

UNIT 4: MY NEIGHBOURHOOD

Lesson 1: Getting started – Lost in the old town!

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My neighbourhood*;
 - use the vocabularies and structures to talk about different places and show directions to these.

Language analysis

Form	Meaning	Pronunciation
1. neighbourhood (n)	the area that you are in or the area near a particular place	/'neɪbəhʊd/
2. to be/get lost	when you cannot find the way or don't know where you are in a neighbourhood	/tu'bi/ /get lost/

Materials (referenced)

- Grade 6 textbook, Unit 4, Getting started
- Pictures, maps and CD player
- sachmem.vn


Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	- Prepare some hand-outs in which provide the key language of giving directions.
2. Teacher should get some general knowledge of Hoi An and Tan Ky House.	- The UNESCO-listed Hoi An (Hội An) Ancient Town is known as one of the most charming and atmospheric towns in Vietnam. Located on the bank of the Thu Bon River, this well-preserved town reflects a harmonizing fusion of both indigenous and foreign cultures that have combined to create this unique heritage site. From 15 th to 19 th century, Hoi An used to be an important trading port which attracted number of merchants from different countries to settle here.

	<p>- Tan Ky (Tấn Ký) House was built in 1741. It is the place where 7 generations of Le family have lived. The name “Tan Ky” was used by Mr. Le Tan Ky (the second generation). At that time, this house was used to trade agricultural products. The front of the house is Nguyen Thai Hoc Street while the back is Bach Dang Street facing Hoai River. At that time, Hoi An was still a busy international trading port with many Japanese, Chinese and Western merchant ships. Therefore, the location of the house is convenient for trading goods.</p>
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Board Plan

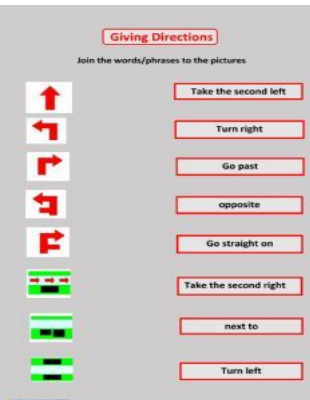
<p><i>Date of teaching</i></p> <p>UNIT 4: MY NEIGHBOURHOOD</p> <p>Lesson 1: Getting Started – Lost in the old town!</p> <p>* Warm-up Chitchatting</p> <p>I. Vocabulary:</p> <p>1. neighbourhood (n): vùng lân cận 2. to be/ get lost: bị lạc</p> <p>II. Practice:</p> <p>Task 1: Listen and put the actions in order. Task 2: Find the way to make suggestions. Task 3: Read the conversation, find and underline the following directions. Task 4: Match these directions with the diagrams.</p> <p>III. Production</p> <p>* Homework:</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To set the context for the listening and reading text.	<p>* Chitchatting:</p> <p>- Teacher shows some images of Hoi An on the screen and asks students some open questions: “Do you know where it is?”</p>	T-Ss Ss-Ss	5 mins


	To introduce the topic of the unit.	<p>“Have you ever been to Hoi An?” “Do you remember anything special in Hoi An?”</p> 		
Lead in	To lead in the topic <i>Lost in the old town</i> .	Today we are going to travel around Hoi An; before we start the lesson, let’s get some vocabulary first.	T-Ss	2 mins
Presentation (Vocab-pre-teach)	To introduce the new words.	<p>* Vocabulary: Teacher introduces the vocabulary: 1. neighbourhood (n): vùng lân cận (explanation) 2. to be/get lost: bị lạc (situation)</p>	T-Ss	5 mins
Practice	To practice the targeted language and the background knowledge of my	<p>Task 1: Listen and put the actions in order. Teacher sets the context for the listening and reading “Today we’ll meet 3 students. They are</p>	T-Ss	15 mins

	<p>neighbourhood.</p>	<p>Nick, Phong and Khang. Let's look at the picture and answer some questions:</p> <ol style="list-style-type: none"> 1. <i>What are Nick, Phong and Khang doing?</i> 2. <i>Where are they?</i> 3. <i>What might be happening to them?</i> 4. <i>Have you ever got lost?</i> 5. <i>How did you feel? What did you do?</i> <ul style="list-style-type: none"> - Teacher encourages students to share their experiences of being lost but teacher doesn't have to confirm the answers right or wrong. - Teacher asks student to get some prediction of the orderings. - Teacher plays the recording and asks the students to work independently to put <i>a-e</i> in order of what happens in the conversation. - Students listen and read and then do the ordering. - Teacher invites some pairs of students to 	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	
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Production	students know how to give directions through the conversation.	<p>sentences:</p> <ul style="list-style-type: none"> - Shall we go there first? - OK, sure. <p>* Check:</p> <ul style="list-style-type: none"> - Use: When do you ask these questions? (when we want to make suggestions) - Meaning: What do these sentences mean? - Form: <ul style="list-style-type: none"> + Shall we + V? + Let's + V. <p>Teacher can add 2 more ways to make suggestions</p> <ul style="list-style-type: none"> + How about/ What about...? + Why don't we ... ? <ul style="list-style-type: none"> - Ask students to work individually to find and underline the phrases used to give directions in the conversation. - Teacher may move around the class to check if students do exactly what is required and offer help when needed. 	S	
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	<p>To help students practise giving directions.</p>	 <p>- Have students quickly match each direction with the diagram. Check their answers as a class. If students do not understand the phrases, use the diagrams to work the meaning out from the context. If it is a weaker class, ask for translation to make sure they understand. With a stronger class, teacher may wish to ask some additional questions, e.g. Can you tell me the way to the post office near here?, etc.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. E 5. D 	<p>Ss-Ss</p>	
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		<p>Game: Find places</p> <ul style="list-style-type: none"> - Demonstrate the game with a more able student. - Ask students to play the game in pairs. In a weaker class, work together with students 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. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class. This activity can be organized as a competition game. The class is divided into teams A and B. Team A gives directions and Team B guesses the place. If their guess is correct, they get one point. Then change roles. The group with more points is the winner. - If there is still enough time teacher can give 	<p>T-Ss</p> <p>Pair work</p>	
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		<p>students one more map-to-go.</p> 		
Consolidation	To consolidate what students have learnt in the lesson.	<ul style="list-style-type: none"> - Ask one or two students to tell the class what they have learnt. - Ask students 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. 	T-Ss	2 mins
Homework	To prepare vocabularies for the next lesson: A closer look 1.	Go to the Internet and search for the places in the neighbourhood.	T-Ss	1 min

UNIT 4: MY NEIGHBOURHOOD

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My neighbourhood*;
 - use the vocabulary and structures to talk about and describe places in a neighbourhood;
 - pronounce and recognize the sounds /i/ and /i:/.

Language analysis

Form	Meaning	Pronunciation
1. square (n)	an open area in a town, usually with four sides, surrounded by buildings	/skwer/
2. cathedral (n)	the main church of a district, under the care of a bishop	/kə'thi:drəl/
3. railway station (n)	a place with one or more buildings and platforms where trains stop for people to get on or off	/'reɪlweɪsteɪʃən/
4. crowded (adj)	having a lot of people or too many people	/'kraʊdɪd/
5. peaceful (adj)	quiet and calm; not worried or upset in any way	/'pi:sfl/
6. modern (adj)	new and intended to be different from traditional styles	/'mɑ:dərn/
7. boring (adj)	not interesting; making you feel tired and impatient	/'bɔ:ɪŋ/

Materials (referenced)

- Grade 6 textbook, Unit 6, A closer look 1
- Pictures and a video clip
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 4: My neighbourhood</p> <p>Lesson 2: A closer look 1</p> <p>* Warm-up</p> <p>Game: Jumbled Words</p> <p>I. Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. square (n)</td> <td style="width: 50%;">2. cathedral (n)</td> </tr> <tr> <td>3. railway station (n)</td> <td>4. crowded (adj)</td> </tr> <tr> <td>5. peaceful (adj)</td> <td>6. modern (adj)</td> </tr> <tr> <td>7. boring (adj)</td> <td></td> </tr> </table> <p>Task 1: Match the places below with the pictures. Then listen, check and repeat the words.</p> <p>Task 2: Work in pairs. Ask and answer questions about where you live.</p> <p>Task 3: Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.</p> <p>II. Pronunciation:</p> <p>Task 4: Listen and repeat the words. Pay attention to the sound /i/ and /i:/.</p> <p>Task 5: Listen and practice the chant. Notice the sounds /i/ and /i:/.</p> <p>III. Production:</p> <p>Game: Tongue Twister</p> <p>* Homework</p>	1. square (n)	2. cathedral (n)	3. railway station (n)	4. crowded (adj)	5. peaceful (adj)	6. modern (adj)	7. boring (adj)	
1. square (n)	2. cathedral (n)							
3. railway station (n)	4. crowded (adj)							
5. peaceful (adj)	6. modern (adj)							
7. boring (adj)								

Stage	Stage aim	Procedure	Interaction	Time
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Warm-up	To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.	<p>Game: Jumbled Words_ Topic: "Places"</p> <ul style="list-style-type: none"> - Teacher divides students into 4 groups and models how to play this game. - Teacher shows one by one a mixed up set of letters and students have to unscramble the letters to find the correct word. - Teacher asks students to raise hands to give the correct names and spelling of the places - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. takmre: market 2. oslhoc: school 3. aiencm: cinema 4. knab: bank 5. metsakretup: supermarket 6. petmle: temple 7. qearsu: square 8. apoilths: hospital 9. rtoboekos: bookstore 10. arnuastetr: 	T-Ss Ss-Ss	5 mins
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		restaurant		
Lead in	To lead in the lesson about vocabulary and pronunciation.	Teacher leads students into the lesson by telling them that “In today lesson, we are going to learn more words to name and describe places in a neighbourhood and learn how to pronounce correctly two sounds /i/ and /i:/.”	T-Ss	1 mins
Presentation (Vocab- pre-teach)	To teach students some places and adjectives describing ones in a neighbourhood.	VOCABULARY Teacher introduces the vocabulary by: - providing the synonym or antonym of the words; - providing the pictures or explanation of the words. 1. square (n) [picture] 2. cathedral (n) [picture] 3. railway station (n) [picture] 4. crowded (adj) [explanation] 5. peaceful (adj) [synonym] - quiet 6. modern (adj) [antonym] - historic 7. boring (adj) [antonym] - interesting <i>* Check: Rub out and Remember</i>	T-Ss	5 mins
Practice	To help	Task 1: Match the places		15

	<p>students name places in a neighbourhood.</p> <p>To help students practice asking and answering about places in a neighbourhood.</p>	<p>below with the pictures. Then listen, check and repeat the words.</p> <ul style="list-style-type: none"> - Teacher asks students to match the places with the pictures. - Students do the task. - Teacher asks students to swap their books and mark in pairs. - Teacher plays the recording (Track 24) for students to listen and check their partner's answers. - Teacher plays the recording again with a pause after each item and asks them to repeat the words/ phrases chorally and individually. <p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. E 3. D 4. A 5. B <p>Task 2: Work in pairs. Ask and answer questions about where you live.</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs to ask and answer questions about where they live. Remind them that they 	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Pair work</p>	<p>mins</p>
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	To revise the adjective students learnt in primary school and help them practice asking and answering about places in a neighbourhood.	<p>can use the places in 1 or any places they want to ask.</p> <ul style="list-style-type: none"> - Teacher calls some pairs to practice in front of the class. - Teacher gives feedback and corrections (if necessary). <p>Task 3: Work in groups. Ask and answer about your neighbourhood. You can use the adjective below. (p. 40)</p> <ul style="list-style-type: none"> - Teacher models this activity with a more able student and remind students that they can use adjectives in the box or other adjectives they know to talk about their village, town, city. - Students work with their partners. - Teacher calls some pairs to practice in front of class - Teacher may ask other students to give comments. 	<p>Ss-Ss</p> <p>T-Ss</p> <p>Group work</p> <p>T-S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
Presentation (Pre-teach the sounds /i/ and /i:/)	To help students to identify how to pronounce the sounds /i/ and /i:/.	<p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Teacher introduces 2 sounds /i/ and /i:/ to students and lets them watch a video about how to pronounce 	T- Ss	5 mins

		<p>these two sounds and asks them to identify which sound is longer and which one is shorter.</p> <ul style="list-style-type: none"> - Teacher asks students to give some words they know containing these sounds. <p>Suggested answers:</p> <ul style="list-style-type: none"> - /i/: chip, tin, ship, ... - /i:/: cheap, teen, sheep, ... 				
Practice	To help students identify and practice the /i/ and /i:/ sounds.	<p>Task 4: Listen and repeat the words. Pay attention to the sounds /i/ and /i:/.</p> <ul style="list-style-type: none"> - Teacher asks students to practice the sound /i/ and /i/ together. - Teacher plays the recording and ask students to repeat - Teacher gets students to work in pairs and put the words in the correct column while they listen and call some pairs to write their answers on the board before checking their answers with the whole class. <p>Answer key:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">/i/</td> </tr> <tr> <td>noisy, exciting, expensive, friendly</td> </tr> </table>	/i/	noisy, exciting, expensive, friendly	T-Ss Pair work	5 mins
/i/						
noisy, exciting, expensive, friendly						

		<table border="1"> <tr> <td>/i:/</td> </tr> <tr> <td>clean, peaceful, convenient, cheap</td> </tr> </table> <p>Task 5: Listen and practice the chant. Notice the sounds /i/ and /i:/.</p> <ul style="list-style-type: none"> - Teacher asks students to listen while teacher plays the recording. - Teacher plays the recording again and ask students to chant along. - Teacher provides further practice by dividing the class into 2 groups. - Teacher has groups sing alternate lines. 	/i:/	clean, peaceful, convenient, cheap	T-Ss	
/i:/						
clean, peaceful, convenient, cheap						
Production	To give students chance to apply and make challenging what they have learnt with more difficult task.	<p><i>Game: Tongue Twister</i></p> <ul style="list-style-type: none"> - Teacher shows the Tongue Twister and asks students to practice in groups of 4. <ol style="list-style-type: none"> 1. <i>He took a chilly dip six feet deep in the sea. He says it keeps him fit.</i> 2. <i>He thinks he's slick in his sleek wheels meeting and greeting the elite.</i> <ul style="list-style-type: none"> - Students practice in groups. - Teacher calls the representative from 	Group work S-S	5 mins		

		<p>each group to say the sentences in front of the class.</p> <p>- Teacher asks each group to vote for the group which has the best pronunciation.</p>		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To revise what they have learnt.	Find 5 more words with the sound /i/ and 5 more words with the sound /i:/. Write them down and practice pronouncing the words.	T-Ss	1 min

UNIT 4: MY NEIGHBOURHOOD

Lesson 3: A closer look 2

Comparative adjectives

Lesson aim(s)

By the end of the lesson, students can understand and use comparative adjectives to make sentences, dialogues.

Language analysis

Grammar Box: Comparative adjectives

	Positive	Comparative	Rule
one syllable	fast	faster	+ er
	large	larger	+ r
two syllables	noisy	noisier	y → ier
	modern	more modern	more + adj
three or more syllables	expensive	more expensive	more + adj

* *than* is used to make comparisons.

Materials (referenced)

- Grade 6 textbook, Unit 4, A closer look 2
- Pictures, sets of word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may find hard to distinguish short and long adjectives.	Prepare some adjective cards in groups, highlight the syllables in each adjectives, let students count the syllables.
2. Some students will not get used to making sentences using the form of comparatives.	<ul style="list-style-type: none">- Encourage students not to be afraid of making mistakes.- Correct them, lead them step-by-step. Practice makes perfect.

Board Plan


<p><i>Date of teaching</i></p> <p>UNIT 4: MY NEIGHBOURHOOD</p> <p>Lesson 3: A closer look 2</p> <p>Comparative adjectives</p> <p>* Warm-up Crossword</p> <p>I. Grammar focus:</p> <p>*Form</p> <p>*Use</p> <p>*Sign</p> <p>II. Practice:</p> <p>Task 1: Complete the sentences with the comparative form of the adjectives.</p> <p>Task 2: Use the correct form of the words in brackets to complete the letter.</p> <p>Task 3: Compare two neighbourhoods using the adjectives.</p> <p>Task 4: Compare life in the city with life in the country.</p> <p>* Homework:</p>


Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar of comparison.	<p>* Game: Crossword</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Teacher prepares the ppt for the crosswords, students take turn to answer the words - The one can get the key word wins the game. <p style="text-align: center;">C L E V E R B U S - S T O P T E M P L E P E A C E F U L C A T H E D R A L S Q U A R E N O I S Y E X P E N S I V E C O N V E N I E N T M O D E R N</p>	<p>T-Ss</p> <p>Group work</p>	<p>5 mins</p>

Lead in	To introduce targeted grammar of comparison.	<ul style="list-style-type: none"> - Teacher asks students how the understand the key word COMPARISON. - Choose two students of very different heights and ask them to stand up. Teacher asks the class: Who is taller? Indicate tall and taller with your hands and arms. Teacher may give another example, e.g. two rulers or desks: long – longer. Ask students to say what taller and longer are in Vietnamese. Teacher introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ). - Focus students' attention on comparative forms and explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary. 	T-Ss	2 mins
	To help students practise using comparative adjectives.	<p>Task 1: Complete the sentences with comparative form of the adjectives.</p> <ul style="list-style-type: none"> - Ask students to read the instruction. Tell students 	T-Ss Ss-Ss	15 mins

<p>Presentation</p>		<p>what they should do. (With a weaker class, do the first sentence as an example). Remind them to pay attention to the number of the syllables in each adjective.</p> <p>- Ask students to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.</p> <p>“Now, let’s do no.1 together then we can know how we write a sentence with comparative.”</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. taller 2. noisier 3. bigger 4. more peaceful 5. more exciting <p>➔ Leads-in: after doing Task 1, you can tell me the form of the comparison:</p> <ul style="list-style-type: none"> • Form: <ul style="list-style-type: none"> - Short Adj: S + be + adj-ER + than + S’. - Long Adj: S + be + MORE + adj + than + S’. 	<p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	
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		<ul style="list-style-type: none"> • Use: We can use comparative adjectives to compare two people or things. • Sign: “than” 		
	To help students practise forming the correct comparative form of adjectives.	<p>Task 2: Complete the letter using the correct form of the words.</p> <ul style="list-style-type: none"> - Ask students to read the instruction. Tell students what they should do. - Ask students to read and complete the letter individually. Remind them to pay attention to the number of the syllables in each adjective. - Have students compare their answers in pairs before checking with the whole class. Confirm the correct answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. hotter 2. smaller 3. older 4. wider 5. more delicious 6. cheaper 	T-Ss	10 mins
Production	To give students further practice on using comparative adjectives.	<p>Task 3: Compare two neighbourhoods using the given adjectives.</p> <ul style="list-style-type: none"> - Ask students to look at the pictures of the two neighbourhoods. Elicit the contrast between 	T-Ss	10 mins

		<p>the things in the two neighbourhoods and the adjectives that can be used to describe them.</p> <ul style="list-style-type: none"> - Ask students to write sentences, comparing the two neighbourhoods. Have students compare their sentences in pairs before showing some students' sentences to the whole class. Ask students to give comments and correct any mistakes if possible. <p>Task 4: Work in groups and compare life in the city with life in the country.</p> <ul style="list-style-type: none"> - Teacher use the Power Point screen to show the two pictures and asks students to work in groups to talk about the differences. - Encourage the students to use the adjectives in the textbook first and then they can broaden by adding more adjectives to describe. 	<p>Group work</p>	
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Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson. - Summarize the main points of the lesson. - Ask students to make sentences to compare people and things in their classroom, using comparative adjectives.	T-Ss	2 mins
Homework	To prepare for the next lesson - Communication.	Do Exercise 3 and Exercise 4, write the answers on your notebook.		1 min

UNIT 4: MY NEIGHBOURHOOD

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- ask for and giving directions in a neighbourhood;
 - listen for sequence and for details;
 - create an audio guide for Ho Chi Minh City.

Language analysis

Materials (referenced)

- Grade 6 textbook, Unit 4, Communication
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some landmarks.	Provide students with information about the landmarks they do not know.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 4: My neighbourhood</p> <p>Lesson 4: Communication</p> <p>* Warm-up: Guessing game</p> <p>I. Everyday English: Asking for and giving directions</p> <p>Structure: 1. Could you tell me the way to ...? 2. Where's the nearest ...? 3. go along 4. on your left/ right 5. take the first turning</p> <p>Note: Use to ask for and give directions in a neighbourhood.</p> <p>Task 1: Listen and read the conversations. (p. 43)</p> <p>Task 2: Work in pairs. Make similar conversations to ask for and give directions to places near your school.</p> <p>II. An audio guide to a place:</p> <p>Task 3: Nick is listening to an audio guide to Hoi An. Listen and fill the blanks. (p. 43)</p> <p>Task 4: Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.</p> <p>Task 5: Present your audio guide to your class.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<ul style="list-style-type: none"> - Teacher divides the class into 2 groups and let them play a small game: Guessing game - Teacher gives 3 pictures related to Hoi An (one by one) and asks "Which city is this?", students guess the name of the place 	T-Ss Ss-Ss	3 mins

		and explain their guess.		
Lead in	To lead in the lesson about vocabulary and pronunciation.	<ul style="list-style-type: none"> - Teacher leads students into the lesson by asking students some questions: <i>Have you ever been to Hoi An?</i> <i>What do you know about this place?</i> → Today we are going to listen to a guide to Hoi An. <i>Suggested answers:</i> <i>Yes, I have.</i> <i>I think Hoi An is an ancient town, it has Ong pagoda, Hoa Nhap workshop,...</i> 	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To introduce ways to ask for and give directions in English.	<p>Task 1: Listening and expressing the structures of giving directions.</p> <ul style="list-style-type: none"> - Teacher plays the recording for students to listen and read the dialogue between A and B at the same time. Ask students to pay attention to the sentences and phrases used to ask for and give directions. - Teacher elicits the 	T-Ss	5 mins

		<p>structures for directions</p> <ol style="list-style-type: none"> 1. Could you tell me the way to ...? 2. Where's the nearest ...? <p>- Teachers elicit the phrases to give directions from students</p> <ol style="list-style-type: none"> 1. go along 2. on your left/ right 3. take the first turning <p>Audio script:</p> <p>A: Excuse me. Could you tell me the way to the cinema, please?</p> <p>B: Go along this street. It's on your left.</p> <p>A: Excuse me. Where's the nearest post office, please?</p> <p>B: Go out of the station. Take the first turning on the right.</p>		
Practice	To practice asking for and giving directions.	<p>Task 1: Work in pairs. Have students practice the phrases and structures of asking for and giving directions. (p. 61)</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs and take turns to practice the dialogue. - Students do the task in pairs. - Teacher calls some 	<p>Pair work</p> <p>Ss-Ss</p>	5 mins

		<p>pairs to practise in front of the class.</p> <ul style="list-style-type: none"> - Teacher gives feedback and corrections (if necessary). 	T-Ss	
Product	To apply the knowledge about asking and giving directions in a neighbourhood.	<p>Task 2: Work in pairs. Make similar conversations to ask for and give directions to places near your school.</p> <ul style="list-style-type: none"> - Teacher asks students to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. - Encourage them to practice asking for and giving directions to some places near their school. - Move around to observe and provide help. - Call some pairs to practice in front of the class. - Comment on their performance. 	Pair work	5 mins
* An audio guide to a place				
Name recognizing	To help students get used to some famous	Task 3: Nick is listening to an audio guide to Hoi An. Listen and fill in the blanks. (p. 43)		5 mins

landmarks in big cities.

- Teacher shows 4 pictures of 4 places mentioned in the recording. Students guess the order of their appearances (individually).

T- Ss



a) Café 96



b) Hoa Nhap Workshop



c) Museum of Sa Huynh Culture



d) Quan Cong Temple

		<ul style="list-style-type: none"> - The whole class share their ideas. Teacher writes some students' ideas on the board to check later. - 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 pictures. - Students share the answer with the whole class. - Teacher checks and elicits from students any information they know about the pictures. <p>Answer key:</p> <ol style="list-style-type: none"> 1. Café 96 2. Hoa Nhap Workshop 3. Museum of Sa Huynh Culture 4. Quan Cong Temple <p>* Fill in the gaps</p> <ul style="list-style-type: none"> - Students open their books, recall/ guess the words to fill in the blanks. - Play Track 37 again, students fill in the gaps (individually). 	<p>Ss-Ss T-Ss</p> <p>Pair work</p>	
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		<p>Task 5: Present your audio guide to your class. (p. 43)</p> <ul style="list-style-type: none"> - Have students to prepare their audio guide individually and then share it with a partner. - Have students practise presenting their audio guide in other pairs or in groups. 		
Checking knowledge	To help students practice presenting their audio guide to Ho Chi Minh City to the class.	<ul style="list-style-type: none"> - Call some students to present their audio guides using the map to the whole class. - Ask some questions related to the audio guides students have presented. - Make comments and correct any mistakes if there are any. 	Group work	7 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson: Skills 1.	Read Khang's blog and make notes about what you like or dislike about your neighbourhood.	T-Ss	1 min

UNIT 4: MY NEIGHBOURHOOD

Lesson 5: Skills 1

Lesson aim(s)

- 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.

Language analysis

1. 'suburb (n): khu ngoại ô (note: usually plural)
(*synonym: the countryside*) in the suburb of...
2. outdoor activity: hoạt động ngoài trời (example : *play football, go camping, go fishing... where can do these activities?*)
3. backyard (n): sân sau (*explanation: the yard behind the house*)
4. dislike (v): không thích (antonym: like, love...)
5. incredibly (adv): cực kỳ, một cách đáng kinh ngạc
(*synonym: very, extremely*)
6. crowded (adj): đông đúc

Form	Meaning	Pronunciation
1. suburb (n)	an area on the edge of a large town or city where people who work in the town or city often live	/ 'sʌbɜ: b/
2. outdoor activity (n)	the actions which can do outside the house	/ 'aʊt, dɔ: r/ /æk 'tɪvəti/
3. backyard (n)	a small space surrounded by walls at the back of a house, usually with a hard surface	/ , bæk 'jɑ: rd/
4. dislike (v)	to not like someone or something	/ dɪ 'slaɪk/
5. incredibly (adv)	impossible, or very difficult to believe	/ ɪn 'kredəbəl/
6. crowded (adj)	If a place is crowded, it is full of people	/ 'kraʊdɪd/

Materials (referenced)

- Grade 6 textbook, Unit 4, Skills 1
- Pictures, sets of words, lucky number game
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Let students read the text a gain (if needed).- Create a comfortable and encouraging environment for students to speak.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 4: My neighbourhood</p> <p>Lesson 5: Skills 1</p> <p>* Warm-up</p> <p>Game: Miming</p> <p>II. Reading:</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. suburb (n) 2. outdoor activity (n) 3. backyard (n) 4. dislike (v) 5. incredibly (adv) 6. crowded (a) <p>Task 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?</p> <p>Task 2: Read Khang's blog again and fill the table with the information.</p> <p>Task 3: Read Khang's blog again. Then answer the questions.</p> <p>II. Speaking:</p> <p>Task 4: Make notes about your neighbourhood. Think about what you like/dislike about it.</p> <p>Task 5: Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading.	<ul style="list-style-type: none"> - Teacher divides the class into 2 groups and let them play small game: Miming. - Teacher asks one student to give the direction and the rest of the group will guess what the direction is, then the student who can guess the correct 	Group work	4 mins

		<p>answer will do next. The group has more points, is the winner.</p> <p>- Teacher checks pronunciation if necessary.</p>		
Lead in	To lead in the lesson about Skills 1.	<p>- Teacher leads students into the lesson by asking students some questions:</p> <ol style="list-style-type: none"> 1. Where do you think Khang's neighbourhood is? 2. What do you think about it? 3. What are there in the neighbourhood? 4. Do you like living there? Why?/ Why not? <p>→ You're going to read Khang's blog.</p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. <i>In the countryside.</i> 2. <i>I think Khang's neighbourhood is very nice and peaceful.</i> 3. <i>There are a lot of trees, markets,...</i> 4. <i>Yes, I do. Because it is very peaceful.</i> 	T-Ss	3 mins
Pre-Reading (Pre-teach vocabulary)	To provide students with some lexical items before reading the text.	<p>* VOCABULARY</p> <p>- Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> • Providing the synonym or antonym of the words; • Providing the pictures of 	T-Ss	7 mins

		<p>the words;</p> <ul style="list-style-type: none"> • Providing the definition of the words. <ol style="list-style-type: none"> 1. suburb (n): khu ngoại ô (note: usually plural) (<i>Synonym: the countryside</i>) in the suburb of..... 2. outdoor activity: hoạt động ngoài trời (example: <i>play football, go camping, go fishing... where can do these activities?</i>) 3. backyard (n): sân sau (<i>explanation: the yard behind the house</i>) 4. dislike (v): không thích (antonym: like, love...) 5. incredibly (adv): cực kỳ, một cách đáng kinh ngạc (synonym: <i>very, extremely</i>) 6. crowded (a): explanation <p>Checking: Matching</p>		
While-Reading	To develop reading skill for general and specific information.	<p>Task 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?</p> <ul style="list-style-type: none"> - Teacher asks students to read the blog and underline the words in the box individually. - Then let them try to guess the meaning. 	T-Ss Ss	15 mins

		<p>understand them and know what information is being asked.</p> <ul style="list-style-type: none"> - Students underline the key word(s) in each question to locate the answer in the reading text. <p>Answer key:</p> <ol style="list-style-type: none"> 1. It is in the suburb of Da Nang. 2. Because it has beautiful parks, sandy beaches and fine weather. 3. They are very friendly. 4. Because they are busy and crowded. 	Ss	
Pre-Speaking	To help students form the ideas for their speaking.	<p>Task 4: Make notes about your neighbourhood. Think about what you like/ dislike about it.</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups and allows each group to think what they like/ dislike in their neighbourhood. - Teacher asks students to discuss and make notes of the information they want to share with the class. - Teacher goes around and offers help if needed. 	<p>Group work</p> <p>Ss-Ss</p>	5 mins
While-Speaking	To help student use what they	Task 5: Work in pairs. Ask and answer about what		5 mins

	have learnt so far to talk about their neighbourhood.	<p>you like and dislike about your neighbourhood.</p> <ul style="list-style-type: none"> - Teacher invites some students to share their preparation and makes sure they speak in full sentences. - Students share their ideas with the whole class. 	<p>T- Ss</p> <p>Ss-Ss</p>	
Post-Speaking	To help students improve next time.	<ul style="list-style-type: none"> - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments. 	<p>T-Ss</p> <p>Ss-Ss</p>	3 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson: Skills 2.	Teacher asks students to search for information about their neighbourhood.	T-Ss	1 min

UNIT 4: MY NEIGHBOURHOOD

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- listen for specific information about one's neighbourhood;
 - write a paragraph about one's neighbourhood.

Materials (referenced)

- Grade 6 textbook, Unit 4, Skills 2
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs in which provide the key language of describing tourist attractions.
2. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
Unit 4: My neighbourhood
Lesson 6: Skills 2

*** Warm-up**

Short video: Introduce busy life in Ho Chi Minh City

I. Listening:

Task 1: True or False Prediction.

Task 2: Listen and check.

Task 3: Listen and do the gap-filling.


II. Writing:

Work in groups. Talk about what you like and dislike about your neighbourhood.

Task 4: Write a paragraph about 50 words about your neighbourhood saying what you like and dislike about it.

*** Homework:**

Rewrite the paragraph in your notebook.

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce about the destination in the listening.	<ul style="list-style-type: none"> - Before starting this lesson, ask students about the content of the previous lesson. Teacher may ask students to describe Khang's neighbourhood again. - Teacher shows a picture and asks students where it is.  <p><i>Suggested answers:</i> Ho Chi Minh City</p>	T-Ss	2 mins
Lead in		<ul style="list-style-type: none"> - Teacher draws students' attention to the 	T-Ss	1 min

	for specific information (T / F).	<ul style="list-style-type: none"> - 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. <p>Answer key:</p> <ol style="list-style-type: none"> 1. F (Vy lives in the suburbs of HCMC.) 2. T 3. F (The streets are wide.) 4. T 5. T <p><i>Lead-in</i></p> <p>I know that you can remember main content of the listening after doing <i>Task 2</i>. With the third listening, let's get some detail words for me... What does Vy like and dislike about HCMC?</p>	S Ss-Ss T-Ss	
Pre-Writing	To help students develop their skill of listening for specific information.	<p>Task 3: Listen and do the gap-filling.</p> <ul style="list-style-type: none"> - Ask students to study the phrases with the blanks carefully. Students may work in pairs to discuss the answers from the information they have listened. 	T-Ss	10 mins

		<ul style="list-style-type: none"> - Play the recording again and have students write the answers as they listen. Students can share their answers with their partners. - With a weaker class, teacher may play the recording many times until students have written down all their answers. Call some students to write their answers on the board. - Play the recording again for students to check the answers. Teacher may pause at the sentences that include the information students need for their answers. <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. art gallery 2. wide 3. friendly 4. far 5. crowded <p>If there is time, invite one or two students to briefly describe Vy's neighbourhood, focusing on what she likes and dislikes about it.</p> <p><i>Leads in</i></p> <p>You can remember pretty well what Vy likes and dislikes about living in the suburbs of HCMC. Now it's</p>	<p>Group work</p> <p>S</p> <p>T-Ss</p>	
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		your turn to talk about what you like and dislike about your city ...		
While-Writing	<p>To provide students some ideas for the next writing activity.</p> <p>To teach students how to write a paragraph about 50 words about a travel attraction they know.</p>	<p>Task 4: Write a paragraph about 50 words about your neighbourhood saying what you like and dislike about it.</p> <ul style="list-style-type: none"> - Ask students to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners. - Students may be required to count how many things they have in common with their partners. - Set up the writing activity: Teacher reminds students that the first important thing is always to think about what they are going to write. Students can use the ideas they have ticked in 3. Teacher asks students to brainstorm for the ideas and the language necessary for writing. Teacher may ask students to refer back to the reading for useful language and ideas, and write some useful expressions and 	T-Ss	12 mins
			S	

		<p>language on the board.</p> <ul style="list-style-type: none"> - Ask students to write the first draft individually. Then have them write their final version. Teacher may display all or some of the students' writings on the wall / notice board. Teacher and other students give comments. Students edit and revise their writing as homework. If time is limited, Teacher may ask students to write the final version at home. - Teacher goes round and helps if needed. - Teacher can give some correction (typical mistakes). 		
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. 	<p>Ss-Ss</p> <p>T-Ss</p>	3 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To allow students finalize their	Rewrite the paragraph in your notebook.	T-Ss	1 min

	paragraph after being checked by friends and the teacher.			
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UNIT 4: MY NEIGHBOURHOOD

Lesson 7: Looking back & Project

Lesson aim(s)

- By the end of the lesson, students will be able to:
- review the vocabulary and grammar of Unit 4;
 - apply what they have learnt (vocabularies and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 4, Looking back & Project
- Handouts, word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing project.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practice.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 4: My neighbourhood</p> <p>Lesson 7: Looking back & Project</p> <p>* Warm-up</p> <p>Video: Hanoi Old Quarter</p> <p>I. Looking back:</p> <p>Task 1: Write the name for each picture.</p> <p>Task 2: Put the following adjectives in the correct column.</p> <p>Task 3: Write their comparative form in the table below.</p> <p>Task 4: Complete the sentences comparing the pictures.</p> <p>II. Project:</p> <p>MY MAP</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabularies related to the topic.	<ul style="list-style-type: none">- Teacher shows a short video about travelling around Hanoi Old Quarter.- Teacher asks students to take note as many words about places as possible.- Teacher calls some students go to the board and rewrite the words.- Teacher checks the words and does correction if it's necessary.- Leads in: This is	Group work T - Ss	5 mins

		the last lesson of Unit 4, I want you to revise the topic <i>My neighbourhood</i> by doing some more exercises.		
Looking back	<p>To help students revise the vocabulary about places in the neighbourhood.</p> <p>To help students revise the vocabularies about long and short adjectives.</p> <p>To help students to make sentences using the comparative form.</p>	<p>Task 1: Write the name for each picture.</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Students exchange their textbooks to compare their answers together. - Teacher gives feedback to the whole class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. temple 2. railway station 3. square 4. art gallery 5. cathedral <p>Task 2: Put the following adjectives in the correct column.</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the 	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>S</p>	16 mins

		<p>task individually.</p> <ul style="list-style-type: none"> - Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/ phrases. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. syllable: fast/ hot/ large/ quiet 2. syllables: heavy/ noisy 3. syllables: expensive/ beautiful/ exciting 	Ss-Ss	
	To help students revise the use of <i>some/any</i> in context.	<p>Task 3: Write their comparative form in the table below.</p> <ul style="list-style-type: none"> - Teacher encourages students to complete the task individually. - Student exchange their textbooks to discuss the reasons why they are choosing the appropriate words/phrases. - Teacher gives 	Ss	
			Ss-Ss	

		<p>feedback as a class discussion.</p> <p>Answer key: faster more beautiful noisier more expensive hotter more exciting quieter heavier larger</p> <p>Task 4: Complete the sentences comparing the pictures.</p> <ul style="list-style-type: none"> - Students work individually. - Teacher asks students to look for clues in each sentence to decide which word to fill the blank. - Teacher asks students to swap their answers and check. - Teacher checks their answers as a class. <p>Answer key: 1. noisier 2. more modern 3. more expensive 4. more peaceful</p>	<p>Ss</p> <p>T-Ss</p>	
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Project	To allow students to apply what they have learnt (vocabularies and grammar) into practice through a project.	<p>This is to introduce students to another way of practising asking for and giving directions to the places in their neighbourhood.</p> <p>ACTIVITY 1</p> <ul style="list-style-type: none"> - Have each student draw a map of their neighbourhood with the names of at least ten places on their map. - Teacher may have students prepare their maps at home. <p>ACTIVITY 2</p> <p>Ask students 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 in front of the whole class.</p>	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	<p>20 mins</p>
Consolidation	To consolidate what students have learnt in	Teacher asks students to talk about what they	T-Ss	3 mins

	the lesson.	have learnt in the lesson.		
Homework	To apply what they have learnt into practice through a project.	Prepare for the next lesson: Unit 5 – Lesson 1: Getting started.	Ss	1 min

* Pictures' source: From Internet