likes Wednesday because she has her two favorite subjects: maths and geography.</i> + <i>Ben prefers Spanish.</i>	- Play the video/audio for students to watch or listen and decide why Georgia likes Wednesdays and what language Ben prefers. - Teacher plays the video/ audio again for students to check their answers. - Check answers with the class.	
5ms	* <u>Activity 4:</u> Watch or listen again and complete the Key Phrases. - Key: 1. <i>I've got a bit of maths homework.</i> 2. <i>Our art teacher is very strict.</i> 3. <i>I'm not great at science.</i> 4. <i>I'm really good at history.</i> 5. <i>I enjoy French.</i> 6. <i>I'm OK at French.</i> 7. <i>I prefer Spanish</i> * <u>Activity 5:</u> Work in pairs <i>"What are you good at? Do you enjoy</i>	- Students work in pairs and correct the mistakes in the sentences. - Teacher corrects the answers.	-To help Students write and talk about school subjects
	<i>"What are you good at? Do you enjoy</i>	- Have students complete the key	

5ms	<i>English? Do you prefer maths or French?</i> <i>Is your maths teacher strict?"</i> - Students ask and answer the questions in pairs.	phrases so that they are true for them. - Ask two confident students to read out the example conversation. Elicit one or two questions that students could ask their partner about school subjects. - Ask some students to tell the class something they learned about their partner.	
5ms	PRODUCTION * <u>Consolidation:</u> Discussion - Ask students to write three sentences using the key phrases, two true and one false.	- Have students work with a new partner and take turns reading out their sentences. Their partner must guess which one is false. Ask who guessed correctly.	
2 ms	HOMEWORK - Learn by heart all the new words. - Prepare for next lesson - Reading	- Students do homework and prepare for the next lesson.	- To prepare well for the next period.

LESSON PLAN

TIẾNG ANH 6 FRIENDS PLUS

UNIT 4: LEARNING WORLD - LESSON 2: READING

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

- talk about school and school subjects

II. TECHNIQUES

- Questions & answers.

III. TEACHING AIDS:

- Pictures, Textbook, power point.

❖ **PROCEDURES:**

TIM E	CONTENT	ACTIVITIES	RATIONALE
8 mins	WARM UP Game: "Brainstorm"  - Brainstorm some good things about the students' school. + It's a nice building. + There are good sports facilities. + The teachers are friendly.	- Put students into pairs to discuss the question and note down three things they like about their school. - Put pairs together into groups of four to compare their ideas and choose three that they all agree with. - Ask groups in turn to report back to the class. Make notes on the board as each group reports back.	- To review the previous words and phrases. - To make Students eager to start the lesson.
7 mins	II. PRE-READING VOCABULARY + Traditional (adj) + Primary school (n) + Transport (n) + Move (v) + River (n) + Village (n) (picture/explanation)	- <i>Students listen to the teacher and repeat the words.</i> - <i>Students copy down these words into their notebooks.</i>	- To prepare vocabulary for Students and help them understand the Quiz.

	+ Private school (n) + Uniform (n) + Practical (adj) + Channel (n) + Secondary school (n) + Musical instrument (n) * Activity 1: <u>Suggested answers:</u> + School 1: Bangladesh, positive + School 2: Britain, negative + School 3: Việt Nam, positive + School 4: Ireland, positive	- Teacher asks students to focus on the photos. Then point out that for this task they need to think about the writer's opinion of each school. - Students read the project and answer the questions. They can compare their ideas in pairs. - Check answers with the class.	
15 mins	III. WHILE READING * Activity 2: Read and listen to the project and answer the questions - Key: 1. When there's a lot of rain. 2. A school where students study, eat and sleep. 3. Digital learning * * * Optional activity: Reading - work in pairs - Have students write these definitions on the board - Students work in pairs to find words in the project to complete the definitions. - Check the answers with the class - Key: 1. expensive 2. traditional	- Have students read through the questions and make sure students understand transport. - Teacher points out that students need to read and listen carefully to find specific information in order to answer the questions. Then discuss as a class which question relates to each school. - Teacher plays the audio for students to complete their answers.	-To help Students understand the general meaning.

	* Activity 3: Vocabulary plus + Primary school= a school for children between 5 and 9 years old + Boat school = school on a boat (give a picture) + Private school = a school that does not receive financial support from the government + Boarding school= a school where students live and study + Digital learning = learning facilitated by technology that gives students some element of control over time, place,... + Secondary school= a school for children between 11 and 18 years old - Students' own answers *** Optional activity: - Write the following gapped sentences on the board: - Students complete the sentences with the correct types of school. - Check the answers with the class. - Key: 1. boat school 2. private school 3. boarding school 4. primary school 5. Digital learning	- Check the answers with the class. - Students use a dictionary to check the meanings of the words in blue. - Discuss the meanings with the class and teacher asks students to translate the words into their own language to check understanding.	- To check Students' understanding in details.
13 mins	IV. POST READING * Activity 4: Group discussion "Do you wear a school uniform?" "Do you do traditional dancing? " "Would you like time to listen to music during the day?" + Suggested answers: * CONSOLIDATION - Teacher asks some question about the text to check their comprehension. 1. What do like your school? 2. Is your school big or small? 3. Is it nice? 4. How many floors are there in your school? 5. How many classrooms are there in your school? 6. How are the teachers/ the students/the classmates there?	- Students work in group of four. - Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. - Ask some students to report back to the class, and discuss as a class which types of school are the most interesting or appealing. - Teacher walks around to monitor the	- To help Students write and talk about their school

		class and offers help. - Teacher invites two or three Ss to answer the questions. - Teacher listens and provides more information if it's necessary.	
2 mins	V. HOMEWORK - Learn by heart all new words - Prepare for the next lesson- Language focus- Present continuous tense: Affirmative and negative.	- Students do homework and prepare for the next lesson.	- To prepare well for the next period.

LESSON PLAN

TIẾNG ANH 6 FRIENDS PLUS

UNIT 4: LEARNING WORLD - LESSON 3: LANGUAGE FOCUS

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

- talk about things happening now.

II. TECHNIQUES

- Questions & answers.

III. TEACHING AIDS:

- Pictures, Textbook, power point.

V. PROCEDURES

STAGE/ CONTENT	ACTIVITIES	RATIONALE
I. WARM -UP Game “JUMBLED WORDS” 1) ORGANBID CLOHOS 2) DROLOCE SNILPEC 3) GYRAOGHEP 4) SCAILUM TERNSIMSUNT 5) TAR HEATCER 6) HMRMOODE Key: 1) Boarding school 4) Musical instruments 2) Colored pencils 5) Art teacher 3) Geography 6) Homework	- Teacher divides class into 2 groups. - On the screen, teacher will show some unscrambled words about school and the student who raises hand first will get a chance to answer. With one correct answer, each group will get 1 point. The group with the most correct answers will be the winner.	- To make students eager to start the lesson.
II. PRESENTATION • Set context: “What are the people doing? What are they wearing? Is the boat moving?” ⇒ PRESENT CONTINUOUS TENSE Activity 1: Complete the examples from the text on page 50. Then choose the correct words in	- Teacher shows the pictures on page 50 asks students some questions to lead in the lesson. - Students answer in their own. - Teacher elicits the other forms. - Teacher asks students copy	- To help students understand how to use “ <i>Present continuous tense</i> – affirmative, negative”

Rules 1–3 ❑ PRESENT CONTINUOUS – AFFIRMATIVE AND NEGATIVE ⇒ We use present continuous tense to talk about things happening now. (+) : S + am / is / are + V_{ing} + O? Ex: They <u>are watching</u> TV now. (-) : S + am / is / are + NOT + V_{ing} + O? Ex: I <u>am not listening</u> to music at the moment. Note: SPELLING RULES 1 Most verbs: + -ing <i>study → studying</i> <i>eat → eating</i> <i>play → playing</i> 2 Verbs ending in e: remove e + -ing <i>move → moving</i> <i>take → taking</i> <i>practise → practising</i> 3 Verbs ending in vowel + consonant: double final consonant + -ing <i>chat → chatting</i> <i>plan → planning</i> <i>stop → stopping</i> (Suggested answers) 1) are 3) are staying at, learning 2) isn't 4) watching ⇒ Rules: 1) things happening now 2) be 3) -ing	down the lesson into their notebooks. - Teacher checks students' answers in task 1.	
III. PRACTICE ● Activity 2: What are the present continuous forms of verbs 1–5? Read the Spelling Rules and match the verbs to Rules 1–3. (Suggested answers) 1) wearing (rule 1) 2) having (rule 2) 3) doing (rule 1) 4) dancing (rule 2) 5) sitting (rule 3) ● Activity 3: Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous.	- Students find the present continuous forms of the verbs in the text. - Teacher asks students to read the spelling rules again and match the verbs to the rules. - Teacher checks answers with the class and asks students to find more verb forms in the text to match to the rules - Students complete the table with the sentences.	- To help students practice more. - To help students practice more.

(Suggested answers) 1d - A young child is speaking to his mother.) 2c - Two women are running in the park.) 3b - Two men are having dinner. 4f - A girl is playing a musical instrument. 5a - A boy is watching TV. 6e - A man is looking for a mosquito. ● Activity 4: Find six differences between the pictures. Write three affirmative and three negative sentences about picture B. Use the present continuous. (Students' own answers)	- Teacher checks answers and elicits which time expressions we use with each tense. - Teacher focuses on the pictures and asks students to work in pairs to find the differences. - Teacher gives students time to discuss and write the sentences about picture B. - Teacher asks some students to read their sentences to the class and checks.	- To help students practice speaking skill.
IV. PRODUCTION Game “WHO IS THE BEST?” Work in pairs. Make a mini-dialogue with the situations in the box or your own ideas. Which dialogue is the best? come to my house / have lunch with ... / teach me to ... go to the cinema / chat with ... / talk about ... go shopping / visit ... / show me ? / ... ? / ... ?	- Students work in groups. - Teacher allows students time to practise their dialogues, then asks some pairs to perform their dialogues for the class. - After students' presentation, teacher asks the whole class to vote for the best presentation.	-
V. HOMEWORK - Learn by the heart the new structure. - Prepare the next lesson: VOCABULARY AND LISTENING		-To prepare well for the next period

LESSON PLAN

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UNIT 4: LEARNING WORLD - LESSON 4: VOCABULARY AND LISTENING

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

- listen to interviews about learning a language.
- develop students' listening skills.

II. TECHNIQUES:

- Pair-works.
- Questions & answers.

III. Teaching Aids:

- Textbook, tape, power point, ...

IV. PROCEDURES

STAGE/ CONTENT	ACTIVITIES	RATIONALE
I. WARM - UP Game: “CHAIN GAME” “I’m learning English.....”	- Teacher divides class into 2 groups. - Teacher says a sentence and each group takes turns to give sentences that follow the teacher and the other groups' sentence. The group that has more sentences will win.	- To make students eager to start the lesson.
II. PRE-LISTENING <u>Set context:</u> “Do you like learning language?”	- Teacher shows the box on page 52 and asks students some questions to lead in the lesson.	- To prepare vocabulary for students and help them understand the Quiz.

“What things do you like and dislike?” ⇒ Today, we will learn about <i>Verbs: Studying a language.</i> New words: to spell (v) to repeat (v) to revise (v) to concentrate (v) to make notes (v) • Activity 1: Look at the quiz. Match questions 1–10 to pictures a–j. Then listen and check. <i>(Suggested answers)</i> 1e - 2h - 3d - 4c - 5a - 6i - 7j - 8b - 9f - 10g	- Students answer in their own. - Teacher introduces the new lesson. - Teacher asks students to repeat the words and copy down into their notebooks. - Teacher gives students time to read the quiz and match the questions to the pictures. - Teacher plays the audio for students to check their answers.	
III. WHILE – LISTENING • Activity 2: Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key. <i>(Students' own answers)</i> • Activity 3: Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box. <i>(Suggested answers)</i> 1) English 2) Russian and Arabic 3) Kanji • Activity 4: Listen again and answer the questions for Mario, Mark and Hannah.	- Students work in pairs to ask and answer the questions in the quiz and check their scores in the key at the bottom of the pictures. - Teacher asks some students to tell the class their scores. - Teacher reads the introduction with the class, focuses on the languages in the box and elicits that Kanji is a Japanese language. - Teacher plays the audio. - Students listen and answer the question. - Teacher checks answers with the class. - Teacher allows students time to read the questions. - Teacher plays the audio again. - Students listen and answer the questions. - Teacher checks answers with the class.	- To help students practice speaking skill. - To help students practice listening skill. - To help students practice speaking skill.

<i>(Suggested answers)</i> 1) Mario is watching TV. Mark is checking new vocabulary on the internet. Hannah is revising for her exams. 2) Mario thinks listening is difficult. Mark thinks reading and writing are difficult. Hannah thinks pronunciation is difficult. ● <u>Optional activity:</u> LISTENING 1) Why is Mario watching TV? Because ____ A. He is bored. B. It is good for his English. C. He doesn't want to miss the latest news. 2) Why are Mark and Peter learning languages? Because ____ A. They want to get a good job. B. They are studying abroad. C. a lot of people from different countries come to London. 3) Who is teaching Hannah? A. A teacher from Japan. B. A teacher from Spain. C. A teacher from France. <i>(Suggested answers)</i> 1B – 2C – 3A	- Teacher asks students to read the sentences before listening. - Teacher plays the tape 3 times. - Students listen and choose the correct answers. - Teacher checks students' answers.	- To help students practice listening skill and understand more the dialogue.
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IV. POST-LISTENING ● Consolidation: “ BRAINSTORMING ” Make a table with your answers in exercise 2. What good and bad learning strategies have you got?	- Students work in groups and discuss their opinion. - Some groups come to the front and present their opinion. - Teacher gives feedback.	-To help students develop group-work ability.				
<table><tr><td>I do these things </td><td>I don't do these things </td></tr><tr><td>I revise before an exam.</td><td>I don't listen to English when I'm out of school.</td></tr></table>			I do these things 	I don't do these things 	I revise before an exam.	I don't listen to English when I'm out of school.
I do these things 	I don't do these things 					
I revise before an exam.	I don't listen to English when I'm out of school.					
V. HOMEWORK. - Learn by heart new words. - Prepare the next lesson: Language focus - PRESENT CONTINUOUS – QUESTIONS						

LESSON PLAN

TIẾNG ANH 6 FRIENDS PLUS

UNIT 4: LEARNING WORLD - LESSON 5: LANGUAGE FOCUS

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

- ask people about their routines and what they're doing now.

II. LANGUAGE CONTENT

- Present continuous tense: Questions – Simple sentences.

III. TECHNIQUES

- * Communicative approach
- * Gap fill
- * Questions & answers.

IV. TEACHING AIDS:

- Pictures, Textbook, power point.

V. PROCEDURES

STAGE/ CONTENT	ACTIVITIES	RATIONALE									
I. WARM -UP Game “NOUGHTS AND CROSSES” <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td>now</td><td>homework</td><td>prefer</td></tr> <tr> <td>good at</td><td>school</td><td>digital learning</td></tr> <tr> <td>in the park</td><td>today</td><td>bad at</td></tr> </table> Example: I'm good at drawing.	now	homework	prefer	good at	school	digital learning	in the park	today	bad at	- Teacher divides class into 2 groups. One group is “noughts” (O) and the other is “crosses” (X). - 2 groups take turns to select the boxes and make sentences with those words. The group makes the correct sentence will get an (O) or (X). - The group that has 3 O or X on a horizontal, vertical or diagonal row will be the winner.	- To make Students eager to start the lesson.
now	homework	prefer									
good at	school	digital learning									
in the park	today	bad at									

II. PRESENTATION ● Set context: “Who is he?” “What does he do?” “What is he doing now?” ● Activity 1: Look at the sentences. What are the <i>he / she</i> and <i>they</i> forms of each question and answer? <i>(Suggested answers)</i> 1) Is he / she learning English? Yes, he / she is. Are they learning English? Yes, they are. 2) What is he / she doing now? He’s / She’s watching TV. What are they doing now? They’re watching TV. 3) Is he / she learning the same language? No, he / she isn’t. Are they learning the same language? No, they aren’t. □ PRESENT CONTINUOUS – QUESTIONS 1) Yes - no questions Am/ Is/ Are + S + V_{ing} + O? ⇒ Short answer: Yes, S + am/ is / are. No, S + am/ is /are + not. Ex: <u>Are</u> you <u>doing</u> your homework? ⇒ Yes, I am. / No, I’m not. 2) Wh-questions Wh-question word + am/ is/ are + S + Ving + O? Ex: What <u>are</u> you <u>doing</u> now? ⇒ I’m doing my homework.	- Teacher shows the picture of Mario from the <i>Listening</i> and asks students some questions to lead in the lesson. - Teacher calls some students to read out the questions and answers. - Teacher elicits the other forms. - Teacher asks students copy down the lesson into their notebooks. - Teacher checks students’ answers in task 1.	- To help Students understand how to use “<i>Present continuous tense – Questions</i>”
III. PRACTICE ● Activity 2: Work in pairs. Ask and answer questions with words from the columns and the verbs in the box. Use the present continuous. <i>(Students’ own answers)</i>	- Teacher elicits a few more example questions. - Students ask and answer questions in pairs. - Teacher asks some students to report back on their partner.	- To help students practice more.

● Activity 3: Complete the table with sentences 3–6. Which time expressions do we use with a) the present simple, and b) the present continuous? <i>(Suggested answers)</i> - Present simple: 3, 5 - Present continuous: 4, 6 a) sometimes, usually, always (often, never, every day) b) today, at the moment, now (right now) □ Time expressions: now / right now / at the moment / at present / ● Activity 4: Look at the photos and complete the sentences. Use the present simple or the present continuous. <i>(suggested answers)</i> <table> <tr> <td>1) practises</td> <td>4) 's playing</td> </tr> <tr> <td>2) 's relaxing</td> <td>5) 's chatting</td> </tr> <tr> <td>3) plays</td> <td>6) speaks</td> </tr> </table>	1) practises	4) 's playing	2) 's relaxing	5) 's chatting	3) plays	6) speaks	- Students complete the table with the sentences. - Teacher checks answers and elicits which time expressions we use with each tense.	- To help students understand the differences between present simple and present continuous.
1) practises	4) 's playing							
2) 's relaxing	5) 's chatting							
3) plays	6) speaks							
IV. CONSOLIDATION Game “LOTTERY WINNER” Imagine that one of you is a lottery winner. Ask and answer questions about <i>now</i> and <i>usually</i>. Use the present simple and the present continuous forms of the verbs in the box.	- Students work in groups. - Teacher elicits a few example questions and answers. - Teacher calls some group to present and gives feedback.	- To help students practice more.						
V. HOMEWORK - Learn by the heart the new structure. - Prepare the next lesson: SPEAKING								

LESSON PLAN

TIẾNG ANH 6 FRIEND PLUS

UNIT 4: LEARNING WORLD - LESSON 6: SPEAKING

ASKING FOR HELP WHEN YOU'RE STUDYING

- TEACHING AIDS:**

- **TECHNIQUES:**

- group work, individual.

- PROCEDURES:**

TIME	CONTENT	ACTIVITIES	RATIONALE
5 mins	I. WARM UP – MEMORY GAME Rule: - The first player/ team chooses a card and carefully turns it over, then selects another card and turns it over. - If the two cards are a matching pair, the player /team will get one point. - If the cards are not a match they are turned back over and it is now the next players turn.  Lead-in • What can you do if you can't remember a word in English?	- Teacher explains the rule and divides class into 2 groups. - Students work in group and take turn to select the cards. - Read the question with the class and elicit answers from individual students.	-To review the last lesson and make Students eager to start the lesson.
25 mins	II. PRE-SPEAKING		- To help students know the Key

	<u>EXERCISE 1.</u> Complete the dialogue with the Key Phrases. Then watch or listen and check. What word can't Zac remember? <u>Answers:</u> 1. Can you help me with something, please? 2. How do you say 3. Can you say that again, please? 4. How do you spell that? The word Zac can't remember is 'tomorrow'	- Teacher allows students time to read through the gapped dialogue and the key phrases. - Students listen the audio for students to listen and complete the dialogue with the key phrases. - Teacher plays the audio again to check the answer the class.	Phrases (Asking for help with languages).
	III. WHILE SPEAKING <u>EXERCISE 2.</u> PRONUNCIATION: The alphabet. Complete the table with the letters in the box. Then listen and check. <u>Answers:</u> 1 J 2 E 3 G 4 V 5 N 6 X 7 I 8 U <u>EXERCISE 3.</u> Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1–3. Five words: secondary, television, expensive, elephant, protect <u>EXERCISE 4.</u> Indicate the word whose bold part differs from the other three in pronunciation. <u>Answers:</u> 1 c 2 b 3 c 4 a 5 d	- Teacher models the sounds in the table and read out the letters that are already added. - Students complete the table with the letters from the box. - Teacher plays the audio for students to listen and check. - Teacher says the alphabet through once as a class then ask students to stand up. - Students have to say a letter of the alphabet in turn. - If a student makes a mistake or can't think of the next letter, he/she sits down. Continue, gradually speeding up, until only one or two students remain standing. - Teacher gives Students five words and asks them to spell these words. - Then, students work in pairs to practice spelling. - Teacher models pronunciation of sword, where the letter w is silent. - Teacher makes students pay attention to the fact that in English some consonant clusters may be spelled similarly but pronounced differently.	- To help Students pronounce exactly The alphabet. - To help Students practice spelling words well. - To help Students know and practice Consonant clusters.
13 mins	IV. POST SPEAKING <u>ACTIVITY 5.</u> Read the Skills Strategy and then work in pairs. Prepare a new dialogue using the chart below to help you. Practise	- Students read the skills strategy before doing exercise 5.	- To help students practice speaking.

	the new dialogue. One of you is A, the other is B. Then change roles. A: Can you help me with something, please? B: ... A: How do you say ... in English? B: ... A: Can you say that again, please? B: ... A: How do you spell that? B: ... A: Great. Thanks,	- Students work in pairs to prepare a new dialogue. - Teacher asks some students to perform their dialogues for the class.	
2 mins	V. HOMEWORK - Do exercise in Student book page 61. - Students prepare for the next lesson: WRITING • An email about your school.	- Students do homework and prepare for the next lesson.	- To prepare well for the next period.

LESSON PLAN
TIẾNG ANH 6 FRIEND PLUS
UNIT 4: LEARNING WORLD - LESSON 7: WRITING
AN EMAIL ABOUT YOUR SCHOOL

☐ **AIMS:** By the end of the lesson, students will be able to write an informal email about your school.

☐ **TEACHING AIDS:**

- Textbook, projector, pictures

☐ **TECHNIQUES:**

- speaking skill, listening skill.

- group work, individual.

☐ **PROCEDURES:**

TIME	CONTENT	ACTIVITIES	RATIONALE
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	4 optional 5 photo, my classmates 6 a photo of yours EXERCISE 3. Study the examples. Then match 1–4 with a–d and write sentences with so. Example: I like languages, <u>so</u> I study French. ☐ So expresses the result of something stated on the previous clause. Answers: 1 - C I'm learning some Spanish words, so I need a dictionary. 2 - D I've got two bikes, so you can use one of them. 3 - B There's a history exam tomorrow, so I'm revising now. 4 - A There aren't any classes this afternoon, so we can go and play football	- Teacher asks Students read out the examples and ask students to translate them into their language. - Check that they understand so. Students match the sentence halves and write sentences with so, then compare their answers in pairs. Check answers with the class. Point out that we usually use a comma before so.	- To help Students practice using So.
13 mins	IV. POST WRITING EXERCISE 4. A student from a different country is visiting your school in three weeks. Write an email and give him some information about your school. THINK AND PLAN 1 Who is the visitor and when is the visit? 2 How big is your school? 3 Where is your school? 4 When are the lessons? What are the subjects? 5 What is in the photo you are emailing? OUTLINE Hi/ Hey ..., I'm happy that ... <i>(The reason you write)</i> ... is a small / medium-sized / large school ... Classes are ... Some subjects are Others ... Here's Send me ... <i>(The information you need)</i> Write soon, 	- Teacher reads through the paragraph structure with the class. - Students answer the questions and write their email. - Teacher selects and checks some of students' paper.	- To help students practice writing.

2 mins	V. HOMEWORK - Do exercise in Workbook page 35 . - Students prepare for the next lesson: CULTURE • Digital learning	- Students do homework and prepare for the next lesson.	- To prepare well for the next period.
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LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS

UNIT 4 – LESSON 8 - CULTURE: DIGITAL LEARNING

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

- *discuss the positive and negative things about digital learning.*

Teaching Aids:

- *Textbook, projector, pictures, groups' boards.*

STAGE/TIME	ACTIVITY	RATIONALE
I. WARM UP	- Teacher divides class into 4 groups. - Teacher runs through the game – Each group will choose a crossword and write the answer on the board. - Which groups having a correct answer will get a point. - Students take part in the game. - Which group having the highest point will be the winner. Crossword: 1/ Internet 2/ Teachers 3/ Students 4/ Computers 5/ E-books  Key words: Online learning/ Digital learning Lead-in - <i>This is our today topic: Digital learning.</i>	- <i>To make Students eager to start the lesson.</i>
II. WHILE-TEACHING	* Exercise 1: - Teacher is going to instruct students how to complete exercise 1 in pairs. - Students will have 2 minutes to ask and answer the questions. - Teacher is going to ask some students to answer the questions. Answer key: 1/ <i>He's at home.</i> 2/ <i>He's studying.</i>	- <i>To prepare for the exercise 2.</i>

	<i>However, it cannot replace schools because ...</i> - Let students discuss in groups. - After discussing some groups (from 1 to 3 groups) are going to present their ideas in front of the class.	
III. CONSOLIDATION	- Summary the lesson - Listen and read the useful expressions in the lesson. - Teacher asks students about digital learning and its benefits and drawbacks. - Teacher is going to make some yes/ no questions and let the students answer.	<i>- To help student review all the knowledge of this lesson..</i>
IV. HOMEWORK	- Learn by heart all the useful expressions and the phrasal verb “ keep up with”. - Prepare for next lesson – Unit 4: Puzzles and games.	<i>- To prepare well for the next period.</i>

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS

UNIT 4 – LESSON 9 - PUZZLES AND GAMES

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

- *remember words related to the topic “School subjects”.*
- *remember present continuous tense.*

Teaching Aids:

- Textbook, power point slides, groups’ boards ...

STAGE/TIME	ACTIVITY	RATIONALE
I. WARM UP	- <i>Teacher divides the class into small groups.</i> - <i>Students are going to play the game “Guessing game”.</i> - <i>Teacher is going to give clues for each words by using the pictures.</i> - <i>Students are going to discuss and guess in groups.</i> - <i>Students are going to give the answer by writing on their groups’ boards.</i> - <i>Which groups having correct answers will get points.</i> Answer key: There are 8 words: 1- <i>Literature</i> 2- <i>P.E/ Physical Education</i> 3- <i>Biology</i> 4- <i>Physics</i> 5- <i>Geography</i> 6- <i>Math</i> 7- <i>Music</i> 8- <i>Art</i>	- <i>To review the names of some subjects.</i>
II. WHILE-TEACHING	* Exercise 1: - <i>Teacher is going to instruct students how to use the code to write the school subjects.</i> - <i>Students are going to write the subjects in groups.</i> - <i>Teacher is going to correct the exercise with students.</i> - <i>If they can guess all the subjects their groups will get 8 points.</i> - <i>Then, teacher is going to instruct students to make a survey in group. The survey is about their favorite subjects. Finally, each group is going to present their group survey’s result in front of the class.</i>	- <i>To know how to make a survey in groups and demonstrate it.</i>

	“With weaker classes, students could work in pairs for this, and could look back at page 46 for help. With stronger classes, teacher could do it as a race. ” - Teacher is going to check answers with the class. Answer key: <table> <tr><td></td><td></td><td>R</td><td>E</td><td>V</td><td>I</td><td>S</td><td>E</td><td></td><td>U</td></tr> <tr><td>P</td><td>K</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>N</td></tr> <tr><td>R</td><td>N</td><td></td><td>C</td><td>H</td><td>E</td><td>C</td><td>K</td><td></td><td>D</td></tr> <tr><td>A</td><td>O</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>E</td></tr> <tr><td>C</td><td>W</td><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td>R</td></tr> <tr><td>T</td><td></td><td>E</td><td></td><td></td><td></td><td></td><td></td><td></td><td>S</td></tr> <tr><td>I</td><td></td><td>P</td><td></td><td></td><td></td><td></td><td></td><td></td><td>T</td></tr> <tr><td>S</td><td>P</td><td>E</td><td>L</td><td>L</td><td></td><td></td><td></td><td></td><td>A</td></tr> <tr><td>E</td><td></td><td>A</td><td></td><td></td><td>L</td><td>E</td><td>A</td><td>R</td><td>N</td></tr> <tr><td></td><td></td><td>T</td><td></td><td></td><td></td><td></td><td></td><td></td><td>D</td></tr> </table> * Exercise 5: - Teacher is going to read out the instructions and check that students understand the game. - Students are going to discuss in groups to list out 5 activities. - Teacher is going to help students during their discussion. - Teacher lets students discuss in 3 minutes. - After 3 minutes, one student from each group is going to mime one activity in front of the class. If other groups can guess the activity correctly they will get a point. Answer key: <i>Students’ own answers.</i>			R	E	V	I	S	E		U	P	K								N	R	N		C	H	E	C	K		D	A	O								E	C	W	R							R	T		E							S	I		P							T	S	P	E	L	L					A	E		A			L	E	A	R	N			T							D	- To practice teamwork skills.
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III. CONSOLIDATION	- Summary the lesson - Revise the present continuous tense. - Teacher asks students to make as many sentences as they can by using the present continuous tense.	- To help student review all the knowledge of this lesson..																																																																																																				
IV. HOMEWORK	- Review the grammar structures and new words of unit 4. - Complete unit 4 tests, End-of-term 1 test, Teacher’s Resource Disk.	- To prepare well for the final exam.																																																																																																				

