***Date of planning : 8/11 / 2024***

***Date of teaching : 11/11/ 2024***

Week: 10 UNIT 4: MY NEIGHBOURHOOD

# **Period:28 Lesson 1: Getting started – Lost in the old town!**

**I. OBJECTIVES:**

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

- use the lexical items related to the topic *My neighbourhood*

-use the vocabularies and structures to talk about different places and show directions to these.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** places lexical items : neighbourhood (n), to be/get lost

**\* Grammar:** Comparative adjectives; Asking for directions

**2. Competences:** Ss can join teamwork, SS can have life skills ,Ss know how to learn English right

**3. Quality/ behavior :** To teach SS to be hard- working ; positive about your neighbourhood , love their neighbourhood, the hometown and the country; Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 4, Getting started)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

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| **1. Warm-up (5’)**  \* **Aim:** - to activate students’knowledge on the topic of the unit  -to set the context for the listen and read part  \* **Content:** Listen an EL song and fill in the blanks  **\* Products:** Students say words aloud (indepently)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)  **- T - Ss**  Teacher shows some images of Hoi An on the screen and asks students some open questions  Teacher sets the context for the listening and reading text: Write the title on the board *My neighbourhood*.  Today we are going to travel around Hoi An; before we start the lesson, let’s get some vocabulary first. | | | Warm up: Team work  ***\* Chitchatting:***  “Do you know where it is?”  “Have you ever been to Hoi An?”  C:\Users\Vu Phuong\Desktop\Hoi-an-vietnam.jpg“Do you remember anything special in Hoi An?”  C:\Users\Vu Phuong\Desktop\OIP.jfif |
| **2. Presentation (5’)**  **\* Aim:** Aim: to introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T - Ss.**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < Rub out and remmember> | | **\* Vocabulary**  -. neighbourhood (n): /ˈneɪbəhʊd:vùng lân cận  - to be/get lost: /tuˈbɪ/ /get lost/: bị lạc  - Cross the road : băng qua đường  - Go / keep straight: đi thẳng  - Turn right / left: rẽ phải/ trái | |
| **Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To have students know the topic .  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation.  Students know how to role play.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**  - Set the context for the listening and reading.  - T has Ss look at the picture and answer some questions.  -T can also ask Ss to share any recent experiences of being lost .  Elicit answers, but do not confirm whether their answers are right or wrong.  - Ask Ss to talk a bit about the place where Nick, Phong and Khang are standing.  -Teacher plays the recording twice.   * Students listen and read. * Teacher checks students’ prediction. * Teacher calls 3 students to read the conversation aloud. | **Task 1. Listen and read**  - *What are Nick, Phong and Khang doing?*  *- What might be happening to them?*  *- Have you ever got lost?*  *- Where and when? How did you feel then?*  *- What did you do?*  \* Role play. | | |
| **Task 2 (7’)**  **\* Aims:** To practice the targeted language and the background knowledge of my neighbourhood.  \* **Content:** Read the conversation again and put the actions in order.  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements. * Teacher has students pair compare before checking with the whole class. * Teacher calls some students to give the answers. | **Task 2: Read the conversation again and put the actions in order.**  ***Answer key:***  1. b 2. c 3. d  4. e 5. d | | |
| **Task 3:(5’)**  **\* Aims:** To help students know how to use *let’s* and *shall* to make suggestions.  \* **Content:** *How to make suggestions.*  **\* Products:** Understand and know how to make suggestions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  Teacher asks students to look at the photos and the text in order to find the answers.   * Students work independently. * Teacher allows students to share their answers before discussing as a class.   ***Model sentences: Making suggestions***  Teacher asks:   * Where do Phong, Nick and Khang go first? Who suggests going there? What does he say? Do Nick and Khang agree? What do they say?   Teacher writes model sentences | **Task 3: *How to make suggestions.***  ***\* Answer key:***  1. Let’s go to Chua Cau!  2. Shall we go there first?  3. First cross the road, and then turn left.  4. Fine, let’s go.  5. Let’s ask her.  ***Model sentences: Making suggestions***  - Shall we go there first?  - Let’s go to Chua Cau  ⭢ OK, sure.  \* We can use ***“Shall we +V1”*** and ***“Let’s + V1”*** to make suggestion | | |
| **Task 4 (7’)**  **\* Aims:** To help students know how to give directions through the conversation  \* **Content:** *Read the conversation, find and underline the following directions.*  **\* Products:** The correct answers from Ss. (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Have students quickly match each direction with the diagram. Check their answers as a class.  If students do not understand the phrases, use the diagrams to work the meaning out from the context.  - If it is a weaker class, ask for translation to make sure they understand.  -With a stronger class, teacher may wish to ask some additional questions,  e.g. *Can you tell me the way to the post office near here?, etc.* | ***Task 4: Read the conversation, find and underline the following directions.***  ***+ Answer keys:***  - Cross the road, turn left, go straight, take the second turning on the left, turn right.  ***\* Match these directions with the diagrams below.***  C:\Users\Vu Phuong\Downloads\Giving directions worksheet.jfif  ***Answer key:***  1. B, 2. A, 3. C, 4. E, 5. D | | |
| **Production:(5’)** | | | |
| **Task 5: (5’)**  **\* Aims:** To help Ss practise giving directions.  \* **Content:** Game- Find places  **\* Products:** Practise in groups in font of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5 :T-Ss, Ss-Ss***   * Demonstrate the game with a more able student.   Ask students to play the game in pairs. In a weaker class, work together with students first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs.  -Students work in groups of four to look around the class and write down things they can see in the class.  -Students may ask teacher if they don’t know the names of the items.  -Students share with the whole class. | **Task 5: Game- Find places**   * C:\Users\Vu Phuong\Downloads\Giving Directions LearnEnglish Teens British Council In City Map Esl.jfif   EX:  **A:** *Go straight. Take the first turning on the right. It’s on your right.*  **B:** *Is that the cinema?*  **A:** *Yes, it is.* | | |
| ….  **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson..  \* **Content:**. Summarise briefly the main content in the lesson.  **\* Products:** Say aloud what they remember from the lesson.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - some new words  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |