**LESSON PLAN**

Week: ……

Period: ……

Date of teaching: …………………

|  | **TEXTBOOK: FLUENCY PLUS 6**  **Unit 4: AMAZING FESTIVALS**  **Lesson 6 (pages 44-45)** |  |
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**A. OBJECTIVES**

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

**1. Core competences**

- Write a letter

**2. General competences**

- *Communication and collaboration*:work in pairs/groups to answer the questions and write a letter

- *Problem-solving and creativity*: write a letter to invite a friend to join a festival.

**3. Attributes**

- *Kindness:* help partners to complete learning tasks.

- *Diligence:* work hard to complete learning tasks.

- *Honesty:* tell the truth about feelings and emotions or play fair in games.

- *Responsibility:* appreciate kindness.

- *Leadership:* collaborate with teachers to enhance language skills.

**B. LANGUAGE FOCUS AND SKILLS**

**1. Vocabulary**

- *Vocabulary:* Words regarding festivals and activities.

**2. Skills:** Reading and writing.

**C. RESOURCES AND MATERIALS**

- Student book – pages 38 – 47

- Lesson plans

- Teacher’s Guide

- Computer, projector, ….

**\*Culture notes:** Students can show how to do the actions well.

**D. LEARNING EXPERIENCES**

| **Teacher’s activities** | **Students’ activities** | **PowerPoint** |
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| **WARM-UP/REVIEW**  ***Objective:*** *To help students feel energetic before the lesson.* | | |
| **\*Greeting**  - Greet the students:  *“Hello, how are you?”*  *“I’m fine, thank you. Please sit down.”*  - Set the class rules.  *1. Be quiet.*  *2. Listen to teachers.*  *3. Raise your hand.*  *4. Have fun.*  **\*Lead-in questions**  - Give a trick question for students:  *What starts with “e” and ends with “e” but only has one letter in it?*  - Encourage students to give answers which have in my mind  - Give students the correct answer **“envelope”**  - Lead the lesson by telling students that people put a letter in an envelope and today they’re going to learn how to write a letter. | - Greet the teachers.  - Think and try to give the answer | - Slide 1-3 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can give the answer for a question.  - *Task completed:* Students have some ideas to answer the lead-in question.  - *Task uncompleted:* Students have no clues to answer the lead-in question. | | |
| **PRESENTATION**  ***Objective:*** To*know the content of a letter and how to organize the content in a letter.* | | |
| **\*Exercise 1: Work in pairs. Answer the questions**  - Ask students to work in pairs to answer questions 1, 2, and 3.  *1. Do you write letters to your relatives or friends?*  *2. How often do you write letters?*  *3. Why do you write letters?*  - Invite some students to share their answers with the class.  **\*Exercise 2: Read the letter below. Choose the title (1-4) for each part of the letter (A-D)**  - Invite some students to read out loud the letter. Ask students how many parts the letter has (Part A, Part B, Part C, Part D)  Shows and explains for students a letter format which includes 4 parts: address and date, opening, body, and closing.  - Ask students to read the letter again and match the title (1-4) with the correct part of the letter.  **\*Exercise 3: Read the sentences. Write (AD) if it’s an address or date, (O) if it’s in the opening, (B) if it’s in the body, or (C) if it’s in the closing.**  - Show the pp slide  - Ask students read the sentences and identify which sentences is shown as:   * AD (address and date), * (opening) * B (Body) * C (Closing).   **\*Exercise 4: Put the parts of the letter in the correct order and answer the questions.**  - Show the pp slide  - Explain to the students that this is a reply email from Jenny in exercise 2 but the parts of the letter are mixed.  - Asks students to read and put them in the correct order from 1 to 7.  - Show the questions:  *1. Who is the receiver / sender?*  *2. Did Jenny agree to join Michelle?*  *3. What does Jenny want to do with Michelle?*  - Ask students to answer  - Introduce the exam advice to students  - Emphasize the importance of planning before writing  - Ask students, when writing a letter, to think carefully about:   * How to begin the letter * Purposes of the letter * How to end the letter   - Ask students to give some phrases that they can use before their signature in a letter  (Best wishes, Kind regards, Yours faithfully, Sincerely, Love…) | - Follow the teacher’s instructions  - Think and answer the questions  - Share the answers with the class  - Answer the questions  - Follow the teacher’s instruction  - Do the exercise  - Follow the teacher’s instructions  - Do the exercise  - Follow the teacher’s instructions  - Do the exercise  - Answer the question  - Follow the teacher’s instructions  - Answer teacher’s questions | - Slide 4  - Slide 5  - Slide 6  - Slide 7  - Slide 8 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence*: Students will be able to identify the different parts of a letter and understand the structure and content of a letter.  - *Task completed:* Students will be able to identify the different parts of a letter and understand the structure and content of a letter, but may need some guidance or clarification.  - *Task uncompleted:* Students have difficulty identifying the parts of a letter. | | |
| **PRACTICE**  ***Objective:*** *To**plan and write a letter* | | |
| \***Exercise 5: Complete the letter using the words/phrases below.**  - Asks students to read and complete the letter by using the words/ phrases in the box.  - Invite some volunteer students to give the answers.  - Invite a student to read the letter out loud, so that the teacher can check if the students pronounce the words right or wrong and make sure that they do their work correctly.  **\*Exercise 6: Work in pairs. Read letters A and B and decide which one is better to reply to Jessica.**  - Explain to the students that letter A and letter B are the replies from Tiffany in exercise 5, but there are some differences in their writings.  - Ask students to read and choice which one is the best reply to the email from exercise 5  - Ask confident students to explain their choice.  **\* Exercise 7: Write a letter using the clues below.**  - Instruct students to help Clare write a letter to invite Anna to join the Christmas party with her by using some clues in the box. Remember to remind them of some advice before they write a letter.  - Divide the class into 5 or 6 teams (depending on the number of students in the classroom)  - Set a timer for this task, about 7-10 minutes. And ask students to work in teams to write a letter  - Invite a representative of each team to write their letter on the board.  - Ask the class to give comments for the letters on the board  - Correct letters on the board with the class. | - Follow the teacher’s instructions  - Do the exercise  - Read the letter.  - Follow the teacher’s instructions  - Do the exercise  - Answer teacher’s question  - Follow the teacher’s instructions  - Read the clues in the box  - Work in groups to complete the letter of the team  - Give comments to friend’s letter  - Check the friend’s letter with teacher | - Slide 9  - Slide 10  - Slide 11 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can use the provided clues to write a letter and they actively participate in the team discussion and contribute creative and insightful ideas to the letter-writing process.  -*Task completed:* Students can use the provided clues to write a letter and they participate in the team discussion and contribute ideas to the letter-writing process.  - *Task uncompleted:* Students have difficulty participating in the group discussion and may not contribute many ideas to the letter-writing process. | | |
| **PRODUCTION**  ***Objective:*** *To let students be able to write a letter to a friend* | | |
| **\*Exercise 8: Write a letter to invite a friend to join a festival with you.**  - This is the writing format for the KET exam (Part 9). In this part, Ss write a short message, a note, or a postcard of 25-35 words.  - Ask each student to come up with a festival and writes a letter to invite a classmate to join the festival.  - Teachers remind students how to write a letter and the number of words in this part.  - Ask them to write a letter on a piece of paper or in their notebooks.  - Ask students to exchange their letters with their classmates. | - Follow teacher’s instructions  - Come up with a festival and write a letter to invite a classmate to join the festival.  - Exchange the letter | - Slide 12 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can write a letter that is well-organized, meets or exceeds all of the requirements. The letter demonstrates a clear understanding of the structure and content of a letter, and uses appropriate language, tone, and format.  - *Task completed:* Students can write a letter that includes all of the required elements, and is generally well-organized and clear. The letter demonstrates a basic understanding of the structure and content of a letter, and has made an effort to follow the instructions and guidelines provided.  - *Task uncompleted:* Students can not complete the task or have not included some of the required elements in their letter. | | |
| **SUMMARY / WRAP UP**  - Show the game “WORD SCRAMBLE” in the PowerPoint slide.  - Explain to students how to play this game that helps them relax and enhance their vocabulary.  - Ask students to race to identify the original word; whoever guesses the most answers wins.  - Go through what students have learned from the lesson.  - Ask students to learn new words by heart.  - Require students to practice writing a letter from the unit.   - Ask students to prepare for the next lesson. | | |
| **REFLECTION**  .............................................................................................................................................  .............................................................................................................................................  .............................................................................................................................................  ............................................................................................................................................. | | |