***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 questionsTeacher 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. d4. 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)*.* |