***Date of planning: 20/2/2025***

***Date of teaching :25/2/2025***

***Week 24***

***Period 69***

UNIT 9: CITIES OF THE WORLD

Lesson 1: Getting Started – What nice photos!

**I. OBJECTIVES:**

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

- use the lexical items related to the topic *Cities of the World*;

- use the vocabulary and structures to describe cities and landmarks.

**1. Knowledge:**

**\* Vocabulary**: rainy (adj); crowded (adj); beautiful (adj); interesting (adj); exciting (adj)

**\* Grammar:** Expressing exclamations with *What*,…

**2. Competence:**  use the vocabulary and structures to describe cities and landmarks, can develope listening, speaking and co-operating skills.

**3. Quality/behavior**: Ss will be more aware of preserving and developing the country. Having the good attitude to working in groups, individual work, pair-work, cooperative learning.

**II. TEACHINH AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 9- Getting started )

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  \* **Aim:** To set the context for the listening and reading text,  To introduce the topic of the unit.  \* **Content:** Matching game : Match the pictures with their appropriate continents.  **\* Products:** Ss complete the given task the fastest and correctly will be the winner.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***\* Matching game:***  **T - Ss**   * Teacher divides students into 5 groups and delivers a set of 10 pictures about cities in 5 continents. * Each group will be assigned the name of the 5 continents. * Students will have to pick up the pictures and stick them to their appropriate continent. * The group which completes the given task the fastest and correctly will be the winner. | | | ***\* Matching game:***  *\*Answer key:*  Group 1: Africa  https://www.wantedinafrica.com/i/featured/storage/uploads/2020/03/shutterstock_1165875925.jpg https://www.wantedinafrica.com/i/featured/storage/uploads/2020/03/shutterstock_1389248006.jpg  ***Casablanca*** *Cairo*  Group 2: America  The Results Are In: The Mansion Tax Has New York City Real Estate Sales  Plummeting Favela Rio  ***New York Rio De Janeiro***  Group 3: Asia : ***Hoi An***; *Singapore*  Group 4: Europe: *Venice*, *Paris*  Group 5: Oceania: ***Sydney:*** *Melbourne* |
| **\* Presentation (5’)**  **\* Aim:** To lead in the topic of cities and their landmarks.  \* **Content:** Answer some questions.  **\* Products:** Students say aloud the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * T - Ss * Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture to introduce the land: * Students answer independently * T gives feedback and leads in the new lesson. | | 1. What are Mai and Tom doing?  2. What are they looking at?   1. What is the name of the city? 2. What landmark is in the picture?   ***\* Suggested answers:***  1. They are talking to/ discussing with each other.  2. They are looking at the computer screen/ some photos/ pictures about places around the world.  3. It’s Sydney in Australia.  4. It’s the Opera House. | |
| **\* Pre teach vocabulary (7’)**  **\* Aim:** To intruduce the vocabulary apprearing in the next.  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
|  | |  | |
| **\* Pre teach vocabulary**   * T - Ss   - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < what and where>** | | UNIT 9: CITIES OF THE WORLD  Lesson 1: Getting Started – What nice photos!  **\* Vocabulary**  - rainy (adj): /ˈreɪni/  - crowded (adj): /ˈkraʊdɪd/  - beautiful (adj): /ˈbjuːtɪfl/  - interesting (adj): /ˈɪntrestɪŋ/  - exciting (adj): /ɪkˈsaɪtɪŋ/  **\* Checking vocab: < what and where>** | |
| **\* Practice: (20’)** | | | |
| **Task 1**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge of cities in the world.  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T- Ss, Ss - Ss**   * Teacher sets the context for the listening and reading text:   + Teacher asks students to look at the title of the conversation and the picture.  + Teacher asks them some brainstorming questions like:   * Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong. * Teacher play the recording, asks students underline the words they have learn in the vocabulary part. * Teacher can play the recording more than once. * Students listen and read. * Teacher invites some pairs of students to read the dialogue aloud. * Teacher has students say the words in the text that they have underlined. | **Task 1. Listen and read**  1. What do you think Mai and Tom are talking about?  2. What city can you recognize from the photos?  3. What is it famous for? etc.  ***\* Suggested answers:***  1. They are talking about some famous places in the world.  2. It’s London, New York, Sydney….  3. Sydney has a lot of beautiful beaches  London………  New York………. | | |
| **Task 2**  **\* Aims:** To help students identify the location of the cities mentioned in the conversation on a map.  \* Content: Write the names of the cities in the correct places.  **\* Products:** Students say aloud the names of the cities and provide more information about them  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**   * Teacher tells students to look at the photos and the text in order to find the answers. * Students work independently. * Teacher allows students to share their answers before discussing as a class. * Teacher asks students to support their answers or encourages them to provide more information about the 3 cities. | Task 2: Write the names of the cities in the correct places.  *\* Answer key:*   1. London 2. New York 3. Sydney | | |
| **Task 3**  **\* Aims:** To help students focus on the use of adjectives to describe cities.  \* Content: Match the cities with the adjectives describing them.  **\* Products:** Students match correctly and give more adjectives to describe the 3 cities.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher has students read the conversation again, underline the names of the cities and mark the adjectives which were previously underlined in Task 1 to find the answers. * Students work independently. * Teacher allows students to share their answers before discussing as a class. * Teacher asks students to support their answers or encourages them to provide more adjectives to describe the 3 cities. | Task 3: Read the conversation again and match the cities with the adjectives describing them.  *\* Answer key:*   1. Sydney:  * c – exciting * d – beautiful  1. London:  * a – rainy  1. New York:  * b – crowded * e – interesting | | |
| **Task 4:**  **\* Aims:** To help students visualize some landmarks of the cities mentioned in the conversation.  \* **Content:** Match the cities with their landmarks.  **\* Products:** Students’ correct answers on the posters ( work group)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Students can work in pairs to complete this task. * After matching the cities with their landmarks, students discuss with each other to find the names of the landmark either appearing in the pictures or in the cities. | Task 4: Match the cities with their landmarks.  *\* Answer key:*   1. Ha Noi – c 2. London – d 3. New York – a   4. Sydney – b | | |
| **\* Production (5’)**  **\* Aims:** To give students a fun time revising what they have learnt so far in the lesson.  \* **Content:** Choose a landmark or a city to present about it.(work in groups)  **\* Products:** Practise in groups and then choose a landmark or a city to present about it.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***T-Ss, Ss-Ss***   * After matching the cities with their landmarks, students work in groups of four discuss with each other to find the names of the landmark either appearing in the pictures or in the cities. * Students can choose a landmark or a city to present about it. * Teacher models the game by asking students to guess the picture she is holding with the whole class first. * Teacher can deliver the pictures used in the Warm-up part to students so that they can have visual aids to play the game. * Students play the game in groups of four. Every student will have to ask questions, provide information and find the answers. | **\* Choose a landmark or a city to present about it.**  ***\* Suggested answers:***   1. Ha Noi: One Pillar Pagoda, The Old Quarter, The Temple of Literature and Imperial Academy, Ho Chi Minh Mausoleum, Ha Noi Flag Tower, Ba Dinh Square, etc. 2. London: Houses of Parliament, Buckingham Palace, Trafalgar Square, Piccadilly Circus, The London Eye, Tower Bridge, The British Museum, St Paul’s Cathedral, The Thames, etc. 3. New York: Statue of Liberty, Central Park, Brooklyn Bridge, Broadway, Empire State Building, Times Square, etc. 4. Sydney: Sydney Opera House, Sydney Harbour Bridge, Sydney Observatory, Museum of Contemporary Art Australia, Art Gallery of New South Wales, Hyde Park Barracks, Sydney Tower Eye, Sydney Town Hall, Queen Victoria Building, St Mary's Cathedral, etc.   \* Task 5: Game – What city is this?  **Example:**  Teacher*: Can you guess the city in the picture?*  A student*: What’s it like?*  Teacher*: It has beautiful beaches.*  A student*: Is it in Australia?*  Teacher*: Yes, it is.*  A student*: It’s Sydney.*  Teacher*: Right!* | | |
| \* **Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and Read and understand content of the conversation  **\* 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.  - Ss work indepently | - some new words  - Read and understand content of the conversation  - Know some famous places around the world. | | |
| **\* Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbooks and workbooks  **\* 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.  - Go to the Internet and search for the information on your favourite cities in the world (food, people, weather, etc.)  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\* Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 20/2/2025***

***Date of teaching :26/2/2025***

Week: 24 UNIT 9: CITIES OF THE WORLD

Period :70 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 *Cities of the World*;

- use the vocabulary and structures to talk cities and landmarks;

- pronounce and recognize the sounds /əʊ/ and /aʊ/.

**1. Knowledge:**

**\* Vocab:** sunny (adj), delicious (adj), stall (n), palace (n), street food (nph), floating market (nph)

**\* Grammar:** Possessive adjectives; Possessive pronouns

**2. Competences:** Use English to Ss to talk about other cities they know; pronounce and recognize the sounds /əʊ/ and /aʊ/.

**3. Quality/behavior:** Ss will be more aware of preserving and developing the country**;** Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 9, 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 ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.  \* **Content:** Name the pictures  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T - Ss**   * Teacher divides students into 4 groups and delivers a set of 4 pictures about famous landmarks in the world. * Teacher shows pictures one by one and asks students to raise hands to give the correct names and spelling of the landmarks. * The fastest group raising their hands will get the chance to answer first. * Teacher gives 10 points for the group that gives the correct answers. * The group getting the highest points will be the winner.   🡪 Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to describes cities and two sounds /əʊ/ and /aʊ/.” | | | ***\* Name the pictures***  *\* Answer key:*    *One Pillar Pagoda* ***Twin Tower***      ***Tower Bridge*** *Sydney Opera House* |
| **\* Presentation (7’)** **(Vocab-pre-teach)**  **\* Aim:** To teach students some vocabularies related the topic in the lesson.  \* **Content:** Some vocabularies to describe a city.  **\* 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, synonym or antonym words;…)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember>** | | **UNIT 9: ( con’t)**  **Lesson 2 : A closer look 1**  **\* Vocabulary**  - sunny (adj) /ˈsʌni/  - delicious (adj) /dɪˈlɪʃəs/  - stall (n) /stɔːl/  - palace (n) /ˈpæləs/  - street food (nph) /ˈstriːt fuːd/  - floating market (nph) /ˈfləʊtɪŋ mɑːrkɪt/  **\* Checking vocab: < Rub out and remmember>** | | |
| **\* Practice (12’)** | | | | |
| **Task 1**  **\* Aims:** To teach students some adjectives describing a city.  \* Content: Fill each box with an adjective.  **\* Products:** Students write the correct words on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**   * Teacher asks students to use the given words to fill in the suitable boxes in 2 minutes. * Students do the task. * Teacher calls some students to give their answers. * Teacher gives feedback and corrections (if necessary). | Task 1: Fill each box with an adjective.  *\* Answer key:*   * City: old, exciting * Food: tasty, delicious * People: friendly, helpful * Weather: rainy, sunny | | | |
| **Task 2**  **\* Aims:** To help students use the adjectives in Task 1 in a context.  \* Content: Complete the sentences with the words in Task 1.  **\* Products:** Ss say aloud the correct words .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work in pairs and use the word in Task 1 to complete the sentences. * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary) | Task 2: Complete the sentences with the words in Task 1.  *\* Answer key:*  1. sunny  2. old  3. exciting  4. friendly  5. tasty/delicious | | | |
| **Task 3**  **\* Aims:** To teach students some words/phrases related to a city.  \* **Content:** Write the words and phrases under the correct pictures.  **\* Products:** Ss write the words and phrases under the correct pictures.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to match the given words and phrases with correct pictures. * Students work independently. * Teacher allows students to share their answers before discussing as a class. * Teacher asks some students to share the answers and gives corrections (if necessary) | **Task 3: Write the words and phrases under the correct pictures.**  *\* Answer key:*   1. Palace 2. Floating market 3. Street food   4. Stall | | | |
| **\* PRONUNCIATION (5’)**  /**əʊ/ and /aʊ/.)**  **\* Aims:** To help students have concept and identify the sounds /əʊ/ and /aʊ/.  To help Ss practise pronouncing these sounds correctly in words.  \* **Content:** Watch a video about how to pronounce these two sounds.  **\* Products: S**tudents give some words they know containing these sounds and how to pronounce.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***T-Ss***   * Teacher introduces 2 sounds /əʊ/ and /aʊ/ to students and lets them watch a video about how to pronounce these two sounds. * Teacher asks students to give some words they know containing these sounds | \* PRONUNCIATION  ***\* Suggested answers:***   * /əʊ/: cold, close, drove, low, slow, show.   - /aʊ/: how, now, loud, cloud, sound, house. | | | |
| Practice (8’) | | | | |
| **Task 4**  **\* Aims:** To help students identify and practise the /əʊ/ and /aʊ/ sounds.  \* Content: Listen and write the words in the correct column. Then listen and repeat.  **\* Products:** Ss write the words in the correct column on the board**.** ( posters)  \* Organization of implementation: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| T- Ss  - Teacher asks students to read and write the words in correct column.   * Students work individually. * Teacher plays the recording for students to listen, repeat and check their answers. | Task 4: Listen and write the words in the correct column. Then listen and repeat.  *\* Answer key:*   |  |  | | --- | --- | | /əʊ/ | /aʊ/ | | boat, postcard, coast, pagoda | house, town, tower, crowded | | | | |
| **Task 5**  **\* Aims:** To help students practice the sounds /əʊ/ and /aʊ/ in sentences.  \* Content: Listen and repeat. Pay attention to the underlined words.  **\* Products:** Students practice reading the sounds /əʊ/ and /aʊ/ in sentences exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 5 :T-Ss, Ss- Ss***   * Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.   - Students listen and repeat the given sentences. | **Task 5:** **Listen and repeat. Pay attention to the underlined words.**  1. The town is crowded at the weekend.  2. There's lots of snow in Tokyo in winter.  3. It's very cold on the boat.  4. He's running around the house. | | | |
| **\* Production (3’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content: “Game: Whispering**  **\* Products:** The last member will say aloud the sentence exactly. *(Students plays in groups)*  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| ***T –Ss, Ss - Ss***   * Teacher divides the class into 4 big groups and asks students to stand in four lines. * The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group. - They will continue until the member in the first place and this member will say the sentence aloud. * The fastest group will win the game. | **\* Game: “Game: Whispering**  ***\* Suggested sentences:***   1. *The house is very old.* 2. *I visited a famous floating market.*   *3. He lives in an old house.*  *.* | | | |
| **\* Consolidation(2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab about some words to describe a city and how to pronounce the sounds /əʊ/ and /aʊ/  **\* 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 | - Vocab about some words to describe a city  - pronounce the sounds /əʊ/ and /aʊ/ | | | |
| **\* Homework (2’)**  \* **Aim:** To review 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’ textbooks and workbooks  **\* 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.  - Find 5 more words with the sound /əʊ/ and 5 more words with the sound /aʊ/.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

**\* Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 20/2/2025***

***Date of teaching : 1/3/2025***

Week :25 UNIT 9: CITIES OF THE WORLD

Period : 71 Lesson 3: A closer look 2

**I. OBJECTIVES:**

By the end of the lesson, students will be able to know how to use possessive adjectives and possessive pronouns correctly.

**1. Knowledge**

**\* Vocab:** revise some words related Cities and landmarks

**\* Grammar:** Possessive adjectives; Possessive pronouns

**2. Competences:** Use English to Ss to talk about other cities they know; students know how to use possessive adjectives and possessive pronouns correctly

**3. Quality/behavior:** Ss will be more aware of preserving and developing the country**;** Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 9, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive adjectives, possessive pronouns and to increase students’ interest.  \* **Content:**  **\* Products:** Students look at the picture and answer the questions correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **- T - Ss**   * Teacher divides the class into 4 groups. * Teacher delivers a set of word cards which contains possessive adjectives and possessive pronouns to each group. * Students will have to work in groups to create as many correct sentences from the word cards as possible. * The group with more correct sentences will be the winner.   **🡪Lead in :**  T introduceS targeted grammar of possessive adjectives, possessive pronouns.   * Teacher draws students’ attention to the words in the sentences created in the game “my, his, our, your, mine, hers” and asks them whether they know the types of these words. * Teacher provides or confirms the answers and leads in the grammar focus of the lesson:   -Teacher says: “Today we are going to learn more about possessive adjectives, possessive pronouns.” | | | ***\* Game: Sentence puzzling***  *\* Suggested answers:*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *1. My* | *city* | *is* | *very* | *beautiful.* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *2. His* | *house* | *is* | *very* | *big.* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *3. Our* | *school* | *has* | *a big* | *garden.* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *4. Your* | *school* | *is smaller* | *than* | *mine.* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *5. My* | *shoes* | *are bigger* | *than* | *hers.* |   +The words “my, his, our, your” are possessive adjectives.  + The words “mine, hers” are possessive pronouns. |
| **Activity2: Presentation (8’)**  **\* Aim:** To revise the forms of the possessive adjectives; explain the usage of possessive adjectives, possessive pronouns  \* **Content: Present the grammar of** possessive adjectives, possessive pronouns  **\* Products:** Understand and how to  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre - Grammar**  **- T - Ss**  - Teacher draws students’ attention to the form of the sentences from and ask them whether they know the Possessive adjectives and possessive pronouns.  - Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  - T explains the usage and the form.  - Ss listen and copy down.  **-** If needed, revise the forms of the possessive adjectives. Use the table below for both possessive adjectives and possessive pronouns. | | **UNIT 9: ( CON’T)**  **Lesson 3 : A closer look 2**   * **Grammar:**   **+ Possessive adjectives**  *A possessive adjective is used only when there is a noun following it.*  EX: I have a pen. 🡪This is my pen.  **+ possessive pronouns**  *A possessive pronoun is used alone, without a noun following it.*  - This book is my book , not your book .  - This book is mine, not yours.   * **Notes:**   *- Tính từ sở hữu luôn đứng trước danh từ để chỉ sự sở hữu của ai đó.*  *-Còn đại từ sở hữu có thể đứng một mình tương đương với một tình từ sở hữu kết hợp với một danh từ.*   |  |  |  | | --- | --- | --- | | Pronouns | Possessive adjectives | Possessive pronouns | | I | my | mine | | you  he | your  his | yours  his | | she | her | hers | | it  we | its  our | its  ours | | you | your | yours | | they | their | theirs | | |
| **Activity 3: Practice (15’)** | | | |
| **Task 1** + **Task 2**  **\* Aims:** To help students revise the use of possessive adjectives; To give Ss opportunities to use possessive adjectives correctly in context.  \* **Content: -** Match the sentences with the pictures  - Complete the sentences with the correct possessive adjectives.  **\* Products:** Students match the sentences with the pictures exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss , Ss- Ss**  -Teacher has students complete the matching activity individually.  -Teacher then asks students to exchange their textbooks to check their friends’ answers.  - T writes on the board the subjects and the possessive adjectives in pairs.  -Teacher asks students to work in pairs to provide all possessive adjectives except for the ones in the sentences  **Task 1:T –Ss , Ss- Ss**   * Teacher has students work on the exercise individually before they compare answers with each other. * Teacher gives feedback as a class discussion.   *(T can have Ss complete the sentences by playing game)* | **Task 1: Match the sentences with the pictures, paying attention to the underlined part in each sentence**.  *\*Answer key:*  1 – d  2 – e  3 – b  4 – a  5 – c  (**E.g. *Sue* 🡪 *her, Billy 🡪* *his,***  ***The cat 🡪 its, We 🡪 our,***  ***They …..> their***   * *Suggested answers:*   my, your (singular), your (plural), his, her, its, our, their  **Task 2: Complete the sentences with the correct possessive adjectives.**   * *Answer key:*  1. My 2. your 3. Their 4. Her 5. Our | | |
| **Task 3:**  **\* Aims:** To help students determine the correct possessive pronoun representing a phrase.  \* **Content:** Complete the sentences with the correct possessive pronouns.  **\* Products:** Ss Write the correct answers on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Teacher has students work on the exercise individually before they compare answers with each other. * Teacher gives feedback as a class discussion. | **Task 3: Complete the sentences with the correct possessive pronouns.**   * ***Answer key:***  1. mine 2. theirs 3. yours 4. his   5.ours | | |
| **Activity4: Production (5’)** | | | |
| **Task 4:**  **\* Aims:** To help students distinguish and use correctly possessive adjectives and possessive pronouns.  \* **Content:** Choose the best option to complete the questions  **\* Products:** Ss say aloud the correct key.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***   * Teacher combines Exercise 4 and Exercise 5 (p. 30) to create questions in Kahoot game. * Teacher allows students to use their mobile devices to answer and interact with the questions online. * Teacher gives clear instruction for students to fully understand how to play Kahoot game online. * Go to kahoot.it * Enter the game PIN * Type your nick name * Choose the best option for each question appearing on the screen * See who will be the winner * Teacher provides the game PIN and allows students’ access to the game. * Students choose the best option for each question appearing on the screen * Teacher gives complement or good mark to the winner of the game. | **Task Choose the best option to complete the questions in the game**  **Questions in the game:**  1. Australia is a strange country. All of \_\_\_\_\_ big cities are along the coast.  A. it’s B. its C. it is D. it  2. Our city is very crowded. How about \_\_\_\_\_\_\_\_\_?  A. you B. your C. yours D. you are  3. I love my football club. Does Phong like \_\_\_\_\_\_?  A. his B. him C. he is D. he  4\_\_\_\_\_\_ street is short and narrow.  A. Our B. We C. Us D. Ours  5. They cannot find \_\_\_\_\_ city map anywhere.  A. their B. them C. theirs D. they  6.The book is \_\_\_\_\_\_, but you are welcome to read it.  A. my B. mine C. yours D. yours  7.\_\_\_\_\_ bike is dirty, and I can’t tell what colour is it.  A. Your B. Yours C. You D. You are  8.Your country is much bigger than \_\_\_\_\_\_\_\_.  A. our B. their C. ours D. yours  9. \_\_\_\_\_\_\_ dog is so friendly. It never barks.  A. They B. Them C. Their D. Theirs  10. \_\_\_\_\_\_\_ not easy to find your way in a strange city.  A. It B. It’s C. Its D. There  ***\* Answer key:***  1. B 2. C 3. A 4. A 5. A  6. B 7. A. 8C 9. C 10. B | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what students have 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. | \* Grammar:  - Possessive adjectives; Possessive pronouns | | |
|  | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
|  |  | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new 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. | - Do exercises in the workbook.  - Prepare lesson 5 ( Skills 1) | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : 1/ 3/ 2024***

***Date of teaching : 4/3/2023***

Week :25 UNIT 9 : CITIES OF THE WORLD

Period : 72 Lesson 4 : Communication

**I. OBJECTIVES:**

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

* make an exclamation with What to express their appreciation or surprise; recognise and have knowledge about some famous landmarks in big cities.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** The lexical items related to the topic “ cities of the world”

**\* Grammar:** Possessive adjectives; Possessive pronouns

* **2. Competences:** Use English to Ss to talk about other cities they know; students know how to make an exclamation with What to express their appreciation or surprise; recognise and have knowledge about some famous landmarks in big cities.

**3. Quality/behavior:** Ss will be more aware of preserving and developing the country**;** Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 9, communication)

- 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)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity1: Warm-up (5’)**  **\* Aim**: To introduce the topic.  \* **Content:** Look at the picture and describe.  **\* Products:** Some students describe picture in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up** Team work   * Teacher shows the picture of a city and asks students describe as many things in the picture as possible. * Students give their answers.   Teacher checks the answer  **🡪Lead in.**  Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to express exclamation with what and city land marks”. | | | ***\* Pictures describing:***    ***\* Suggested answers:***  - A green city  - High buildings  - A beautiful city  - A beautiful sky    *Eg:What a beautiful city!*  *What tall buildings!* |
| **Activity2: Presentation (10’)**  **\* EVERYDAY ENGLISH**  **Task 1**  **\* Aim:** To introduce exclamations with ***What.***  \* **Content:** Structure of exclamations with ***What*** and its usage.  **\* Products**: Ss understand and know how to use the structure of exclamations with *What*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  **-** Ask Ss to look at the picture and read the exclamations   * Teachers write down three exclamations on the board and asks students to find the similarity/similarities among the three exclamations. * Students read the exclamations and find out the similarity/ similarities among them. * Teacher calls some students to share their opinions. * Teacher gives more explanations and writes down the structure of an exclamation with *What*. | **Task1: Look at the picture. Listen and read the exclamations.**    **\* Expressing exclamations with *What***  ***Eg:***  1. What a nice day!  2. What a clear sky!  3. What tall buildings!  ***\* Suggested answers:***  They all begin with *What* followed by a noun phrase. An exclamation mark (!) is usually put at the end.  **Structure: What + (a/an) + adj + noun!**  \***Note:** use a/an with countable nouns which are singular. | | |
| **Activity3: Practice (25’)** | | | |
| **Task 2**  **\* Aims:** To practice making exclamations with *What*.  \* **Content:** Look at the picture and say what you think by using exclamation with *What*.  **\* Products:** Ss play game in groups **(**make correct exclamations from the picture )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher asks students to work in pairs and take turns to make exclamations from the picture using the suggestions. * Students do the task in pairs. * Teacher calls some pairs to say their exclamations in front of the class. * Teacher gives feedback and corrections (if necessary).   *\* T can have Ss make exclamations by playing game: Lucky number.* | | **Task 2: Work in pairs. Look at the picture and say what you think by using exclamation with *What*.**  ***\* Answer key:***  1. What happy and beautiful children!  2. What a colourful and nice picture!  3. What sunny and beautiful weather!  4. What a small and cute boy!  5. What beautiful and colourful apple trees! | |
| **Task 3**  **\* CITY LANDMARKS**  **\* Aims:** To help Ss get used to some famous landmarks in big cities.  \* **Content:** Write the names of the landmarks under the correct pictures.  **\* Products:** Ss write the correct name under the pictures of the landmarks.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher shows the photos of the four landmarks of different cities and asks students what they are. If students do not know their name in English, allow them to use Vietnamese. * Teacher asks students to work in pairs, read the names in the boxes (make sure that they pronounce the names correctly) and write the correct name under the pictures of the landmarks. * Students share the answer with the whole class. * Teacher checks and elicits from students any information they know about the landmarks. | | **Task 3: Work in pairs. Write the names of the landmarks under the correct pictures.**      *\* Answer key:*   1. Merlion 2. Big Ben 3. Sydney Opera House   Eiffel Tower | |
| **Task 4**  **\* Aims:** To help students recognise each landmark through its description  \* **Content:** Write the names of the landmark **.**  **\* Products:** Some students give their answers exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 4: T - Ss, Ss - Ss**   * Teacher asks students to read the descriptions about the four landmarks and sets the time limit for reading task. * Students work individually and write the names of the landmarks under the correct descriptions. * Teacher calls some students to give their answers and checks. | | **Task 4: Write the names of the landmark in *Task 3* for the descriptions.**  *\* Answer key:*   1. Big Ben 2. Sydney Opera House 3. Eiffel Tower   4. Merlion | |
| **Activity 4: Production (5’)**  **\* Aims:** To check how much students know about different cities and their landmarks.  **\* Content:** Read the questions and circle the correct answers  **\* Products:** Ss say aloud the correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 5: T - Ss, Ss - Ss**  - Have Ss work in pairs.  - Ask them to read the questions and circle the correct answers.  - Check Ss'answers as a class.  - Give some more interesting facts about each landmark if time allows. | | **Task 5: QUIZ. Work in pairs. Read the questions and circle the correct answers** | |
| **Activity 5: Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the main content in the lesson.  **\* Products:** Students say what they have 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. | | - Make an exclamation with What  - Write the names of the landmark  - know about cities and their landmarks. | |
| **\* Homework (2’)**  \* **Aim:** To revise what they have learnt and prepare for the next lesson Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* 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. | | - Do EX in the workbook.  - Prepare lesson 5 ( skills 1) | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning :1/3/20255***

***Date of teaching : 5/3/2024***

Week :25 UNIT 9: CITIES OF THE WORLD

Period : 73 Lesson 5 : Skills 1

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

- develop reading skill for general and specific information;

- identify different features of a place;

- use what they have learnt to talk about a city.

**1. Knowledge:**

**\* Vocab:** fantastic (adj)perfect (adj) rent (v) helmet (n) traditional (adj) landscape;

**\* Grammar:** Possessive adjectives; Possessive pronouns

**2. Competences:** develop reading skill for general and specific information; use what they have learnt to talk about a city.

**3. Quality/behavior:** Ss will be more aware of preserving and developing the country**;**

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 9, Skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and To lead in the lesson about Skills 1.  \* **Content:** Chatting: some questions about writing a postcard.  **\* Products:** Students answer the questions individually.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teachers asks students look at some pictures and asks some questions about writing a postcard.  - Students answer the questions  And then lead in the new lesson. | | *\** Play a game : Chatting  Thiết kế Bưu Ảnh - Thiết kế Postcard - 20+ mẫu postcard đẹp In bưu ảnh/postcard giá rẻ, chất lượng cao - Công ty TNHH Phát Triển Tiến  Thanh  1. What’s this?  2. Have you ever written a postcard?  3. If yes, who did you write to? If no, do you intend to write a postcard in the future?  *\* Suggested answers:*  1. It’s a postcard.  2. Yes, I have. / No, I haven’t.  3. I wrote to my best friend. / Yes, if I travel,  I will write and tell my best friend about my trip. |
| **Presentation (5’)**  **\* Aim:**To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (synonym , Antonym, pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab: < what and where>** | | \* vocabulary:  - fantastic (adj) = great  - perfect (adj) = ideal : hoàn hảo  - rent (v) : thuê, mướn  - helmet (n) : mũ bảo hiểm  - traditional (adj) # modern : mang tính truyền thống  - landscape (n) : Phong cảnh  \* Checking vocab: < what and where> |
| **\* Pre -reading (5’)** | | |
| **Task 1**:  **\* Aims:** To introduce the topic of reading.  \* **Content:** Look at the postcard and discuss.  **\* Products:** Some students to share their discussion and say the answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss , Ss – Ss**   * Teacher shows the picture of a postcard and asks students to work in group of 4 and discuss 2 questions: * Teacher invites some students to share their discussion and accepts reasonable answers. | *\* Discussing*  **Task 1: Look at the postcard and discuss.**    1. Do you know where this is?  2. When do people write a postcard?  3. What do they often write on a postcard?  ***\* Suggested answers:***  **1. It’s Stockholm** , capital and largest city of **Sweden**.  **2.**When they are away from home, often on holiday or business.  3. They want to tell their family or friends what they see and do, and how they feel about their time here. | |
| **\* While-Reading ( 10’)** | | |
| **Task 2:**  **\* Aims:** To develop reading skill for general and specific information.(multiple-choice).  \* **Content:** Read the postcard and answer the questions by choosing A,B or C.  **\* Products:** Ss say the answer correctly.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss , Ss – Ss**  - Have Ss look at the questions first. Ask them to underline the key words in the questions. Tell them these key words will help them find the information more easily in the text.  - Have Ss read the postcard and answer the questions individually before discussing as a class.  - Call on some Ss to read their answers. Encourage Ss to justify their answers.  - Check Ss' answers as a class. | **Task 2:** **Read the postcard and answer the questions.**  **\* Answer key:**  1. B 2. A 3. B 4. C | |
| **Task 3**  **\* Aims:** To identify different features of a place  \* **Content:** Read the text and match the places with the things they have.  **\* Products:** students’ correct answers  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss , Ss – Ss**  - Teacher asks students to read the text again and do the matching  - Teacher sets the time.  - Teacher checks students answers as a class. | **Task 3: Read the text and match the places with the things they have.**  ***\* Answer key:***  1. b,c  2. a,d,e | |
| **\* Pre-Speaking(5’)** | | |
| **Task 4**  **\* Aims:** To help students form the ideas for their speaking  **\* Content:** Choose a city you know. Discuss and answer the questions  **\* Products:** Students discuss in groups positively  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to work in groups and allows each group some time to choose one city they have learnt about in this unit, or the one they all know/like.  - Teacher asks students to discuss and makes notes of the information they want to share with the class.  - Teacher asks students to refer to the questions as suggestions for their notes or they can do it in their own way.  - Teacher goes around and offers help if needed. | **Task 4: Work in groups. Choose a city you know. Discuss and answer the questions.**  *What city is it?*  *What is it like? (the weather, the food ...)*  *What can you see and do there?*  *How do you feel about it?*  ***\* Suggested answers:***  *- It’s Vung Tau city.*  *- It has many beautiful beaches, the weather is usually cool, seafood is fresh, cheap and delicious.*  *- In Vung Tau city, I can cycle along the beach, do sightseeing, climb mountains, take beautiful photos, swim in the sea and play on the beach, enjoy special food and seafood, buy souvenirs.*  *- It’s really great to be in Vung Tau city. It’s a liveable place.* | |
| **\* While-Speaking(7’)** | | |
| **Task 5**  **\* Aims:** To help student use what they have learnt so far to talk about a city.  **\* Content:** Share the information with the whole class.  **\* Products:** Students present in front of the class fluently.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Teacher invites some students to share their preparation and makes sure they speak in full sentences.   - Students share their ideas with the whole class. | **Task 5: Share the information with the whole class.**  ***We’re going to tell you about*** *Vung Tau city. It has many beautiful beaches, the weather is usually cool, seafood is fresh, cheap and delicious. In Vung Tau city, I can cycle along the beach, do sightseeing, climb mountains, take beautiful photos, swim in the sea and play on the beach, enjoy special food and seafood, buy souvenirs. It’s really great to be in Vung Tau city. For me, it’s a liveable place.* | |
| **\* Post - Speaking(3’)**  **\* Aims:** To help students improve next time. | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | ***Students’ presentation*** | |
| **\* Consolidation**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation**: | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - some vocab  - the content of a postcard.  - Talk about a city you like | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| - Teacher asks students to prepare the new lesson | - learn by heart vocab.  - Prepare for the next lesson: Unit 9-Skills 2. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 1/3/2025***

***Date of teaching : 8/3/2025***

Week :26 UNIT 9: CITIES OF THE WORLD

Period : 74 Lesson 6: Skills 2

**I. OBJECTIVES:**

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

- listen for specific information about a description of a city;

- write a holiday postcard.

**1. Knowledge:**

**\* Vocab:** Revise some wordrs

**\* Grammar:** Possessive adjectives; Possessive pronouns

**2. Competences:** listen for specific information about a description of a city; write a holiday postcard.

**3. Quality/behavior:** Ss will be more aware of preserving and developing the country**;**

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 9, 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 ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm –up (6’)**  **\* Aim**: To introduce the topic of the listening tasks and To lead in the listening task.  \* **Content:** Relay-race to capital cities of ASEAN countries.  **\* Products**: Write the correct names of the capital cities of ASEAN countries  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **+ T - Ss, Ss – Ss**   * Teacher sticks the map of ASEAN countries on the board. * Teacher divides the class into 2 teams. Each team will have to take turns to run in a relay-race to write the correct names of the capital cities of ASEAN countries. * Each team will write on the board with different colour of chalk so that the teacher can count the correct answers easily.   -T gives feedback and gives marks.  -Lead in:  Teacher draws students’ attention to the capital city of Thailand. | | | **\* Game: Relay-race to capital cities of ASEAN countries.**  ASEAN countries on route to an integrated insurance market - Peak Re  *\* Suggested answers:*   1. Ha Noi of Viet Nam 2. Phnom Penh of Cambodia 3. Jakarta of Indonesia 4. Manila of Philippines 5. Naypyitaw of Myanmar 6. Kuala Lumpur of Malaysia 7. Singapore of Singapore 8. Vientiane of Laos 9. Bangkok or Krung Thep of Thailand   10. Banda Seri Begawan of Brunei Darussalam  🡪 “Today we are going to listen to interesting facts and figures about one of the capital cities of ASEAN countries. It’s Bangkok.” |
| **\* Pre-Listening (3’)** | | | |
| **Task 1:**  **\* Aim:** To help students brainstorm about Bangkok.  \* **Content:** Discuss and answer the questions about Bangkok.  **\* Products:** Students’ correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| + **T - Ss, Ss – Ss**   * Teacher tells students that they will listen to a talk about Bangkok, the capital of Thailand. * Teacher asks students to work in groups of four to answer the 2 questions and discuss with them to see what they know about Bangkok or Thailand.   **-** Teacher allows students to talk in Vietnamese (sometimes) if they do not have enough vocabulary in English.   * Teacher asks students to look at the photos and say what they see, and if it’s similar to Viet Nam.   - T gives feedback and gives marks.  - T gives suggested answers. | **Task 1: Work in groups. Discuss and answer the questions.**   1. Where is Bangkok? 2. What is Bangkok famous for?   Tour du lịch Bangkok – Pattaya Alcazar Show: CODE TS2A09 - SonTravel  Du lịch Thái Lan: Khám phá thủ đô Bangkok trong 3 ngày - ChuduInfo  *\* Suggested answers:*  1. Bangkok is in Thailand.  – It is the capital and the biggest city.  – It has the population of about 8 million.  2. It’s famous for pagodas, temples, open/night/ ﬂoating markets and shopping centres, silk, street food, friendly people, and entertainments. | | |
| **\* While -listening ( 10’)** | | | |
| **Task 2**  **\* Aims:** To help students develop listening skill for specific information (T/F).  **\* Content:** Listen and tick True or False.  **\* Products:** Students read aloud their answers and correct the false one(s).  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to go through the statements (1 – 4) 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. * Teacher plays the recording. * 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 | | Task 2: Listen and tick True or False.  \* True – False prediction:   |  |  |  | | --- | --- | --- | |  | **T** | **F** | | **1. Bangkok is famous for palaces.** |  |  | | **2. Things at Chatuchak market are expensive.** |  |  | | **3. The floating market is on the sea.** |  |  | | **4. You can find food stalls all around Bangkok.** |  |  |   \* Listen and decide True or False:  .  *\* Answer key:*  1. F (markets and street food)  2. F (cheap)  3. F (on the river)  4. T | |
| **Task 3:**  **\* Aims:** To help students develop listening skill for specific information (gap-filling).  \* **Content:** Listen again and fill in each gap with one word/ number  **\* Products:** Work in pair and write the correct answers key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher asks students to read the questions carefully and determine what information they need to fill the gaps (numbers, words).  - Teacher plays the recording for students to fill the gaps.  - Teacher asks them to swap their answers in pairs before checking their answers as a class.  - T can have SS see the Audio Script. | | **Task 3: Listen again and fill in each gap with one word/ number.**  *\* Answer key:*  1. 15,000  2. 5  3. life  4. delicious  **\* Audio script:**  *Bangkok is famous for its markets and street food. Visit the Chatuchak, the largest weekend market in the world. There are over* ***15,000*** *stalls selling nearly everything, at cheap prices. It’s only* ***five*** *minutes’ walk from the station. When you visit this market, you can see part of Thai people’s* ***life****.*  *Another interesting type of market is the ﬂoating market on the river. Don’t forget to try street food in Bangkok. It’s easy to find food stalls all around Bangkok, serving diﬀerent Thai dishes. They are really* ***delicious****.* | |
| **\* Post-Listening(3’)**  **\* Aims:** To develop students’ speaking skill, using the available information and their background knowledge.  \* Content: Summarize the information and talk about Bangkok  **\* Products:** Ss summarizethe main information of the listening part briefly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * **T – Ss ; Ss- Ss** * Students work in groups of four. * Teacher asks students to summarize the information in the 2 listening tasks and talk about it. * Students can add more information based on their background knowledge.   Teacher goes round and help if needed. | | \* Summarize the information and talk about Bangkok:    **BANGKOK**  ***markets* *street food***  **…………….** | |
| **\* Pre-Writing (5’)**  **\* Aims:**To help students talk about a holiday city and collect information for their later writing.  \* Content: Talk about a city in our country, using the questions below as a guide.  **\* Products:** Students discuss in groups and short notes of the answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***   * Teacher models the task by showing the picture of Hanoi, ask a student questions about it. * Teacher asks students to work in groups. Choose a city they know and discuss as guided by the questions. * Teacher asks students to take short notes of the answers for later use.   - Teacher goes round and help if needed. | | \* Task 4: Work in groups. Talk about a city in our country, using the questions below as a guide.  Example:  Teacher: *What city is it?*  Student: *It’s Ha Noi, the capital of Viet Nam.*  Teacher: *What is it like? Can you tell me more about its weather, people and food?*  Student: *There are 4 seasons in Ha Noi. It’s warm in spring and hot in summer. It’s not so cold in winter. Autumn is the best time of a year when it’s always cool. The people in Ha Noi are very friendly. They also helpful and hospitable. Ha Noi is famous for many delicious dishes, especially Phở or beef noodles soup.*  Teacher: *What can you see and do in Ha Noi?*  Student: *I can see many interesting places such as Old Quarter, One Pillar Pagoda, the Temple of Literature and Imperial Academy, etc. I can go to the night market or the walking street at weekends.* | |
| **\* While-Writing(5’)**  \* **Aim:** To teach students how to write a holiday postcard.  \* **Content:** Write a postcard about 50 words about your holiday in a city.  **\* Products:** Students’ writing and cross check. (*individual work*)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***   * Teacher shows the postcard in Task 2 – Skills 1 to help students identify the main parts of a postcard for students. * Teacher asks students to use their ideas in Task 4 to write a postcard to their family. * Teacher asks students to refer to Reading 2 if needed. * If there is time, teacher pairs students and asks them to write postcards to each other. * Teacher has them swap and give feedback on each other’s writing once they have finished. * Teacher explains to students that the space for writing on postcards is not big so people often write short sentences which contain the most important information. | | **Task 5:**  **Write a postcard about 50 words about your holiday in a city. Use the information in Task 4.**    What is it like? (the weather, the people, the food)  What can you see and do there? | |
| **\* Post-Writing (2’)**  \* **Aim:** To peer check, cross check and final check students’ writing  \* **Content:**. Cross check students’ writing  **\* Products:** Students’ writing on the posters.  **\* 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. | | **\* Cross check students’ writing** | |
| **\* 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 for specific information about Bangkok city;  - Write a holiday postcard. | |
| **\* Homework (1’)**  **\* 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” | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : 5/3/2025***

***Date of teaching : 11/3/2025***

Week :26 UNIT 9: CITIES OF THE WORLD

Period : 75 Lesson 7: Looking back and project

**I. OBJECTIVES:**

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

- review the vocabulary and grammar of Unit 9;

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**1. Knowledge:**

**\* Vocab:** revise some words of unit 9

**\* Grammar:** Revise Possessive adjectives; Possessive pronouns;revise the adjectives describing cities and landmarks.

**2. Competences:** Apply what they have learnt (vocabulary and grammar) into practice through a project; comparing features of cities around the world.

**3. Quality/behavior:** To teach SS to love countries and peace; Ss will be more aware of preserving and developing the country**;** Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 9 - Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit and lead in the next part of the lesson.  \* **Content:** Game *Brainstorming*( some adj about city, weather, people, food )  **\* Products:** Write correct words on the board(posters).  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T – Ss; Ss- Ss**   * Teacher sticks 5 icons on the board, and divides the class into 5 big groups. * Each group will be assigned a name of the following categories: city, weather, people, food. * Teacher asks students to brainstorm all adjectives related to city, weather, people, food. * The group having the most suitable answers is the winner. * T gives feedback and gives marks.   🡪T leads in the next part of the lesson. | | | \* *Brainstorming:*  Dubai Cityscape Cartoon Icon Vector Illustration Graphic Design Royalty  Free Cliparts, Vectors, And Stock Illustration. Image 92136679. Cute and adorable cartoon weather clouds icon set Vector Image Young people cartoon icons icon vector ... | Stock vector | Colourbox  *city weather people*  Premium Vector | Japan food icon set, cartoon style Vector illustration of funny modern ... | Stock vector | Colourbox  *food building*  *\* Suggested answers:*   * City: peaceful, lively, busy, industrial, cosmopolitan, green, historic, modern, etc. * Weather: rainy, wet, humid, dry, arid, frigid, foggy, windy, stormy, breezy, windless, calm, etc. * People: reliable, passionate, generous, kind, ambitious, etc.   Food: delicious, salty, bitter, creamy, awful, etc. |
| **LOOKING BACK (25’)** | | | |
| **\* VOCABULARY**  **Task 1**  **\* Aim:**To help students revise the adjectives describing cities and landmarks.  \* **Content:** Choose the best options to complete the sentences.  **\* Products:** Students say the correct key aloud ( individual work**).**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss :**   * Teacher encourages students to complete the task individually. * Student exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.   - Teacher gives feedback as a class discussion   * Teacher encourages students to provide more adjective for each questions in the Warm-up part and according to their background knowledge. | Task 1: Choose the best two options to complete the sentences.  \* *Answer key:*  1. A, B  2. A, C  3. A, C  4. A, B  5. B, C  *Suggested answers:*  1. peaceful, lively, busy, industrial, cosmopolitan, green, historic, modern, etc.  2. rainy, wet, humid, dry, arid, frigid, foggy, windy, stormy, breezy, windless, calm, etc.  3. reliable, passionate, generous, kind, ambitious, etc.  4. tall, high, modern, etc.  5. delicious, salty, bitter, creamy, awful, etc. | | |
| **\* Task 2**: | | | |
| **\* Aims:** To help students revise the nouns showing landmarks in a city.  \* Content: Write the words in the box under the pictures.  **\* Products:** Students write the words under the correct pictures.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher asks students to read the words in the box first and make sure they remember their meanings. * Teacher then allows students some time to write the words under the correct pictures. * Teacher encourages students to complete the task individually. * Student exchange their textbook to discuss the reasons about their choices.   Teacher gives feedback as a class discussion. | | Task 2: Write the words in the box under the pictures.  \* *Answer key:*  1. towers  2. river bank  3. beach  4. night market  5. palace  6. postcard | |
| **\* GRAMMAR**  **Task 3.**  **\* Aims:** To help students revise the possessive pronouns in context.  \* **Content:** Complete the sentences with the correct possessive pronouns in the box.  **\* Products:** Students’ correct answers on the board. (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students complete the task individually. * Student exchange their textbook to discuss the reasons about their choices. * Students should record their original answers to guide their self-assessment later. * Teacher gives feedback as a class discussion. | | **Task 3: Complete the sentences with the correct possessive pronouns in the box.**  \* ***Answer key:***  1. yours  2. theirs  3. mine  4. Ours  5. hers | |
| **Task 4**  **\* Aims:** To help students revise the possessive adjectives and possessive pronouns in context.  \* Content: Read the sentences and correct the underlined words.  \* **Products:** Students correct the underlined words exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Students work in pairs. * Teacher ask students to read the sentences carefully and correct the underlined words. * Students complete the task and discuss about the answers.   Teacher gives feedback as a class discussion | | Task 4: Read the sentences and correct the underlined words.  ***\* Answer key:***  1. its  2. our  3. their  4. its  5. ours | |
| **\* PROJECT (15’)**  \* **Aim:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Make a project : **\* World Travel Market (WTM 2022)**  **\* Products:**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * T - Ss; Ss - Ss * Teacher sets the context of a World Travel Market (WTM 21) that will be occurred right now in the classroom. * Teacher divides students into 4 big groups. Each group will act as a travel agency. * Teacher asks “the travel agencies” to discuss and choose a city they would like to attract visitors to come. * Teacher asks them to look for necessary information for the visit, basically by discussing the suggested questions.   - Students summarise the information and design A0 size posters about the cities they would like to promote.   * Teacher asks the class to listen to the reports and ask questions if they would like to. * Students will critically evaluate all the posters, then give 1 vote for the most attractive poster/city.   Teacher gives comments and feedback to all 4 posters and awards special prize the group which has the most votes.  - The teacher can let students continue doing the project at home. | | **\* World Travel Market (WTM 2022)**  GoNOMAD Travel Is Proud To Be A Media Sponsor Of WTM London.  **My journey around the world!**  **- Choose one city in the world you would like to visit.**  **- Find necessary information for your visit.**  1. What city is it?  2. Where is it?  3. How can you go there?  4. What’s the weather like there?  5. What would you like to see and to do there?  **Ex:**  *1. It is Seoul.*  *2. It’s in  Korea.*  *3. I can go there from Viet Nam by plane.*  *4. The weather is very different among for seasons. The most pleasant seasons for most people in the city are spring and autumn,*  *5.-I’d to discover Lotte World, buy cosmetics at Myeongdong, explore Bukchon Hanok Village, catch the guard changing ceremony at Gyeongbokgung Palace, ride the world’s steepest wooden roller coaster at Everland,…* | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
|  | |  | |
|  | |  | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 3  - make Project: **\* World Travel Market (WTM 2022)** | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 9 and To 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** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare for the next lesson: Review 3. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….