

|                                                                                   |                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 37 - Lesson 1: GETTING STARTED</b> |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Introduce the topic Our Tet Holiday through the Getting Started conversation.
- Recognise and use key lexical items related to things, activities, and wishes at Tet.
- Listen and read for the main idea and selected details.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 1.1.TC1c; 2.1.TC1a: Find relevant digital information and join a teacher-guided project channel safely.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise and say at least four words: peach flowers, apricot flowers, lucky money, family gathering, with teacher support.
- identify the main topic and two details from the conversation by choosing or pointing.
- use one short sentence frame to talk about the unit topic.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

*Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP AND INTRODUCTION (5')                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> activate background knowledge and lead into the unit<br><b>Content:</b> topic pictures and prediction questions<br><b>Outcome:</b> students name familiar ideas and predict the conversation<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                          |                                                                                                                                                                                                       |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                            | CONTENTS                                                                                                                                                                                              |
| <b>Warm-up: Picture prediction</b> <ul style="list-style-type: none"> <li>• T projects three pictures connected with our tet holiday and asks what students can see.</li> <li>• Ss think individually, compare in pairs, and share one prediction.</li> <li>• T records key words on the board and introduces the unit title and learning goals.</li> </ul> | <b>UNIT 6: OUR TET HOLIDAY</b> <ul style="list-style-type: none"> <li>• Student's Book pp. 58-59</li> <li>• Suggested words: peach flowers, apricot flowers, lucky money, family gathering</li> </ul> |

## 2. PRESENTATION - GETTING STARTED (12')

**Aims:** set the context and teach essential vocabulary

**Content:** listen and read; identify speakers, setting, and topic

**Outcome:** students understand the main idea and key vocabulary

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Task 1: Listen and read</b></p> <p><b>NLS: 1.1.TC1c</b></p> <p>HS mở Google Hình ảnh tìm hình thật cho các từ/cụm từ: peach flowers, apricot flowers, lucky money, family gathering; chọn hình phù hợp để kiểm chứng nghĩa.</p> <ul style="list-style-type: none"> <li>T sets the context, introduces the characters, and pre-teaches selected words through pictures, gestures, or short definitions.</li> <li>Ss scan the picture, predict the topic, then listen and follow the conversation in the book.</li> <li>T plays the recording twice; Ss underline topic words and compare their predictions.</li> <li>Pairs practise selected lines; T checks meaning and pronunciation.</li> </ul> | <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>peach flowers</li> <li>apricot flowers</li> <li>lucky money</li> <li>family gathering</li> <li>fireworks</li> <li>decorate</li> </ul> |

## 3. PRACTICE (20')

**Aims:** develop listening-reading comprehension and consolidate topic vocabulary

**Content:** textbook comprehension and word/picture tasks

**Outcome:** students identify details and use new words accurately

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Tasks 2-4: Comprehension and vocabulary</b></p> <ul style="list-style-type: none"> <li>T asks Ss to complete the textbook comprehension task independently before rereading.</li> <li>Ss locate evidence in the conversation, compare answers, and correct false or incomplete statements.</li> <li>Ss complete the word/picture or categorising task; T checks answers and elicits additional examples.</li> <li>T provides reduced choices and visual support for students who need it.</li> </ul> | <p><b>Suggested focus</b></p> <ul style="list-style-type: none"> <li>Main topic and setting</li> <li>Two or three evidence-based details</li> <li>Active vocabulary: peach flowers, apricot flowers, lucky money, family gathering, fireworks, decorate, visit relatives, make a wish</li> </ul> |

## 4. APPLICATION AND PROJECT LAUNCH (6')

**Aims:** personalise unit language and introduce the unit project

**Content:** short pair exchange and project workflow

**Outcome:** students produce a short response and understand the seven-lesson project plan

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| 4. APPLICATION AND PROJECT LAUNCH (6')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                                                                                                                                                                              |
| <p><b>Pair talk and project launch</b></p> <p><b>NLS: 3.1.TC1a; 2.1.TC1a</b></p> <p>HS xem sản phẩm số mẫu, thống nhất công cụ và phân công nhiệm vụ trên kênh lớp do GV hướng dẫn; không chia sẻ thông tin cá nhân.</p> <ul style="list-style-type: none"> <li>• Pairs use one teacher-provided question frame to talk about the topic.</li> <li>• T introduces the project 'TET IN MY FAMILY' and shows a short sample or mock-up.</li> <li>• Groups of four choose roles: language editor, researcher, designer/editor, and presenter.</li> <li>• T explains the workflow: brainstorm (Lessons 1-2), script (3-4), research/rehearse (5), create/submit (6), present/evaluate (7).</li> </ul> | <p><b>TET IN MY FAMILY</b></p> <ul style="list-style-type: none"> <li>• a digital greeting card or poster presenting preparations, activities, wishes, and good manners at Tet</li> <li>• Homework: review the conversation and collect two initial ideas.</li> </ul> |

|                                                                                   |                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 38 - Lesson 2: A CLOSER LOOK 1</b> |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Use words and phrases related to things, activities, and wishes at Tet.
- Pronounce sounds /s/ and /f/ correctly in familiar words and sentences.
- Apply the new vocabulary in controlled and communicative tasks.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a: Use digital dictionaries/audio and create a short voice recording for self-correction.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- match three familiar words or phrases, including peach flowers, apricot flowers, lucky money, with pictures or meanings.
- repeat two words illustrating sounds /s/ and /f/ after the teacher or recording.
- complete two supported vocabulary items and say one short model sentence.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. WARM-UP (5')                                                                                                                                                                                                                                            |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> review and activate unit vocabulary<br><b>Content:</b> digital or paper word race<br><b>Outcome:</b> students recall familiar words and collocations<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                                          |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                                 |
| <b>Vocabulary race</b> <ul style="list-style-type: none"> <li>• T shows pictures or definitions one at a time; teams write the matching word or phrase.</li> <li>• Ss explain one connection between the words and the unit topic.</li> </ul>              | <b>Review words</b> <ul style="list-style-type: none"> <li>• peach flowers</li> <li>• apricot flowers</li> <li>• lucky money</li> <li>• family gathering</li> <li>• fireworks</li> </ul> |

| 2. VOCABULARY PRESENTATION (12')                   |
|----------------------------------------------------|
| <b>Aims:</b> present and organise topic vocabulary |

## 2. VOCABULARY PRESENTATION (12')

**Content:** word meanings, collocations, and categories

**Outcome:** students match, classify, and pronounce new items

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CONTENTS                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Tasks 1-2: Build a word bank</b></p> <p><b>NLS: 1.1.TC1c</b></p> <p>HS sử dụng Google Hình ảnh hoặc từ điển số để tra cứu Tet traditions, New Year wishes, family activities, safe festival practice; đối chiếu hình, nghĩa và cách dùng trước khi ghi vào bảng từ.</p> <ul style="list-style-type: none"> <li>T models the first matching/classifying item and checks the task instructions.</li> <li>Ss work individually, compare in pairs, and explain the clue used for each answer.</li> <li>T confirms collocations and asks Ss to add one familiar example to each category.</li> </ul> | <p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>peach flowers</li> <li>apricot flowers</li> <li>lucky money</li> <li>family gathering</li> <li>fireworks</li> <li>decorate</li> <li>visit relatives</li> <li>make a wish</li> </ul> |

## 3. PRONUNCIATION PRACTICE (18')

**Aims:** identify and pronounce sounds /ɜ/ and /u:/

**Content:** listen, sort, repeat, and use target sounds/stress

**Outcome:** students recognise the feature and pronounce words in context

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CONTENTS                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Pronunciation tasks</b></p> <p><b>NLS: 1.1.TC1c; 3.1.TC1a</b></p> <p>HS nghe mẫu trên Sachmem.vn/từ điển số, ghi âm 4 từ hoặc 2 câu, nghe lại và so sánh với mẫu để tự sửa.</p> <ul style="list-style-type: none"> <li>T plays the recording; Ss listen and notice the target sounds or stress pattern.</li> <li>Ss sort the sample words, repeat chorally and individually, and mark the target feature.</li> <li>Pairs practise textbook sentences; T gives focused feedback on mouth position, final sound, or stress.</li> </ul> | <p><b>Sounds /s/ and /ʃ/</b></p> <ul style="list-style-type: none"> <li>shopping</li> <li>special</li> <li>spring</li> <li>wish</li> <li>should</li> <li>show</li> <li>Practice in short sentences.</li> </ul> |

## 4. APPLICATION AND HOMEWORK (8')

**Aims:** use vocabulary and pronunciation communicatively

**Content:** mini dialogue or one-minute challenge

**Outcome:** students produce accurate topic sentences

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| 4. APPLICATION AND HOMEWORK (8')                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                                                                                                                                                                           |
| <p><b>Mini production</b></p> <ul style="list-style-type: none"> <li>• Pairs choose four new words and create two meaningful sentences or a short exchange.</li> <li>• Selected pairs perform; classmates listen for vocabulary and pronunciation targets.</li> <li>• T gives feedback and assigns workbook practice.</li> </ul> | <p><b>Expected output</b></p> <ul style="list-style-type: none"> <li>• Two correct topic sentences</li> <li>• One accurately pronounced target word in each sentence</li> <li>• Project: collect copyright-appropriate images and record their sources.</li> </ul> |

|                                                                                   |                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 39 - Lesson 3: A CLOSER LOOK 2</b> |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Understand the form and use of Should/shouldn't for advice; some and any.
- Complete controlled grammar exercises and explain the choice in familiar contexts.
- Use the target structure to produce short meaningful sentences.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 3.1.TC1a; 2.1.TC1a: Create and share short digital language content and respond to feedback.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise the model for should/shouldn't for advice; some and any with colour or symbol support.
- complete three simple items using a word bank or two choices.
- arrange or copy two correct sentences and read one aloud.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP AND NOTICING (5')                                                                                                                                                                                                                                 |                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> recall examples and identify the target grammar<br><b>Content:</b> sentence comparison<br><b>Outcome:</b> students notice form and meaning<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.             |                                                                                                                                                                                      |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                             | CONTENTS                                                                                                                                                                             |
| <b>Grammar noticing</b> <ul style="list-style-type: none"> <li>• T displays three model sentences from the unit context and highlights the target forms.</li> <li>• Ss compare the examples, identify similarities, and predict the grammar rule.</li> </ul> | <b>Should/shouldn't for advice; some and any</b> <ul style="list-style-type: none"> <li>• You should visit your grandparents at Tet.</li> <li>• Children shouldn't fight.</li> </ul> |

| 2. GRAMMAR PRESENTATION (12')                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> clarify form, use, and common errors<br><b>Content:</b> rule, formula, examples, and checking questions<br><b>Outcome:</b> students understand when and how to use the structure |

## 2. GRAMMAR PRESENTATION (12')

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                | CONTENTS                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Form and use</b></p> <ul style="list-style-type: none"> <li>T elicits the rule, presents the formula, and uses a short timeline/diagram or colour coding when appropriate.</li> <li>Ss copy the formula, analyse the examples, and answer concept-checking questions.</li> <li>T contrasts correct and common incorrect forms.</li> </ul> | <p><b>Grammar formula</b></p> <ul style="list-style-type: none"> <li>Advice: S + should/shouldn't + V. Use some in affirmative statements and offers/requests; use any in negatives and most questions.</li> <li>You should visit your grandparents at Tet.</li> <li>Children shouldn't fight.</li> <li>We need some flowers, but we don't need any balloons.</li> </ul> |

## 3. CONTROLLED PRACTICE (20')

**Aims:** develop accuracy through textbook tasks

**Content:** multiple choice, gap-fill, rearranging, or sentence transformation

**Outcome:** students choose correct forms and explain their choices

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Textbook grammar tasks</b></p> <p><b>NLS: 3.1.TC1a</b></p> <p>HS hoàn thành bài tập Google Forms/Quizizz do GV cung cấp, đọc phản hồi tự động, sửa lỗi và ghi lại một quy tắc cần nhớ.</p> <ul style="list-style-type: none"> <li>Ss complete the first task individually and compare with a partner.</li> <li>Pairs locate the clue for each answer; T checks and clarifies errors.</li> <li>Ss complete a second task and correct one deliberately incorrect example.</li> </ul> | <p><b>Student's Book p. 61</b></p> <ul style="list-style-type: none"> <li>Suggested checking: form - meaning - word order - punctuation</li> <li>You should visit your grandparents at Tet.</li> <li>Children shouldn't fight.</li> <li>We need some flowers, but we don't need any balloons.</li> </ul> |

## 4. APPLICATION AND PROJECT SCRIPT (8')

**Aims:** use grammar to create meaningful content

**Content:** shared sentence creation and script drafting

**Outcome:** students create and improve project sentences

**Organisation:** Teacher's instructions and monitored individual/pair/group work.



| 4. APPLICATION AND PROJECT SCRIPT (8')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CONTENTS                                                                                                                                                                                                                                                                                        |
| <p><b>Sentence workshop</b><br/> <b>NLS: 2.1.TC1a; 3.1.TC1a</b><br/> <b>Mỗi nhóm nhập một câu lên Padlet/Google Slides dùng chung, góp ý lịch sự và chỉnh sửa câu theo phản hồi.</b></p> <ul style="list-style-type: none"> <li>Groups draft four sentences for the project 'TET IN MY FAMILY' using the target grammar.</li> <li>Each group posts one sentence to the shared class slide/Padlet and comments on another group's sentence.</li> <li>Groups revise their sentences and save the corrected version for the project script.</li> </ul> | <p><b>Project language check</b></p> <ul style="list-style-type: none"> <li>Advice: S + should/shouldn't + V.<br/>Use some in affirmative statements and offers/requests; use any in negatives and most questions.</li> <li>Homework: expand the four sentences into a short script.</li> </ul> |

|                                                                                   |                                                                              |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 40 - Lesson 4: COMMUNICATION</b> |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Use everyday English for saying new year wishes.
- Ask and answer topic-related questions in pairs or groups.
- Organise ideas collected from a short interview or discussion.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 3.1.TC1a; 3.2.TC1a: Transform interview data into a structured digital storyboard.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise one functional-language question and answer from a model dialogue.
- take one supported turn in a short pair exchange.
- record two short answers and place them in the correct storyboard box.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP (5')                                                                                                                                                                                                                                                          |                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> review topic language and create a communicative need<br><b>Content:</b> quick questions and responses<br><b>Outcome:</b> students respond using familiar language<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                      |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                             |
| <b>Quick conversation</b> <ul style="list-style-type: none"> <li>• T asks two personal/topic questions; Ss answer briefly, then compare with a partner.</li> <li>• T introduces the functional-language goal.</li> </ul>                                                 | <b>Saying New Year wishes</b> <ul style="list-style-type: none"> <li>• A: Happy New Year! I wish you health and happiness. B: Thank you. The same to you.</li> </ul> |

| 2. EVERYDAY ENGLISH (12')                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> practise inviting and accepting invitations<br><b>Content:</b> model dialogue, noticing, substitution, and role-play<br><b>Outcome:</b> students use the functional expressions appropriately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |

## 2. EVERYDAY ENGLISH (12')

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                               | CONTENTS                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen, notice, and practise</b> <ul style="list-style-type: none"> <li>T plays or reads the model dialogue; Ss underline the functional expressions.</li> <li>Pairs practise the dialogue, then replace underlined information with their own ideas.</li> <li>T checks intonation, politeness, and appropriacy.</li> </ul> | <b>Model</b> <ul style="list-style-type: none"> <li>A: Happy New Year! I wish you health and happiness. B: Thank you. The same to you.</li> <li>Useful response: ask one follow-up question.</li> </ul> |

## 3. COMMUNICATION TASK (20')

| <b>Aims:</b> develop interaction and topic knowledge<br><b>Content:</b> information exchange, interview, or cultural task<br><b>Outcome:</b> students collect, compare, and report information<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                                                                                                       |
| <b>Interview and report</b><br><b>NLS: 1.1.TC1c</b><br>HS tra cứu một thông tin ngắn về Tet traditions, New Year wishes, family activities, safe festival practice; chọn nguồn phù hợp và ghi lại tên trang/nguồn hình. <ul style="list-style-type: none"> <li>T sets the task: talking about leisure activities with family.</li> <li>Ss prepare three short questions and note their own answers.</li> <li>Pairs interview each other, record keywords, and report one similarity or difference.</li> <li>T monitors target language and supports students with sentence frames.</li> </ul> | <b>Speaking frame</b> <ul style="list-style-type: none"> <li>Question - short answer - reason/example</li> <li>Topic vocabulary: peach flowers, apricot flowers, lucky money, family gathering, fireworks, decorate</li> </ul> |

## 4. DIGITAL STORYBOARD (8')

| <b>Aims:</b> transform oral data into a project plan<br><b>Content:</b> storyboard with text, visuals, audio, and sources<br><b>Outcome:</b> students organise a logical digital product<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                                                                     |
| <b>Project planning</b><br><b>NLS: 3.1.TC1a; 3.2.TC1a</b><br>HS chuyển dữ liệu phỏng vấn thành storyboard, dự kiến văn bản-hình ảnh-lời thoại và chuẩn bị nhập vào Canva/CapCut/Google Slides. <ul style="list-style-type: none"> <li>Groups select the most useful interview/research information.</li> <li>Ss place information into five storyboard sections: title, key information, examples/details, message, and sources.</li> <li>T checks the storyboard for sequence, language, source notes, and role allocation.</li> </ul> | <b>TET IN MY FAMILY</b> <ul style="list-style-type: none"> <li>a digital greeting card or poster presenting preparations, activities, wishes, and good manners at Tet</li> <li>Homework: complete the storyboard and prepare media files at home.</li> </ul> |

|                                                                                   |                                                                                                |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 41 - Lesson 5: SKILLS 1 - READING AND SPEAKING</b> |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Read for general and specific information in children's New Year practices.
- Use context to identify meanings of selected words.
- Develop speaking skills by talking about what people should or shouldn't do at Tet.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a: Search and select relevant information, then record a short oral product.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recognise four reading keywords: Tet, practice, wish, preparation.
- find two specific details in the text with highlighted clues.
- give one or two prepared sentences in the speaking task.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. PRE-READING (5')                                                                                                                                                                                                                                                     |                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> activate knowledge and predict text content<br><b>Content:</b> picture, title, and guiding questions<br><b>Outcome:</b> students make reasonable predictions<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.      |                                                                                                                                                              |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                     |
| <b>Predict the reading</b> <ul style="list-style-type: none"> <li>• T shows the title/picture connected with leisure activities that teenagers do with their family and asks two guiding questions.</li> <li>• Ss discuss in pairs and note two predictions.</li> </ul> | <b>Reading topic</b> <ul style="list-style-type: none"> <li>• children's New Year practices</li> <li>• Keywords: Tet, practice, wish, preparation</li> </ul> |

| 2. WHILE-READING 1 (12')                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> read for gist and infer word meaning<br><b>Content:</b> skimming and vocabulary-in-context task<br><b>Outcome:</b> students identify the main idea and meanings from context<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |

## 2. WHILE-READING 1 (12')

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CONTENTS                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skim and match</b><br><b>NLS: 1.1.TC1c</b><br>HS tìm một hình ảnh/thông tin nền về Tet traditions, New Year wishes, family activities, safe festival practice, so sánh với bài đọc và chỉ giữ thông tin liên quan từ nguồn rõ ràng. <ul style="list-style-type: none"> <li>Ss skim the text under a time limit and choose the best main idea.</li> <li>Ss locate each target word, read the surrounding sentence, and match it with a meaning.</li> <li>Pairs justify answers with a clue from the text.</li> </ul> | <b>Reading strategy</b> <ul style="list-style-type: none"> <li>Skim headings/first sentences; ignore difficult details on the first reading.</li> <li>Tet</li> <li>practice</li> <li>wish</li> <li>preparation</li> </ul> |

## 3. WHILE-READING 2 (15')

| <b>Aims:</b> scan for specific information and evidence<br><b>Content:</b> detail questions, completion, or True/False task<br><b>Outcome:</b> students locate and cite textual evidence<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.        |                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                         | CONTENTS                                                                                                                                                                                                                                                                                                    |
| <b>Scan for details</b> <ul style="list-style-type: none"> <li>Ss underline key words in the questions and scan for matching ideas.</li> <li>Ss answer independently, compare in pairs, and underline evidence.</li> <li>T confirms answers and corrects unsupported guesses.</li> </ul> | <b>Key content</b> <ul style="list-style-type: none"> <li>Tet practices vary across families and regions while sharing values of reunion and hope.</li> <li>Readers identify preparations, activities, and advice.</li> <li>Cultural images and facts should be sourced and shared respectfully.</li> </ul> |

## 4. SPEAKING AND PROJECT REHEARSAL (13')

|                                                                                                                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Aims:</b> use reading language in a personal spoken response<br><b>Content:</b> pair/group speaking with notes<br><b>Outcome:</b> students present a clear short response<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| 4. SPEAKING AND PROJECT REHEARSAL (13')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                                                                                 |
| <p><b>Speak from notes</b></p> <p><b>NLS: 3.1.TC1a</b></p> <p>HS dùng thiết bị nhóm ghi âm phần trình bày 30-45 giây, nghe lại và tự đánh giá nội dung, độ rõ, phát âm trước khi chọn bản tốt nhất.</p> <ul style="list-style-type: none"> <li>Ss prepare and answer two questions for talking about leisure activities with family.</li> <li>Pairs listen and give one content comment and one language comment.</li> <li>Groups record a 30-45 second rehearsal for the project and select the clearest version.</li> </ul> | <p><b>Speaking checklist</b></p> <ul style="list-style-type: none"> <li>Answer the question directly</li> <li>Give one reason or example</li> <li>Use unit vocabulary and clear pronunciation</li> </ul> |

|                                                                                   |                                                                                                 |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 42 - Lesson 6: SKILLS 2 - LISTENING AND WRITING</b> |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Listen for specific information in preparations for Tet.
- Plan and write an email about what people should or shouldn't do at Tet.
- Edit a short text for content, target language, spelling, and punctuation.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 1.1.TC1c; 3.1.TC1a; 3.2.TC1a: Control digital audio and integrate text, images, and sound in a group product.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- identify the listening topic and complete two or three selected details from a word bank.
- complete a planning frame with three short notes.
- write or copy three to four sentences using sentence starters.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: Deliver the task - Implement the task - Discuss - Give comments or feedback.

| 1. PRE-LISTENING (5')                                                                                                                                                                                                                                                         |                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> prepare for the listening context and vocabulary<br><b>Content:</b> picture/title prediction and key-word review<br><b>Outcome:</b> students predict likely information<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                        |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                               |
| <b>Prediction</b> <ul style="list-style-type: none"> <li>• T introduces the listening topic: leisure activities with friends.</li> <li>• Ss study the task, underline key words, and predict possible answers or answer types.</li> </ul>                                     | <b>Listening strategy</b> <ul style="list-style-type: none"> <li>• Predict whether each gap needs a name, number, noun, verb, or adjective.</li> </ul> |

| 2. WHILE-LISTENING (18')                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> listen for general and specific information<br><b>Content:</b> first listening for gist; second/third listening for details<br><b>Outcome:</b> students complete selected information accurately |

## 2. WHILE-LISTENING (18')

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Listen and check</b></p> <p><b>NLS: 1.1.TC1c</b></p> <p>HS sử dụng học liệu số/Sachmem.vn với thao tác phát-tạm dừng-nghe lại để thu thập từ khóa, sau đó đối chiếu với bạn.</p> <ul style="list-style-type: none"> <li>T plays the recording once for the main idea; Ss compare their prediction.</li> <li>T plays it again; Ss complete the textbook task and compare in pairs.</li> <li>A final listening is used to check difficult items and identify the evidence phrase.</li> </ul> | <p><b>Student's Book pp. 65-66</b></p> <ul style="list-style-type: none"> <li>Topic: preparations for Tet</li> <li>Check spelling, numbers, and word limit.</li> </ul> |

## 3. PRE-WRITING (10')

**Aims:** generate and organise writing ideas

**Content:** notes, outline, and language checklist

**Outcome:** students prepare a logical plan

**Organisation:** Teacher's instructions and monitored individual/pair/group work.

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                     | CONTENTS                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Plan the writing</b></p> <ul style="list-style-type: none"> <li>T clarifies the writing task: an email about what people should or shouldn't do at Tet.</li> <li>Ss complete a planning frame with topic sentence, two or three supporting details, and closing sentence.</li> <li>Pairs check whether the notes answer the task and use target vocabulary/grammar.</li> </ul> | <p><b>Writing plan</b></p> <ul style="list-style-type: none"> <li>Topic sentence</li> <li>Supporting idea 1 + example</li> <li>Supporting idea 2 + example</li> <li>Closing sentence</li> </ul> |

## 4. WHILE-WRITING AND DIGITAL CREATION (12')

**Aims:** write, edit, and integrate the project script

**Content:** individual paragraph and group digital product

**Outcome:** students produce an edited paragraph and a near-final project

**Organisation:** Teacher's instructions and monitored individual/pair/group work.



| 4. WHILE-WRITING AND DIGITAL CREATION (12')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | CONTENTS                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Write, peer-edit, and create</b><br/> <b>NLS: 3.1.TC1a; 3.2.TC1a; 2.1.TC1a</b><br/> <b>HS tích hợp chữ-hình ảnh-âm thanh bằng Canva/CapCut/Google Slides, ghi nguồn hình và nộp file/link qua kênh do GV quy định.</b></p> <ul style="list-style-type: none"> <li>Ss write about 70 words from their notes and use the checklist for self-correction.</li> <li>Pairs exchange work and mark one strength and one point to revise.</li> <li>Groups select corrected sentences for the project, integrate media, and test audio/readability.</li> <li>Groups submit the file or link through the channel specified by the teacher before Lesson 7.</li> </ul> | <p><b>Writing checklist</b></p> <ul style="list-style-type: none"> <li>Content complete and logically ordered</li> <li>Target vocabulary and grammar accurate</li> <li>Capital letters, punctuation, and spelling checked</li> <li>a digital greeting card or poster presenting preparations, activities, wishes, and good manners at Tet</li> </ul> |

|                                                                                   |                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Date of planning: .../.../20...<br>Date of teaching: .../.../20...<br>WEEK: ..... | <b>UNIT 6: OUR TET HOLIDAY</b><br><b>Period 43 - Lesson 7: LOOKING BACK AND PROJECT</b> |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

## I. OBJECTIVES

### 1. Knowledge

- Review the vocabulary, pronunciation, and grammar of the unit.
- Apply unit language in an integrated digital project.
- Present, evaluate, and improve a group product using a clear rubric.

### 2. Competence

- Develop communication, collaboration, creativity, critical thinking, problem solving, and self-study skills.
- Complete individual, pair, and group tasks actively; give evidence-based explanations and constructive feedback.

### Digital Competence

- 2.1.TC1a; 3.2.TC1a: Share, present, and evaluate digital products safely and respectfully.

### 3. Qualities

- Develop family connection, cultural respect, politeness, and safe celebration; cooperate respectfully and complete assigned roles.

### OBJECTIVES FOR STUDENTS WITH DISABILITIES

- recall at least four familiar words from the unit with picture support.
- complete three selected review items with teacher support.
- show one picture or slide and say one or two prepared sentences with the group.

## II. TEACHING AIDS

- Teacher: Grade 6 Student's Book, laptop, projector/TV, pictures, cards, and prepared digital links.
- Students: Student's Book, notebook, learning materials, and a shared device when assigned.
- Digital resources: Sachmem.vn, digital dictionary, Google Forms/Quizizz, Canva/CapCut/Google Slides, and the class LMS/email/Zalo channel.

## III. PROCEDURE

Each activity follows four steps: *Deliver the task - Implement the task - Discuss - Give comments or feedback.*

| 1. WARM-UP AND REVIEW (5')                                                                                                                                                                                                                                   |                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> activate unit language and identify areas for review<br><b>Content:</b> quick retrieval game<br><b>Outcome:</b> students recall vocabulary and grammar<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |                                                                                                                                                                |
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                             | CONTENTS                                                                                                                                                       |
| <b>Unit challenge</b> <ul style="list-style-type: none"> <li>Teams identify words from pictures/definitions and make one correct sentence for each point.</li> <li>T notes common errors to address during Looking Back.</li> </ul>                          | <b>Review focus</b> <ul style="list-style-type: none"> <li>things, activities, and wishes at Tet</li> <li>Should/shouldn't for advice; some and any</li> </ul> |

| 2. LOOKING BACK - VOCABULARY (12')                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims:</b> consolidate lexical items and collocations<br><b>Content:</b> textbook vocabulary review<br><b>Outcome:</b> students use vocabulary accurately<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |

## 2. LOOKING BACK - VOCABULARY (12')

| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                        | CONTENTS                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary review</b> <ul style="list-style-type: none"> <li>Ss complete the textbook task independently and compare answers.</li> <li>Pairs explain one clue or collocation for each answer.</li> <li>T checks and asks Ss to add one new example to the unit word bank.</li> </ul> | <b>Core vocabulary</b> <ul style="list-style-type: none"> <li>peach flowers</li> <li>apricot flowers</li> <li>lucky money</li> <li>family gathering</li> <li>fireworks</li> <li>decorate</li> <li>visit relatives</li> <li>make a wish</li> </ul> |

## 3. LOOKING BACK - GRAMMAR (13')

| <b>Aims:</b> consolidate the target grammar<br><b>Content:</b> completion, transformation, and sentence creation<br><b>Outcome:</b> students correct errors and use the structure meaningfully<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work.                                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                    | CONTENTS                                                                                                                                                                                                                                                                                                                         |
| <b>Grammar review</b><br><b>NLS: 3.1.TC1a</b><br>HS hoàn thành phiếu tự đánh giá số ngắn, xác định một nội dung đã làm tốt và một nội dung cần luyện thêm. <ul style="list-style-type: none"> <li>Ss complete the grammar tasks and cross-check in pairs.</li> <li>T displays common errors; groups correct and explain them.</li> <li>Each student writes one true sentence using the target structure.</li> </ul> | <b>Should/shouldn't for advice; some and any</b> <ul style="list-style-type: none"> <li>Advice: S + should/shouldn't + V.<br/>Use some in affirmative statements and offers/requests; use any in negatives and most questions.</li> <li>You should visit your grandparents at Tet.</li> <li>Children shouldn't fight.</li> </ul> |

## 4. PROJECT - DIGITAL GALLERY WALK (15')

|                                                                                                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Aims:</b> present and evaluate integrated digital products<br><b>Content:</b> group presentation and peer feedback<br><b>Outcome:</b> students demonstrate language, digital creation, collaboration, and safe sharing<br><b>Organisation:</b> Teacher's instructions and monitored individual/pair/group work. |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| 4. PROJECT - DIGITAL GALLERY WALK (15')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CONTENTS                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Present, evaluate, and improve</b><br/> <b>NLS: 3.2.TC1a; 2.1.TC1a</b><br/>                     HS trình chiếu sản phẩm số, phản hồi lịch sự theo rubric, sử dụng tư liệu phù hợp và ghi nguồn hình/âm thanh khi cần.</p> <ul style="list-style-type: none"> <li>• T opens submitted products for the project 'TET IN MY FAMILY' and confirms presentation order.</li> <li>• Each group presents for 2-3 minutes; all members take an appropriate role.</li> <li>• Peers use the rubric to score language, content, digital design, collaboration, and source/safety practice.</li> <li>• Groups receive feedback and state one improvement they would make.</li> </ul> | <p><b>TET IN MY FAMILY</b></p> <ul style="list-style-type: none"> <li>• a digital greeting card or poster presenting preparations, activities, wishes, and good manners at Tet</li> <li>• Rubric: language 4 - content 4 - digital design 4 - collaboration/safety 4</li> <li>• Homework: complete the self-assessment and prepare the next unit.</li> </ul> |

## PROJECT PLANNING SHEET - UNIT 6: OUR TET HOLIDAY

### TET IN MY FAMILY

*Expected product: a digital greeting card or poster presenting preparations, activities, wishes, and good manners at Tet*

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| <b>Group name and class</b> |                                                  |
| <b>Members and roles</b>    |                                                  |
| <b>Selected tool</b>        | Canva / CapCut / Google Slides / other:<br>_____ |

### STORYBOARD

| Scene                           | Visuals and source | Text / voiceover | Digital feature / person responsible |
|---------------------------------|--------------------|------------------|--------------------------------------|
| <b>1. Title</b>                 |                    |                  |                                      |
| <b>2. Key idea</b>              |                    |                  |                                      |
| <b>3. Details</b>               |                    |                  |                                      |
| <b>4. Message</b>               |                    |                  |                                      |
| <b>5. Sources &amp; credits</b> |                    |                  |                                      |

### PROJECT RUBRIC (16 POINTS)

| Criterion                         | 4 - Excellent                             | 3 - Good                     | 2 - Developing               | 1 - Beginning        |
|-----------------------------------|-------------------------------------------|------------------------------|------------------------------|----------------------|
| <b>Language</b>                   | Accurate and varied                       | Minor errors                 | Several errors               | Needs strong support |
| <b>Content</b>                    | Complete, clear, logical                  | Mostly complete              | Some missing ideas           | Very limited         |
| <b>Digital design</b>             | Text-media integrated effectively         | Clear and appropriate        | Basic or uneven              | Hard to follow       |
| <b>Collaboration &amp; safety</b> | All roles; sources credited; safe sharing | Most roles and sources clear | Uneven roles or source notes | Little evidence      |