***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.
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| **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. T3. F (The streets are wide.)4. T5. 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.**

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|  | **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 |   |   |

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| **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.***

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| **-** 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.**…..** |

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| **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” |