

Date of planning:.....

Period 16 : UNIT 3 : MY FRIENDS

Date of teaching:

Lesson 1: GETTING STARTED

WEEK: 1

A surprise guest

THIS UNIT INCLUDES:

Vocabulary

- Body parts and appearance
- Personality adjectives

Pronunciation:

Pronunciation: Sounds: /b/ and /p/

Grammar

- Present continuous

Skills:

- Reading about friends and summer camps
- Talking about friends and summer camps
- Listening about best friends.
- Writing a diary entry about best friends.

Everyday English

Asking about appearance and personality

I. OBJECTIVES:

* **By the end of this unit, students will be able to: (Over all)**

- use the words for body parts, appearance and personality;
- pronounce the sounds /b/ and /p/ correctly;
- use the present continuous to talk about things happening now;
- ask about appearance and personality;
- read for specific information about friends and summer camps;
- talk about friends and summer camps;
- listen for specific information about best friends;
- write a diary entry about best friends.

1. Knowledge:

- To introduce the topic of the lesson, my friends. To teach listening and reading.

+ **Vocabulary:** - use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar:** - use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to practice reading and listening to the conversation between Phong and Nam about experiences of going on a picnic.

Digital Competences (NLS):

- **Interacting through digital technologies (2.1.TC1a):** Use tools like **Google Meet** or **Zoom** for group discussions.
- **Netiquette (2.5.TC1a):** Discuss "What makes a good friend online?" and propose solutions for digital communication issues.

3. Quality/ behavior : The good behavior toward his friends. Friendship in daily life . Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say 5 words: picnic, biscuit, magazine, shoulder and hair with teacher's help.
- complete 2 blanks in the conversation with the words picnic and favourite programme.
- label 5 body parts: eye, nose, shoulder, hand and leg.
- describe one friend using 2 simple phrases, for example "long hair" and "big eyes".

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books,
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: - To create an active atmosphere in the class before the lesson;

- To lead into the new unit

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
+ Greeting + Chatting - Teacher (T) asks Ss some questions about the previous lessons, - T may introduce some warm-up activities to	+ Greeting + Chatting - Students (Ss) listen and learn how to do it . - Answer the teacher's questions and

create a friendly and relaxed atmosphere to inspire SS to warm up to the subject and new class...

- T encourages Ss to talk in English as much as possible

+ Lead to the first unit of the new school year.

- Write the unit title *My house* on the board.

For students with disabilities

Teacher's guidance:

- Write the words friend and hair on the board.

Read each word slowly twice.

- Show a picture of two friends. Ask: "Are they friends?" Give the model "Yes, they are."

- Point to the unit title My Friends and explain it in Vietnamese when necessary.

For students with disabilities

Student's activities:

- Look at the picture and repeat: friend, hair.

- Answer: "Yes, they are."

- Repeat: "My Friends."

enquirements.

+ Students (**Ss**) listen and learn how to do the tasks.

- Open their book and write .



2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims: - To set the context for the introductory text;

- To introduce the topic of the unit.

- * **Content:** Listen and read conversation to get used to the vocabulary; new grammar points.
- * **Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points...
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>1. Listen and read.</p> <ul style="list-style-type: none"> - Set the context for the listening and reading. - Ask SS questions about the picture, e.g. What is Phong doing? What are they eating and drinking? - T can also ask SS to share any recent experiences of going on a picnic. - Play the recording twice for Ss to listen and read along. - Have Ss underline the words that are related to the topic of the unit while they are listening and reading. <p>*) Pre- teach vocabulary:</p> <ul style="list-style-type: none"> - Teachers use different techniques to teach vocabulary (situation, realia, translation + Follow the steps to teach vocabulary - Repeat in chorus and individually + Check vocabulary - Take note. <p>* Vocabulary:</p> <ul style="list-style-type: none"> - pass (v) đưa, chuyển 	<p>1. Listen and read.</p> <p>- T_Ss</p>   <ul style="list-style-type: none"> - Listen carefully and read aloud. - Take note

- biscuit (n) bánh bích quy
- magazine (n) tạp chí
- shoulder (n) vai
- blond (adj) màu hoe vàng
- Invite some pairs of Ss to read the dialogue aloud.
- Have Ss say the words in the text that they think are related to the topic My friends.
- Quickly write the words on one part of the board.
- Comment on Ss'answers.
- Confirm the correct answer.

For students with disabilities

Teacher's guidance:

- Show the picture of Phong, Nam, Mai and Chau. Point to each person while saying the names.
- Teach and read 5 words: pass, biscuit, magazine, shoulder and blond. Let the student repeat each word twice.
- Play one short part of the recording and pause after each sentence.

For students with disabilities

Student's activities:

- Point to the people in the picture.
- Repeat: pass, biscuit, magazine, shoulder,

blond.

- Listen and point to the word heard.

3. PRACTICE (15')

ACTIVITY 2:

Aims: To help Ss deeply understand the text.

* **Content:** Filling the blanks to understand more about the text.

* **Outcome:** Understanding more about the text.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>2. Fill the blanks with the words from the conversation</p> <ul style="list-style-type: none">- Ask SS to read the conversation again and do this activity independently.- Ask them how to do the activity.- Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify the kind of information to fill the blank;(2) read the conversation and locate the place to find the word(s) to fill the blank).- Allow them to share answers before discussing as a class.- Confirm and write the correct answers on the board.- T gives the correct answers. <p>For students with disabilities</p>	<p>2. Fill the blanks with the words from the conversation</p> <ul style="list-style-type: none">- Listen carefully to the instructions- Ss_ Ss- Follow the teacher's instructions- Give the answers and check. <p>Key ; 1. picnic 2. favourite programme 3. Mai ; Chau 4. glasses; long black hair 5. are going to</p>

Teacher's guidance:

- Read sentences 1 and 2 and underline the missing-word positions.

- Give two choices for each blank: picnic/school and favourite programme/magazine.

- Guide the student to find the related sentence in the conversation.

For students with disabilities

Student's activities:

- Complete blanks 1 and 2 only.

- Answers: 1. picnic; 2. favourite programme.

- Copy the two answers.

ACTIVITY 3:

Aim: To revise and provide Ss with some vocabulary related to parts of the body.

* **Content:** Label words related to body parts.

* **Outcome:** Knowing more new words and using them correctly.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

3. Label the body parts with the words in the box.

- Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given.

- Have Ss compare their answers with a classmate.

If possible, show the picture on the slide / on

3. Label the body parts with the words in the box.

- Listen to the instructions clearly

- **T_ Ss**

- Learn how to do it

the board and have an SS point at each body part and say its name.

- Check SS'answers and confirm the correct ones.

If there are any body parts SS do not know, quickly point to them and teach these.

- Have Ss work in groups and brainstorm all other words for body parts.

- T can ask them to write the words down on small boards or pieces of paper.

Then set a time limit for groups to write the words.

- Finally, invite the group with the most words to share their words.

Other teams add any different words

- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

- T gives correct answer

For students with disabilities

Teacher's guidance:

- Point to body parts 1-5 in the picture.

- Read slowly: eye, nose, shoulder, hand and leg.

- Guide the student to match one word at a time.

For students with disabilities

Student's activities:

- Label items 1-5 only.

- Ss to **work independently**

- Share the answers

- Copy them

Key:

1. eye 2. nose 3. shoulder 4. hand 5. leg
6. foot 7. arm 8. mouth 9. cheek 10. hair

Some more words are: head, lip, tooth, stomach, ear, etc.

- Answers: 1. eye; 2. nose; 3. shoulder; 4. hand; 5. leg.

- Point to and repeat the five words.

ACTIVITY 4:

Aim: To revise and provide Ss with some vocabulary to describe parts of the body.

* **Content:** Complete the words related to body parts.

* **Outcome:** Knowing more new words and using them correctly.

* **Organisation :** Teacher's instructions.....

4. Work in groups. Complete the word webs

- Explain that some words go together, e.g. long + hair, but some don't, e.g. long + eye.

- Have SS work in groups and complete the word webs in a few minutes.

- Check and confirm the correct answers.

- Other pairs look, comment and add any words they know.

- Introduce some other types of house if needed.

For students with disabilities

Teacher's guidance:

- Draw three simple word groups: long/short, big/small and hair.

- Give word cards: hair, legs, eyes, nose, black

4. Work in groups. Complete the word webs

- T_ Ss

- Listen carefully and learn how to do it.

- Ss do themselves. Give the answers

Suggested answers:

- long / short: legs, arms, hair, etc.

- big / small: head, hands, ears, feet, eyes, nose, etc.

- hair: black, straight, fair, curly, wavy, long / short, etc.

and curly.

- Model “long hair” and guide the student to make two more combinations.

For students with disabilities

Student's activities:

- Make 3 combinations.

- Suggested answers: long hair; big eyes; small nose.

- Read the three phrases.

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss practise using words for body parts and appearance through a guessing game.

* **Content:** Playing games to describe a classmate.

* **Outcome:** Learning how to describe a classmate using the new words

* **Organisation :** Teacher’s instructions...

Teacher’s & Student’s activities

Content

5. GAME- Guessing

- Explain the rules of the game: SS work in groups.
- They take turns to describe a classmate for other group members to guess.
- Move around to observe and offer help.
- Invite one or two Ss to describe a classmate in front of the class. Other SS guesses.

5. GAME- Guessing

- **T_ Ss**
- Listen to the instructions carefully then do the tasks.
- Ask and answer

For students with disabilities

Teacher's guidance:

- Choose one familiar classmate and write two clues: “long hair” and “big eyes”.
- Read the clues slowly and ask the student to point to or name the classmate.
- Accept a one-word name as the answer.

For students with disabilities

Student's activities:

- Listen to 2 clues.
- Guess one classmate.
- Say one short description, for example: “Lan has long hair.”

5. WRAP-UP & HOME WORK (2')

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.

*** Home work**

- Read the conversation again on page 6.
- Do more exercises in the workbook.
- Prepare new lessons.

PROJECT PREPARATION:

- T introduces the project: Groups will design a digital yearbook page on Canva .

- Digital Task: Groups must schedule a Google Meet session to discuss "Good friend online" traits .

- Safety Note: T reminds students to follow school's digital safety rules.



Date of planning:.....

Period 17: UNIT 3: MY FRIENDS

Date of teaching:

Lesson 2: A CLOSER LOOK -1

WEEK:

THIS UNIT INCLUDES:

Vocabulary

- Body parts and appearance
- Personality adjectives

Pronunciation:

Pronunciation: Sounds: /b/ and /p/

Grammar

- Present continuous

Skills:

- Reading about friends and summer camps
- Talking about friends and summer camps
- Listening about best friends.
- Writing a diary entry about best friends.

Everyday English

Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To introduce the topic of the lesson: My house. To teach personal adjectives. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

+ **Vocabulary:** use the words related to the topic *My friends*(*hard-working, confident, funny, caring,active, careful, clever, shy, kind, friendly,ect.*

- To pronounce the final sounds /b / and /p/ correctly;

+ **Grammar:-** use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to know some personal adjectives. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

Digital Competence (NLS):

- **3.1.TC1a:** Use digital tools (Emoji search/Avatar creators) to select icons representing personal traits for the digital yearbook.

3. Quality/ behavior : The good behavior toward his friends. Friendship in daily life . Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say 5 personality adjectives: confident, caring, active, shy and creative with teacher's help.
- match 3 personality adjectives with the correct pictures.
- complete 2 sentences with the words creative and kind.
- repeat 2 words with /b/ and 2 words with /p/.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, work books
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: Vocabulary: Rooms and furniture

- **To revise/ teach the names of the rooms in the house.**
- * **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class
- * **Outcome:** Having a chance to speak English.
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- Students (Ss) listen and learn how to do.</p> <p>- Open their book and write .</p>

For students with disabilities

Teacher's guidance:

- Show 3 emoji or picture cards for confident, shy and friendly.

- Read each adjective twice and explain it briefly in Vietnamese.

- Ask: "Are you shy?" Give the answer frames "Yes, I am." / "No, I'm not."

For students with disabilities

Student's activities:

- Repeat: confident, shy, friendly.

- Answer one question using "Yes, I am." or "No, I'm not."

- Open the book at the lesson page.

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims:- To teach Ss some personality adjectives;

- To give SS practice with these adjectives.

* **Content:** Do the matching

* **Outcome:** Knowing more personality adjectives;

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

Content

1. Match the adjectives to the pictures

- T_Ss

*) **Pre- teach vocabulary:**

1. Match the adjectives to the pictures

* **Vocabulary:**

- Teacher uses different techniques to teach vocabulary (situation, realia, translation
- + Follow the steps to teach vocabulary
- Repeat in chorus and individually
- + Check Vocabulary
- Copy all the words

- Ask Ss to look at the pictures and briefly describe them.
- T can ask: *What can you see in the picture?*
- Have Ss look at the personality adjectives given.
- Check if they understand the meaning of each word.
- Instruct them to pronounce the words and define each word if necessary.
- Ask them to do the matching individually and then compare their answers in pairs.
- Check and confirm the correct answers

- Check the answers
- Correct their pronunciation.
- Give the comments.

- **Digital Task (3.1.TC1a):** T asks students to use their devices to find or create a digital avatar/emoji that best represents their

- confident (adj) tự tin
- caring (adj) chu đáo.
- active (adj) năng động
- shy (adj) xấu hổ
- creative (adj) sáng tạo
- clever (adj) thông minh, khéo léo...

- Listen carefully to the instructions
- Answer the teacher's questions.
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- Answer the teacher's questions .

Key: 1.c 2.e 3.d 4.a 5.b

personality (e.g., a "lightbulb" for *clever*).

- **Storage:** Students upload their chosen icon and 2 adjectives to the group's **Padlet/Canva** page.

For students with disabilities

Teacher's guidance:

- Point to pictures 1, 2 and 3.

- Read the adjectives confident, caring and active.

- Guide the student to match one picture at a time and remove extra choices when needed.

For students with disabilities

Student's activities:

- Match pictures 1-3 only.

- Answers: 1. confident; 2. caring; 3. active.

- Read the three adjectives.

3. PRACTICE (15')

ACTIVITY 2:

Aims:

- **To teach Ss some other personality adjectives;**

- **To give SS practice with these adjectives.**

* **Content:** Practice using personality adjectives to complete the sentences

* **Outcome:** Using personality adjectives correctly.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>2. Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words / phrases.</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and briefly describe what they see. - Ask Ss to read the adjectives in the box. - Help explain the meaning of each adjective if necessary. - Ask Ss to read each sentence. - Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence. - Tell Ss they will only need five of the six adjectives to complete this activity. - Ask them to do the exercise individually and then compare their answers in pairs. - Check and confirm the correct answers - Ask other Ss to comment. Ask Ss if they can add more things to each room. <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Read sentences 1 and 2 and underline the highlighted clues. - Give two choices: creative/kind for sentence 1 and kind/friendly for sentence 2. 	<p>2. Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words / phrases.</p> <ul style="list-style-type: none"> - Work in pairs to do this activity - Listen carefully and learn how to do. - Ss work in pairs . - Follow the teacher's instructions - Give the answers - Ss do the tasks. <p>Key: 1. creative 2. kind 3. friendly 4. careful 5. clever</p>

- Explain the clues with a simple picture or Vietnamese meaning.

For students with disabilities

Student's activities:

- Complete sentences 1 and 2 only.

- Answers: 1. creative; 2. kind.

- Copy and read the two words.

ACTIVITY 3:

Aim: To provide Ss with freer practice with personality adjectives.

* **Content:** Playing games to further practice using personality adjectives.

* **Outcome:** Learning new words about personality adjectives.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

GAME : Friendship flower

- Ask Ss to shout out all of the personality adjectives they know.

Quickly write them on the board.

- Have Ss work in groups and play the game.

- Ask Ss to draw a flower with the number of petals equal to the number of their group members.

- T may model how to do the game first.

- Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups.

- Move around to observe and provide help if

GAME : Friendship flower

- **T_Ss**

- Listen to the instructions clearly

- Learn how to do it

- Ss to work in pairs

- Ss do themselves.

- Copy them

needed.

Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.

- Call on some pairs to practise in front of the class.
- Comment on their performance.

For students with disabilities

Teacher's guidance:

- Draw a simple flower with two petals.
- Write the student's name in the centre and put friendly and kind on the petals.
- Read the two adjectives and invite the student to choose one for a friend.

For students with disabilities

Student's activities:

- Write 2 adjectives on the flower.
- Suggested words: friendly, kind.
- Say: "My friend is kind."

II. PRONUNCIATION:

/b/and /p/

ACTIVITY 4:

Aims:

To help Ss identify how to pronounce the sounds /b/ and /p/;

To help Ss practise pronouncing these sounds correctly in words.

*** Content:** Pronounce the sounds /b/ and /p/;

* **Outcome:** Learn how to pronounce the sounds /b/ and /p/ correctly.

* **Organisation :** Teacher's instructions.....

4. Listen and circle the words you

Have Ss practise reading the word pairs first.

Then ask them to listen to the recording and circle the word they hear in each pair.

Play the recording again for them to repeat the words

- Play the recording as many times as necessary.

- Have Ss comment on the way to pronounce s at the end of the words.

- Check the meanings if necessary,

For students with disabilities

Teacher's guidance:

- Read the first two word pairs slowly and clearly.

- Emphasise the lip movement for /b/ and /p/.

- Play the first two audio items twice and pause after each one.

For students with disabilities

Student's activities:

- Listen and circle the word heard in items 1 and 2 only.

4. Listen and circle the words you

- T_Ss

- Listen carefully

- Check the answers

- Listen and repeat

* *Audio script:*

Key + Audio script: 1. pig 2. pear 3. buy 4. rope

- Answers according to the audio: 1. play; 2. pear.

- Repeat the two selected words.

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

Aim: To help Ss pronounce the sounds /b/ and /p/ in context

* **Content:** Practice the chant.

* **Outcome:** Practice pronouncing the sounds /b/ and /p/ correctly

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

Content

5. Listen. Then practise the chant.

- Have Ss look at the chant. Make sure they understand the meaning of the chant.
- Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the Rhyme. Play the recording again and ask - Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and / P/ and rhyme. Provide further practice by dividing the class into two groups. Have the groups sing alternate lines.
- Call on some pairs to practise the chant
- Comment on their pronunciation of the final.

For students with disabilities

5. Listen. Then practise the chant.

- **T_Ss**
- Listen to the instructions carefully then do the tasks.
- Listen again and repeat
- * **We're playing together**
- Notice the rhyme
- We're having a picnic
- We're having a picnic
- Fun! Fun! Fun!
- We're bringing some biscuits
- We're bringing some biscuits
- Yum! Yum! Yum!
- We're playing together

<p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Read only two short lines of the chant: “We’re having a picnic.” and “We’re bringing some biscuits.” - Underline picnic and biscuits and model the sounds /p/ and /b/. - Clap once for each line and let the student repeat slowly. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Repeat 2 chant lines. - Underline picnic for /p/ and biscuits for /b/. - Say the words picnic and biscuits twice. 	<p>Hurrah! Hurrah! Hurrah!</p>
--	--------------------------------

5. WRAP-UP & HOME WORK (2’)

- Ask Ss to summarise what they have learnt in the lesson.

* HOME WORK

- Practice asking and answering about friends.
- Do more exercises in the workbook.
- Prepare a new lesson.

Date of planning:.....

=====

Period 18 : UNIT 3 : MY FRIEND

Date of teaching:

Lesson 4 : A CLOSER LOOK _2

WEEK: 7

THIS UNIT INCLUDES:

Vocabulary

- Body parts and appearance
- Personality adjectives

Pronunciation:

Pronunciation: Sounds: /b/ and /p/

Grammar

- Present continuous

Skills:

- Reading about friends and summer camps
- Talking about friends and summer camps
- Listening about best friends.
- Writing a diary entry about best friends.

Everyday English

Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To introduce the topic of the lesson *My friends*. Asking about appearance and personality. Practice asking about appearance and personality.

+ **Vocabulary:** - Use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar:** - Use the present continuous tense to talk about things happening now;
- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to know how to ask about appearance and personality. Practice asking about appearance and personality.

3. Quality/ behavior : The good behavior toward his friends. Friendship in daily life . Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize the present continuous form in 2 model sentences with the teacher's help.
- Complete 2 sentences using reading and playing.
- ask and answer 2 questions about actions happening now.
- distinguish the present simple and present continuous in 2 simple sentences.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual

III. PROCEDURE:

Grammar.

The present continuous tense

- Elicit and write the following lines from the GETTING STARTED on slide / on the board. Show them to Ss.

Nam: Thanks. What are you reading, Phong?

Phong: 4 Teen. It's my favourite magazine!

Mai: Oh, sorry, we can't. We're going to the bookshop.

- Highlight/ Underline the present continuous structure in these lines. Ask Ss to look at the usage and examples of the present continuous tense in the **Remember!** box. Explain to Ss that this tense is used to describe actions that are happening now.

- Ask Ss to say the form of the tense after they have read the examples. Now write the form of the auxiliary verb "be" (*i.e. He is / He's*).

– Then draw Ss' attention to the **Remember!** box again that shows the time signals.

– Have them give some examples with the tense.

- This table shows the form of the present continuous. T can prepare a handout for Ss or ask them to quickly write the form in their notebooks.

Positive	Questions and answers
I am	Am I
You / We / They are	Are you / we / they
He / She / It is	Is he / she / it
} + V-ing (studying)	} + V-ing (studying)?
Negative	Yes, I am.
I am	No, I am not.
You / We / They are	Yes, you / we / they are.
He / She / It is	No, you / we / they aren't.
} + not V-ing (not studying)	Yes, he / she / it is.
	No, he / she / it isn't.

1. WARM UP & INTRODUCTION (5')

Aim:

- **To introduce / teach present continuous tense.**

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Write two models: "I am reading." and "They are playing."</p> <p>- Underline am reading and playing.</p> <p>- Explain that these actions are happening now.</p> <p>For students with disabilities</p> <p>Student's activities:</p> <p>- Read: "I am reading."</p> <p>- Read: "They are playing."</p> <p>- Underline am reading and playing.</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- Students (Ss) listen and learn how to do.</p> <p>- Open their book and write .</p>

2. PRESENTATION/ NEW LESSON (15')

ACTIVITY 1:

Aim: To help Ss practise with the correct form of the present continuous.

* **Content:** Revise/ teach the form and use of the present continuous.

* **Outcome:** Learning how to form and use the present continuous and put the verbs in the

For students with disabilities

Teacher's guidance:

- Read items 1 and 2 and point to the subjects she and they.
- Write the forms while reading and playing on cards.
- Guide the student to choose the correct card for each sentence.

For students with disabilities

Student's activities:

- Complete items 1 and 2 only.
- Answers: 1. is reading; 2. are playing.
- Copy the two answers.

3. PRACTICE (15')

ACTIVITY 2:

Aims:To help Ss practise using the correct form of the present continuous based on context.

* **Content:** Practise using the correct form of the present continuous by completing the sentences

* **Outcome:** Understanding more the use of the present continuous.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.	2. Look at the pictures. Write sentences like the example. Use positive or negative present continuous verbs.

- Ask Ss to look at the pictures and briefly describe what the person is / people are doing.

- Ask them to write sentences, using positive or negative present continuous verbs.

- Have Ss compare their answers.

- Invite some Ss to write their answers on the board.

- If time allows, have Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous.

(E.g. 7. *Nam and Ba are not eating ice cream. They are talking.*)

- Check and confirm the correct answers

- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.

For students with disabilities

Teacher's guidance:

- Show pictures 1 and 2 and say what the people are actually doing.

- Write the sentence frames “Nam and Ba are not ...” and “Lan and Trang are ...”.

- Provide the phrases eating ice cream and taking photos.

For students with disabilities

Student's activities:

- T_Ss

- Ss work individually

- Do the tasks

- Share the answers.

- Learn how to do.

Key:

1. Nam and Ba are not / aren't eating ice cream.

2. Lan and Trang are taking photos.

3. Ha is / Ha's writing a letter.

4. Duong and Hung are not / aren't playing badminton

5. Phong is not/ isn't drawing a picture

- Write sentences 1 and 2 only.
- 1. "Nam and Ba aren't eating ice cream."
- 2. "Lan and Trang are taking photos."

ACTIVITY 3

Aims : To help Ss practise asking and answering questions using the present continuous.

- * **Content:** Ask and answer questions using the present continuous.
- * **Outcome:** Practicing using the present continuous.
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>3. Work in pairs. Look at the pictures. Ask and answer.</p> <ul style="list-style-type: none"> - Have Ss read the example carefully. Check if they understand how to do the exercise. - Ask them to do this exercise in pairs. One asks and the other answers. - Remind them to write their questions and answers in their notebooks. For stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is No. - Move around to observe and offer help if necessary. - Invite some pairs to practice their conversations. 	<p>3. Work in pairs. Look at the pictures. Ask and answer.</p> <ul style="list-style-type: none"> - Work in pairs - Listen to the instructions clearly - Ss to work independently <div data-bbox="786 1346 1487 1635" data-label="Image"> </div> <ul style="list-style-type: none"> - Share the answers - Copy them <p>Key:</p> <ol style="list-style-type: none"> 1. Is your friend swimming? – Yes, he is. 2. Are they listening to music? – No, they

- Check and confirm the correct answers.

***Remember!**

- *When something often happens or is fixed, we use the present simple.*

- *When something is happening now, we use the present continuous.*

For students with disabilities

Teacher's guidance:

- Show pictures 1 and 2 and read the question models.

- Ask: "Is your friend swimming?" and "Are they listening to music?"

- Provide the answer frames "Yes, he is." and "No, they aren't."

For students with disabilities

Student's activities:

- Ask or answer 2 questions.

- 1. "Is your friend swimming?" - "Yes, he is."

- 2. "Are they listening to music?" - "No, they aren't."

aren't. (They're / They are having a picnic.)

3. Is Mi playing the piano? – No, she isn't. (She's / She is doing karate.)

4. Are they learning English? – Yes, they are.

5. Are your friends cycling to school? – No, they aren't. (They're / They are walking to school)

ACTIVITY 4:

Aims : To help Ss identify the differences between the present simple and the present continuous

*** Content:** Comparisons the differences between the present simple and the present continuous

* **Outcome:** Knowing the difference between the two tenses.

* **Organisation :** Teacher's instructions.....

4. Put the verbs in brackets in the present simple or present continuous

- Have Ss read the **Remember!** box in the book. Ask Ss to give the form and usage of the present simple.

- Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous (*now, at the moment, at present, etc.*)

- Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board. Confirm the correct answers

- Ask some Ss to read out their answers.

- Check and confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Read sentences 1 and 2 and circle the time clues every day and now when available.

- Explain: present simple for usual actions; present continuous for actions now.

- Guide the student to select one verb form at a time.

4. Put the verbs in brackets in the present simple or present continuous

- Listen carefully

- **T_ Ss**

- Check the answers

- Listen and repeat

Key:

1. does not / doesn't walk; cycles

2. is he playing 3. Do your friends study

4. am / 'm writing 5. is not / isn't doing; is / 's reading

For students with disabilities

Student's activities:

- Complete items 1 and 2 only.

- Answers: 1. doesn't walk; cycles. 2. Is he playing?

- Copy the target verb forms.

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss practise using the present continuous.

* **Content:** Practice using the present continuous by playing game *Charades*.

* **Outcome:** Understanding more about using the P.C .

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

5. GAME: Charades

**Take turns to mime different actions.
Others guess what you are doing**

- Have Ss play the game **in groups**. Move around to observe and provide help if needed.

- Make sure Ss use English when they play the game. This can be organised as a class competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess.

- The group with a correct answer gets one point.

5. GAME: Charades

**Take turns to mime different actions.
Others guess what you are doing**

- Work in groups

+ Listen to the teacher's instructions carefully and play games in groups/ teams

- Play game

- The group with the most points wins.
- Continue the game until the time is up
 - T goes round and corrects mistakes or gives help when and where necessary.
- Show the winner.

For students with disabilities

Teacher's guidance:

- Mime two clear actions: reading and writing.
- Ask: "What am I doing?" and give the models "You are reading." / "You are writing."
- Let the student mime one action and support the class in guessing.

For students with disabilities

Student's activities:

- Guess 2 actions.
- Say: "You are reading." and "You are writing."
- Mime one simple action.



5. WRAP-UP & HOME WORK (2')

-
- Summarise the main points of the lesson.
 - Ask Ss to give sentences about themselves, using the present continuous.

*** HOME WORK**

- Revise the use and form of present continuous tense.
- Do more exercises in the workbook.
- Make more sentences using present continuous tense.



Date of planning:.....

Period 19 : UNIT 3 : MY FRIENDS

Date of teaching:

Lesson 4: COMMUNICATION

WEEK:

THIS UNIT INCLUDES:

Vocabulary

- Body parts and appearance
- Personality adjectives

Pronunciation:

Pronunciation: Sounds: /b/ and /p/

Grammar

- Present continuous

Skills:

- Reading about friends and summer camps
- Talking about friends and summer camps
- Listening about best friends.
- Writing a diary entry about best friends.

Everyday English

Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to ask about appearance and personality; practice asking about appearance and personality

+ **Vocabulary:** - use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar:** - use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to learn how to ask about appearance and personality; practice asking about appearance and personality

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- ask about appearance using “What does your best friend look like?” with teacher’s help.

- ask about personality using “What’s he/she like?”

- read and identify 2 adjectives describing Vinh and 2 adjectives describing John.

- give one simple opinion about their own personality.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books,

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5’)

Aims:

- **Students use everyday English phrases and expressions and develop their language skills.**

To ask and answer about appearance and personality.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher’s instructions.....

Teacher’s & Student’s activities

Content

+ **Greeting**

+ **Chatting**

- Teacher (**T**) asks Ss some questions about them and class.

- Ask Ss to open their book and introduce what they are going to study....

- T leads in the lesson.

For students with disabilities

Teacher's guidance:

- Show two pictures of friends with different hair and personalities.

- Teach the questions “What does he/she look like?” and “What’s he/she like?”

- Give one model answer: “She has long hair. She is kind.”

For students with disabilities

Student's activities:

- Repeat the two questions.

- Say: “She has long hair.”

- Say: “She is kind.”

+ **Greeting**

+ **Chatting**

- Students (**Ss**) listen and answer the teacher’s or friend’s questions

- Open their book and write the title of the lesson .

2. PRESENTATION/ NEW LESSON (12’)

ACTIVITY 1 + 2:

Aims: To introduce how to to ask about appearance and personality;

- To help Ss practise asking about appearance and personality.

*** Content:** Listen and read the dialogue paying attention to words related to appearance and personality;

* **Outcome:** Learning and using the words related to appearance and personality correctly.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>1. Listen and read the dialogue between Linda Nad Mi. Pay attention to the highlighted questions</p> <p>- T_ Ss</p> <p>*) Pre- teach vocabulary:</p> <ul style="list-style-type: none">- Teacher uses different techniques to teach vocabulary (situation, realia, translation+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check Vocabulary- Copy all the words <p>1. Play the recording for Ss to listen and read the dialogue between Linda Nad Mi at the same time. Ask Ss to pay attention to the highlighted questions. Elicit the structure to ask about appearance (<i>What does your best friend look like?</i>) and the structure to ask about personality (<i>What's she like?</i>) as well as the language used to answer these two questions. Have Ss practise the dialogue in pairs. Call on some pairs to practice the dialogue in front of the class</p> <p>+ Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt</p>	<p>1. Listen and read the dialogue between Linda Nad Mi. Pay attention to the highlighted questions</p> <p>+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.</p> <p>* Vocabulary:</p> <ul style="list-style-type: none">- appearance/ personality- long hair (c/n) tóc dài- bright (adj) sáng sủa- draw (v) vẽ- confident (adj) tự tin....- Ss work in groups. <p>Audio script:</p> <p><i>Linda:</i> What does your best friend look like?</p> <p><i>Mi:</i> She's short with long black hair. She has bright brown eyes.</p> <p><i>Linda:</i> What's she like?</p> <p><i>Mi:</i> She's very kind and creative</p> <p>2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.</p> <p>- Ask Ss to work in pairs to practice speaking,</p>

2. Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.

- Have Ss practise speaking
- Call on some pairs to do it.
- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.
- Move around to observe and provide help.
- Call on some groups to practise in front of the class.
- Comment on their performance.

For students with disabilities

Teacher's guidance:

- Play the dialogue once and pause at the two highlighted questions.
- Write the questions on the board and read each one twice.
- Assign the shortest answer “She’s very kind and creative.” to the student.

For students with disabilities

Student's activities:

- Read: “What does your best friend look like?”
- Read: “What’s she like?”
- Answer: “She’s kind and creative.”

using the structures.

- Work in pairs

+ Ss do the tasks

3. PRACTICE (15’)

ACTIVITY 3: Date of birth and personality

Aim: To provide Ss with some input and set the scene for other activities.

* **Content:** Read about these students to know more words relating to personality

* **Outcome:** Learn how to pronounce and use the words relating to personality

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

3. Read about these students in 4Teen magazine. Use one or two adjectives to describe them.

***) Pre- teach vocabulary:**

- Teacher uses different techniques to teach vocabulary (situation, realia, translation

+ Follow the steps to teach vocabulary if have .

*** Vocabulary:**

- Introduce the two friends Vinh and John to Ss.

- Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.

- Tell them to underline the words that help them decide which adjectives to use for each friend.


- If there is not much time, ask Ss to work in groups. Each group reads about one friend only.

- Have Ss give their answers and give the

Content

3. Read about these students in 4Teen magazine. Use one or two adjectives to describe them.

- T_ Ss



Vinh (Viet Nam, birthday 7/12)

I live in Da Nang. At home, I can do my homework without my parents' help. At school, I like speaking English. I'm going to an English club now.



John (England, birthday 26/2)

I come from Cambridge. In my free time, I draw pictures and play the piano. I also help some old people near my house. I usually read to them at the weekend. Now I'm drawing in my garden.

- Ss work individually

reasons for their answers.

- Write their answers on the board to prepare for activity 4.
- Encourage Ss to say full sentences.
- Move around to observe and provide help.
- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.
- Ask Ss to work in pairs to ask and tick the questions.
- Do the tasks if possible
- Confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Show the short profiles of Vinh and John.
- Underline the clues homework without help and drawing/helping old people.
- Give the adjective choices clever, hard-working, creative and kind.

For students with disabilities

Student's activities:

- Choose 2 adjectives for each person.
- Answers: Vinh - clever, hard-working; John - creative, kind.
- Read the four adjectives.

Suggested answer:

- Vinh : clever, hard- working.
- John : creative, kind.

ACTIVITY 4:

Aims: To introduce the concept of star sign to Ss.

* **Content:** Read the descriptions to understand more words about different personalities

* **Outcome:** Using the words about different personalities correctly.

* **Organisation :** Teacher's instructions.....

4. We may have different personalities because we have different birthdays.

Read the descriptions below. Do you think they match the friends in 3?

- Tell Ss that each person has a star sign, depending on his / her birthday, and the star sign may decide a person's personality.

Ask Ss to read the descriptions and check if they match the friends in 3.

Ss can refer to the answers to activity 3 that have been written on the board. All of the adjectives have been introduced to Ss in **Vocabulary, A closer look 1**. It can be seen that the descriptions match the friends in 3.

- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Point to Vinh's and John's birth dates and the matching date ranges.

- Read the personality words in the two relevant rows.

- Ask the student to say whether the

4. We may have different personalities because we have different birthdays.

Read the descriptions below. Do you

tl	21/3 - 19/4: confident, active
	20/4 - 20/5: loving, hard-working
	21/5 - 21/6: active, friendly
	22/6 - 22/7: caring, clever
	23/7 - 22/8: confident, creative
	23/8 - 22/9: careful, hard-working

- **T_ Ss**

- Do the tasks

descriptions match by choosing Yes or No.

For students with disabilities

Student's activities:

- Match one description for Vinh and one for John.

- Say “Yes, they match.” with teacher's help.

- Repeat 2 personality adjectives from the chart.

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aim: To help Ss compare themselves with the descriptions in the previous activity.

* **Content:** Read and compare the descriptions.

* **Outcome:** Improving speaking skills.

* **Organisation :** Teacher’s instructions.....

Teacher’s & Student’s activities

Content

5. Read the descriptions in 4. Share your opinion with the class

- Ss work individually and read the descriptions in 4.
- Work in groups to share their answers.
- Invite some Ss to share their opinion with the class.
- Choose some Ss to give a presentation to the class.

For students with disabilities

5. Read the descriptions in 4. Share your opinion with the class

- Work in pairs

My birthday is

It’s true that

It isn’t true that

<p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Write the frames “My birthday is ...” and “I am ...”. - Offer two adjective choices suitable for the student, such as friendly and careful. - Model one complete answer. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Complete 2 short sentences. - “My birthday is ...” - “I am friendly.” 	
---	--

5. WRAP-UP & HOME WORK (2’)

- Summarise the main points.
- Have Ss tell what they have learnt in the lesson.

*** HOME WORK**

- Practice asking about appearance and personality
- Do more exercises in workbook

Date of planning:.....

=====

Period 20: UNIT 3 : MY FRIENDS

Date of teaching:

Lesson 5: SKILLS_1/ Reading and Speaking

WEEK: 7

THIS UNIT INCLUDES:

Vocabulary

- Body parts and appearance

Skills:

- Reading about friends and summer camps

- Personality adjectives

Pronunciation:

Pronunciation: Sounds: /b/ and /p/

Grammar

- Present continuous

- Talking about friends and summer camps

- Listening about best friends.

- Writing a diary entry about best friends.

Everyday English

Asking about appearance and personality

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about school . Students get acquainted with reading skills. To learn how to predict for reading . Also to practice speaking. To explain how The Superb Summer Camp is suitable for students.

+ **Vocabulary:** - use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar:** - use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to practice reading and listening to the conversation between Phong and Nam about experiences of going on a picnic.

Digital Competence (NLS):

- **1.1.TC1a:** Use search engines to find real-world international summer camps to get ideas for the group's "Dream Activity" section in the yearbook.

3. Quality/ behavior : The good behavior toward his friends. The friendship in daily life . Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognise 4 words about summer camp: camp, sporty, curly and activity with teacher's help.
- answer 2 simple questions about the Superb Summer Camp.
- decide True or False for 2 statements in the reading text.
- say whether they want to join the camp and give one short reason.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

THE SUPERB SUMMER CAMP

Aims:

(Pre – reading)

- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher’s instructions.....

Teacher’s & Student’s activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>- T leads in the lesson.</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Show the summer-camp advertisement and point to the title.</p> <p>- Teach 3 words: camp, activity and sporty.</p> <p>- Ask: “Is this a school or a summer camp?”</p> <p>For students with disabilities</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- T_ Ss</p> <p>- Students (Ss) listen and answer the teacher’s or friend’s questions</p> <p>- Open their book and write the title of the lesson .</p>

<p>Student's activities:</p> <ul style="list-style-type: none"> - Repeat: camp, activity, sporty. - Answer: “A summer camp.” - Point to one activity in the advertisement. 	
--	--

2. PRESENTATION/ NEW LESSON (12')

<p>ACTIVITY 1:</p> <p>Aims: - To activate Ss' knowledge of the topic in the reading text.</p> <ul style="list-style-type: none"> * Content: Look at advertisement and answer the questions * Outcome: Learn some new words. Knowing about the ad of The superb summer camp * Organisation : Teacher's instructions.... 	<p>(While- reading)</p>
--	--------------------------------

Teacher's & Student's activities	Content
<p>1. Look at the advertisement above and answer the questions.</p> <p>*) Pre- teach vocabulary:</p> <ul style="list-style-type: none"> - Teacher uses different techniques to teach vocabulary (situation, realia, translation + Follow the steps to teach vocabulary - Repeat in chorus and individually + Check vocabulary - Copy all the words - Have Ss read the advertisement about Superb Summer Camp and discuss the two questions in pairs. - T may have to explain some words / phrases before having Ss do this activity (e.g. <i>hands-on</i>: obtained by doing 	<p>1. Look at the advertisement above and answer the questions.</p> <p>- T_ Ss</p> <p>*Vocabulary:</p> <ul style="list-style-type: none"> - camp (n) cắm trại - sporty (adj) ham thể thao - curly (adj) tóc xoăn + Students (Ss) listen to the instructions carefully and learn how to do the tasks.

something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away from their school, etc.). Invite some Ss to give their answers.

- Ask for Ss' answers.
- Confirm the correct answer to Question 1 and
- Set a strict time limit to read .
- Observe and help when and where necessary.

For students with disabilities

Teacher's guidance:

- Read the two questions and underline kids and activities.
- Point to the age range 10-15 and two visible activities.
- Allow short answers only.

For students with disabilities

Student's activities:

- Answer 2 questions.
- 1. "For kids from 10 to 15."
- 2. "They play sports and games."

*** Suggested answers:**

It's for kids between 10 and 15 years old.

They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc.

ACTIVITY 2 :

Aim: To develop Ss' skill of reading for specific information.

*** Content:** Read the text . Write T/ F

* **Outcome:** get some information about the text.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

Content

2. Read the text and write T (True) or F (False). Correct the false statements.

- Ask Ss how to do the exercise.
- Instruct them to do exercise again if needed (*e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false*). Set a time limit for them to read the text and answer true or false. Ss need to correct the false statements.
- Ask Ss to note where they found the information that helped them complete the activity. Have Ss work in pairs and compare their answers before having them discussed as a class. Ask Ss to support their answers with information from the text.
- Ask ss to show the evidence to support their answers.
- Check and confirm the correct answers.

- **Digital Task (1.1.TC1a):** T asks students to search for "International Summer Camp activities for teens" on YouTube/Google.

- **Application:** Groups discuss and choose one "Dream Activity" to add to their yearbook page to make it more interesting.

2. Read the text and write T (True) or F (False). Correct the false statements

- **T_ Ss**
- Listen to the teacher's instructions carefully and learn how to do.
- Ss **work individually** first.

***Key:**

1. F (They speak English only.)
2. F (He has three.)
3. F (Jimmy likes taking photos.)
4. T
5. T

For students with disabilities

Teacher's guidance:

- Read statements 1 and 2 aloud and underline the key words.

- Guide the student to find the matching information in the text.

- Ask the student to tick T or F and provide only two choices.

For students with disabilities

Student's activities:

- Do statements 1 and 2 only.

- Tick T or F according to the text.

- Read the answers after the teacher.

ACTIVITY 3: (Post - reading)

Speaking

Aim: To help Ss explain how the Superb Summer Camp is suitable for certain students

* **Content:** Read and discuss the Superb Summer Camp is suitable for certain students

* **Outcome:** Understanding more about the Superb Summer Camp.

* **Organisation :** Teacher's instructions.....

3. Work in groups. Read about the three students below. Is the Superb Summer Camp suitable for all of them? Why or why not?

- Have Ss look at the advertisement for Superb Summer Camp again and underline the requirements for the Students if they want to join the camp (e.g. between 10 and

3. Work in groups. Read about the three students below. Is the Superb Summer Camp suitable for all of them? Why or why not?

- Listen carefully to the instructions

- **T_ Ss**

15 years old; all in English, etc.) and the types of activity students can do at the camp.

– Ask SS to read the information about the three students Mi, Nam and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement.

- Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers.

- Call on some Ss to describe.

- Check their pronunciation and intonation.

- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Read only the short profiles of the first two students.

- Ask whether each student likes sports, music or outdoor activities.

- Provide the frames “The camp is suitable.” / “The camp is not suitable.”

For students with disabilities

Student's activities:

- Decide for 2 students only.

- Use one short answer: “It is suitable.” or “It is not suitable.”

- Answer questions individually.

***Key :**

Suggested answers:

1. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp.
2. The camp does not seem to suit Nam. He may be too old for the camp and he can't speak English.
3. The camp suits Vy. It suits her age and it can help her improve her English.

- Give one reason using a word or short phrase.

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 4 :

Aim:To help Ss explain how the Superb Summer Camp suits them.

* **Content:** Think. Explain how the Superb Summer Camp suits them.

* **Outcome:** Discussing . Why? Why not?

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

4. Think about yourself. Do you want to go to this kind of camp? Why or why not?

- Have Ss think about themselves and decide if the camp suits them.

- Encourage them to give reasons for their answers.

- Ask Ss to work in groups and share their opinions.

- Move around to observe and provide help if needed.

- Call on some Ss to share their answers.

- Set a time limit for Ss to do it.

- Have them quickly note down these ideas.

- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Write the question "Do you want to go to

4. Think about yourself. Do you want to go to this kind of camp? Why or why not?

- Listen to the teacher's instructions carefully and follow them.

- **Work individually**

this camp?"

- Give answer choices "Yes, I do." / "No, I don't."

- Offer reason cards: fun, sports, friends and activities.

For students with disabilities

Student's activities:

- Answer: "Yes, I do." or "No, I don't."

- Choose one reason, for example: "It is fun."

- Say the two-sentence answer.

5. WRAP-UP & HOME WORK (2')

- Have Ss summarise what they have learnt in the lesson with two skills.
- If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.

* HOME WORK

- Practice describing the room they have designed.
- Do more exercises in the workbook.
- Prepare new lesson. **Skills 2.**

Date of planning:.....

=====

Period 21 : UNIT 3: MY FRIENDS

Date of teaching:

Lesson 6 : SKILLS_2/ Listening and Writing

WEEK: ...

I. OBJECTIVES:

1. Knowledge:

- Listening for specific information about best friends. Practicing writing a diary entry about their best friends.

+ **Vocabulary**:- Use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar**: - Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to practice listening for specific information about best friends . Practicing writing a diary entry about their best friends.

3. Quality/ behavior : Having a good behavior toward his friends. The friendship in daily life .

Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say 4 words describing friends: active, confident, hard-working and slim with teacher's help.

- identify Lan and Chi from the listening pictures.

- complete 2 listening blanks with a word or number.

- write 3 simple sentences about their best friend by following a model.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5’)

Aims:

- To develop student’s listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.

* **Content**: Having some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the new lesson .

* **Outcome**: Having a chance to speak English.

* **Organisation** : Teacher’s instructions....

Teacher’s & Student’s activities	Content
+ Greeting	+ Greeting

+ Chatting

- Teacher (T) asks Ss some questions about them and class.
- Ask Ss about the content of the previous lesson.
- Ask Ss to open their book and introduce what they are going to study....
- T leads in the lesson.

For students with disabilities

Teacher's guidance:

- Show two friend pictures and review active, confident and hard-working.
- Read each adjective twice.
- Ask the student to choose one adjective for their best friend.

For students with disabilities

Student's activities:

- Repeat 3 adjectives.
- Choose one word for a best friend.
- Say: "My friend is kind."

+ Chatting

- T_ Ss

- Students (Ss) listen and answer the teacher's or friend's questions
- Open their book and write the title of the lesson .

2. PRESENTATION/ NEW LESSON (10')

ACTIVITY 1:

Pre-listening

Aim: To activate Ss' knowledge of the topic of the listening text.

- * **Content:** Ask and answer questions.
- * **Outcome:** Practice asking and answering questions.
- * **Organisation :** Teacher's instructions....

<p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Point to each picture and ask what the students are doing. - Provide the action phrases playing football, reading and talking. - Model one sentence in the present continuous. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Name 2 actions only. - Say, for example: "They are playing football." - Point to the correct picture. 	
--	--

3. While-listening/ (10'-12')

ACTIVITY 2 :

Aim: To develop Ss' skill of listening for specific information.

- * **Content:** Listen and say which is Lan and which is Chi.
- * **Outcome:** Knowing more about best friends.
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>2. Listen to Mi and Minh talking about their friends best friends. Look at the picture below and say which one is Lan and which one is Chi</p> <p>- Ask Ss to look at the picture in the book</p>	<p>2. Listen to Mi and Minh talking about their friends best friends. Look at the picture below and say which one is Lan and which one is Chi</p> <p>- Listen to the teacher's instructions</p>

and briefly describe the two girls. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who is Lan and who is Chi.

- Have Ss give the answers explaining their reasons. Play the recording the second time, stopping at different places for Ss to explain their reasons.

- Check and confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Show the two girls in the listening picture.

- Read the descriptions of slim, long black hair and short hair before playing the audio.

- Play the relevant part twice and pause after each description.

For students with disabilities

Student's activities:

- Listen and identify Lan and Chi.

- Point to the correct girl for Lan.

- Point to the correct girl for Chi.

carefully and learn how to do it.



- Give the answers

ACTIVITY 3 :

Aim: To develop Ss' skill of listening for specific information.

* **Content:** Listen again to a talk . Do the filling

* **Outcome:** Complete the sentences correctly.

* **Organisation** : work with the whole class; ...

Teacher's & Student's activities	Content
<p>3. Listen to the talk again. Fill each blank with a word/ number you hear</p> <ul style="list-style-type: none">- Have Ss read the sentences and fill each blank with a word / number from the recording.- Let them do the exercise without listening to the recording.- Ask them to compare their answers with their- Move around to offer help- Invite some ss to share their answers to the class.- T Comments on their answers- Ask Ss what they focus on when talking about their best friends (e.g. <i>name, appearance, personality and the reason why they like him / her</i>). <p>*Post-listening</p> <p>Students tell about a best friend, Mi</p> <ul style="list-style-type: none">- T gives instructions and encourages SS to tell about Mi, using information in Audio Script.* Invite one or two Ss to talk about Mi	<p>3. Listen to the talk again. Fill each blank with a word/ number you hear</p> <ul style="list-style-type: none">- Listen carefully to the instructions- T_ Ss* Ss learn how to do the tasks <p>Key:</p> <p>1. 6A 2. black; mouth 3. friendly</p> <p>4. big 5. kind</p> <p>Audio script:</p> <p>Mi: <i>My best friend is Lan. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!</i></p> <p>Minh: <i>Chi is my best friend. We're in Class 6B . She has short black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her homework before class. Look, she's going to the library.</i></p> <ul style="list-style-type: none">- Listen to the teacher's instructions carefully and tell about Mi

- T may give some clues
- Call on some Ss to talk freely.
- Correct pronunciations, grammar, vocab, intonation.
- Lead to the writing part.

For students with disabilities

Teacher's guidance:

- Read blanks 1 and 2 and underline the required class or number information.
- Play the relevant audio part twice.
- Write the hard answer after the student repeats it.

For students with disabilities

Student's activities:

- Complete blanks 1 and 2 only.
- Answer 1: 6A.
- Write the second word or number heard with teacher's help.

- Free talk

ACTIVITY 4:

Writing

Aims: To help SS brainstorm ideas for their writing.

- * **Content:** Ask and answer about the best friends
- * **Outcome:** get some ideas for the writing.
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

4. Work in pairs. Ask and answer about your best friend. Use these notes to help you.

– Tell Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing.

– Allow Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board.

– Have Ss answer the questions individually in full sentences, using the useful language written on the board.

- T goes round helping if necessary.

- Other Ss and T comment on the writing.

For students with disabilities

Teacher's guidance:

- Write three questions: “What’s your friend’s name?”, “What does he/she look like?” and “What’s he/she like?”

- Provide answer frames with a sample name, appearance and personality.

- Ask one question at a time.

For students with disabilities

Student's activities:

- Answer 3 questions.

- “My best friend is Lan.”

4. Work in pairs. Ask and answer about your best friend. Use these notes to help you.

- T_ Ss

- Ss **work in pairs** ask and answer about your best friends,

1. What’s his/ her name?

2. What does he/ she look like?

3. How old is he/ she?

4. What is he/ she like?

5. What does he/ she like / dislike?..

6. Why do you like him/ her?

- Ask and answer about the best friends.

- “She has long black hair.”

- “She is kind.”

4. PRODUCTION/ APPLICATION (10’)

ACTIVITY 5:

Aim :To help Ss practise writing a diary entry about their best friends.

* **Content:** Write a diary entry about their best friends.

* **Outcome:** Ss can write a diary entry.

* **Organisation :** Teacher’s instructions.....

5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4

– Ask Ss to write the diary entry individually, using information in 4

* **Post writing**

- Ask one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board.

- T collects some to correct at home.

- Ask Ss to revise their entries at home based on the comments given and submit them at

5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4

- **T_ Ss**

- Listen to the teacher’s instructions carefully and learn how to write.

- Ss **work individually.**

- Write themselves

* **Suggested writing:**

My best friend is Lan . We are in class 6A. She is short with long black hair . She has big clear eyes. She is kind and friendly. She is always helping her Mum do the house work at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmates now !

the next lesson

For students with disabilities

Teacher's guidance:

- Give a three-sentence diary model and read it slowly.

- Ask the student to copy one sentence at a time.

- Replace the sample name only if the student can do so.

For students with disabilities

Student's activities:

- Write 3 sentences: "My best friend is Lan. She has long black hair. She is kind."

- Read the three sentences after writing.

- Underline Lan, long black hair and kind.

5. WRAP-UP & HOME WORK (2')

- Have Ss summarise what they have learnt with the two skills.
- T can instruct them to draw a mind map to summarise the main points of the lesson.

*** HOME WORK.**

- Finish writing a diary entry. Copy in the note books.
- Do more exercises in the workbook.
- Prepare new lesson.

Date of planning:.....

=====
Period 22 : UNIT 3: MY FRIENDS

Date of teaching:

WEEK: ...

Lesson 7: LOOKING BACK

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. To help SS consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

The project helps Ss improve their abilities to work individually and in a team. It extends their imagination in fields related to the unit topic. Teacher can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

+ **Vocabulary:** - use the words related to the topic *My friends*

- To pronounce the final sounds /b/ and /p/ correctly;

+ **Grammar:** - use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

2. Competence: By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

Digital Competences (NLS):

● **Interacting through digital technologies (2.1.TC1a):** Use tools like **Google Meet** or **Zoom** for group discussions.

● **Netiquette (2.5.TC1a):** Discuss "What makes a good friend online?" and propose solutions for digital communication issues.

3. Quality/ behavior : Having a good behavior toward his friends. The friendship is in daily life .

Having a good attitude to working in groups, individual work, pairwork, cooperative learning.

Objectives For students with disabilities

By the end of the lesson, students can:

- review 6 words about appearance and personality with teacher's help.

- choose the correct answer in 2 vocabulary questions.

- complete 2 sentences in the present continuous.

- write 2 simple sentences describing a classmate or best friend.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3')

Aims:

- This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.

Instead they can use what they have learnt during the unit to help them answer the questions.

- That will help you and your Ss see how far they have progressed, and which areas need further practice.

- Encourage Ss to review and drill the section of the unit.

- Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Show 3 review cards: body parts, personality and actions.</p> <p>- Give one example for each group: hair,</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- Students (Ss) listen and learn how to do.</p> <p>- Open their book and write .</p>

kindness and reading.

- Ask the student to repeat and sort the examples.

For students with disabilities

Student's activities:

- Repeat: hair, kind, reading.

- Put each word in the correct group.

- Open the book at the review page.

2. PRESENTATION/ NEW LESSON(25')

PRACTICE EXERCISES

ACTIVITY 1:

Aim: To help Ss Revise the vocabulary items they have learnt in the unit.

* **Content:** Revise the vocabulary items they have learnt by choosing the best answer.

* **Outcome:** Remember more vocabulary.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

1. Choose the correct answer A, B or C.

- Have Ss do exercise individually and then compare their answers.

- Check and correct the mistakes.

- Check and confirm the correct answers

- Check their pronunciation

For students with disabilities

Teacher's guidance:

1. Choose the correct answer A, B or C.

- **T_ Ss**

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- Answer the teacher's questions and enquirements.

* **Key: 1. B 2. A 3.C 4. A 5. C**

- Read questions 1 and 2 and remove one incorrect option if needed.

- Underline the key word in each question.

- Let the student choose A, B or C one item at a time.

For students with disabilities

Student's activities:

- Do items 1 and 2 only.

- Choose the correct letters according to the exercise.

- Copy the two selected letters.

ACTIVITY 2:

Aim: To help SS revise the vocabulary items they have learnt in the unit in a meaningful way.

* **Content:** Revise the vocabulary items they have learnt . Ask and answer

* **Outcome:** Remember the vocabulary items they have learnt

* **Organisation :** Teacher's instructions....

2. Answer questions about your classmates.

- Have Ss do this activity by themselves and write their answers in their notebooks.

- Have Ss work in pairs to ask and answer the questions.

- Invite some pairs to ask and answer in front of the class

- Observe and help when and where necessary, and correct Ss' pronunciation and

2. Answer questions about your classmates.

- Ss **work individually**. Do the tasks

- Share the answers.

* **Key:**

- Ss' answers. Real situations in class.

intonation.

For students with disabilities

Teacher's guidance:

- Ask two simple questions about classmates: "Who has long hair?" and "Who is friendly?"

- Allow the student to point before saying a name.

- Provide the frames "Lan has long hair." and "Nam is friendly."

For students with disabilities

Student's activities:

- Answer 2 questions.

- Say one classmate's name for each question.

- Use one full sentence with teacher's help.

ACTIVITY 3 :

Aim: To help Ss revise the present continuous tense.

* **Content:** Revision. Put the verbs in the present continuous tense

* **Outcome:** Remember the use of PC.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

Content

3. Put the verbs in brackets in the present continuous tense.

- Elicit the form and usage of the present

3. Put the verbs in brackets in the present continuous tense.

continuous.

- Let Ss do the exercise individually and then compare their answers.

- Check and confirm the correct answers.

***Key:**

1. are running 2. are talking 3.
are not talking / aren't talking

4. are drawing 5. is not teaching / isn't
teaching

For students with disabilities

Teacher's guidance:

- Read items 1 and 2 and identify the subject in each sentence.

- Provide the correct form and verb-ing cards.

- Model one answer before the student completes the second.

For students with disabilities

Student's activities:

- Complete items 1 and 2 only.

- Use the present continuous forms from the exercise key.

- Copy the two completed verb forms.



- Listen to the instructions clearly

- Copy

ACTIVITY 4:

Aims: Aim: To help Ss revise the differences between the present simple and the present continuous.

* **Content:** Comparison the differences between two tenses. Put the verbs in the correct tense

* **Outcome:** The difference between two tenses PS and PC

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>4. Put the verbs in brackets in the present simple or present continuous.</p> <ul style="list-style-type: none">- Review the present simple and present continuous.- T can ask Ss to tell the differences between the two tenses before explaining.- Let Ss do the exercise individually- Compare their answers.- Check and confirm the correct answers. <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Read items 1 and 2 and circle the time signals.- Remind the student: usually/every day uses present simple; now uses present continuous.- Give two verb-form choices for each item. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none">- Complete items 1 and 2 only.- Choose the correct present simple or present continuous forms.	<p>4. Put the verbs in brackets in the present simple or present continuous.</p> <ul style="list-style-type: none">- T_ Ss- Listen carefully- Check the answers- Listen and repeat- Give the answers <p>* Key:</p> <ol style="list-style-type: none">1. are you doing; am writing / 'm writing2. cycles; don't cycle; walk3. Is he doing; is reading / 's reading

- Read the completed sentences after the teacher.

3. FURTHER PRACTICE/ APPLICATION (8')

* **Content:** How to make a class year book

* **Outcome:** Ss improve their abilities to work individually and in a team. Improve their speaking skills.

* **Organisation :** Teacher's instructions...

* **PROJECT:**

- Groups present their digital pages, describing members' personalities and their "Online Friend" rules .

- Other students ask questions using Present Continuous (e.g., Why is your group member wearing a hat in this photo?) .

- T and class assess projects using the Digital Rubric.

For students with disabilities

Teacher's guidance:

- Give the student one simple yearbook box with spaces for name, appearance and personality.

- Provide a word bank: long hair, short hair, kind, friendly, clever.

- Guide the student to select one appearance

- Ss should finish the project in class, and assign groups in the previous lessons.

- T_ Ss

- Listen to the teacher's instructions carefully.

- Do the tasks . Prepare at home beforehand.

- Ss should finish the project in class, and assign groups in the previous lessons.

phrase and one personality adjective.

For students with disabilities

Student's activities:

- Complete one yearbook entry.

- Write, for example: "Lan has long hair.
She is friendly."

- Read the two sentences to the group.

4. WRAP-UP & HOME WORK (2')

- Summarise the main points.
- Ask Ss what they have learnt so far. Have them recall the important elements:
 - + Words / phrases and combinations related to school;
 - + Sounds /a:/ and /a/;
 - + The present simple; + Adverbs of frequency.

HOME WORK

- Read again the conversation
- Do more exercises in the workbook.
- Make more sentences using adverbs of frequency.

