***Date of planning : 10 /11 / 2024***

*Date of teaching : 12/11 / 2024*

Week:10 UNIT 4: MY NEIGHBOURHOOD

Period : 29 Lesson 2: A closer look 1

**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 vocabulary and structures to talk about and describe places in a neighbourhood; pronounce and recognize the sounds /i/ and /i:/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to the topic ‘My neighbourhood’

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

+ the sounds /i/ and /i:/.

**2. Competences:** Talking and describing about a neighbourhood; - Co-operation, self- study, using language to do exercises.

**3. Quality/behavior:** To teach SS to be hard- working and 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, A closer look 1)

- 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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| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.  \* **Content:** *Game: Network ( places)*  **\* Products:** Students write words on the board. (Team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| * Teacher divides the class into two teams, then writes the topic “*places”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner.   - T leads in the lesson :  “ Now we are going to some vocab about places…” | | | ***Game: Network***  **school**  **places**  **\* Suggested answer:**  - market, cinema, bank, supermarket, temple, zoo, bookstore |
| **2. Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To teach students some places and adjectives describing ones in a neighbourhood.  \* **Content:** Some vocab related to the lesson.  **\* Products:** 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, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | | **\* Vocabulary**  - square (n) : quảng trường  - cathedral (n): thánh đường  - railway station (n) : nha ga  - crowded (adj) : đông đúc  - peaceful (adj) : yên bình  - modern (adj) : hiện đại  - boring (adj): buồn chán | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:** To help students name places in a neighbourhood.  \* **Content:** *Match the places with the pictures. Then listen, check and repeat the words.*  **\* Products:** The correct key from Ss .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**   * Teacher asks students to match the places with the pictures. * Students do the task. * Teacher asks students to swap their books and mark in pairs. * Teacher plays the recording (Track 24) for students to listen and check their partner’s answers. * Teacher plays the recording again with a pause after each item and asks them to repeat the words/ phrases chorally and individually. | **Task 1:  *Match the places below with the pictures. Then listen, check and repeat the words.***  ***Answer key:***  1. C  2. E  3. D  4. A  5. B | | | |
| **Task2:** **(5’)**  **\* Aims:** To help students practice asking and answering about places in a neighbourhood.  \* **Content:** *Ask and answer questions about where you live.*  **\* Products:** Work in pairs to ask and answer questions in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**  - Ss works in pairs   * Teacher asks students to work in pairs to ask and answer questions about where they live. Remind them that they can use the places in 1 or any places they want to ask. * Teacher calls some pairs to practice in front of the class. * Teacher gives feedback and corrections  (if necessary). | **Task 2: *Ask and answer questions about where you live.***  ***Example:***  A: Is there ***a square*** in your neighbourhood?  B: Yes, there is. / No, there isn’t | | | |
| **Task 3: (5’)**  **\* Aims:** To revise the adjective students learnt in primary school and help them practice asking and answering about places in a neighbourhood.  \* **Content:** *Ask and answer about your neighbourhood*  **\* Products:** Ask and answer questions in front of the class. ( group work)  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***  - Ss work in groups.   * Teacher models this activity with a more able student and remind students that they can use adjectives in the box or other adjectives they know to talk about their village, town, city. * Students work with their partners. * Teacher calls some pairs to practice in front of class * Teacher may ask other students to give comments. | **Task 3:** ***Ask and answer about your neighbourhood***  ***You can use the adjectives below.***  Example :  A: Is your neighbourhood ***quiet***?  B: Yes, it is. / No, it isn’t | | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds** /**i/ and /i:/)**  **\* Aims:** To help students to identify how to pronounce the sounds /i/ and /i:/.  \* Content: PRONUNCIATION \* Sounds /i/ and /i:/  \* Products: Read and know how to pronounce the Sounds /i/ and /i:/ | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /i/ and /i:/ to students and lets them watch a video about how to pronounce these two sounds and asks them to identify which sound is longer and which one is shorter. * Teacher asks students to give some words they know containing these sounds. | PRONUNCIATION  \* Sounds /**i/ and /i:/**  + Example:   * /i/: chip, tin, ship, …   - /i:/: cheap, teen, sheep, … | | | |
| **\* Practice** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify and practice the /i/ and /i:/ sounds.  \* Content: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.  **\* Products:** Whole class practice the sound /i/ and /i:/.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4 :T-Ss,***   * Teacher asks students to practice the sound /i/ and /i/ together. * Teacher plays the recording and ask students to repeat   - Teacher gets students to work in pairs and put the words in the correct column while they listen and call some pairs to write their answers on the board before checking their answers with the whole class | Task 4: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.  \* ***Answer key:***   |  | | --- | | /i/ | | noisy, exciting, expensive, friendly |  |  | | --- | | /i:/ | | clean, peaceful, convenient, cheap | | | | |
| **Task 5: (5’)**  **\* Aims:** To help students practice the sounds /i/ and /i:/ in sentences.  \* Content: Listen and practice the chant. Notice the sounds /i/ and /i:/.  **\* Products:** Whole class practise the chant .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| * Teacher asks students to listen while teacher plays the recording. * Teacher plays the recording again and ask students to chant along. * Teacher provides further practice by dividing the class into 2 groups.   - Teacher has groups sing alternate lines. | Task 5: Listen and practice the chant. Notice the sounds /i/ and /i:/. | | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply and make challenging what they have learnt with more difficult task.  \* **Content:** \* Game:*Tongue Twister*  **\* Products:** Students plays on groups.  **\* Organization of implementation**: | | | | |
|  |  | | | |
| * Teacher shows the Tongue Twister and asks students to practice in groups of 4. * Students practice in groups. * Teacher calls the representative from each group to say the sentences in front of the class.   - Teacher asks each group to vote for the group which has the best pronunciation. | **\* Game:*Tongue Twister***  *1. He took a chilly dip six feet deep in the sea. He says it keeps him fit.*  *2. He thinks he's slick in his sleek wheels meeting and greeting the elite.* | | | |
| **4.** **Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /i/ and /i:/.  **\* Products:** Say aloud some words 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 | - Vocabulary and how to pronounce the **sound /i/ and /i:/.** | | | |
| **5. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* 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.  - Prepare lesson 3 ( A closer look 2)*..* | | | |