***Date of planning : 18 /11 / 2024***

***Date of teaching : 21/11 / 2024***

Week :11 UNIT 4: MY NEIGHBOURHOOD

Period : 33 Lesson 6: Skills 2

**I. OBJECTIVES:**

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

+ listen for specific information about one’s neighbourhood;

+ write a paragraph about one’s neighbourhood.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** lexical items related to city fact file of some cities

**\* Grammar:** Simple present tense, giving instructions

2. **Competences:** Ss listen and understand specific information about one’s neighbourhood;

write a paragraph about one’s neighbourhood *(what they like and dislike about it)*

**III. MATERIALS:**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 4- Skills 2)

- 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 introduce about the destination in the listening  \* **Content:** Watch a Short video: Introduce busy life in Ho Chi Minh City  **\* Products**: Answer the questions correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**   * Before starting this lesson, ask students about the content of the previous lesson. Teacher may ask students to describe Khang’s neighbourhood again. * Teacher shows a picture and asks students where it is.   **🡪 Lead in**   * Teacher draws students’ attention to the conservation.   - Today we are going to meet Khang again. He is talking with his friend Vy. Let’s see what they are talking about.” | | | **\* Short video: Introduce busy life in Ho Chi Minh City**  C:\Users\Vu Phuong\Desktop\HCMC.jpg  ***\*Suggested answers:***  Ho Chi Minh City  - “Do you remember Khang?  - “Where does he live?” (Da Nang). |
| **1. Pre-Listening (5’)** | | | |
| **Task 1: (5’)**  **\* Aim:** To help students brainstorm about destination in the talk.  \* **Content:** Read some statements True or False Prediction.  **\* Products: Ss** say True or False aloud ( workindividually)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - Teacher asks students to go through the statements (1 – 5) to make sure that they understand them and know what information they have to catch for the answers.  - Students underline the key word(s) in each statement and guess whether they are True or False individually. | **Task 1: True or False Prediction.**   1. Vy lives in the center of Ho Chi Minh City. 2. There is a big market near her house. 3. The streets are narrow. 4. The schools are  far-away. 5. There are some factories near her neighbourhood. | | |
| **3. While -listening ( 10’)** | | | |
| **Task 2 (5’)**  **\* Aims:** To help students develop listening skill for specific information (T / F).  \* **Content:** Listen and check.  **\* Products:** Some students to read aloud their answers and correct the false sentences correctly  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher plays the recording once or twice. * Teacher asks students to listen and tick the answers. * Teacher asks students to compare their answers with the prediction made previously. * Teacher calls on some students to read aloud their answers and correct the false one(s). * Teacher checks students’ answers as a class.   *Lead-in*  I know that you can remember main content of the listening after doing *Task 2*. With the third listening, let’s get some detail words for me… | | **Task 2: Listen and check.**  ***Answer key:***  1. F (Vy lives in the suburbs of HCMC.)  2. T  3. F (The streets are wide.)  4. T  5. T  *- What does Vy like and dislike about HCMC* | |
| **Post-Listening**  **Task 3: (5’)**  **\* Aims:** To help students develop their skill of listening for specific information  \* **Content:** Listen again and fill in the blanks.  **\* Products:** the correct answers on the board. ( pair work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss( work group)***   * Ask students to study the phrases with the blanks carefully. Students may work in pairs to discuss the answers from the information they have listened. * Play the recording again and have students write the answers as they listen. Students can share their answers with their partners. * With a weaker class, teacher may play the recording many times until students have written down all their answers. Call some students to write their answers on the board. * Play the recording again for students to check the answers. Teacher may pause at the sentences that include the information students need for their answers.   - If there is time, invite one or two students to briefly describe Vy’s neighbourhood, focusing on what she likes and dislikes about it. | | **Task 3: Listen again and fill in the blanks.**  ***\* Answer key:***   1. art gallery 2. wide 3. friendly 4. far 5. crowded   **\* Audio script:**  ***Khang:****Where do you live, Vy?*  ***Vy:****I live in the suburbs of Ho Chi Minh City.*  ***Khang:****What do you like about it?*  ***Vy:****There are many things I like about it. There's a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly*  *Khang: What do you dislike about it?*  ***Vy:****The schools are too faraway. There are also some factories near here, so the air isn't very clean and the streets are noisy and crowded.* | |
| **4. Pre -writing (5’)**  **\* Aims:** To provide Ss some ideas for the next writing activity**.**  \* **Content:** Tick (✓) what you like or dislike about a neighbourhood.  **\* Products:** share the answers with their partners.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - Ask Ss to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners.  - Ss count how many things they have in common with their partners.  . | | **3. Tick (✓) what you like or dislike about a neighbourhood.**   |  |  |  | | --- | --- | --- | |  | **Likes** | **Dislikes** | | 1. sandy beaches |  | X | | 2. heavy traffic |  | X | | 3 many modern buildings and offices | X |  | | 4. peaceful streets | X |  | | 5. good restaurants and café | X |  | | 6. sunny weather | X |  | | 7. helpful and friendly people | X |  | | 8. many shops and markets |  |  | | |
| **5. While-Writing (5’)**  **\* Aims:** To help Ss practise writi ng a paragraph about their neighbourhood.  \* **Content:** Write a paragraph of about your neighbourhood saying what you like and dislike about it.  **\* Products:** Write the first draft individually  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  -Teacher reminds students that the first important thing is always to think about what they are going to write. Students can use the ideas they have ticked in 3. -Teacher asks students to brainstorm for the ideas and the language necessary for writing.  - Ask Ss to write the first draft individually.  - Next ask Ss to work in pairs doing peer corrections.Then have them write their final version.  -T may display all or some of the Ss'writings on the wall/ notice board. Tand other Ss give comments.  -Ss edit and revise their writing as homework. If time is limited,T may ask Ss to write the final version at home. | | **\* Task 4: Write a paragraph of about your neighbourhood saying what you like and dislike about it. Use Khang's blog as a model.**  **\* *Make notes about your neighbourhood. Think about the things you like/ dislike about it.***   |  |  | | --- | --- | |  |  | | **-** It’s great for outdoor activities.  **-** People are kind and friendly.  **-**The food is delicious  ----- | **-** The weather is too wet in rainy season**.**  **-** The streets are slope down and old.  **…..** | | |
| **6. Post-Writing (5’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Students’ writing and cross check  **\* Products:** gives feedback as a class discussion. (*individual work*)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher then gives feedback as a class discussion. | | **Task 5: Students’ writing and cross check.**  **\* Model writing.**  *My neighbourhood is peaceful and the weather is sunny and fine.*  *People are friendly and kind. The food is fresh and delicous*  *Every house has a backyard and a frontyard.*  *However , there is one thong I dislike about it. The roads are narrow .But I still love my neighbourhood very much .* | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - Listen a passage about Vy’s neighbourhood.  - Write a paragraph of about your neighbourhood saying what you like and dislike about it | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in this 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 asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |