

Week: 04

Period 10

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES
LESSON 1: VOCABULARY (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- get some more knowledge about places in a town or city
- Vocabulary: (n) bridge, monument, flat, office building, square, shopping centre, sports centre.

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- Talk about places in students' towns or cities, using key phrases (for students with mid-level)..
- Talk about the good and bad things in their town / city (for students with high level).

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- love and be proud of places around where you live.

II. TEACHER AIDS AND LEARNING MATERIALS










Lesson plan, PPT slides, student's book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5')

- a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.
- b) Content:** Warm-up game 'Bingo'.
- c) Outcomes:** Students can gain more confidence and have interest in the lesson
- d) Competence:** collaboration, communication, guessing.

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS																											
<p>WARM-UP. T- Ss - T / Ss - Ss / Game "GREEN BAMBOO" - Divide class into 2 groups. - There are 12 numbers about places on the screen. There is a hidden picture behind these numbers. Each group will choose a pair of number. With one correct pair, students will get one point. - The group has the most correct answers will be the winner. - After revealing the picture, teacher asks students a question: <i>"What is the hidden picture about?"</i></p>	<p>- Play the game in groups. - Each group will choose a pair of number. - With one correct pair, students will get one point. - Students answer, "LONDON CITY".</p>	<table border="1"> <tr> <td data-bbox="1491 220 1648 344">1</td> <td data-bbox="1648 220 1798 344">2</td> <td data-bbox="1798 220 1948 344">3</td> <td data-bbox="1948 220 2098 344">4</td> </tr> <tr> <td data-bbox="1491 344 1648 469">5</td> <td data-bbox="1648 344 1798 469">6</td> <td data-bbox="1798 344 1948 469">7</td> <td data-bbox="1948 344 2098 469">8</td> </tr> <tr> <td data-bbox="1491 469 1648 593">9</td> <td data-bbox="1648 469 1798 593">10</td> <td data-bbox="1798 469 1948 593">11</td> <td data-bbox="1948 469 2098 593">12</td> </tr> <tr> <td data-bbox="1491 593 1648 718">  </td> <td data-bbox="1648 593 1798 718">2</td> <td data-bbox="1798 593 1948 718">3</td> <td data-bbox="1948 593 2098 718">4</td> </tr> <tr> <td data-bbox="1491 718 1648 842">5</td> <td data-bbox="1648 718 1798 842">6</td> <td data-bbox="1798 718 1948 842">  </td> <td data-bbox="1948 718 2098 842">8</td> </tr> <tr> <td data-bbox="1491 842 1648 970">9</td> <td data-bbox="1648 842 1798 970">  </td> <td data-bbox="1798 842 1948 970">11</td> <td data-bbox="1948 842 2098 970">12</td> </tr> </table>				1	2	3	4	5	6	7	8	9	10	11	12		2	3	4	5	6		8	9		11	12
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B. New lesson (35')

❖ **Activity 1: Vocabulary (10')**

a) Objective: Ss know more about places in the city.

b) Content:

Vocabulary study

Speaking

c) Outcomes: Ss know how to pronounce the new words correctly and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS											
<p>PRESENTATION. T - Ss - T / Ss - Ss / Individ.</p> <p><u>Set context:</u></p> <ul style="list-style-type: none"> - Call out some students to answer the question. <p>“What famous place are there in your town or city?”</p> <ul style="list-style-type: none"> - Lead to the topic of the lesson – Places in towns or cities. <p><u>Teach new vocabulary:</u></p> <ul style="list-style-type: none"> - Use pictures and explanation to present new words. - Ask students to practice their pronunciation drills. <p><u>New words:</u></p> <table border="0"> <tr> <td>bridge (n)</td> <td rowspan="7">}</td> <td rowspan="7">(picture)</td> </tr> <tr> <td>monument (n)</td> </tr> <tr> <td>flat (n)</td> </tr> <tr> <td>office</td> </tr> <tr> <td>building (n)</td> </tr> <tr> <td>square (n)</td> </tr> <tr> <td>shopping centre (n)</td> </tr> <tr> <td>sports centre (n)</td> <td></td> </tr> </table>	bridge (n)	}	(picture)	monument (n)	flat (n)	office	building (n)	square (n)	shopping centre (n)	sports centre (n)		<ul style="list-style-type: none"> - Some students will answer the question (talk about the famous places in their city). - Listen to the teacher. - Look, listen and repeat in chorus and individuals. 	<p><u>Question:</u></p> <p>“What famous place are there in your town or city?”</p> <p><u>New words:</u></p> <p>bridge (n) /bridʒ/ monument (n) /'mɒnjumənt/ flat (n) /flæt/ office (n) /'ɒfɪs/ building (n) /'bɪldɪŋ/ square (n) /skweə/ shopping centre (n) /ʃ'ɔːpɪŋ 'sentərə/ sports centre (n) /s'pɔːt 'sentərə/</p>
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monument (n)													
flat (n)													
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❖ **Activity 2: Practice (20')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students match the words, watch and listen

c) Outcomes: Ss read and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS																				
<p>PRACTICE. T - Ss - T/ S - S/ Indiv.</p> <ul style="list-style-type: none"> • Activity 1 (5') Match the words in the box with places 1-14 on the map of London below. There are 6 extra words, listen and check. <ul style="list-style-type: none"> - Ask students to work in pairs to match the words to the correct places on the London map. - Give the answers to the class. • Activity 2 (5') Watch or listen. Which places from exercise 1 do the people mention? <ul style="list-style-type: none"> - Play the video or audio for students to watch or listen and note down the places that are mentioned. - Play the video / audio again and checks students' answers. • Activity 3 (5') Watch or listen again and complete the sentences. <ul style="list-style-type: none"> - Allow students time to read the gapped sentences. - Play the video / audio again for students to complete the sentences. - Ask students to check the answers in pairs. - Check answers with the class. 	<ul style="list-style-type: none"> - Work in pairs to do the task. - Listen and identify word stress then note down the places. - Watch or listen and identify word stress then note down the places that are mentioned. - Watch the video or listen to the audio again to check the answers. - Read the gapped sentences silently and individually and guess the missing words. - Watch or listen, identify word stress and pronunciation to complete the sentences. - Check the answers in pairs. - Check the answers with the teacher. 	<p><u>Suggested answers</u></p> <table border="1" data-bbox="1532 343 2085 625"> <tr> <td>1. Library</td> <td>8. market</td> </tr> <tr> <td>2. Park</td> <td>9. cinema</td> </tr> <tr> <td>3. hotel</td> <td>10. restaurant</td> </tr> <tr> <td>4. monument</td> <td>11. station</td> </tr> <tr> <td>5. Square</td> <td>12. theatre</td> </tr> <tr> <td>6. shop</td> <td>13. Bridge</td> </tr> <tr> <td>7. bus station</td> <td>14. Office building</td> </tr> </table> <p><u>Suggested answers:</u> <i>café, cinema, restaurant, sports centre, park, library, bridge, monument, bus station, shop.</i></p> <p><u>Suggested answers</u></p> <table> <tr> <td>1. theatre</td> <td>4. café</td> </tr> <tr> <td>2. parks</td> <td>5. shops</td> </tr> <tr> <td>3. bridge</td> <td></td> </tr> </table>	1. Library	8. market	2. Park	9. cinema	3. hotel	10. restaurant	4. monument	11. station	5. Square	12. theatre	6. shop	13. Bridge	7. bus station	14. Office building	1. theatre	4. café	2. parks	5. shops	3. bridge	
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3. bridge																						

❖ **Activity 3: Outcomes (5')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students work in pairs, speak and discuss

c) Outcomes: Ss speak and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS						
<p>OUTCOMES. T - Ss - T/ S - S / Individ.</p> <ul style="list-style-type: none"> • Activity 1 Work in pairs <ul style="list-style-type: none"> - Ask students to work in pairs and talk about the places in their town / city. - Suggest some key phrases to introduce about places and focus on the grammar points. • Activity 2 <p>Consolidation: Discussion (Optional – for students with strong level)</p> <ul style="list-style-type: none"> - Ask students to work in groups and 	<ul style="list-style-type: none"> - Work in pairs to talk about places in their town using Key Phrases (<i>remember the grammar points</i>). 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">There is + a /an + singular Noun</td> </tr> <tr> <td style="padding: 5px;">There are + plural Noun</td> </tr> </table> <p>Ex: There is <i>a</i> cinema. There are <i>two</i> cinemas.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">There are + SOME + plural Noun</td> </tr> <tr> <td style="padding: 5px;">There are + NOT + ANY + plural Noun (= there aren't)</td> </tr> </table> <p>Ex: There <i>are some</i> restaurants. There <i>aren't any</i> restaurants.</p> <p><u>Suggested answers</u></p> <ul style="list-style-type: none"> - <i>There are some café and restaurants serving food all over the world.</i> - <i>There are some cinemas or theatres for you to relax after a hard-working day.</i> - ... <p><u>Suggested answers</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Good things</td> <td style="padding: 5px;">Bad things</td> </tr> </table>	There is + a /an + singular Noun	There are + plural Noun	There are + SOME + plural Noun	There are + NOT + ANY + plural Noun (= there aren't)	Good things	Bad things
There is + a /an + singular Noun								
There are + plural Noun								
There are + SOME + plural Noun								
There are + NOT + ANY + plural Noun (= there aren't)								
Good things	Bad things							

<p>discuss about the good and bad things in their town / city.</p> <ul style="list-style-type: none"> - Give students time to discuss in groups and write down their opinions. - Call out some students to present their opinion in front of class. 	<ul style="list-style-type: none"> - Work in groups to talk about the good and bad things in their town / city. - Write down their key ideas. - Some volunteers to present their ideas in the front. 	<ul style="list-style-type: none"> - a lot of entertainment facilities such as cinemas, theatres, ... - trying new types of food. - earning more money. 	<ul style="list-style-type: none"> - Air pollution - Noise pollution - Traffic jam in rush hour.
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C. Consolidation (3')

a) Vocabulary: bridge, monument, flat, office building, square, shopping centre, sports centre.

b) Ways to

- Talk about places in students' towns or cities, using key phrases (for students with mid-level).
- Talk about the good and bad things in their town / city (for students with high level).

D. Homework (2')

- Learn by heart the vocabulary about places in town
- Practice asking and answering about places in town
- Do exercises in Workbook: Unit 1- Vocabulary (page 12)
- Prepare: Unit 1 - Reading (page 16 – SB)

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS AND CITIES - LESSON 2: READING (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- to find out more about a cruise ship.
- know how to answer specific questions about the text.
- use vocabulary items related to the issue of passage.

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- talk about a good place for a holiday

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- respect and protect good things of nice places for holidays.

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5’)

- a) **Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.
- b) **Content:** Role-play games.
- c) **Outcomes:** Students can gain more confidence
- d) **Competence:** collaboration, communication, guessing.
- e) **Organization of the activity:**

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
WARM-UP. T- Ss - T / Ss - Ss / (5’)		

• **Game “What is it?”**

- Give instructions.
- Show cues one by one.
- Ask students to guess the words in rows by reading the cues.
- Finally, ask students to guess the key word (red letters).

Cues:

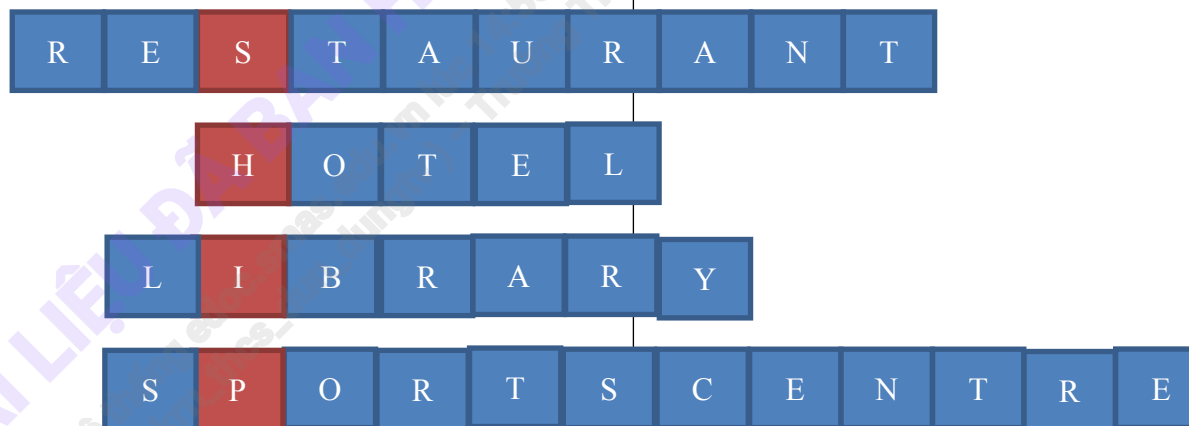
- *This is a place where people can eat and drink.*
- *People usually stay in this place when they are on vacation.*
- *Where you can borrow and read books.*
- *Place where you can play sport.*

- Listen to the instructions carefully.
- Play the game individually.
- Read the cues, identify key words in the cues and raise hands to give the answer to get one point.
- The student who is able to give the correct answer of the key word will get 4 points.

Cues:

- *This is a place where people can eat and drink.*
- *People usually stay in this place when they are on vacation.*
- *Where you can borrow and read books.*
- *Place where you can play sport.*

Key word: SHIP



B. New lesson (35')

❖ **Activity 1: Pre- reading (10')**

a) Objective: Ss know more about free time and talk about what activities they like or don't like.

b) Content:


Vocabulary study

Speaking

c) Outcomes: Ss know how to pronounce the new words correctly and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRE-READING. T - Ss - T / Ss - Ss / Individ.</p> <p>• <i>THINK</i> (2')</p> <ul style="list-style-type: none"> - Ask students to work in groups to talk about the question : <i>"Where do you think is a good place for a holiday ? Why?"</i> - Go around for help if necessary. <p><i>Lead in:</i></p> <ul style="list-style-type: none"> - Show the picture of a cruise ship and lead in the lesson <i>"This is a very special ship; This is a cruise ship."</i> <p>Guessing game (8')</p> <ul style="list-style-type: none"> - Have students work in groups and discuss some facts of the cruise ship. - After discussing, students have to write "TRUE" or "FALSE" at the end of each sentence. - Tell students <i>"We will check the answers while we read the text City on the sea."</i> 	<ul style="list-style-type: none"> - Work in groups and talk about the question based on their background knowledge. - Look at the picture and listen to the teacher. - Work in groups, look at the pictures in student book and talk about some facts of the cruise ship (<i>guessing the content of the text before reading</i>). - Read the sentences and write "TRUE" or "FALSE" at the end of each sentence in their book. 	<p><i>Question:</i> <i>"Where do you think is a good place for a holiday ? Why?"</i></p>  <p><u>Sentences for group discussion:</u></p> <ul style="list-style-type: none"> a) <i>There is a library and a school on the ship.</i> b) <i>There are some swimming pools on the ship.</i> c) <i>There is one café and one restaurant on the ship.</i>

❖ **Activity 2: While-reading (15')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students read the text and complete it with the words. Then read, listen and check the answers. Write about their interests

c) Outcomes: Ss read and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WHILE READING. T - Ss - T/ S - S/ Indiv</p> <p>• Activity 1 Skills Strategy.</p> <ul style="list-style-type: none"> - Introduce students how to answer specific questions about a text. - Invite some students to read the strategy aloud. - Give explanation (use Vietnamese if necessary). <p>• Activity 2 Listen and underline what numbers refer to.</p> <ul style="list-style-type: none"> - Show some numbers on the board. - Ask students to work in pairs to listen to the audio of the text and underline what numbers refer to. - Invite some students to check their works. <p>• Activity 3 Task 2 – page 16</p> <ul style="list-style-type: none"> - Ask students to look at Exercise 2 page 16, read the questions and 	<ul style="list-style-type: none"> - Open student book to page 16. - Look at the Skills Strategy box, underline key words and listen to the teacher. - Give questions if you do not understand. - Look at the numbers on the board and guess what they refer to. - Listen to the audio of the text, identify ideas related to numbers and underline what numbers refer to. - Work in pairs to read the text for checking their answers. - Check the answers with the teacher. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="background-color: #e91e63; color: white; padding: 2px; text-align: center;">SKILLS STRATEGY</p> <p style="color: #e91e63; font-weight: bold; margin: 0;">How to answer specific questions about a text:</p> <ul style="list-style-type: none"> First, identify the key word(s) in the question. Next, scan the text for the key word(s). Finally, you can find the correct answer in the sentence that has got the key word(s). </div> <p><i>Numbers shown</i> 6,360 – 20 – 50 – 12,000</p> <p><i>Key</i></p> <p>a) 6,360: the number of passengers b) 20: the number of café and restaurants c) 50: the number of real trees on the ship d) 12,000: the number of plants on the ship</p> <p><i>Questions:</i></p> <p>1. What is the <u>name of the ship</u>? 2. <u>How many people</u> work on the ship?</p>

<p>underline key words to understand main ideas.</p> <ul style="list-style-type: none"> - Have students reread the text silently and underline sentences that they are the correct answers. - Ask students to check their answer in pairs. - Invite some students to write their answers and check their work. <ul style="list-style-type: none"> ▪ Key word answers only (low/mid-level) ▪ Full answers (high level) - Go back to Guessing Game activity and give the correct answers. <p>• Activity 4 Vocabulary Plus</p> <ul style="list-style-type: none"> - Encourage students to work in pairs to use a dictionary to check the meanings of the words in blue in the text. - Help students check these words' meaning in the front. <p><u>Words in blue:</u></p> <ol style="list-style-type: none"> 1. cruise ship (n) – using pictures. 1. fantastic (adj) – E.g.: This is a fantastic hotel. 2. comfortable (adj) – E.g.: This soft bed is 	<ul style="list-style-type: none"> - Work individually. - Look at Exercise 2 page 16, read the questions and underline key words to understand main ideas. - Read the text silently for specific ideas and underline sentences that they are the correct answers. - Check the answers in pairs. - Check the answers with the teacher (<i>some students write key - word answers or full answers</i>). - Back to Guessing Game activity and check the answers. <ul style="list-style-type: none"> - Work in pairs and use a dictionary to check the meanings of the words in blue in the text. - Ask teacher if necessary. 	<ol style="list-style-type: none"> 3. <u>How many chefs</u> are there on the ship? 4. Is it the <u>only ship with a park</u>? 5. <u>What's in the sport area</u>? <p><u>Key</u></p> <ol style="list-style-type: none"> 1. <u>Oasis of the Seas</u> 2. <u>More than 2,000 people</u> work on the ship 3. There are <u>250 chefs</u>. 4. <u>Yes, it is</u> 5. There's a <u>climbing wall</u> in the sports area. <p><u>Key for Guessing Game:</u></p> <ol style="list-style-type: none"> a) There is a library and a school on the ship. FALSE b) There are some swimming pools on the ship. TRUE c) There is one café and one restaurant on the ship. TRUE <p><u>Words in blue:</u></p> <ol style="list-style-type: none"> 1. cruise ship (n) /kru:z 'ʃip/ 1. fantastic (adj) /fæn'tæstik/ – E.g.: This is a fantastic hotel. 2. comfortable (adj) /'kʌmfətəbl/ – E.g.: This soft bed is very comfortable. 3. cabin (n) /'kæbin/ 4. passenger (n) /'pæsɪndʒə/ – E.g.: There are many passengers on the ship. 5. chef (n) /ʃef/ – a person who cooks. 6. swimming pool (n) /'swimiŋ pu:l/ 7. climbing wall (n) /'klaɪmiŋ wɔ:l/
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very comfortable. 3. cabin (n) – using pictures. 4. passenger (n) – E.g.: There are many passengers on the ship. 5. chef (n) – a person who cooks. 6. swimming pool (n) – using pictures. 7. climbing wall (n) – using pictures.		
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❖ **Activity 3: Post-reading (10')**

- a) Objective:** Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.
- b) Content:** Students read the text and complete it with the words. Then read, listen and check the answers. Write about their interests
- c) Outcomes:** Ss read and listen, and they can apply the useful language in everyday reading and writing.
- d) Competence:** collaboration, guessing, communication, presentation
- e) Organization of the activity:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>POST READING. T - Ss - T/ S - S / Individ.</p> <p>• Activity 1 Mingle</p> <ul style="list-style-type: none"> - Ask students to walk around and talk about the question at the THINK corner (back to the question at the beginning of the lesson but using the ideas they have just read from the text). <i>“Where do you think is a good place for a holiday? Why?”</i> - Go around for help if necessary. 	<ul style="list-style-type: none"> - Walk around the room to talk about the question at the THINK corner, using the ideas they have just read from the text. - Ask teacher if necessary. <p><u>Suggested answers</u></p> <ul style="list-style-type: none"> - by the sea - lots of fun activities like swimming, snorkeling, surfing, ... - the weather is hot and windy – good for health. - delicious seafood 	<p><u>Question:</u> <i>“Where do you think is a good place for a holiday? Why?”</i></p>

<p>• Activity 2</p> <p>Consolidation: Discussion (Optional – for students with strong level)</p> <ul style="list-style-type: none"> - Ask students to work in groups of four. - Give the question “<i>Is the Oasis of the Seas a good place for a holiday? Why/ Why not?</i>”. - Ask students to talk about the question. 	<ul style="list-style-type: none"> - - Work in groups of four. - Think about the question individually and write down the main points (the good or bad things of the Oasis of the Seas). - Take turns to talking about the question in groups. - Ask the teacher if necessary. 	<p><u>Question</u> <i>“Is the Oasis of the Seas a good place for a holiday? Why/ Why not?”.</i></p> <p><u>Cues:</u> <i>Why = the good things = you like</i> <i>Why not = the bad things = you don’t like</i></p>
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C. Consolidation (3’)

a) Vocabulary: revision of places – Extra vocabulary: Words in blue.

b) Students

- know how to answer specific questions about the text.
- use vocabulary items related to the issue of passage.
- talk about a good place for a holiday

D. Homework (2’)

- Learn by heart the vocabulary about a cruise ship
- Do exercises in Workbook: Unit 1- Reading (page 16)
- Prepare: Unit 1- Language focus (page 17 – SB)

Week: 04,05

Period 12,13

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES - LESSON 3: LANGUAGE FOCUS (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- ask and answer questions about places.
 - Is there...?, Are there....?, How many.....?
 - Definite and zero article

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- Identify the rules of how to use *some* and *any* in questions; *Yes, there is/are, No, there isn't/ aren't* and *How many ...?* with singular nouns/ plural nouns.
- Know how to use *a/ the* to talk about one particular thing and *some/ zero article* to talk about things in general.

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- love and be proud of places around where you live.

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student's book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5')

a) Objective: Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b) Content: Nought and crosses games.

c) Outcomes: Students can gain more confidence and have interest in the lesson

d) Competence: collaboration, communication, guessing.

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS									
<p>WARM-UP. T- Ss - T / Ss - Ss /</p> <p>• Game : NOUGHTS AND CROSSES</p> <ul style="list-style-type: none"> - Divide class into 2 groups. One group is “noughts” (O) and the other is “crosses” (X). - There are 9 words and numbers about the <i>Oasis of the Sea</i> in the table and students have to use structure “there is/ are.....” to make sentences. - 2 groups take turns to select the boxes and make sentences with those words. The group makes the correct sentence will get an (O) or (X). - The group that has 3 Os or Xs on a horizontal, vertical, or diagonal row will be the winner. 	<ul style="list-style-type: none"> - Play the game in groups. - Select the boxes and make sentences with those words. - The group makes the correct sentence will get an (O) or (X). - The group that has 3 Os or Xs on a horizontal, vertical, or diagonal row will be the winner. 	<table border="1" data-bbox="1529 316 2063 520"> <tr> <td>library</td> <td>2000</td> <td>swimming pools</td> </tr> <tr> <td>250</td> <td>school</td> <td>climbing wall</td> </tr> <tr> <td>park</td> <td>20</td> <td>6360</td> </tr> </table> <p><u>Ex:</u> <i>There is a library on the ship.</i> <i>There isn't a school on the ship.</i></p>	library	2000	swimming pools	250	school	climbing wall	park	20	6360
library	2000	swimming pools									
250	school	climbing wall									
park	20	6360									

B. New lesson (35')

❖ **Activity 1: Presentation (10')**

a) Objective: Ss know more about Is there..? .Are there...?

b) Content:

Grammar study

Speaking

c) Outcomes: Ss know how to use pattern correctly and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRESENTATION. T - Ss - T / Ss - Ss / Indiv</p>		<p><i>Suggested answers</i></p>

<p>• Activity 1: Complete the questions. Then choose the correct answers.</p> <ul style="list-style-type: none"> - Ask students to complete the sentences in 1 minute. - Check students' answers. - Remind students how to use "there is/ there are..." 	<ul style="list-style-type: none"> - Work individually to do the task in 1 minute (read for specific ideas). - Check the answers with the teacher. - Look at the board and listen to the teacher (review grammar points of how to write sentences with There is/ There are in affirmative, negative and question form). 	<ol style="list-style-type: none"> 1. Is – b 2. Are – a 3. Are – b <p>➤ GRAMMAR POINTS</p> <p>1) THERE IS (= THERE'S)</p> <p>(+) : There is/are</p> <p>(-) : There is/are not</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">There is/are + (a /an) + Noun</div> <p>(?) : Are/Is there</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">How many + Noun + are there.....?</div>
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❖ **Activity 2: Practice (20')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students choose the correct words, do matching exercises

c) Outcomes: Ss know more about the pattern.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS				
<p>PRACTICE. T - Ss - T/ S - S/ Indiv.</p> <p>• Activity 1: Choose the correct words in the Rules.</p> <ul style="list-style-type: none"> - Ask students to choose the correct words to complete the rules then compare their answers in pairs. 	<ul style="list-style-type: none"> - Choose the correct words to complete the rules then compare their answers in pairs (set up the Rules by themselves). 	<p><u>Suggested answers</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. any</td> <td style="width: 50%;">3. plural nouns</td> </tr> <tr> <td>2. singular nouns</td> <td>4. plural nouns</td> </tr> </table>	1. any	3. plural nouns	2. singular nouns	4. plural nouns
1. any	3. plural nouns					
2. singular nouns	4. plural nouns					

<ul style="list-style-type: none"> - Check grammar with the class. • Activity 2: Match 1-6 with a-f to make questions. Then write answers about your city/ town. <ul style="list-style-type: none"> - Ask students to make questions, then compare their questions in pairs. - Call some students to answer these questions. • Activity 3: Complete the questions with “Is there...?/ Are there...?” and “how many....” <ul style="list-style-type: none"> - Ask students to complete the questions then compare with their partners. - Go around for help. • Activity 4: Choose the correct words in Rules. <ul style="list-style-type: none"> - Ask students to guess and choose the correct words in order to complete the rules, then compare answers in pairs. - Go around to observe students. - Wrap-up the Rules and give explanation. 	<ul style="list-style-type: none"> - Check the answers with the teacher. - Read halves of questions, use the Rules of grammar points to make questions, then compare their answers in pairs. - Some students answer these questions in the front. - Write the key-word answers or full answers in their own books. - Read the uncomplete questions individually and fill in the gaps to make the questions with correct grammar points and check the answers in pairs. - Some students come to the front to write their answers. - Guess the correct words to complete the Rules. - Then compare the answers in pairs. - Listen to the teacher and take notes of the Rules. 	<p><i>Suggested answers:</i> $1c - 2f - 3e - 4a - 5b - 6d$</p> <p><i>Suggested answers</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Are there</td> <td style="width: 50%;">4. Are there</td> </tr> <tr> <td>2. Is there</td> <td>5. How many</td> </tr> <tr> <td>3. How many</td> <td></td> </tr> </table> <p><i>Suggested answers</i> <i>The – no article</i></p> <p>GRAMMAR POINT: DEFINITE AND ZERO ARTICLE</p> <ul style="list-style-type: none"> - We use <i>the</i> to talk about a particular thing. - We use <i>zero article</i> to talk about things in general. 	1. Are there	4. Are there	2. Is there	5. How many	3. How many	
1. Are there	4. Are there							
2. Is there	5. How many							
3. How many								

<p>• Activity 5: Complete the sentences with the or \emptyset</p> <ul style="list-style-type: none"> - Ask students to read the sentences and fill in the gap based on the Rules. - Ask students to compare their answers in pairs. - Check students' answers. 	<ul style="list-style-type: none"> - Read the sentences and do the task individually based on the Rules. - Check the answers in pairs. - Check the answers with the teacher. 	<p><u>Suggested answers</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">1. The</td> <td style="width: 40%;">4. \emptyset</td> </tr> <tr> <td>2. The</td> <td>5. The</td> </tr> <tr> <td>3. \emptyset</td> <td></td> </tr> </table>	1. The	4. \emptyset	2. The	5. The	3. \emptyset	
1. The	4. \emptyset							
2. The	5. The							
3. \emptyset								

❖ **Activity 3: Outcomes (5')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students play games

c) Outcomes: Ss speak and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>OUTCOMES. T - Ss - T/ S - S / Indiv.</p> <p>• Game "I WANT TO BE A DESIGNER"</p> <ul style="list-style-type: none"> - Ask students to work in groups. (5- 6 students/ groups). - Give feedbacks to the presentation. 	<ul style="list-style-type: none"> - Work in groups. - Each group think and talk about an amusement park in town/city. - 2 members in each group will come to the front and present their ideas. - The other groups will make questions to the presenters "<i>Is there.../Are there...; How many...?</i>". - Listen to the teacher's feedback and 	<p><u>Questions</u></p> <p><i>"Is there.../Are there...; How many...?"</i>.</p>

	take notes.	
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C. Consolidation (3')

a) Vocabulary: revision

b) Patterns:

- Is there...?, Are there....?, How many.....?
- Definite and zero article

D. Homework (2')

- Practice asking and answering using the pattern.
- Do exercises in Workbook: Unit 1- Language focus (page 13)
- Prepare: Unit 1 - Vocabulary and Listening (page 18 – SB)

Week: 05

Period 14

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS

UNIT 1: TOWNS and CITIES - LESSON 4: VOCABULARY AND LISTENING (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- understand people comparing places and things.
- *Vocabulary*: dirty – clean, quiet – noisy, pretty – ugly, dangerous – safe, friendly – unfriendly, old - modern

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- Identify some pairs of opposite adjectives.
- Know and understand people comparing places and things

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.

- love and be proud of places around where you live..

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5’)


a) Objective: Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b) Content: Warm-up games.

c) Outcomes: Students can gain more confidence and interest in the lesson

d) Competence: collaboration, communication, guessing.

e) Organization of the activity:

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
<p>WARM-UP. T- Ss - T / Ss - Ss / (5’)</p> <p>• Game: “OPEN, SESAME!” (Exercise 1/p.18)</p> <ul style="list-style-type: none"> - Divide class into 2 groups. - There are 12 pictures and adjectives on the screen. Each group will choose a picture and its opposite word to make a complete pair. With one correct pair, you will get 1 point. - The group having the most correct answers will be the winner. 	<ul style="list-style-type: none"> - Play the game in groups. - Choose a picture and its opposite word to make a complete pair. - The group making the correct sentence will get 1 point. - The group having the most correct answers will be the winner. 	 <p>Ex: <i>ugly - pretty</i> <i>dirty - clean</i></p>

B. New lesson (35’)

❖ **Activity 1: Pre-listening (10’)**

a) Objective: Set the context so the Ss get to know more about the topic.

b) Content:

- *Vocabulary study*
- *Speaking*

c) **Outcomes:** Ss know how to use the new words correctly and in appropriate situations.

d) **Competence:** communication, collaboration, presentation

e) **Organization of the activity:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRE-LISTENING. T - Ss - T / Ss - Ss /</p> <p><u>Set context:</u> (2')</p> <ul style="list-style-type: none"> - Ask a question: "Do you like modern or old places? Why?" <p>• Activity 1: Write sentences for the adjectives in Exercise 1. (5')</p> <ul style="list-style-type: none"> - Asks some students to read their sentences to class and asks the class to correct any mistakes. <p>• Vocabulary check: (3')</p> <ul style="list-style-type: none"> - Ask students to work in pairs. 	<ul style="list-style-type: none"> - Answer their own ideas. - Write sentences for the adjectives then compare the sentences in pairs. - Work in pairs to check vocabulary's meaning. - Choose three adjectives from Exercise 1 and write them on a piece of paper, with their opposites. - Then work in pairs with books closed. - Read out the three words they have chosen. Their partner must give the correct opposites. 	

❖ **Activity 2: Listening- Reading- Writing- Speaking (15')**

a) **Objective:** Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) **Content:** Students listen and then choose the topics, decide whether the sentences are True or False

c) **Outcomes:** Ss listen, do the tasks and they can apply the useful language in everyday reading and writing.

d) **Competence:** collaboration, guessing, communication, presentation

e) **Organization of the activity**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WHILE-LISTENING. T - Ss - T/ S - S/ Indiv</p> <ul style="list-style-type: none"> • Activity 1: Listen to four street interviews in a radio programme. What do people talk about? Choose four topics from the box and match them to the people. <ul style="list-style-type: none"> - Allow students time to read the introduction and the topics in the box. - Play the audio 3 times and ask students to listen and find out which topics people are talking about. - Check students' answers. • Activity 2: Listen again and write True or False. Correct the false sentences. <ul style="list-style-type: none"> - Allow students time to read the sentences. - Point out that in the fourth interview, students will have to listen carefully to know who is speaking, Harriet or Chloe. - Play the audio again. 	<ul style="list-style-type: none"> - Read the introduction and the topics in the box. - Listen, choose topics and do matching task. - Check the answers with the teacher. - Read the sentences. - Listen very carefully to know who is speaking, Harriet or Chloe. - Decide if the sentences are true or false. - Correct the false sentences. (<i>With strong students</i>) 	<p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. Emma – the park 2. Lukas – buses and bikes 3. Dwayne – New York 4. Chloe and Harriet – restaurants <p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. True 2. True 3. False (<i>He thinks bikes are more dangerous</i>) 4. True 5. False (<i>Harriet thinks that Luigi's pizzas are bigger</i>) 6. True

❖ **Activity 3: Post-listening (10')**

a) **Objective:** Ss can answer the questions to critical thinking, and they can also finish the listening task in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

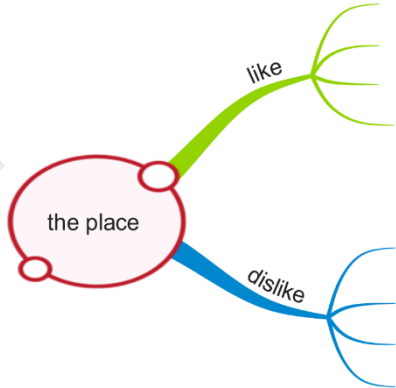
b) Content: Ss play lucky number game and Think of three places that you like in your town / city and three places that you don't like. Then write sentences

c) Outcomes: Ss speak and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>POST-LISTENING. T - Ss - T/ S - S / Individ.</p> <ul style="list-style-type: none"> • Activity 1: Game Lucky Number - Answer the questions. (optional) <ul style="list-style-type: none"> - Check students' answers. 1. Who does Emma meet at the shopping centre? 2. What does Lukas say about the price of the buses? 3. Where is Dwayne from? 4. What does Harriet agree with Chloe about? • Activity 2: Think of three places that you like in your town / city and three places that you don't like. Write sentences and say why you like or dislike them. (10') <ul style="list-style-type: none"> - Ask some students to read their sentences to the class. <p>Correct any errors.</p> <ul style="list-style-type: none"> • Game "DRAW A MINDMAP" <ul style="list-style-type: none"> - Ask students to work in groups, (5- 6 	<ul style="list-style-type: none"> - Work in pairs and discuss the answers. <p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. Her friends 2. They are expensive. 3. New York 4. The pizzas in Gino's are better, and the people are friendlier. <ul style="list-style-type: none"> - Think and list ideas for writing task. - Write their sentences. With weaker classes, students could work in pairs. - Read their sentences to the class. <p>Show their sentences on the Display Corner for Peer Assessment.</p> <ul style="list-style-type: none"> - Work in groups. - Each group think and talk about a place they like and dislike. 	<p><u>Questions for Discussion.</u></p> <ol style="list-style-type: none"> 1. Who does Emma meet at the shopping centre? 2. What does Lukas say about the price of the buses? 3. Where is Dwayne from? 4. What does Harriet agree with Chloe about?

<p><i>students/ groups</i>) and discuss about which place they like and dislike.</p> <ul style="list-style-type: none"> - Give students time to discuss in group and write down their opinions. - Calls out some students to present their opinions in the front. - Give feedbacks to the presentation. 	<ul style="list-style-type: none"> - Two members in each group will come to the front and present their ideas. - The other groups will make questions to the presenters. - Listen to the teacher’s feedback and take notes. 	
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C. Consolidation (3')

a) Vocabulary: dirty – clean, quiet – noisy, pretty – ugly, dangerous – safe, friendly – unfriendly, old - modern.

b) Ways to:

- Identify some pairs of opposite adjectives.
- Know and understand people comparing places and things.

D. Homework (2')

- Learn by heart the adjectives
- Practice asking and answering, using the adjectives
- Do exercises in Workbook: Unit 1- Vocabulary and listening (page 18)
- Prepare: Unit 1 - Language focus (page 19 – SB)

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES - LESSON 5: LANGUAGE FOCUS (PPP)
COMPARATIVE ADJECTIVES

I. OBJECTIVES:

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

1. Knowledge:

- *Vocabulary*: revision
- *Patterns*:

- S₁ + V + Adj-ER+ THAN+ S₂
- S₁ + V + MORE + ADJ + THAN + S₂

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- identify long and short adjectives and their comparative forms.
- know the rules of how to use long and short adjectives in comparative sentences.

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- love and be proud of places around where you live.

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student's book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5')

- a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.
- b) Content:** Chain game.
- c) Outcomes:** Students can gain more confidence

d) Competence: collaboration, communication, guessing.

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WARM-UP. T- Ss - T / Ss - Ss /</p> <ul style="list-style-type: none"> • <u>Game: CHAIN GAME</u> - Divide class into 2 groups. - Say a sentence. - Students in each group takes turns to make a sentence, but they need to repeat the previous sentences before saying their sentence. - The group who cannot repeat the previous sentences will have to stop playing and be out of the game. - The last group will be the winner. <p>“<i>Today I go to the bookstore.....</i>”</p>	<ul style="list-style-type: none"> - Work in groups. - Listen to the teacher and friends carefully. - Take turns to make a sentence but need to repeat the previous sentences before saying your sentence aloud. 	<p><i>Today I go to the bookstore.....</i></p>

B. New lesson (35')

❖ **Activity 1: Presentation (15')**

a) Objective: Ss know more about compare things using comparative adjectives.

b) Content:

Grammar study

Speaking

c) Outcomes: Ss know how to compare things using comparative adjectives and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRESENTATION. T - Ss - T / Ss - Ss /</p> <ul style="list-style-type: none"> • <u>Set context:</u> (5') <p>With books closed,</p> <ul style="list-style-type: none"> - Write on the board the names of two cities that students know. 	<ul style="list-style-type: none"> - Look at the two names of cities on the board. 	<p>Da Nang Ho Chi Minh City <i>smaller</i> <i>bigger</i></p>

<ul style="list-style-type: none"> - Ask what they think about the differences between the two cities are. - Elicit some examples of comparative adjectives and write them on the board. <p>• Activity 1: Write the comparative form of the adjectives in the table.</p> <ul style="list-style-type: none"> - Ask students to complete the table. - Go around for help if necessary. - Check the answers. <ul style="list-style-type: none"> - Explain the grammar points to students. <p>📌 Note:</p> <ul style="list-style-type: none"> - With some 2-syllable adjectives, we can use "-er" OR "more": quiet → quieter / more quiet clever → cleverer / more clever narrow → narrower / more narrow simple → simpler / more simple - If the adjective ends in <i>-e</i>, we add <i>-r</i>. (safe → safer) - Final <i>-y</i> changes to <i>-ier</i>. (pretty → prettier) <p>One – syllable adjective endings with vowel and one consonant, we double the consonant.</p>	<ul style="list-style-type: none"> - Think of the differences between the two cities. - Think of the adjectives to describe these differences. - Listen to the teacher carefully and look at her/his examples on the board. <ul style="list-style-type: none"> - Read the information and complete the table. - Ask the teacher if having questions. - Check answers in pairs. - Check answers with the teacher. <ul style="list-style-type: none"> - Look at the board and listen to the teacher. - Write down the patterns into their notebooks. - Try to make own examples for each pattern (<i>based on the teacher's examples</i>). 	<p><i>cleaner</i> <i>friendlier</i> <i>slower</i> <i>faster</i> <i>hotter</i> <i>cooler</i> <i>Da Nang is smaller than Ho Chi Minh City.</i></p> <p><u>Suggested answers.</u> <i>cleaner – slower – nicer – safer – friendlier – prettier – bigger – hotter</i></p> <p>➤ Grammar point: COMPARATIVE ADJECTIVES</p> <p>1) Short adjectives (1-syllable adjectives) $S_1 + V + \text{Adj-ER} + \text{THAN} + S_2$ Ex: Bikes are <u>slower than</u> cars.</p> <p>2) Long adjectives (2 or more syllable adjectives) $S_1 + V + \text{MORE} + \text{ADJ} + \text{THAN} + S_2$ Ex: French is <u>more difficult than</u> English.</p> <p>📌 Some special cases good → better well (healthy) → better bad → worse far → farther/further</p>
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(big → bigger)

❖ **Activity 2: Practice (10')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students write sentences, read and work in pairs

c) Outcomes: Ss write, read and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRACTICE. T - Ss - T/ S - S/ Indiv.</p> <ul style="list-style-type: none"> • Activity 1: Write sentences using the correct comparative form of the adjectives in brackets. How do you say "than" in your language? <ul style="list-style-type: none"> - Read out the example and elicit another example from the class. - Elicit how students say <i>than</i> in their own language. - Ask students to write sentences using the correct comparative form of the adjectives in the brackets. - Check students' answers. • Activity 2: Pronunciation <ul style="list-style-type: none"> - Play the audio once for students to listen. - Play the audio again, pausing for students to repeat individually and 	<ul style="list-style-type: none"> - Make an example using the correct comparative form of an adjective in the brackets. - Write comparative sentences with the adjectives given. - Compare the answers with their partners. - Check answers with the teacher. - Listen the sound carefully. - Listen and repeat individually and chorally (<i>focus on word/sentence stress</i>). - Do the task. 	<p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. <i>It's more expensive here than in my country.</i> 2. <i>The weather today is worse than it was yesterday.</i> 3. <i>Why is this class quieter than the other class?</i> 4. <i>Are the buildings in New York more modern than the buildings in Oxford?</i> 5. <i>This house is prettier than that house.</i> <p>(Suggested answers) <i>1d – 2d – 3c – 4d</i></p>

<p>chorally.</p> <ul style="list-style-type: none"> - Let students do the task. - Invite some students to check their answers. - Correct any mistakes. <p>• Activity 3: Read <i>City of the Sea</i> again. You may discover some letters pronounced differently in different words. Now indicate the word whose bold part differs from the other three in pronunciation.</p> <ul style="list-style-type: none"> - Ask students to read the introduction silently. - Model pronunciation of <i>star</i> and <i>cinemas</i>, where their bold parts are different. - Check their answers. <p>• Activity 4: Work in pairs.</p> <ul style="list-style-type: none"> - Give students time to practice in pairs about some of the things in the box by using comparative adjectives and the Key Phrases. - Call some pairs to practice in front of the class and give feedback. 	<ul style="list-style-type: none"> - Check the answers with the teacher. <ul style="list-style-type: none"> - Read the introduction and the text carefully. - Indicate the word whose bold part differs from the other three in pronunciation. - Check the answers. <ul style="list-style-type: none"> - Work in pairs. - Practice using comparative form and the key phrases. - Listen to teacher and friends to give feedback. 	<p><i>Suggested answers.</i></p> <ol style="list-style-type: none"> 1. <i>d (cinemas)</i> 2. <i>d (cinema)</i> 3. <i>a (trees)</i> 4. <i>d (answer)</i>
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❖ **Activity 3: Outcomes (5')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students play game using the pattern

c) Outcomes: Ss play games and they can apply the useful language in everyday reading, writing and speaking.

- d) **Competence:** collaboration, guessing, communication, presentation
 e) **Organization of the activity**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>OUTCOMES. T - Ss - T/ S - S / Individ.</p> <ul style="list-style-type: none"> • Game "WHAT ARE THE DIFFERENCES?" <ul style="list-style-type: none"> - Show some pairs of pictures on the screen. - Let students make sentences using comparative adjectives. - Correct any mistakes. 	<ul style="list-style-type: none"> - Choose the number and make sentences about objects or places using comparative adjectives. - Listen to teacher and their friends' feedback. 	<p>Make a sentence, using comparative adjectives.</p>  <p>Make a sentence, using comparative adjectives.</p> 

C. Consolidation (3')

a) Vocabulary: revision

b) Patterns:

- S1 + V + Adj-ER+ THAN+ S2
- S₁ + V + MORE + ADJ + THAN + S₂

- Identify long and short adjectives and their comparative forms.
- Know the rules of how to use long and short adjectives in comparative sentences.

D. Homework (2')

- Learn by heart the structure.
- Write 5 sentences using comparative adjectives
- Do exercises in Workbook: Unit 1- Language focus (page 15)
- Prepare: Unit 1 - Speaking (page 20 – SB)

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES - LESSON 6: SPEAKING (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- ask and say where places are
- Vocabulary: revision

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- Know how to ask and show where places are.
- Communicate confidently with friends/ tourists/...

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- feel confident when ask and show where places are for tourist..

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5’)

a) Objective: Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b) Content: Guessing game.

c) Outcomes: Students can gain more confidence and interest in the lesson.

d) Competence: collaboration, communication, guessing.

e) Organization of the activity:

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
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<p>WARM-UP. T- Ss - T / Ss - Ss / (5')</p> <ul style="list-style-type: none"> • <u>Game: "GUESSING GAME!" (5')</u> <ul style="list-style-type: none"> - Invites one student to come to in front of the class. - Show picture or words to the invited students. - Invites some students to answer. 	<ul style="list-style-type: none"> - Use phrases or give examples to explain the words that given by teacher. 	<p><u>Words for Guessing</u> Bus station, Police station, School, Hospital, Store ...</p>
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B. New lesson (35')

❖ **Activity 1: Pre-speaking (10')**

a) Objective: Ss know more about asking and saying where places are.

b) Content:

- *Vocabulary study*
- *Speaking*

c) Outcomes: Ss know how to ask, answer correctly and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRE-SPEAKING. T - Ss - T / Ss - Ss / (5')</p> <p><u>Set context:</u></p> <ul style="list-style-type: none"> - Think: <i>You are a tourist in a new town. Where do you look for information and direction?</i> 	<ul style="list-style-type: none"> - Answer the questions. - Listen to their friends' answers. 	<p><u>Suggested answers</u></p> <ol style="list-style-type: none"> 1. Map 2. Asking local people 3. Using cell phone <p>...</p>

❖ **Activity 2: While-speaking (15')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students read the text and complete it with the words. Watch or listen again. Then practice the dialogue in pairs


c) Outcomes: Ss listen and they can practice the useful language in everyday life.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WHILE-SPEAKING. T - Ss - T/ S - S/ Indiv.</p> <ul style="list-style-type: none"> • Activity 1: Audio 1.18 <ul style="list-style-type: none"> - Allow students time to read through the gapped dialogue. - Play the video or audio for students to watch or listen and complete the dialogue. - Play the video again for students to check their answers. - Check their answer with the class, then ask the questions to the class and elicit the answers. • Activity 2: Watch or listen again. Then practice the dialogue in pairs. <ul style="list-style-type: none"> - Play the audio or video again. - Tell students to listen carefully for the pronunciation and intonation. - Pause after some of the sentences and questions for students to repeat. - Invite several pairs to check their work. • Activity 3: Read the study strategy and follow the instructions. <ul style="list-style-type: none"> - Read the study strategy with the class then read through the key phrases. 	<ul style="list-style-type: none"> - Read through the gapped dialogue. (<i>scanning skills</i>) - Watch or listen the complete the dialogue. - Check answers with friends. - Listen to the audio or video again. - Listen carefully for the pronunciation and intonation. - Listen and repeat chorally. - Work in pairs to practice the dialogue. - Read the study strategy and follow the instructions. - Learning the key phrases. - Find the key phrases in the dialogue, and check understanding. 	<p><i>Suggested answers</i></p> <ol style="list-style-type: none"> 1. <i>Are we near</i> 2. <i>the bus station</i> 3. <i>any shops</i> 4. <i>five minutes</i>

<ul style="list-style-type: none"> - Ask students to find the key phrases in the dialogue and check their understanding. - Write some key words on the board to help them remember the phrases, e.g. <i>Excuse, near, far.</i> (<i>With weaker classes when they close their books</i>) - Give points to students who can remember all the phrases. <p>* Optional activity.</p> <ul style="list-style-type: none"> - Have students work in pairs. - Write these gapped sentences on the board. - Check answers with the class. <p>• Activity 4: Work in pairs. Practice the dialogue with How far..? and place from 1 to 4.</p> <ul style="list-style-type: none"> - Ask two confident students to read out the example mini dialogue. - Have students work in pairs to practice more mini dialogues. - Allow students time to prepare the 	<ul style="list-style-type: none"> - Practice the key phrases in pairs. - Feedback to the teacher. <ul style="list-style-type: none"> - Work in pairs to complete the sentences with the correct prepositions. - Check the answer with the class. <ul style="list-style-type: none"> - Read out the example mini dialogue. (<i>Students have to skim the passage.</i>) - Work in pairs to practice more mini-dialogues. 	<div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;">STUDY STRATEGY</div> <div style="background-color: #fce4ec; padding: 10px; border-radius: 10px;"> <p>Learning the Key Phrases</p> <p>It's a good idea to practise the Key Phrases, so that you can remember them.</p> <ul style="list-style-type: none"> • Practise the Key Phrases with a partner. • Close your book and try to write them. How many can you remember? </div> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;">KEY PHRASES</div> <div style="background-color: #fce4ec; padding: 10px; border-radius: 10px;"> <p>Asking and saying where places are</p> <p>A Excuse me. Are we near the ... here? B Yes, look, we're here. A How far is it / the ... from here? B It's about ... minutes on foot / by bus. A Thanks for your help. B You're welcome.</p> </div> <p>1. How far is the school _____ here? 2. It's about ten minutes _____ foot? 3. Are there any shops _____ here? 4. It's five minutes _____ bus? 5. Thanks _____ your help.</p> <p><u>Suggested answers:</u></p> <ol style="list-style-type: none"> 1. from 2. on 3. around 4. by 5. for
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<p>dialogues before they practice (<i>with weaker classes</i>).</p> <ul style="list-style-type: none"> - Let students practice the spoken dialogues without preparation (<i>with stronger classes</i>). - Ask some pairs to perform one of the dialogues in the front. 		 <p><i>E.g</i></p> <ul style="list-style-type: none"> • Student 1: Excuse me, how far is the bus station from here? (<i>What is the distance between here and the bus station?</i>) • Student 2: It's about ten minutes on foot. • Student 1: Thanks for your help. • Student 2: You're welcome.
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❖ **Activity 3: Outcomes (10')**

- a) Objective:** Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.
- b) Content:** Students work in pairs and then practice the dialogue. Game 'Mingle'
- c) Outcomes:** Ss speak and they can apply the useful language in everyday life.
- d) Competence:** collaboration, guessing, communication, presentation
- e) Organization of the activity**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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OUTCOMES. T - Ss - T/ S - S / Indiv.

• **Activity 1: Use it – Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.**

- Have student work in pairs and prepare a new dialogue.
- Teach some more phrases for giving directions, e.g. *Turn left / right, Go straight on. (with stronger classes)*
- Invite some pairs to check their work.
- Correct any mistakes.

• **Game “MINGLE”**

- Divide students into two group (*Group A and B*).
- Prepare a variety of questions.
- Explain that students have to go around to ask their friends.
- Let students know that they have to find the correct students who has the right answer.
- Stop to check their work after a while.

- Work in pairs to prepare a new dialogue.
- Swap roles and practice again.
- Listen the friends’ feedback.
- Students in group A will give the questions.
- Students in group B will give the answers.
- Students in group A have to find the right students in group B (*who has the correct answers*).and make a pair.

Student **A**

You are a newcomer in your town or city. You want to go to the market. You are outside your school. Ask Student B where the market is.

Student **B**

Tell Student A where the market is.

Examples:

A: How far is it from here to the park?
 B1: Sorry I don’t know.
 B2 (*the answer given*): It’s about 10 minutes on foot.

C. Consolidation (3’)

- How to ask and show where places are.
- Communicate confidently with friends/ tourists/...

D. Homework (2’)

- Practice asking and answering where places are
- Do exercises in Workbook: Unit 1- Speaking (page 35)
- Prepare: Unit 1 - Writing (page 21 – SB)

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES –
LESSON 7: WRITING A DESCRIPTION OF A TOWN OR CITY (PPP)

I. OBJECTIVES:

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

1. Knowledge:

- write a description of town or city that they like.

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- identify and know how to use kinds of conjunctions.
- know how to skim and scan, write a short paragraph

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- love and be proud of places around where you live.

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student's book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5')


a) Objective: Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b) Content: Warm-up game.

c) Outcomes: Students can gain more confidence and interest in the lesson.

d) Competence: collaboration, communication, guessing.

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WARM-UP. T- Ss - T / Ss - Ss / (5')</p> <ul style="list-style-type: none"> - Divide class into groups (5 -6 students). - Show series of pictures of places in Ho Chi Minh city (or a video clip). - Ask students to write down as many places as possible while they are watching. - Invite some groups to show their work. - Lead in the lesson: <i>"Today, we're studying about how to write a description of a town or a city."</i> 	<ul style="list-style-type: none"> - Work in group of 5 -6. - Watch the clip and write down as many places as possible. (discuss) - Present their work. - Listen to friends and teacher's feedback. 	 <p><u>Suggested answers:</u></p> <ul style="list-style-type: none"> - Nhà Rồng Port. - Phú Mỹ Bridge - Đầm Sen Park - Bitexco Towers - Sài Gòn Central Post Office - Sài Gòn Zoo - Nguyễn Huệ Walking Street - Suối Tiên Park - Independence Palace - Cathedral Basilica of Our Lady of The Immaculate Conception (Nhà thờ Đức Bà)

B. New lesson (35')

❖ **Activity 1: Pre-writing (10')**

a) Objective: Ss know more vocabulary about writing a description.

b) Content:

Descriptive writing

Speaking

c) Outcomes: Ss know how to write a description

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRE-WRITING. T - Ss - T / Ss - Ss / <u>Set context: (5')</u></p> <ul style="list-style-type: none"> - Show students words in the box. - Ask the question to the class and elicit answers from individual students. - Ask more questions about the student's own town or city. <p>• Activity 1: (5')</p> <ul style="list-style-type: none"> - Have students read the description of Ho Chi Minh city. - Have students work in pairs. - Check answers with the class. 	<ul style="list-style-type: none"> - Use their dictionaries to check the meanings of the words in the box. (Self – discover learning) - Read the description of Ho Chi Minh city. (skim) - Find out which words in the THINK exercise are in the text. - Compare their answers in pairs. - Check answers with the class. 	<div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> + Buildings + factories + amusement parks + a zoo + shopping malls </div> <p><u>E.g.</u></p> <ul style="list-style-type: none"> - Which has your town or city got? - <i>What's your favourite place?</i> - <i>Which parts do you never visit? Why?</i> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>Hồ Chí Minh City is in the south of Việt Nam. It's got a population of about 9,000,000 in 2019. <u>It's very modern and the people are really friendly.</u> There are many good amusement parks, shopping malls and buildings here. Vũng Tàu, Phan Thiết and Đà Lạt are some <u>quite nice places</u> not far from Hồ Chí Minh City. <u>I sometimes visit these cities for holidays, but Hồ Chí Minh City is more interesting.</u></p> </div> <p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. building 2. amusement park 3. shopping mall

❖ **Activity 2: While-writing (15')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students complete the key phrases

- c) **Outcomes:** Ss have basic steps in writing with some key phrases
- d) **Competence:** collaboration, guessing, communication, presentation
- e) **Organization of the activity**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WHILE-WRITING. T - Ss - T/ S - S/ Individ.</p> <ul style="list-style-type: none"> • Activity 2: Complete the Key Phrases with words from the text. <ul style="list-style-type: none"> - Draw students' attention to the key phrases box. - Ask them to read the text again. - Ask them to read and complete the key phrases. - Check answers and check that students understand all the phrases. • Activity 3: Look at the phrases in blue in the text. Then underline the correct words. <ul style="list-style-type: none"> - Have students focus on the phrases in blue in the text and elicit which are adjectives. - Check answers with the class and check that students understand really, very and quite. - Explain the language point. • Activity 4: Look at the underlined 	<ul style="list-style-type: none"> - Have a look at the key phrases box. - Read the text again (scanning skill). - Read and complete the key phrases. - Listen to friends and teacher's feedback. - Look at the phrases in blue in the text. - Read the sentences and choose the correct words. - Listen and take notes. 	<div style="background-color: #e0f2f1; padding: 5px; border: 1px solid #ccc;"> <p>KEY PHRASES</p> <p>Describing a town or city</p> <p>1 It's in the north / / west / east / centre of</p> <p>2 It's got a population of about</p> <p>3 It's very and the people are</p> <p>4 There are and</p> <p>5 I but</p> </div> <p><u>Suggested answers.</u></p> <ol style="list-style-type: none"> 1. south/ Việt Nam 2. 9,000,000 (Nine million) 3. modern/ really friendly 4. many good amusement parks, shopping malls/ buildings 5. sometimes visit Vũng Tàu, Phan Thiết and Đà Lạt, .../ Hồ Chí Minh City is more interesting. <ul style="list-style-type: none"> • Language point: Position of adjectives <div style="background-color: #bbdefb; padding: 5px; border: 1px solid #ccc;"> <p>Exercise 3: Look at the phrases in blue in the text. Then underline the correct words.</p> </div> <ol style="list-style-type: none"> 1. When an adjective and a noun are together, the adjective is before/after the noun. 2. We use really, very and quite before/after an adjective.

<p>sentences in the text. Then circle the correct words.</p> <ul style="list-style-type: none"> - Give students two examples of compound sentences, one of which is the combination with “and” and the other with “but”. - Ask students to pay attention to “similar clauses” and “opposite clauses”. - Correct the mistakes if your students fail to do any sentences. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Optional activity: Writing With books closed, dictate these sentences to the class:</p> <ol style="list-style-type: none"> 1 The zoo is really interesting. 2 There are some quite nice shops. 3 There’s a very old castle. 4 The people are really friendly. <p>Check answers by writing the sentences on the board. Ask students to check their spelling carefully. Point out the double <i>l</i> in <i>really</i> and the silent <i>t</i> in <i>castle</i>. Remind students that they need to pay attention to spelling when they write.</p> </div>	<ul style="list-style-type: none"> - Do the task. - Work individually to combine the two sentences. - Volunteers show them on the board. - Listen to teacher feedback. - Complete the task in book. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - It’s very modern and people are very friendly. - Your schoolbag is big but my bag is bigger. <p>Compound sentences.</p> <ol style="list-style-type: none"> 1. We use and to join similar/opposite independent clauses in a compound sentence. 2. We use but to join similar/opposite independent clauses in a compound sentence. <p><i>Suggested Answers:</i></p> <ol style="list-style-type: none"> 1. <i>similar</i> 2. <i>opposite</i> 3. <i>Hội An Town is an old town, and it’s got a population of about 152,160.</i> 4. <i>Mr Nam sometimes stays in Hà Nội, but he lives in Hồ Chí Minh City.</i>
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❖ **Activity 3: Outcomes (10’)**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students read the study strategy and follow the instructions.

c) Outcomes: Ss can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>OUTCOMES. T - Ss - T/ S - S / Individ.</p> <p>Activity 5: Use it - Read the study strategy and follow the instructions.</p> <ul style="list-style-type: none"> - Read the task with the class. - Let students answer the questions and plan their description. - Read through the paragraph structure with the class. - Have students write their descriptions. <i>(This can be set for homework.)</i> - Remind students to check their grammar and spelling carefully. 	<ul style="list-style-type: none"> - Read the writing guide. - Answer the questions and plan their description. - Read through the paragraph structure aloud. - Write their descriptions. - Remember to check grammar and spelling carefully. 	<div style="border: 1px solid green; padding: 10px;"> <p>WRITING GUIDE</p> <p>A TASK</p> <p>Write a description of a town or a city that you like for a website.</p> <p>B THINK AND PLAN</p> <ol style="list-style-type: none"> 1 Where is the town / city? How big is it? 2 How is the town / city? How are the people? 3 What are there in the town / city? 4 Are there any nice places near the town / city? 5 What do you think about the town / city? <p>C WRITE</p> <p>Note: Write only <i>ONE</i> paragraph.</p> <p>... is a town / city in ...</p> <p>It's got</p> <p>It's ... and the people ...</p> <p>There are ... and ...</p> <p>... are nice places ...</p> <p>I sometimes ...</p> <p>D CHECK</p> <ul style="list-style-type: none"> • <i>there is, there are</i> • position of adjectives • adverbs (<i>quite, very, really</i>) • <i>and, but</i> • comparative forms </div>

C. Consolidation (3')

a) Vocabulary: revision

b) Ways to

- Identify and know how to use kinds of conjunctions.
- Know how to skim and scan, write a short paragraph.

D. Homework (2')

- Practice writing a description of a town or city using the key phrases
- Do exercises in Workbook: Unit 1- Writing (page 17)

- Prepare: Unit 1 - CLIL (page 22 – SB)

Period.....

LESSON PLAN
TIẾNG ANH 6 FRIENDS PLUS
UNIT 1: TOWNS and CITIES
LESSON 8: CLIL – GEOGRAPHY – READING A MAP

I. OBJECTIVES:

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

1. Knowledge:

- talk about their hobbies and interests. (review)
- use verb to be, subjective pronouns, possessive adjectives
- vocabulary: revision of interests and hobbies – Extra vocabulary: subjective pronouns, possessive adjectives

2. Ability

- main skills : reading and writing skills.
- sub skills : listening and speaking skills.
- know how to use verb to be correctly.
- use subjective pronouns and possessive adjectives correctly.

3. Quality:

- have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic conducted by the teacher.
- love and be proud of what they like doing.

II. TEACHER AIDS AND LEARNING MATERIALS

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

III. PROCEDURES:

A. Warm up: (5’)

- a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.
- b) Content:** Drawing game.
- c) Outcomes:** Students can gain more confidence and get interest in the lesson
- d) Competence:** collaboration, communication, guessing.

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>WARM-UP. T- Ss - T / Ss - Ss / (5')</p> <ul style="list-style-type: none"> • Game: "DRAWING GAME" <ul style="list-style-type: none"> - Invites one student to be a player. - Gives him/her a word and he/she has to draw to explain that word. - Invites some other students to answer. 	<ul style="list-style-type: none"> - Take part in the activity. - Try to guess the hidden words. - Take turn to join in the activity. 	<p><i>Suggestion</i> trees, river, mountain, street, train station, map, ...</p>

B. New lesson (35')

❖ **Activity 1: Presentation (10')**

a) Objective: Ss know more vocabulary related to the lesson.

b) Content:

Vocabulary study

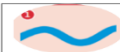





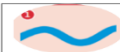





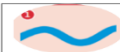





Speaking

c) Outcomes: Ss know how to pronounce the new words correctly and use them in appropriate situations.

d) Competence: communication, collaboration, presentation

e) Organization of the activity:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRESENTATION. T - Ss - T / Ss - Ss /</p> <p><u>Set context:</u></p> <ul style="list-style-type: none"> - Ask students have their books closed. - Write the word map on the board and elicit the meaning. - Ask students about the information they can find on maps and elicit some ideas. - Ask students about kinds of maps they usually use (<i>paper, online, etc.</i>). - Tell students they are going to practice reading maps in English. 	<ul style="list-style-type: none"> - Close books. - Try to guess the meaning of word "MAP". - Express the meaning using the own ideas. - Self – discover the new topic through teacher's questions. 	<p><i>Suggestion:</i></p> <ol style="list-style-type: none"> 1. <i>What does this word mean?</i> 2. <i>What can we see on a map?</i> 3. <i>What kinds of map do you usually use?</i>

<ul style="list-style-type: none"> • Activity 1: <ul style="list-style-type: none"> - Have students work in pairs to check the meanings of the words and match them with the symbols. - Have students read the text and check their answers. - Check answers with the class and make sure that students understand all the words. - Model and drill pronunciation, if necessary. • Vocabulary check: <ul style="list-style-type: none"> - Use pictures to check if they understand all the given words. 	<ul style="list-style-type: none"> - Work in pairs to check the meaning of word using dictionaries (<i>self – discover learning</i>). - Try to match words with the appropriate symbols. - Read the text again using the Skill Strategy (find out the specific ideas) - Check answers with friends. - Practice pronunciation drill. 	<table border="1" data-bbox="1700 134 1957 448"> <tr><td></td><td>river</td></tr> <tr><td></td><td>road</td></tr> <tr><td></td><td>hill</td></tr> <tr><td></td><td>railway</td></tr> <tr><td></td><td>forest</td></tr> <tr><td></td><td>path</td></tr> </table> <p><u>Suggested answers</u></p> <p>1 river 2 road 3 hill 4 railway 5 forest 6 path</p>		river		road		hill		railway		forest		path
	river													
	road													
	hill													
	railway													
	forest													
	path													

❖ **Activity 2: Practice (15')**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students read the the map

c) Outcomes: Ss read and listen, and they can apply the useful language in everyday reading and writing.

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>PRACTICE. T - Ss - T/ S - S/ Indiv.</p> <ul style="list-style-type: none"> • Activity 1: Read and listen to the text. What are other symbols on the map? <ul style="list-style-type: none"> - Have students read and listen to the text again. - Elicit what other symbols are mentioned in the text. 	<ul style="list-style-type: none"> - Read and listen to the text (<i>scanning skill</i>). - Try to find other symbols on the map. - Guess their meanings. - Check the answer with friends. 	<p><u>Suggested answers.</u></p> <p><i>A black circle on a railway is a train station.</i> <i>A red area is a city or town.</i></p>

<p>- Check the answers with class.</p> <p>• Activity 2: Look at the map choose the correct words.</p> <ul style="list-style-type: none"> - Let students work in pairs to look at map A and choose the correct words. - Check answers with the class. <p>Activity 3: Look at a part of a guide map of Ba Na Hills Mountain resort and answer the questions.</p> <ul style="list-style-type: none"> - Have students look at map B individually and answer the questions. - Let students compare their answers in pairs. - Check answers with the class. 	<ul style="list-style-type: none"> - Work in pairs. - Look at the map and discuss to choose the correct words (<i>self – discover learning</i>). - Check answers with friends. <ul style="list-style-type: none"> - Work in pairs. - Look at map B individually and answer the questions. - Compare answers in pairs. - Check answers with friends. 	<p><u>Suggested answers.</u></p> <p>1 1:50,000 2 paths 3 hill 4 156 5 road 6 train station</p> <p><u>Questions.</u></p> <p>1 How many cable car stations are there in the resort? 2 Can you find a restaurant in the Fantasy Park? 3 Which cable car line does not cross the Mo River?</p> <p><u>Suggested answers.</u></p> <p>1 There are 4 cable car stations. 2 Yes, we can. 3 The cable car from Debay station to Morin station.</p>
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❖ **Activity 3: Outcomes 10’)**

a) Objective: Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

b) Content: Students work in pairs and draw their maps

c) Outcomes: Ss read and draw the map

d) Competence: collaboration, guessing, communication, presentation

e) Organization of the activity

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>OUTCOMES. T - Ss - T/ S - S / Individ.</p> <ul style="list-style-type: none"> • Activity 1: USE IT! (10') <ul style="list-style-type: none"> - Put students into pairs to draw their maps. - Monitor and help while they are working, and encourage them to add a range of features and symbols. - Put pairs together into groups of four to ask and answer about their maps. - Ask some groups to show one of their maps to the class and describe the features on it. 	<ul style="list-style-type: none"> - Work in pairs to draw their maps. - Add a range of features and symbols. - Work in group of four. - Ask and answer about their map. - Show the maps to the class and describe the features on it. 	

C. Consolidation (3')



a) **Vocabulary:** path, hill, railway, forest, river, road.

b) **Ways to**

- Identify and understand pictures and symbols on the maps.
- Know how to read a map, ask, and answer about a map.

D. Homework (2')

- Practice writing about a map
- Prepare: Unit 2-Vocabulary

Ban giám hiệu	Tổ trưởng	Giáo viên bộ môn
<p style="text-align: center;">ĐINH QUỐC HOÀN</p>	<p style="text-align: center;">  ĐẶNG HOÀNG HUY </p>	<p style="text-align: center;">  ĐẶNG HOÀNG HUY </p>

TÀI LIỆU ĐÃ BAN HÀNH
Được tải về từ hệ thống edoc.smas.edu.vn lúc 14:56 05/10/2024
bởi Nguyễn Văn Dũng (km_thcs_dun_dungtv) – Trường THCS Nguyễn Du