Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Tiếng Anh- Năng khiếu Năm học: 2024-2025

**LESSON PLAN - ENGLISH 6**

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| **Date of planning**: 2/ 11/ 2024  **Date of teaching:** 6/11/ 2024  **WEEK: 10**  **Peroid 28 :** | **UNIT 4: MY NEIGHBOURHOOD**  **Lesson 1: GETTING STARTED**  **LOST IN THE OLD TOWN!** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My neighbourhood*. To teach listening and reading. Practice giving directions.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

**2. Competeces:** By the end of the lesson students will be able to pratice reading and listening the conversation between Nick, Phong and Khang . They have arrived in Hoi An and they’ve got lost on their way to tan Ky House.

**3. Qualities :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, a laptop connected with TV, lesson plan

- Students : Text books, studying equipments.

**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP (3’-5’)** | |
| **Aims: To create an active atmosphere in the class before the lesson;**  **To lead into the new unit.**  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - Review the previous unit before Ss open their books. Organize a short vocabulary game to revise the words Ss learnt in *Unit 3*. For example, T can organize *Alphabet Race* (read page 41 for the steps to play the game) or *Slap the Board.*  - Lead to the new unit. Write the unit title *My neighbourhood* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 38. Draw their attention to the box and introduce what they are going to learn in this unit.  - Write the unit title *My neighbourhood* on the board. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and equipments.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . |
| ACTIVITY **2. PRESENTATION( 12’)** | |
| Task1:  **Aims: To set the context for the introductory text;**  **To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions….… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read.**  - Set the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. *What are Nick, Phong and Khang doing*? *What might be happening to them ?* T can also ask Ss to share any recent experiences of being lost, e.g. *Have you ever got lost? Where and when? How did you feel then? What did you do?* 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.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  Invite some Ss to read the conversation aloud.  - Ask Ss what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. *(They have arrived in Hoi An and they've got lost on their way to Tan Ky House.)*  - Have Ss say the words in the text that they think are related to the topic My neighbourhood.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  - Quickly write the words on one part of the board. - Comment on Ss'answers. | **1. Listen and read.**  **- T\_ Ss**   |  | | --- | |  |   - Listen carefully to the context  **\* Vocabulary**  **-** excited (adj) phấn khích  - cross the road(v) bang qua đường  - famous (adj) nồi tiếng  - turn left / right rẽ trái/ phải  - to be/ get lost (v) bị lạc  - go straight (v) đi thẳng  - take the second turning on the left/ right |
| ACTIVITY **3. PRACTICE ( 15’)** | |
| Task2:  **Aim: To help Ss know how to use let's and shall we to make suggestions.**  **\* Content:** Make suggestions. We can use : Shall we…./ Let’s …. to make suggestions  **\* Outcome:** Know how to make suggestions.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2.** **Find in the conversation the sentences used to make suggestions.**  - Tell Ss to refer back to the conversation to find the sentences used to make suggestions.  - Ask Ss to compare their answers before checking as a class.  Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary).  - Confirm the correct answers.  - Call on Ss to give the answers  - T gives the correct answers.  - T asks structures used to make suggestions. | **2.** **Find in the conversation the sentences used to make suggestions.**  **- T\_ Ss**  - Listen carefully to the instructions  - Follow the teacher’s instructions  - Give the answers and check.  **Key:**  **1.** Let's go to Chua Cau.  **2**. Shall we go there first?  **3**. Let's go.  **5**. Let's ask her.  **\* Remember:** We can use shall we and let’s to make suggestions |
| Task3:  **Aim:** **To help Ss deeply understand the text.**  **\* Content:** Read conversation again . Put the actions in order  **\* Outcome:** Order the actions correctly .  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the conversation again. Put the actions in order.**  - Ask Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation.  - T may instruct them how to do the exercise: (1) read each sentence and refer back to  the conversation to find the action it refers to; (2) order the actions. T may model using the first sentence.  - Allow Ss to share answers before discussing as a class.  - Write the correct answers on the board.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer | **3. Read the conversation again. Put the actions in order.**  **- Ss\_ Ss**  - Listen to the instructions clearly  - Share the answers  - Copy them  **Key :**  **1**.b **2.** c **3**.d **4**. e **5**. a |
| Task4:  **Aim: To help Ss know how to give directions through the conversation**  **\* Content:** Find and underline the directions.Asking for and giving directions  **\* Outcome:** Know how to give directions. *Can you tell me the way to the post office near here?..*  **\* Organisation:** Teacher’s instructions…... | |
| **4. Find and underline the following directions in the conversation.**  – Ask Ss to work individually to find and underline the phrases used to give directions in the conversation. T may move around the class to check if Ss do exactly what is required and offer help when needed.  - Have Ss quickly match each direction with the diagram. Check their answers as a class. If ss do not understand the phrases, use the diagrams to work the meaning out from the context. For weak classes, ask for translation to make sure they understand. With stronger classes, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?,* etc. | **4. Find and underline the following directions in the conversation.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - Ss do themselves. Give the answers    ***Key:***  **1.**B **2.** A **3.** E **4.C 5.** D |
| ACTIVITY **4. PRODUCTION ( 8’)** | |
| Task5:  **Aim: To help Ss practise giving directions.**  **\* Content:** Practise giving directions.Playing Game. Find places  **\* Outcome:** Give directions correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. GAME- Find places**  – Demonstrate the game with a strong student.  – Ask Ss to play the game in pairs. In weaker classes, work together with Ss 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. T may go around to observe and offer help if necessary.  – Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A give directions and Team B guess the place. If their guess is correct, they get one point. Then change roles. The group with the most points is the winner. | **5. GAME- Find Places**  **- T\_ Ss**  **-** Listen to the instructions carefully then do the tasks.  - Ask and answer |
| **5. WRAP-UP & HOME WORK (2’)**  – Ask one or two Ss to tell the class what they have learnt.  – Ask Ss to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the comparative adjectives and phrases of giving directions and tells Ss that they will learn these language points in the following lessons  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOMEWORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lessons. | |

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| **Date of planning**: 2/11/2024  **Date of teaching:** 9/11/2024  **WEEK:10**  **Peroid 29 :** | **UNIT 4: MY NEIBOURHOOD**  **Lesson 2: A CL0SER LOOK -1** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My neighbourhood*. To teach the names of places in a neighbourhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the sounds /b/ and /p/ correctly in contexts.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

**2. Competence:** By the end of the lesson students will be able to know the names of places in a neighburhood. Practicing asking and answering about their neighbourhood. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

**3. Qualities :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

**III. PROCEDURE:**

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| ACTIVITY**1: WARM UP (3’- 5’)** | |
| **Aims: Vocabulary**  **- To revise old lesson.**  **\* Content:** Having somewarm-up activities to creative a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :**Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **ACTIVITY2. PRESENTATION (12’)** | |
| Task1:  **Aim: To revise / teach the names of places in a neighbourhood.**  **\* Content:** Match the places with the pictures. The names of places in a neighbourhood**.**  **\* Outcome:** Know more the name of places in a neighbourhood**.**  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match the places below with the pictures. Then listen, check and repeat the words.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the words  – Have Ss quickly match each place (in each picture) with its name.  - T plays the recording for them to listen and check their answers with their partners.  - T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually  - Correct Ss’ pronunciation. Ask Ss to name some places in their neighborhood  - With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?*  - Check the answers  - Correct their pronunciation.  - Check and confirm the answers. | **1. Match the places below with the pictures. Then listen, check and repeat the words.**  **- T\_ Ss**  **\* Vocabulary**  **-** square (n) quảng trường  - cathedral (n) nhà thờ  - art gallery (n) triển lãm , các tác phẩm…  - railway (n) xe lửa  - station (n) nhà ga  - busy (adj) bận rôn, sầm uất  - crowded…(adj) đông đúc.  - Listen carefully to the instructions  - Answer the teacher’s questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key:**  **1.** c **2.** e  **3.** d  **4.** a **5.** b  **Audio script**  1. square 2.art gallery  3. cathedral  4. temple 5. railway station |
| ACTIVITY**3: PRACTICE (18’)** | |
| Task2:  **Aim: To help Ss practise asking and answering questions about where they live.**  **\* Content:** Ask and answer questions about where they live.  **\* Outcome:** Asking and answering questions correctly. Improve speaking skills.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Work in pairs. Ask and answer questions about where you live**  – Model this activity with a good student.  - Ask Ss to work in pairs to ask and answer questions about where they live .  - Remind Ss that they can use the places in **1** or any places they want to ask.  - T may go around to observe and help if necessary.  - Call on some pairs to practise in front of the class. | **2. Work in pairs. Ask and answer questions about where you live**  -Ex: Is there a square in your neighbourhood?  Yes, there is. / No, there isn’t.  - Ss work in pairs.  - Follow the teacher’s instructions  - Give the answers  - Ss do the tasks. |
| Task 3:  **Aims:**  **– To revise the adjectives Ss learnt in primary school;**  **– To help Ss practise asking and answering about their neighbourhood.**  **\* Content:** Ask and answer questions using adjectives they have learnt.  **\* Outcome:** Asking and answering questions about neighborhood correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.**  - Model this activity with strong student. Remind Ss that they can use adjectives in the box or other adjective they know to talk about their village, town or city.   * Ask Ss to work in pairs. Go around to observe and offer help if necessary. * Call on some pairs to practise in front of the class. * T may ask other Ss to give comments | **3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.**  - Ex: Is your neighbourhood quiet?  Yes, it is.  No, it isn’t. It’s noisy.  - Ss work in pairs  - Ss do themselves.  - Copy them |
| ACTIVITY**4. PRONUNCIATION: /I/ and /i:/**  Task 4:  **Aim: To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.**  **\* Content:** Pronounce the sound /ɪ/ and /i:/  **\* Outcome:** Pronounce the sound /ɪ/ and /i:/ correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**  – T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one is shorter.  – Ask Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat.  - Play the recording as many times as necessary  - Ask Ss to work inpairs and put the words in the correct column while they listen .  - Call on some pairs to write their answers on the board before checking their answers with the whole class. | **4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**  - Listen to the teacher’s instructions carefully  - Check the answers  - Listen and repeat  **Key:** |
| ACTIVITY4 : **PRODUCTION/ APPLICATION (8’)** | |
| **Aim: To help Ss identify how to pronounce the sounds /I/ and /i:/ and practise singing the chant.**  **\* Content:** Listen and practice the chance notice the sound **/I/** and /i:/  **\* Outcome:** Pronounce the sounds /I/ and /i:/ and practise singing the chant.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Listen and practice the chant. Notice the sounds /I/ and /i:/**  - Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant a long.  - Provide further pracice by dividing the class into two groups. Have groups sing alternate lines.  - Call on some Ss to practise the chant if possible  - Comment on their pronunciation. | **5. Listen and practice the chant. Notice the sounds /I/ and /i:/**  **-** Listen to the instructions carefully then do the tasks.  **- T\_ Ss**  - Do the tasks  - Listen again and reppeat  - Practice the chant.  **MY NEIGHBOURHOOD**  *My city is very noisy.*  *There are lots of trees growing.*  *The people here are busy.*  *It’s a lively place to live in.*  *My village is very pretty.*  *There are lots of places to see.*  *The people here are friendly.*  *It’s a fantastic place to be.* |
| ACTIVITY**5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the names of rooms and the names of the furniture in the house.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**:05/11/2024  **Date of teaching:** 11/11/2024 (Dạy bù)  **WEEK:10**  **Peroid 30 :** | **UNIT 4 : MY NEIGHBOURHOOD**  **Lesson 3: A CLOSERLOOK 2** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My neighbourhood*. To teach the comparative adjectives. Practicing forming and using the comparative adjectives.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

**2. Competences:** By the end of the lesson students will be able to know the form and usage of comparative adjectives. Practicing forming and using the comparative adjectives. Ss also learn how to pronounce the the sounds **/I/**and /i:/correctly;

**3. Qualities :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

**III. PROCEDURE:**

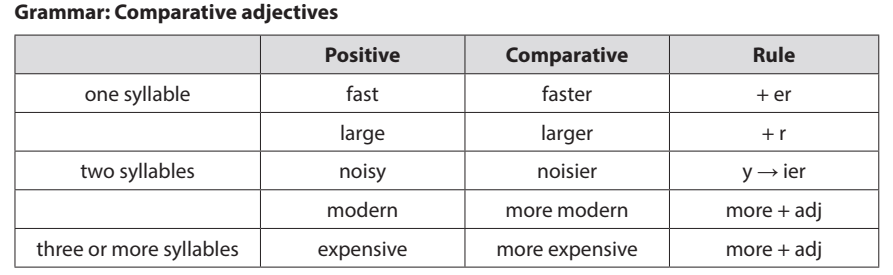
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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aim: To introduce the comparative form of adjectives. (\*)**  **\* Content:** Revise old lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  - Lead in the new lesson/ | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do it.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Grammar : Comparative adjectives**  **Aim: To help Ss identify the correct comparative form of adjectives.**  **\* Content:** Learn how to form and use comparative form of adjectives.  **\* Outcome:** Know how to form and use comparative form of adjectives correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Complete the following sentences with the comparativeform of adjectives in brackets.**    - Tom is **taller than** Mary  - A house in a city is **more expensive than** a house in the countryside  – Ask Ss to read the instruction.  - Tell Ss what they should do. (With a weaker class, do the first sentence as an example ) .  - Remind Ss to pay attention to the number of the syllables in each adjective.  - Ask Ss to do the exercise individually and then compare their answers with a classmate.  - Check the answers as a class.  - Confirm the correct answers. | **1. Complete the following sentences with the comparative form od adjective.**  **- T\_ Ss**    - Tom is **taller than** Mary  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Listen carefully and read aloud.  **\* Key**:  **2.**noisier **3.** bigger  **4.** more peaceful **5.** more exciting |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim:****To help Ss practise forming the correct comparative form of adjectives.**  **\* Content:** Forming the correct comparative form of adjectives by completing the sentences.  **\* Outcome:** Understanding more the form and use the comparative.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Use the correct form of the words in brackets to complete the letter.**  Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an *example*).  - Ask Ss to read and complete the letter individually.  - Remind them to pay attention to the number of the syllables in each adjective.  - Have Ss compare their answers in pairs before checking with the whole class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Confirm the correct answers. | **2. Use the correct form of the words in brackets to complete the letter.**  **- T\_ Ss**  - Ss **work individually**  - Do the tasks  - Share the answers.  - Learn how to do.  **\* Key:**  **2**. smaller. **3**. older **4**. wider  **5**. more delicious **6**. cheaper |
| ACTIVITY 3  **Aim: To help Ss practise using comparative adjectives.**  **\* Content:** Ask and Answer questions to further practice on using comparative adjectives  **\* Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .**  **Compare two neighbourhoods using the adjectives .**    - Ask Ss to look at the pictures of the two neighbourhoods.  - Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them.  - Have Ss compare their sentences in pairs before showing some of their sentences to the whole class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Move around to offer help if needed.  - If there is time, ask some Ss to write their sentences on the board. | **3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .**  **Compare two neighbourhoods using the adjectives .**  **- T\_ Ss**    - Listen to the instructions clearly  - Ss to **work independently**  - Share the answers  - Copy them |
| **4. FURTHER PRACTICE/APPLICATION (8’)** | |
| ACTIVITY 4:  **Aim: To give Ss further practice on using comparative adjectives.**  **\* Content:** Ask and Answer questions to further practice on using comparative adjectives  **\* Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3**  - Model this activity with a stronger student.  - Tell Ss that they can use the information from the sentences they have written in **3**  to ask and answer questions about the two neighbourhoods.  - Ask Ss to work in pairs.  - Go around to observe and offer help if necessary.  - Call some pairs to practise in front of the class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Check and confirm the correct answers | **4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3**  **- T\_ Ss**  - Listen to the instructions carefully  - Work in pairs.  - Do themselves  - Give the answers  **Example :**  **A**. Is Binh Minh noisier than Long Son?  **B**. Yes, it is.  **A.** Is Long Son more modern than Binh Minh?  **B**. No, it isn’t |
| **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points of the lesson.  - Ask Ss to make sentences to compare people and things in their classroom, using comparative adjectives.  **\* HOME WORK**  - Revise the form and use of comparative adj.  - Do more exercises in workbook.  - Prepatre new lessons. | |

**Grammar**

**\*Comparative adjectives**

- Choose two Ss of very different heights and ask them to stand up. T asks the class: *Who is taller?* Indicate tall and taller with your hands and arms. T may give another example, e.g. two rulers or desks: *long – longer*. Ask Ss to say what t*aller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ).

– Focus Ss’ attention on comparative forms by pointing to the rulers and desks and saying: *This ruler / desk* is long, *but that ruler / desk is longer*. Explain that comparative adjectives are constructed in several di erent ways in English, and that some of those ways are presented in the **Grammar box** below. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary



***than***is used to make comparisons:

**Example :**

- This green ruler is longer **than** the blue ruler.

- My TV is more expensive **than** her TV

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| **Date of planning**:9/11/2024.  **Date of teaching:** 12/11/2024  **WEEK: 11**  **Peroid 31 :** | **UNIT 4: MY NEIGHBOURHOOD**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to ask for and giving directions. To practice asking for and giving direction; creating an audio guide to places.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

**2. Competences:** By the end of the lesson students will be able to ask for and give directions. To practice asking for direction and creating audio guide to places.

**3. Qualities :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking for and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| ACTIVITY1: **WARM UP (3’-5’)** | |
| **Aims: Everyday English**  **Asking for and giving directions**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Tell Ss that they are going to learn how to ask for and give directions.  - Ask Ss to remember the phrases used to give directions in 4 of GETTING STARTED  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| ACTIVITY**2. PRESENTATION(12’)** | |
| Task 1 + 2:  **Aims: To introduce ways to ask for and give directions in English;**  **- To help Ss practise asking for and giving directions.**  **\* Content:** Read conversation findthe way to ask for and give direction.  **\* Outcome:** Asking for and giving direction correctly. Make similar conversations to ask for and give directions to places.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s activities** | **Student’s activities** |
| **1. Listen and read the conversations**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note the words  \*Play the recording for Ss to listen and read the conversations at the same time.  - Ask Ss to pay attention to the sentences and phrases used to ask for and give directions.  - Elicit the structures to ask for *directions ( Could you tell me the way to...?, Where's the nearest...?)* and phrases to give directions from Ss ( *go along, on your left, go out of..., take the first turning...*).  - Have Ss practise the conversations in pairs.  - Call on some pairs to practise the conversations in front of the class    **2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.**  **-** Ask Ss to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions.  Encourage them to practise asking for and giving directions to places near their school. Move around to observe and provide help.  Call on some pairs to practise in front of the class. Comment on their performance  **-** Have Ss practise speaking | **1. Listen and read the conversations**  **\* Vocabulary**  **- go along** (v) đi dọc theo  **- nearest** (adj) gần nhất  **- guide** (v) hướng dẫn  **- turning** (v) rẽ, lối rẽ  **- finally** (adv) cuối cùng.    - T\_ Ss  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  -Ss **work in groups.**  - Ss may use everyday English to talk to each other.  - Ss **work in pairs.**  **Audio script:**  **A**: Excuse me. Could you tell me the way to the cinema, please?  **B**: Go along this street. It's on your left.  **A**: Excuse me. Where's the nearest post office, please?  **B**: Go out of the station. Take the first turning on the right.  **2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.**  **- Work in pairs.**  - Ask Ss to work in pairs to practice speaking, using the structures.  - Pair works  + Fulfil the tasks |
| ACTIVITY **3: PRACTICE (15’)** | |
| Task 3 **An audio guide to a place**  **Aims:**  **– To give Ss a sample of an audio guide to a place;**  **– To help Ss practise using some structures and vocabulary related to the topic.**  **\* Content:** Listen to an audio guide and fill the blanks.  **\* Outcome:** Listen and fill the blanks with one word cprrectly.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s activities** | **Student’s activities** |
| **3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks.**  – Ask Ss if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An?* *What can you remember about it?* Allow 20 - 30 seconds for Ss to think, then repeat the question and have Ss brainstorm about Hoi An.  - Play the recording. First, ask Ss to listen only. Then play the recording again and ask ss to fill as they listen.  Ask Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers.  - Ask Ss to read the audio guide again, paying attention to the use of the connective words: *first, next* and *finally.*  - Move around to observe and provide help.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks.**  - T\_ Ss  - Ss work individually  - Listen to the teacher’s instructions carefully and learn how to do.  - Give the answers  **Key: 1.** straight **2**. second  **3**. right **4**. next to  ***Audio script:***  *Let’s start our tour in Hoi An. We are at Tran Phu Street now. First, go to Ong pagoda. To get there, go straight a long the street for five minutes. It’s on your left. Next, go to the Museum of Sa Huynh Culture.Take the second turning on your left. Turn right and it’s on your right. Finally, go to Hoa Nhap Workshop to buy some presents. Turn left and right. It’s next to Tan Ky House.*  - Do the tasks if possible. |
| ACTIVITY 4:  **Aim: To help Ss practise creating an audio guide for Ho Chi Minh City.**  **\* Content:** Create an audio guide for Distric 1 of HO Chi Minh City  **\* Outcome:** Ss can create an audio guide .  **\* Organisation :** Teacher’s instructions… | |
| **4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.**  - Ask Ss tolook at carefully at the simplified map of Ho Chi Minh City. Ask Ss to read the instructions carfully. T may ask them some questions to check if they know what they are supported to do.  - Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the Activities 1 and 4 of GETTING STARTED.  – Have Ss prepare their audio guide individually and then share it with a partner.  – Have Ss practise presenting their audio guide with other pairs or in groups.  - Check and confirm the correct answers | **4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.**  - T\_ Ss  - Listen carefully  - **Answer questions individually.**  - Complete the tasks. |
| ACTIVITY **4. PRODUCTION (8’)** | |
| Task 5:  **Aim: To help Ss practise presenting their audio guide to Ho Chi Minh City to the class.**  **\* Content:** Presenting the audio guide to Ho Chi Minh City  **\* Outcome:** Presenting the audio guide to Ho Chi Minh City freely and correctly.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s activities** | **Student’s activities** |
| **5. Now present your audio guide to your class.**  - Call on some Ss to present their audio guides to the whole class. After each student has finished his / her audio guide.  - Ask for some comments from other Ss.  - Make comments and correct any mistakes if there are any.  - Invite some Ss to share their opinion with the class.  - Choose some Ss to give a presentation to the class. | **5. Now present your audio guide to your class.**  - T\_ Ss  - Listen to the teacher’s instructions carefully.  - **Work individually** |
| **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Have Ss tell what they have learnt in the lesson.  **\* HOME WORK**  - Practice asking about audio guides to places.  - Do more exercises in workbook | |

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| **Date of planning**:9/11/2024  **Date of teaching:** 13/11/2024  **WEEK: 11** | **Peroid 32: UNIT 4 : MY NEIGHBOURHOOD**  **Lesson 6: SKILLS\_1** |

1. **OBJECTIVES:**

**By the end of this lesson Ss**

**1. Knowledge:**

- To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict the meaning of new vocabulary using the context. Also to practice speaking. To practice asking and answering about what they like and dislike about their neighbourhood.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

**2. Competence:** By the end of the lesson students will be able to pratice reading and speaking skills. To practice asking and answering about what they like and dislike about their neighbourhood.

**3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION(5’)** | |
| **Aim: (Pre - reading)**  **- To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.**  **\* Content:** Have Ss look at picture and answer the questions.  **\* Outcome:** Answer the questions about Khang’s neighbourhood .Having a chance to speak English  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss to look at the pictures of Khang's neighbourhood.  - Ask Ss the questions: *Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why?/Why not?*  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting/**  T\_ Ss  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Answer the questions.  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **While- reading**  **Aim: To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.**  **\* Content:** Read Khang’s blog anf find the words in the text.  **\* Outcome:** Reading ; find the words correctly. Improve reading skills.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check cocabulary  - Take note the words  - Ask Ss to scan the passage to find where the words *suburbs*, *dislike,* and *outdoor* are in the passage.  - T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding.  - Observe and help when and where necessary.  - Check the answer. | **1. Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  - T\_ Ss  **\* Vocabulary**  **+ suburbs** (n) vùng ngoại ô  **- outdoor** (a) ngoauf trời  **- dislike** (v) không thích  **….**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words.  - Give the answer |
| ACTIVITY 2 :  **Aim: To help Ss further develop their reading skill for specific information (scanning).**  **\* Content**: Read Khang’s blog again and fill the table.  **\* Outcome:** Understanding more the content of the text . Complete the task.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read Khang’s blog again and fill the table with the information.**  - Ask Ss to scan the passage again and find the information to complete the table.  Ask Ss to note where they found the information.When finishing, Ss can compare their answers before discussing them as a class.  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers.  - Wrap up the Reading section by asking Ss what to include when they want to describe their neighbourhood.  - Here are some things:  - Location  What they like about it  What they dislike about it  ...  - Write these points on the board for the next activity | **2. Read Khang’s blog again and fill the table with the information.**  -  - T\_ Ss  -Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - Ss work individually first.  - Compare the answers with partners  - Give the answers |
| ACTIVITY 3:  **Aim: To help Ss develop their reading skill for specific information (scanning).**  **\* Content**: Read Khang’s blog again and answer the questions.  **\* Outcome:** Understanding more the content of the text. Complete the task.  **\* Organisation :** Teacher’s instructions…... | |
| **3. Read Khang’s blog again. Then answer the questions.**  - Have Ss read the text in detail to answer the questions.  - Ask them how to do this kind of exercise.  - Explain the strategies if necessary *(e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions).*  - Tell them to underline parts of the blog related to the answers.  - Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before giving the answers to T.  - Ask them to give evidence to support their answers  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers | **3. Read Khang’s blog again. Then answer the questions.**  - T\_ Ss  - Listen carefully to the instructions  - Answer **questions individually.**  - Follow the instructions carefully  - Find the answer.  - Compare the answers  **\*Key :** |
| ACTIVITY 4 : **(Post - reading)** **Speaking**  **Aim: To help Ss prepare ideas for the next speaking activity.**  **\* Content:** Make note about yourneighbourhood to prepare ideas for the next speaking activity.  **\* Outcome:** Making note . Think about what you like / dislike it.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  - Tell each student to make notes. Set a time limit for Ss to complete it.  - Ask Ss to think about what they like and dislike about their neighbourhood.  - Have them quickly note down these ideas.  - Check and confirm the correct answers | **4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  - Listen to the teacher’s instructions carefully and follow them.  - T\_ Ss  - Work individually  - Give the answer .  **Likes** : scenery- beautiful; modern shops, people- kind/ friendly….  **Dislikes:** high buildings, offices. streets- busy , crowded ……. |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 5:  **Aim: To provide an opportunity for Ss to practise asking and answering about what they like and dislike about their neighbourhood.**  **\* Content:** Ask and answer about what you like and dislike about your neighbourhood.  **\* Outcome:** Likes and dislikes about your neighbourhood.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  - While Ss are practising their dialogues, T circulates and monitors.  - T notes some common errors and discusses them with the whole class.  - Select some strong pairs to act out their dialogues in front of the class.  - Then give feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary | **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  - T\_ Ss  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs.**  - Practice speaking in front of the class.  - Correct mistakes if have .  **Example:**  **A**. Where do you live?  **B**. I live in the suburbs of Da Nang City.  **A**. What do you like about it?  **B**. The weather is f‡ne. The people are friendly and the food is good.  **A**. What do you dislike about it?  **B.** The streets are busy and crowded. |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt in the lesson with two skills.  - If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**  - Practice describing the room they have designed.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |

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| **Date of planning**: 10/11/2024  **Date of teaching:** 16/11/2024  **WEEK: …** | **Peroid 33 : UNIT 4: MY NEIGHBOURHOOD**  **Lesson 6 : SKILLS\_2** |

**I. OBJECTIVES:**

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

**1. Knowledge:**

- To develop listening and writing skills. Listening for specific information about Vy’s neighbourhood. Practicing writing a paragraph about one’s neighbourhood.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - Compare two people or things using comparative adjectives;

- Asking for directions

**2. Competence:** By the end of the lesson students will be able to pratice listening and writing about one’s neighbourhood, saying what they like and dislike about it.

**3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart TV

- Students : Text books, studying equipments….

**III. PROCEDURES:**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting + Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting + Chatting**  - T\_ Ss  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **(Pre-listening)**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Listen conversation and tick T/ F. Having some strategies to do the reading exercise.  **\* Outcome:** Listen and tick T/F the statement correctly.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note the words  **\* Vocabulary**  **- faraway** (adj) xa xôi  **- narrow** (adj) chật hẹp  **- workshop** (n) sản xuất, sửa chữa  **…..**  - Have Ss look at the sentences in this activity.  - Ask them how to do it. Give them some strategies to do the exercise (*e.g. reading the question, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).*  - Play the recording twice for Ss to do exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.  - Have Ss share their answers in pairs. Invite some pairs. Invite some pairs to give their answers and confirm the correct ones.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  -Also, ask Ss to correct the false sentences.  - Confirm the answers. | **1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  - T\_ Ss    + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Do the tasks. Compare the answers.  - Give the answer.  **Key:**  **1.F 2. T 3. F 4. T 5. T** |
| ACTIVITY 2 : **While-listening**  **Aim: To help Ss develop the skill of listening for specific information.**  **\* Content:** Listen again and fill the blanks  **\* Outcome:** Understanding more about content of the conversation between Khang and Vy.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen to the conversation again and fill the blanks**  - Ask Ss to study the phrases with the blanks carefully. Ss may work in pairs to discuss the answers from the information they have listened in 1.  - Play the recording again and have Ss write the answers as they listen.  - Ss can share their answers with their partners. With a weaker class,  - T may play the recording many times until Ss have written down all their answers.  - Call on some Ss to write their answers on the board.  - Play the recording again for Ss to check the answers..  - Tmay pause at the sentences that include the information Ss need for their answers.  - Check and confirm the correct answers.  **\*Post-listening**  - Students tell about Vy’s neighbourhood  - T gives instructions and encourage Ss to tell Vy’s neighbourhood , using information in Audio Script.  \* Invite one or two Ss to talk about Vy’s neighbourhood.  - T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation. | **2. Listen to the conversation again and fill the blanks**  - T\_ Ss  - Listen to the teacher’s instructions carefully and learn how to do it.  - Fulfil the tasks  - Give the answers  **Key:**  **1**. art galleries **2.** wide  **3.** friendly  **4.** faraway **5.** crowded  **Audio script:**  **Khang :** Where do you live?  **Vy :** I live in the surburbs of Ho Chi Minh city  **Khang :**What do you like about it?  **Vy :** Thereare manythings 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 shools are too faraway. There are also some factories near here, so the air isn’t very clean and the streets are noisy and crowded.  \* Listen to the teacher’s instructions carefully and tell about Vy’s neighbourhood.  - Free talk |
| ACTIVITY 3 : **Writing**  **Aim: To provide Ss some ideas for the next writing activity**  **\* Content:** Read the statements and tick what you like or dislike about a neighbourhood  **\* Outcome:** Things you like or dislike about a neighbourhood.  **\* Organisation :** Teacher’s instructions…... | |
| **3. Tick (✓) what you like or dislike about a neighbourhood**.  - 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.  - T Comments on their answers | **3. Tick (✓) what you like or dislike about a neighbourhood.**  - T\_ Ss  - Listen carefully to the instructions  \* Ss learn how to do the tasks |
| **4. PRODUCTION/ APPLLICATION (8’-10’)** | |
| ACTIVITY 4:  **Aim: To help Ss practise writing a paragraph about their neighbourhood.**  **\* Content:** Write a paragraph about their neighbourhood.  **\* Outcome:** Write a paragraph about their neighbourhood saying they like or dislike about it .  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model**.  - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write.  - Ss can use the ideas they have ticked in 3.  - T asks Ss to brainstorm for the ideas and the  language necessary for writing.  - T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.  - 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. T and 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  - T goes round helping if necessary.  - Other Ss and T comment on the writing. | **4. Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model.**  - T\_ Ss  - Listen carefullyand learn how to write  - Write themselves  **\* Suggested writing:**  *I live in Phong Hau Village. There are many things I like about my neighbourhood.*  *It is convenient because there s a big supermarket near my house. There are also many shops, restaurants, nad café here. The streets are wide and clean. The people are very friendly and helpful. The food is very fresh and delicious. However there are some things I dislike about it. I love my hometown very much.* |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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**Date of planning**: 16/11/2024

**Date of teaching:** 19/11/2024

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| **WEEK:12** | **Peroid 34 : UNIT 4 : MY NEIGHBOURHOOD**  **Lesson 7: LOOKING BACK AND PROJECT** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

* review the vocabulary and grammar of Unit 4; apply what they have learnt (vocabularies and grammar) into practice through a project.

+ Vocabulary: - Use the words related to the topic *My neighbourhood*

*-* To pronounce the sounds **/I/**and /i:/correctly;

+ Grammar: - compare two people or things using comparative adjectives;

- Asking for directions

**2. Competence:** By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

**3. Quality/ behavior :** The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having the serious attitude to asking and giving the directions; cooperative learning; sharing.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| 1. **WARM UP & INTRODUCTION ( 5’)** | |
| **Aims:-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit.  - These match Ss’ self-assessment. Ss should check to see how well they did on each question and use that information when filling in the self-assessment table.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting // + Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To help Ss revise the vocabulary items they have learnt in the unit.**  **\* Content:** Revise the vocabulary items by writing the name for each picture  **\* Outcome:** Write the words correctly.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Write the name for each picture**  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss'answers or ask one student to write his / her answer on the board.  - Check the answers as a class.  - Check and correct the mistakes.  - Check and confirm the correct answers  - Check their pronunciation | **1. Write the name for each picture**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - T\_ Ss  - Answer the teacher’s questions and enquirements.  **\* Key:**  **1.** Temple **2**. railway station **3**. square  **4**. art gallery **5**. cathedral. |
| **3. PRACTICE (18’)** | |
| ACTIVITIES 2 , 3 and 4 : **GRAMMAR**  **Aim: To help Ss revise the form and use of comparative adjectives.**  **\* Content:** Revise the form and use of comparative adjectivesby doing exercises 2-3-4.  **\* Outcome:** Remember more the form and use of comparative adjectives.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s activities** | **Student’s activities** |
| **2. Put the following adjective in the correct column**  - Have Ss do this activity by themselves and write their answers in their notebooks.  - Have Ss check their answers with a partner before discussing the answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Check and confirm the correct answers  **3. Now write their comparative forms in the table below**.  - Have Ss do this activity by themselves and write their answers in their notebooks.  - Have Ss check their answers with a partner before discussing the answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Check and confirm the correct answers  **4. Complete the sentences comparing the pictures. Use the comparative**  **forms of the adjectives below.**  - Have Ss do this activity by themselves and write their answers in their notebooks.  - Have Ss check their answers with a partner before discussing the answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Check and confirm the correct answers | **2. Put the following adjective in the correct column**  - Ss **work individually.**  - Do the tasks  - Give the answers.  **\* Key:**    **3. Now write their comparative forms in the table below.**    - Do the same the tasks  - Copy in the notebook  **4. Complete the sentences comparing the pictures. Use the comparative**  **forms of the adjectives below.**  - T\_ Ss  - Do the same the tasks  - Copy in the notebook  **Key :**  **1.** noisier **2**. more modern  **3**. more expensive **4.** more peaceful |
| **4. PRODUCTION/ APPLICATION (8’)** | |
| **Aim:** Helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic.  **\* Content:** Present their project they have prepared at home  **\* Outcome:** Doing more exercises . Present their project.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Exercises:** - Review  - T gives more exercises about comparative adjectives  - Let Ss do the exercise individually and then  - Compare their answers.  - Check and confirm the correct answers.  **\* PROJECT:**  ***- Prepare in the previous lessons beforehand***  This is to introduce Ss to another way of practising asking for and giving directions to the places in their neighbourhood.  ACTIVITY 1  Have each student draw a map of their neighbourhood with the names of at least five places on their map. T may have Ss prepare their maps at home.  ACTIVITY 2  Ask Ss to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary. If there is time, have some pairs practise asking for and giving directions to the places on their maps in front of the whole class. | **1. Exercises:**  - T\_ Ss  - Listen carefully  - Do the tasks.  - Compare the answers  - Give the answers  - Listen to the teacher’s instructions carefully.  - Do the tasks. Prepare the at home beforehand.  - Ss should finish the project in class  - Ss take turns to ask for and give directions to the places on their maps. |
| **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and Grammar point.  **HOME WORK**  - Finish all the exercises.  - Do more exercises in workbook.  - Make more sentences using comparative adjectives. | |

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