

## UNIT 9: CITIES OF THE WORLD

### Lesson 1: Getting Started - What nice photos!

#### Lesson aim(s)

- 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.

#### Language analysis

Form	Meaning	Pronunciation
1. rainy (adj)	having or bringing a lot of rain	/'reɪni/
2. crowded (adj)	having a lot of people or too many people	/'kraʊdɪd/
3. beautiful (adj)	having beauty; giving pleasure to the senses or to the mind	/'bju:tɪfl/
4. interesting (adj)	attracting your attention because it is/they are special, exciting or unusual	/'ɪntrestɪŋ/
5. exciting (adj)	causing great interest or excitement	/ɪk'saɪtɪŋ/

#### Materials (referenced)

- Grade 6 textbook, Unit 9, Getting started
- Pictures and maps
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	- Prepare some hand-outs in which key language of the key language of describing tourist attractions.
2. Students may have underdeveloped listening, speaking and co-operating skills.	- 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.

#### Board Plan

*Date of teaching*

## UNIT 9: CITIES OF THE WORLD

### Lesson 1: Getting started

#### \* Warm-up

Matching game: Cities and Continents

#### I. Vocabulary

1. rainy (adj)
2. crowded (adj)
3. beautiful (adj)
4. interesting (adj)
5. exciting (adj)

#### II. Practice

Task 1: Listen and read.

Task 2: Write the names of the cities in the correct places.

Task 3: Read the conversation again and match the cities with the adjectives describing them.

Task 4: Match the cities with their landmarks.

Task 5: Game – What city is this?

#### \* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"><li>- To set the context for the listening and reading text.</li><li>- To introduce the topic of the unit.</li></ul>	<p><b>* Matching game:</b></p> <ul style="list-style-type: none"><li>- Teacher divides students into 5 groups and delivers a set of 10 pictures about cities in 5 continents.</li><li>- Each group will be assigned the name of the 5 continents.</li><li>- Students will have to pick up the pictures and stick them to their appropriate continent.</li><li>- The group which completes the given task</li></ul>	Group work	5 mins

the fastest and correctly  
will be the winner.

**Answer key:**

**Group 1: Africa**



*Casablanca*



*Cairo*

**Group 2: America**



*New York*



*Rio De Janeiro*

**Group 3: Asia**



*Hoi An*



*Singapore*

**Group 4: Europe**



*Venice*







*Paris*

**Group 5: Oceania**



*Sydney*

		 <p style="text-align: center;"><i>Melbourne</i></p>		
Lead in	To lead in the topic of cities and their landmarks.	<p>- Teacher draws students' attention to the picture in the textbook and asks them questions about the picture to introduce the land:</p> <ol style="list-style-type: none"> <li>1. What are Mai and Tom doing?</li> <li>2. What are they looking at?</li> <li>3. What is the name of the city?</li> <li>4. What landmark is in the picture?</li> </ol> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. They are talking to/ discussing with each other.</li> <li>2. They are looking at the computer screen/ some photos/ pictures about places around the world.</li> <li>3. It's Sydney in Australia.</li> <li>4. It's the Opera House.</li> </ol>	T-Ss	2 mins
Presentation (Vocab-pre-teach)	To introduce the vocabulary appearing in the next.	<p><b>VOCABULARY</b></p> <p>- Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> <li>+ showing the pictures illustrating the words.</li> <li>+ providing the synonym</li> </ul>	T-Ss	5 mins

		<p>or antonym of the words.</p> <p>+ providing the definition of the words.</p> <ol style="list-style-type: none"> <li>1. rainy (adj): [picture]</li> <li>2. crowded (adj): [picture]</li> <li>3. beautiful (adj): [picture]</li> <li>4. interesting (adj): [synonym] → fascinating (adj)</li> <li>5. exciting (adj): [antonym] → unexciting (adj)</li> </ol>  <p><i>rainy</i></p>  <p><i>crowded</i></p>  <p><i>beautiful</i></p>		
Practice	To practice the targeted language (adjectives)	<p><b>Task 1: Listen and read.</b></p> <p>- Teacher sets the context for the listening and reading text:</p>	T-Ss	15 mins

	<p>and the background knowledge of cities in the world.</p>	<ul style="list-style-type: none"> <li>+ Teacher asks students to look at the title of the conversation and the picture.</li> <li>+ Teacher asks them some brainstorming questions like:             <ol style="list-style-type: none"> <li>1. What do you think Mai and Tom are talking about?</li> <li>2. What city can you recognize from the photos?</li> <li>3. What is it famous for? etc.</li> </ol> </li> <li>- Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong.</li> <li>- Teacher play the recording, asks students underline the words they have learn in the vocabulary part.</li> <li>- Teacher can play the recording more than once.</li> <li>- Students listen and read.</li> <li>- Teacher invites some pairs of students to read the dialogue aloud.</li> <li>- Teacher has students say the words in the text that they have underlined.</li> </ul>	<p>S Ss-Ss</p> <p>T-Ss</p>	
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	<p>To help students identify the location of the cities mentioned in the conversation on a map.</p>	<p><b>Task 2: Write the names of the cities in the correct places.</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students to look at the photos and the text in order to find the answers.</li> <li>- Students work independently.</li> <li>- Teacher allows students to share their answers before discussing as a class.</li> <li>- Teacher asks students to support their answers or encourages them to provide more information about the 3 cities.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. London</li> <li>2. New York</li> <li>3. Sydney</li> </ol>	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
	<p>To help students focus on the use of adjectives to describe cities.</p>	<p><b>Task 3: Read the conversation again and match the cities with the adjectives describing them.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Students work</li> </ul>	<p>T-Ss</p>	



	<p>To help students visualize some landmarks of the cities mentioned in the conversation.</p>	<p>independently.</p> <ul style="list-style-type: none"> <li>- Teacher allows students to share their answers before discussing as a class.</li> <li>- Teacher asks students to support their answers or encourages them to provide more adjectives to describe the 3 cities.</li> </ul> <p><b>Answer key:</b></p> <p>1. Sydney:</p> <ul style="list-style-type: none"> <li>- c – exciting</li> <li>- d – beautiful</li> </ul> <p>2. London:</p> <ul style="list-style-type: none"> <li>- a – rainy</li> </ul> <p>3. New York:</p> <ul style="list-style-type: none"> <li>- b – crowded</li> <li>- e – interesting</li> </ul> <p><b>Task 4: Match the cities with their landmarks.</b></p> <ul style="list-style-type: none"> <li>- Students can work in pairs to complete this task.</li> <li>- 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.</li> </ul> <p><b>Answer key:</b></p> <p>1. Ha Noi – c</p> <p>2. London – d</p> <p>3. New York – a</p> <p>4. Sydney – b</p>	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Pair work</p>	
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Production	To give students a fun time revising what they have learnt so far in the lesson.	<p><b>Task 4 (Cont.): Match the cities with their landmarks.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Students can choose a landmark or a city to present about it.</li> </ul> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. New York: Statue of Liberty, Central Park, Brooklyn Bridge, Broadway, Empire State Building, Times Square, etc.</li> </ol>	Group work	15 mins
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		<p>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.</p> <p><b>Task 5: Game – What city is this?</b></p> <ul style="list-style-type: none"> <li>- Teacher models the game by asking students to guess the picture she is holding with the whole class first.</li> </ul> <p>Example:</p> <p>Teacher: <i>Can you guess the city in the picture?</i></p> <p>A student: <i>What's it like?</i></p> <p>Teacher: <i>It has beautiful beaches.</i></p> <p>A student: <i>Is it in Australia?</i></p> <p>Teacher: <i>Yes, it is.</i></p> <p>A student: <i>It's Sydney.</i></p> <p>Teacher: <i>Right!</i></p> <ul style="list-style-type: none"> <li>- Teacher can deliver the pictures used in the Warm-up part to students so that they can have visual aids to play the game.</li> </ul>	T-Ss	
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		- Students play the game in groups of four. Every student will have to ask questions, provide information and find the answers.	Group work	
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 vocabulary for the next lesson: A closer look 1.	Go to the Internet and search for the information on your favourite cities in the world (food, people, weather, etc.)	T-Ss	1 min

# UNIT 9: CITIES OF THE WORLD

## Lesson 2: A closer look 1

### Lesson aim(s)

<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>- use the lexical items related to the topic <i>Cities of the World</i>;</li> <li>- use the vocabulary and structures to talk cities and landmarks;</li> <li>- pronounce and recognize the sounds /əʊ/ and /aʊ/.</li> </ul>
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### Language analysis

Form	Meaning	Pronunciation
1. sunny (adj)	with a lot of bright light from the sun	/'sʌni/
2. delicious (adj)	having a very pleasant taste or smell	/dɪ'liʃəs/
3. stall (n)	a table or small shop with an open front that people sell things from, especially at a market	/stɔ:l/
4. palace (nph)	the official home of a king, queen, president, etc.	/'pæləs/
5. street food (nph)	prepared or cooked food sold by vendors in a street or other public location for immediate consumption.	/'stri:t fu:d/
6. floating market (nph)	an outdoor market on the rivers	'fləʊtɪŋ mɑ:rkɪt/



### Materials (referenced)



<ul style="list-style-type: none"> <li>- Grade 6 textbook, Unit 9, A closer look 1</li> <li>- Pictures and video clip</li> <li>- sachmem.vn</li> </ul>
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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"> <li>- Play the recording many times if any necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectations in explicit detail. Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>



### Board Plan

<i>Date of teaching</i>
<b>UNIT 9: CITIES OF THE WORLD</b>
<b>Lesson 2: A closer look 1</b>
<b>* Warm-up</b>
Name the pictures
<b>I. Vocabulary</b>
1. sunny (adj)
2. delicious (adj)
3. stall (n)
4. palace (n)
5. street food (nph)
6. floating market (nph)
Task 1: Fill each box with an adjective.
Task 2: Complete the sentences with the words in Task 1.
Task 3: Write the words and phrases under the correct pictures.
<b>II. Pronunciation</b>
Task 4: Listen and write the words in the correct column. Then listen and repeat.
Task 5: Listen and repeat. Pay attention to the underlined words.
<b>III. Production</b>
Whispering game
<b>* Homework</b>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.	<p><b>* <i>Name the pictures</i></b></p> <ul style="list-style-type: none"> <li>- Teacher divides students into 4 groups and delivers a set of 4 pictures about famous landmarks in the world.</li> <li>- Teacher shows pictures one by one and asks students to raise hands to give the correct names and spelling of the landmarks.</li> <li>- The fastest group raising their hands will get the chance to answer first.</li> <li>- Teacher gives 10 points for the group that gives the correct answers.</li> <li>- The group getting the highest points will be the winner.</li> </ul> <p><b><i>Answer key:</i></b></p> <div style="text-align: center;">  <p><b><i>One Pillar <u>Pagoda</u></i></b> <i>/pə'gəʊdə/</i></p> </div> <div style="text-align: center;">  <p><b><i>Twin <u>Tower</u></i></b> <i>/tʌwə/</i></p> </div>	Group work	5 mins

		 <p><u>Tower Bridge</u> /taʊə/</p>  <p><u>Sydney Opera House</u> /haʊs/</p>		
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 describes cities and two sounds /əʊ/ and /aʊ/.”	T-Ss	2 mins
Presentation (Vocab-pre-teach)	To teach students some adjectives describing a city.	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by:</li> <li>+ providing the synonym or antonym of the words;</li> <li>+ providing the pictures of the words.</li> </ul> <ol style="list-style-type: none"> <li>1. sunny (adj): [antonym] -&gt; rainy</li> <li>2. delicious (adj): [synonym] -&gt; tasty</li> <li>3. stall (n): [picture]</li> </ol>	T-Ss	5 mins



		<p>4. palace (n): [picture]  5. street food (nph):  [picture]  6. floating market (nph):  [picture]</p>  <p style="text-align: center;"><i>stall</i></p>  <p style="text-align: center;"><i>palace</i></p>		
Practice	To teach students some adjectives describing a city.	<p><b>Task 1: Fill each box with an adjective.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to use the given words to fill in the suitable boxes in 2 minutes.</li> <li>- Students do the task.</li> <li>- Teacher calls some students to give their answers.</li> <li>- Teacher gives feedback and corrections (if necessary).</li> </ul> <p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>- City: old, exciting</li> <li>- Food: tasty, delicious</li> <li>- People: friendly, helpful</li> <li>- Weather: rainy, sunny</li> </ul> <p><b>Task 2: Complete the</b></p>	<p style="text-align: center;">T-Ss</p> <p style="text-align: center;">S T-Ss</p>	15 mins

	<p>To help students use the adjectives in Task 1 in a context.</p> <p>To teach students some words/phrases related to a city.</p>	<p><b>sentences with the words in Task 1.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to work in pairs and use the word in Task 1 to complete the sentences.</li> <li>- Students work in pairs and do the task.</li> <li>- Teacher calls some pairs to share their answers with the whole class.</li> <li>- Teacher gives feedback and corrections (if necessary)</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. sunny</li> <li>2. old</li> <li>3. exciting</li> <li>4. friendly</li> <li>5. tasty/delicious</li> </ol> <p><b>Task 3: Write the words and phrases under the correct pictures.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to match the given words and phrases with correct pictures.</li> <li>- Students work independently.</li> <li>- Teacher allows students to share their answers before discussing as a class.</li> <li>- Teacher asks some students to share the</li> </ul>	<p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	
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		<p>answers and gives corrections (if necessary)</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Palace</li> <li>2. Floating market</li> <li>3. Street food</li> <li>4. Stall</li> </ol>	T-Ss	
<p>Presentation (Pre-teach the sounds /əʊ/ and /aʊ/.)</p>	<p>To help students have concept and identify the sounds /əʊ/ and /aʊ/.</p>	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces 2 sounds /əʊ/ and /aʊ/ to students and lets them watch a video about how to pronounce these two sounds.</li> <li>- Teacher asks students to give some words they know containing these sounds</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- /əʊ/: cold, close, drove, low, slow, show.</li> <li>- /aʊ/: how, now, loud, cloud, sound, house.</li> </ul>	T- Ss	5 mins
<p>Practice</p>	<p>To help students identify and practise the /əʊ/ and /aʊ/ sounds.</p>	<p><b>Task 4: Listen and write the words in the correct column. Then listen and repeat.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read and write the words in correct column.</li> <li>- Students work individually.</li> <li>- Teacher plays the recording for students to listen, repeat and</li> </ul>	<p>T-Ss</p> <p>S</p> <p>T- Ss</p>	5 mins

		<p>check their answers.</p> <p><b>Answer key:</b></p> <table border="1"> <tr> <td>/əʊ/</td> </tr> <tr> <td>boat, postcard, coast, pagoda</td> </tr> <tr> <td>/aʊ/</td> </tr> <tr> <td>house, town, tower, crowded</td> </tr> </table>	/əʊ/	boat, postcard, coast, pagoda	/aʊ/	house, town, tower, crowded		
/əʊ/								
boat, postcard, coast, pagoda								
/aʊ/								
house, town, tower, crowded								
	To help students practice the sounds /əʊ/ and /aʊ/ in sentences.	<p><b>Task 5: Listen and repeat. Pay attention to the underlined words.</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.</li> <li>- Students listen and repeat the given sentences.</li> </ul>	T-Ss					
Production	To give students chance to apply what they have learnt.	<p><b>Game: Whispering</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 big groups and asks students to stand in four lines.</li> <li>- 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</li> </ul>	Group work	5 mins				

		<p>will say the sentence aloud.</p> <p>- The fastest group will win the game.</p> <p><b><i>Suggested sentences:</i></b></p> <p>1. The house is very old.</p> <p>2. I visited a famous floating market.</p> <p>3. He lives in an old house.</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	2 mins
Homework	To revise what they have learnt.	Find 5 more words with the sound /əʊ/ and 5 more words with the sound /aʊ/. Write them down and practice pronouncing the words.	T-Ss	1 min

## UNIT 9: CITIES OF THE WORLD

### Lesson 3: A closer look 2

#### Possessive adjectives & Possessive pronouns

##### Lesson aim(s)

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

##### Language analysis

Form	Meaning
my, your, his, her, its, our, their	A possessive adjective is used only when there is a noun following it.
mine, yours, his, hers, its, ours, theirs	A possessive pronoun is used alone, without a noun following it.

##### Materials (referenced)

- Grade 6 textbook, Unit 9, A closer look 2
- Pictures, sets of word cards, Kahoot questions
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs in which key language of the key language of describing tourist attractions.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail. Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: Cities of the world</b></p> <p><b>Lesson 3: A closer look 2</b></p> <p><b>* Warm-up</b></p> <p>Game: Sentence puzzling</p> <p><b>I. Grammar focus</b></p> <p><i>Possessive adjectives</i></p> <p>Task 1: Match the sentences with the pictures, paying attention to the underlined part in each sentence.</p> <p><i>Possessive pronouns</i></p> <p><b>II. Practice</b></p> <p>Task 2: Complete the sentences with the correct possessive adjectives.</p> <p>Task 3: Complete the sentences with the correct possessive pronouns.</p> <p><b>III. Production</b></p> <p>Task 4: Kahoot game</p> <p><b>* Homework</b></p>
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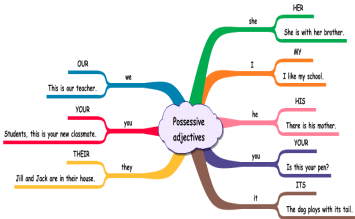
Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar of possessive adjectives, possessive pronouns and to increase students'	<p><b>* Game: Sentence puzzling</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 groups.</li> <li>- Teacher delivers a set of word cards which contains possessive adjectives and possessive pronouns to each group.</li> <li>- Students will have to work in groups to create as many correct sentences from the word cards as possible.</li> <li>- The group with more correct sentences will be the winner.</li> </ul>	Group work	5 mins

	interest.	<p><b>Suggested answers:</b></p> <table border="1"> <tr> <td>1.</td> <td>city</td> <td>is</td> <td>ver</td> <td>beautiful</td> </tr> <tr> <td>My</td> <td></td> <td></td> <td>y</td> <td>.</td> </tr> </table> <table border="1"> <tr> <td>2.</td> <td>His</td> <td>house</td> <td>is</td> <td>very</td> <td>big.</td> </tr> </table> <table border="1"> <tr> <td>3.</td> <td>school</td> <td>has</td> <td>a</td> <td>garden.</td> </tr> <tr> <td>Our</td> <td></td> <td></td> <td>big</td> <td></td> </tr> </table> <table border="1"> <tr> <td>4.</td> <td>school</td> <td>is</td> <td>than</td> <td>mine</td> </tr> <tr> <td>Your</td> <td></td> <td>smaller</td> <td></td> <td>.</td> </tr> </table> <table border="1"> <tr> <td>5.</td> <td>shoes</td> <td>are</td> <td>than</td> <td>hers</td> </tr> <tr> <td>M</td> <td></td> <td>bigger</td> <td></td> <td>.</td> </tr> <tr> <td>y</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1.	city	is	ver	beautiful	My			y	.	2.	His	house	is	very	big.	3.	school	has	a	garden.	Our			big		4.	school	is	than	mine	Your		smaller		.	5.	shoes	are	than	hers	M		bigger		.	y						
1.	city	is	ver	beautiful																																																			
My			y	.																																																			
2.	His	house	is	very	big.																																																		
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4.	school	is	than	mine																																																			
Your		smaller		.																																																			
5.	shoes	are	than	hers																																																			
M		bigger		.																																																			
y																																																							
Lead in	To introduce targeted grammar of possessive adjectives, possessive pronouns.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher provides or confirms the answers and leads in the grammar focus of the lesson: "The words "my, his, our, your" are possessive adjectives. The words "mine, hers" are possessive pronouns. Today we are going to learn more about possessive adjectives, possessive pronouns."</li> </ul>	T-Ss	2 mins																																																			
Presentation	To help	<b><u>1. Possessive adjectives:</u></b>		15																																																			



	<p>students revise the use of possessive adjectives.</p> <p>To help</p>	<p><b>Task 1: Match the sentences with the pictures, paying attention to the underlined part in each sentence.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students complete the matching activity individually.</li> <li>- Teacher then asks students to exchange their textbooks to check their friends' answers.</li> </ul> <p><b>Answer key:</b></p> <p>1 – d 2 – e 3 – b 4 – a 5 – c</p> <ul style="list-style-type: none"> <li>- Teacher draws students' attention to the underlined words and to confirm the use of possessive adjectives: "A possessive adjective is used only when there is a noun following it."</li> <li>- Teacher then asks students to work in pairs to provide all possessive adjectives except for the ones in the sentences.</li> </ul> <p><b>Suggested answers:</b> my, your (singular), your (plural), his, her, its, our, their</p> <p><b>2. Possessive pronouns:</b></p>	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Pair work</p>	<p>mins</p>
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		<p style="text-align: center;"><b>PLURAL</b>                      <b>SINGULAR</b></p>  <table border="1" data-bbox="538 391 895 673"> <thead> <tr> <th>SUBJECT PRONOUN</th> <th>OBJECT PRONOUN</th> <th>POSSESSIVE ADJECTIVE</th> <th>POSSESSIVE PRONOUN</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>me</td> <td>my</td> <td>mine</td> </tr> <tr> <td>you</td> <td>you</td> <td>your</td> <td>yours</td> </tr> <tr> <td>he</td> <td>him</td> <td>his</td> <td>his</td> </tr> <tr> <td>she</td> <td>her</td> <td>her</td> <td>hers</td> </tr> <tr> <td>it</td> <td>it</td> <td>its</td> <td>X</td> </tr> <tr> <td>we</td> <td>us</td> <td>our</td> <td>ours</td> </tr> <tr> <td>they</td> <td>them</td> <td>their</td> <td>theirs</td> </tr> </tbody> </table>	SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	I	me	my	mine	you	you	your	yours	he	him	his	his	she	her	her	hers	it	it	its	X	we	us	our	ours	they	them	their	theirs		
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Practice	<p>To give students opportunities to use possessive adjectives correctly in context.</p> <p>To help students determine the correct possessive pronoun representing</p>	<p><b>Task 2: Complete the sentences with the correct possessive adjectives.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students work on the exercise individually before they compare answers with each other.</li> <li>- Teacher gives feedback as a class discussion.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. My</li> <li>2. your</li> <li>3. Their</li> <li>4. Her</li> <li>5. Our</li> </ol> <p><b>Task 3: Complete the sentences with the correct possessive pronouns.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students work on the exercise individually before they compare answers with</li> </ul>	<p>S</p> <p>T-Ss</p> <p>S</p>	<p>10 mins</p>																																

	a phrase.	<p>each other.</p> <ul style="list-style-type: none"> <li>- Teacher gives feedback as a class discussion.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. mine</li> <li>2. theirs</li> <li>3. yours</li> <li>4. his</li> <li>5. ours</li> </ol>	T-Ss	
Production	To help students distinguish and use correctly possessive adjectives and possessive pronouns.	<p><b>Task 4: Kahoot game.</b></p> <p><b>Choose the best option to complete the questions in the game.</b></p> <ul style="list-style-type: none"> <li>- Teacher combines Exercise 4 and Exercise 5 (p. 30) to create questions in Kahoot game.</li> <li>- Teacher allows students to use their mobile devices to answer and interact with the questions online.</li> <li>- Teacher gives clear instruction for students to fully understand how to play Kahoot game online. <ul style="list-style-type: none"> <li>➤ Go to kahoot.it</li> <li>➤ Enter the game PIN</li> <li>➤ Type your nick name</li> <li>➤ Choose the best option for each question appearing on the screen</li> <li>➤ See who will be the winner</li> </ul> </li> <li>- Teacher provides the game PIN and allows</li> </ul>	T-Ss	10 mins

		<p>students' access to the game.</p> <ul style="list-style-type: none"> <li>- Students choose the best option for each question appearing on the screen</li> <li>- Teacher gives complement or good mark to the winner of the game.</li> </ul> <p><b>* Questions in the game:</b></p> <ol style="list-style-type: none"> <li>1. Australia is a strange country. All of _____ big cities are along the coast. A. it's      B. its C. it is      D. it</li> <li>2. Our city is very crowded. How about _____? A. you      B. your C. yours      D. you are</li> <li>3. I love my football club. Does Phong like _____? A. his      B. him C. he is      D. he</li> <li>4. _____ street is short and narrow. A. Our      B. We C. Us      D. Ours</li> <li>5. They cannot find _____ city map anywhere. A. their      B. them C. theirs      D. they</li> <li>6. The book is _____, but you are welcome to read it. A. my      B. mine C. yours      D. yours</li> <li>7. _____ bike is dirty, and I can't tell what colour is</li> </ol>		
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		<p>it.  A. Your      B. Yours  C. You      D. You are</p> <p>8. Your country is much bigger than _____.  A. our      B. their  C. ours      D. yours</p> <p>9. _____ dog is so friendly. It never barks.  A. They      B. Them  C. Their      D. Theirs</p> <p>10. _____ not easy to find your way in a strange city.  A. It      B. It's  C. Its      D. There</p> <p><b>Answer key:</b>  1. B  2. C  3. A  4. A  5. A  6. B  7. A  8. C  9. C  10. B</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	2 mins
Homework	Reactivate the knowledge that students	Do Exercise 4 and Exercise 5, write the answers on the notebooks.	T-Ss	1 min

	have gained in the Kahoot game.			
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# UNIT 9: CITIES OF THE WORLD

## Lesson 4: Communication

### Lesson aim(s)

- 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.

### Language analysis

### Materials (referenced)


- Grade 6 textbook, Unit 9, Communication
- Pictures
- sachmem.vn

<b>Anticipated difficulties</b>	<b>Solutions</b>
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"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>



## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: Cities of the world</b></p> <p><b>Lesson 4: Communication</b></p> <p><b>* Warm-up</b></p> <p>Picture describing</p> <p><b>I. Everyday English</b></p> <p><b><i>Exclamations with What</i></b></p> <p><b>Structure: What + (a/an) + adj + noun!</b></p> <p>Task 1: Work in pairs. Look at the picture and say what you think by using exclamation with <i>What</i>.</p> <p>Game: Sentence race</p> <p><b>II. City landmarks</b></p> <p>Task 2: Work in pairs. Write the names of the landmarks under the correct pictures.</p> <p>Task 3: Write the names of the landmark in Task 3 for the descriptions.</p> <p>Game: Lucky number</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<p><b>* Pictures describing:</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the picture of a city and asks students describe as many things in the picture as possible.</li> </ul>  <ul style="list-style-type: none"> <li>- Students give their answers.</li> <li>- Teacher checks the answer.</li> </ul> <p><b><i>Suggested answers:</i></b></p> <p>A green city High buildings</p>	T-Ss	3 mins

		A beautiful city A beautiful sky		
Lead in	To lead in the lesson about vocabulary and pronunciation.	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”.	T-Ss	2 mins
<b>* EVERYDAY ENGLISH</b>				
Presentation	To introduce exclamations with <i>What</i> .	<p><b>* Expressing exclamations with <i>What</i></b></p> <ul style="list-style-type: none"> <li>- Teachers write down three exclamations on the board and asks students to find the similarity/similarities among the three exclamations.</li> <li>- Students read the exclamations and find out the similarity/ similarities among them.</li> <li>- Teacher calls some students to share their opinions.</li> <li>- Teacher gives more explanations and writes down the structure of an exclamation with <i>What</i>.</li> </ul>	T-Ss	5 mins

		<p><b>Three exclamations:</b></p> <ol style="list-style-type: none"> <li>1. What a nice day!</li> <li>2. What a clear sky!</li> <li>3. What tall buildings!</li> </ol> <p><b>Suggested answers:</b> They all begin with <i>What</i> followed by a noun phrase. An exclamation mark (!) is usually put at the end.</p> <p><b>Structure: What + (a/an) + adj + noun!</b></p> <p><b>*Note:</b> use a/an with countable nouns which are singular.</p>		
Practice	To practice making exclamations with <i>What</i> .	<p><b>Task 1: Work in pairs. Look at the picture and say what you think by using exclamation with <i>What</i>.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to work in pairs and take turns to make exclamations from the picture using the suggestions.</li> <li>- Students do the task in pairs.</li> <li>- Teacher calls some pairs to say their exclamations in front of the class.</li> <li>- Teacher gives feedback and corrections (if necessary).</li> </ul>	Pair work  T-Ss	5 mins

		<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. What happy and beautiful children!</li> <li>2. What a colourful and nice picture!</li> <li>3. What sunny and beautiful weather!</li> <li>4. What a small and cute boy!</li> <li>5. What beautiful and colourful apple trees!</li> </ol>		
Production	To apply the knowledge about exclamation with <i>What</i> .	<p><b>Game: Sentence race</b></p> <ul style="list-style-type: none"> <li>- Teacher prepares some pieces of paper with some nouns written on that.</li> <li>- Teacher divides the class into 2 big groups and gives each group a piece of A3 paper.</li> <li>- A representative of each group will take turns to choose a piece of paper and read aloud the word for the whole group to listen. Then, the group will have 2 minutes to write down as many exclamations with <i>What</i> as possible using the chosen word.</li> <li>- The group with more correct answer will be the winner.</li> </ul> <ul style="list-style-type: none"> <li>• <b>List of nouns:</b> <ul style="list-style-type: none"> <li>cities</li> <li>food</li> </ul> </li> </ul>	Group work	5 mins



		<p>elicits from students any information they know about the landmarks.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Merlion</li> <li>2. Big Ben</li> <li>3. Sydney Opera House</li> <li>4. Eiffel Tower</li> </ol>		
Understanding	To help students recognise each landmark through its description	<p><b>Task 3: Write the names of the landmark in Task 2 for the descriptions.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the descriptions about the four landmarks and sets the time limit for reading task.</li> <li>- Students work individually and write the names of the landmarks under the correct descriptions.</li> <li>- Teacher calls some students to give their answers and checks.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Big Ben</li> <li>2. Sydney Opera House</li> <li>3. Eiffel Tower</li> <li>4. Merlion</li> </ol>	T-Ss  S  T-Ss	5 mins
Checking knowledge	To check how much students know about different cities and their	<p><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 2 big groups.</li> <li>- Each group will take</li> </ul>	Group work	7 mins

	landmarks.	<p>turns to choose a number and answer the question in each number. There will be 4 questions in Exercise 5 page 31.</p> <ul style="list-style-type: none"> <li>- If the answer is correct the group will receive 10 points. If no, the other group will have chance to answer the question and get 5 points.</li> <li>- There will be one lucky number that gives the group 10 points without answering the question.</li> <li>- The group with higher scores will win the game.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. C</li> <li>4. A</li> </ol>		
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.	Choose a city (Berlin, Bangkok,...) and find out the information about the city (the weather, the food, landmarks,...).	T-Ss	1 min





## UNIT 9: CITIES OF THE WORLD

### 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

Form	Meaning	Pronunciation
1. postcard (n)	a card used for sending messages by post without an envelope, especially one that has a picture on one side	/ˈpəʊstkɑːrd/
2. fantastic (adj)	extremely good; excellent	/fænˈtæstɪk/
3. perfect (adj)	having everything that is necessary; complete and without faults or weaknesses	/ˈpɜːrfɪkt/
4. rent (v)	to regularly pay money to somebody so that you can use something that they own	/rent/
5. helmet (n)	a type of hard hat that protects the head	/ˈhelɪt/
6. traditional (adj)	being part of the beliefs, customs or way of life of a particular group of people, that have not changed for a long time	/trəˈdɪʃənəl/
7. landscape (n)	everything you can see when you look across a large area of land, especially in the country	/ˈlændskeɪp/

#### Materials (referenced)

- Grade 6 textbook, Unit 9, Skills 1
- Pictures, sets of words, Kahoot 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"> <li>- Let students read the text a gain (if needed).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectations in explicit detail. Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

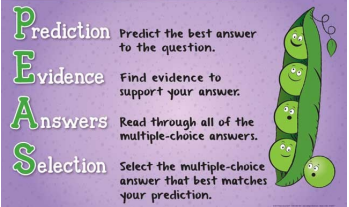
## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: Cities of the world</b></p> <p><b>Lesson 5: Skills 1</b></p>
<p><b>* Warm-up</b></p> <p>Discussion</p> <p><b>I. Reading</b></p> <p><b><i>Vocabulary</i></b></p> <ol style="list-style-type: none"> <li>1. fantastic (adj)</li> <li>2. perfect (adj)</li> <li>3. rent (v)</li> <li>4. helmet (n)</li> <li>5. traditional (adj)</li> <li>6. landscape (n)</li> </ol> <p>Task 1: Look at the postcard and discuss.</p> <p>Task 2: Read the postcard and answer the questions.</p> <p>Task 3: Read the text and match the places with the things they have.</p> <p><b>II. Speaking</b></p> <p>Task 4: Work in groups. Choose a city you know. Discuss and answer the questions.</p> <p>Task 5: Share the information with the whole class.</p> <p><b>* Homework</b></p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading.	<p><b>* <i>Discussing</i></b></p> <p><b>Task 1: Look at the postcard and discuss.</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the picture of a postcard and asks students to work in group of 4 and discuss 2 questions:</li> </ul> <ol style="list-style-type: none"> <li>1. When do people write a postcard?</li> <li>2. What do they often write on a postcard?</li> </ol> <div data-bbox="570 706 890 913" data-label="Image"> <p>The image shows a postcard with a message on the left and a postage stamp area on the right. The message reads: 'Dear Grandma, I'm on holiday in London. There are lots of things to see and do! On Monday we saw Big Ben. On Tuesday we went on the London Eye. On Wednesday we saw Tower Bridge. On Thursday we went on a big red bus. On Friday we went to the park. On Saturday we saw Buckingham Palace, but we didn't see the Queen! Today is Sunday - it's time to go home! See you soon! Love Lucy xx'. The postage stamp area contains the name 'Mrs Jones', the address '24 New Street', the word 'Cardiff', and the postcode 'CF1 45C'. At the bottom of the postcard is a blue and white illustration of the London skyline with the word 'LONDON' written in large, colorful letters.</p> </div> <ul style="list-style-type: none"> <li>- Teacher invites some students to share their discussion and accepts reasonable answers.</li> </ul> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. When they are away from home, often on holiday or business. They want to tell their family or friends what they see and do, and how they feel about their time here.</li> <li>2. The sender often writes about his/her stay in a city or country.</li> </ol>	Group work	5 mins

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"> <li>1. Have you ever written a postcard?</li> <li>2. If yes, who did you write to? If no, do you intend to write a postcard in the future?</li> </ol> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. Yes, I have. / No, I haven't.</li> <li>2. I wrote to my best friend. / Yes, if I travel, I will write and tell my best friend about my trip.</li> </ol>	T-Ss	2 mins
Pre-Reading (Pre-teach vocabulary)	To provide students with some lexical items before reading the text.	<p><b>* VOCABULARY</b></p> <p>- Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> <li>+ providing the synonym or antonym of the words;</li> <li>+ providing the pictures of the words;</li> <li>+ providing the definition of the words.</li> </ul> <ol style="list-style-type: none"> <li>1. fantastic (adj) [synonym] -&gt; great</li> <li>2. perfect (adj) [synonym] -&gt; ideal</li> <li>3. rent (v) [definition]: pay money to use something</li> <li>4. helmet (n) [picture]</li> <li>5. traditional (adj) [synonym] -&gt; modern (adj)</li> </ol>	T-Ss	5 mins

		<p>6. landscape (n) [picture]</p>  <p><i>helmet</i></p>  <p><i>landscape</i></p>		
<p>While-Reading</p>	<p>To develop reading skill for general and specific information.</p>	<p><b>Task 2: Read the postcard and answer the questions.</b>  <b>* Key words in multiple choice questions:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to go through the questions (1 – 4) to make sure that they understand them and know what information is being asked.</li> <li>- Students underline the key word(s) in each question to locate the answer in the reading text.</li> <li>- Teacher introduces the strategy for multiple choice questions:</li> </ul>	<p>T- Ss</p> <p>S</p> <p>T-Ss</p>	<p>10 mins</p>

	<p>To identify different features of a place</p>	<p>Please mind your <b>PEAS</b> when answering multiple-choice questions:</p>  <p><b>P</b>rediction Predict the best answer to the question.  <b>E</b>vidence Find evidence to support your answer.  <b>A</b>nswers Read through all of the multiple-choice answers.  <b>S</b>election Select the multiple-choice answer that best matches your prediction.</p> <p><b>Answer key:</b></p> <p>1. B                      2. A  3. B                      4. C</p> <p><b>Task 3: Read the text and match the places with the things they have.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the text again and do the matching</li> <li>- Teacher sets the time.</li> <li>- Teacher checks students answers as a class.</li> </ul> <p><b>Answer key:</b></p> <p>1. b,c  2. a,d,e</p>	<p>T- Ss</p>	
<p>Post-Reading</p>	<p>To check students' reading comprehension .</p>	<p><b>*Kahoot game. Choose the best option to complete the questions in the game.</b></p> <ul style="list-style-type: none"> <li>- Teacher can modify questions in Exercise 2 (p. 32) or use the original one to create questions in Kahoot game.</li> <li>- Teacher allows students to use their mobile devices to answer and interact with the questions online.</li> </ul>	<p>T-Ss</p>	<p>5 min s</p>

		<ul style="list-style-type: none"> <li>- Teacher gives clear instruction for students to fully understand how to play Kahoot game online.</li> <li>➤ Go to kahoot.it</li> <li>➤ Enter the game PIN</li> <li>➤ Type your nick name</li> <li>➤ Choose the best option for each question appearing on the screen</li> <li>➤ See who will be the winner</li> <li>- Teacher provides the game PIN and allow students' access to the game.</li> <li>- Students choose the best option for each question appearing on the screen</li> <li>- Teacher gives complement or good mark to the winner of the game.</li> </ul> <p><b>* Questions in the game:</b></p> <p>1. This postcard is about _____ in Stockholm.</p> <p>A. the weather B. a holiday C. landscape</p> <p>2. Guests can _____ in the hotel.</p> <p>A. exercise B. cycle C. see Swedish art</p>		
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		<p>3. Mai and her parents rented bikes to _____.</p> <p>A. cycle around the hotel B. visit the Old Town C. go shopping</p> <p>4. "Fika" is a _____.</p> <p>A. traditional café B. Palace C. coffee break</p> <p><b>Answer key:</b></p> <p>1. B            2. A 3. B            4. C</p>		
Pre-Speaking	To help students form the ideas for their speaking.	<p><b>Task 4: Work in groups. Choose a city you know. Discuss and answer the questions.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher asks students to discuss and makes notes of the information they want to share with the class.</li> <li>- Teacher asks students to refer to the questions as suggestions for their notes or they can do it in their own way. <ul style="list-style-type: none"> <li>o <i>What city is it?</i></li> <li>o <i>What is it like? (the</i></li> </ul> </li> </ul>	Group work	5 mins



		<p><i>weather, the food ...)</i></p> <ul style="list-style-type: none"> <li>○ <i>What can you see and do there?</i></li> <li>○ <i>How do you feel about it?</i></li> </ul> <p>- Teacher goes around and offers help if needed.</p>		
While-Speaking	To help student use what they have learnt so far to talk about a city.	<p><b>Task 5: Share the information with the whole class.</b></p> <ul style="list-style-type: none"> <li>- Teacher invites some students to share their preparation and makes sure they speak in full sentences.</li> <li>- Students share their ideas with the whole class.</li> </ul>	T- Ss	7 mins
Post-Speaking	To help students improve next time.	<ul style="list-style-type: none"> <li>- Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.</li> <li>- Teacher gives feedback and comments.</li> </ul>	T-Ss	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 Bangkok (the weather, the people, the food, landmarks,...).	T-Ss	1 min



# UNIT 9: CITIES OF THE WORLD

## Lesson 6: Skills 2

### Lesson aim(s)

- 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.

### Materials (referenced)


- Grade 6 textbook, Unit 9, Skills 2
- Pictures
- sachmem.vn



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

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: Cities of the world</b></p> <p><b>Lesson 6: Skills 2</b></p> <p><b>* Warm-up</b></p> <p>Game: Relay-race to capital cities of ASEAN countries.</p> <p><b>I. Listening</b></p> <p>Task 1: Work in groups. Discuss and answer the questions.</p> <p>Task 2: Listen and tick True or False.</p> <p>Task 3: Listen again and fill in each gap with one word/number.</p> <p>* Talk about Bangkok, the capital city of Thailand.</p> <p><b>II. Writing</b></p> <p>Task 4: Work in groups. Talk about a city in our country, using the questions below as a guide.</p> <p>Task 5: Write a postcard about 50 words about your holiday in a city. Use the information in Task 4.</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of the listening tasks.	<p><b>* Game: Relay-race to capital cities of ASEAN countries.</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks the map of ASEAN countries on the board.</li> <li>- 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.</li> <li>- Each team will write on the board with different colour of chalk so that the</li> </ul>	Team work	5 mins

		<p>teacher can count the correct answers easily.</p>  <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. Ha Noi of Viet Nam</li> <li>2. Phnom Penh of Cambodia</li> <li>3. Jakarta of Indonesia</li> <li>4. Manila of Philippines</li> <li>5. Naypyitaw of Myanmar</li> <li>6. Kuala Lumpur of Malaysia</li> <li>7. Singapore of Singapore</li> <li>8. Vientiane of Laos</li> <li>9. Bangkok or Krung Thep of Thailand</li> <li>10. Banda Seri Begawan of Brunei Darussalam</li> </ol>		
Lead in	To lead in the listening task.	<p>Teacher draws students' attention to the capital city of Thailand.</p> <p>"Today we are going to listen to interesting facts and figures about one of the capital cities of ASEAN countries. It's Bangkok."</p>	T-Ss	1 min
Pre-Listening	To help students brainstorm about	<p><b>Task 1: Work in groups. Discuss and answer the questions.</b></p> <p>- Teacher tells students that</p>	T-Ss	3 mins

	Bangkok.	<p>they will listen to a talk about Bangkok, the capital of Thailand.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <ol style="list-style-type: none"> <li>1. Where is Bangkok?</li> <li>2. What is Bangkok famous for?</li> </ol>   <ul style="list-style-type: none"> <li>- Teacher allows students to talk in Vietnamese (sometimes) if they do not have enough vocabulary in English.</li> <li>- Teacher asks students to look at the photos and say what they see, and if it's similar to Viet Nam.</li> </ul> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. Bangkok is in Thailand.</li> <li>- It is the capital and the</li> </ol>	Group work	
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		<p>biggest city.</p> <ul style="list-style-type: none"> <li>– It has the population of about 8 million.</li> </ul> <p>2. It's famous for pagodas, temples, open/night/ floating markets and shopping centres, silk, street food, friendly people, and entertainments.</p>		
While-Listening	To help students develop listening skill for specific information (T/F).	<p><b>Task 2: Listen and tick True or False.</b></p> <p><b>* True – False prediction:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Students underline the key word(s) in each statement and guess whether they are True or False individually.</li> </ul> <p><b>* Listen and decide True or False:</b></p> <ul style="list-style-type: none"> <li>- Teacher plays the recording.</li> <li>- Teacher asks students to listen and tick the answers.</li> <li>- Teacher asks students to compare their answers with the prediction made previously.</li> <li>- Teacher calls on some</li> </ul>	<p>T-Ss</p> <p>S</p> <p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	10 mins

	<p>To help students develop listening skill for specific information (gap-filling).</p>	<p>students to read aloud their answers and correct the false one(s).</p> <ul style="list-style-type: none"> <li>- Teacher checks students answers as a class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F (markets and street food)</li> <li>2. F (cheap)</li> <li>3. F (on the river)</li> <li>4. T</li> </ol> <p><b>Task 3: Listen again and fill in each gap with one word/ number.</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the questions carefully and determine what information they need to fill the gaps (numbers, words).</li> <li>- Teacher plays the recording for students to fill the gaps.</li> <li>- Teacher asks them to swap their answers in pairs before checking their answers as a class.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. 15,000</li> <li>2. 5</li> <li>3. life</li> <li>4. delicious</li> </ol> <p><b>Audio script:</b></p> <p><i>Bangkok is famous for its markets and street food. Visit the Chatuchak, the largest weekend market in</i></p>	<p>T-Ss</p> <p>Ss-Ss</p>	
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		<p><i>the world. There are over <b>15,000</b> stalls selling nearly everything, at cheap prices. It's only <b>five</b> minutes' walk from the station. When you visit this market, you can see part of Thai people's <b>life</b>. 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 <b>delicious</b>.</i></p>		
Post-Listening	To develop student's speaking skill, using the available information and their background knowledge.	<p><b>* Summarize the information and talk about Bangkok:</b></p> <ul style="list-style-type: none"> <li>- Students work in groups of four.</li> <li>- Teacher asks students to summarize the information in the 2 listening tasks and talk about it.</li> <li>- Students can add more information based on their background knowledge.</li> <li>- Teacher goes round and help if needed.</li> </ul>	Group work	5 mins
Pre-Writing	To help students talk about a holiday city and collect	<p><b>Task 4: Work in groups. Talk about a city in our country, using the questions below as a guide.</b></p> <ul style="list-style-type: none"> <li>- Teacher models the task</li> </ul>		5 mins



		<p>questions.</p> <ul style="list-style-type: none"> <li>- Teacher asks students to take short notes of the answers for later use.</li> <li>- Teacher goes round and help if needed.</li> </ul>		
While-Writing	To teach students how to write a holiday postcard.	<p><b>Task 5: Write a postcard about 50 words about your holiday in a city. Use the information in Task 4.</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the postcard in Task 2 – Skills 1 to help students identify the main parts of a postcard for students.</li> </ul>  <p>What is it like? (the weather, the people, the food)</p> <ul style="list-style-type: none"> <li>- Teacher asks students to use their ideas in Task 4 to write a postcard to their family.</li> <li>- Teacher asks students to refer to Reading 2 if needed.</li> <li>- If there is time, teacher pairs students and asks them to write postcards to each other.</li> <li>- Teacher has them swap</li> </ul>	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	<p>10 mins</p>

		<p>and give feedback on each other's writing once they have finished.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher tells students that contraction is often used in writing postcards to make them short and informal.</li> </ul>		
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> <li>- Teacher asks students to exchange their textbooks to check their friends' writing.</li> <li>- Teacher then gives feedback as a class discussion.</li> </ul>	<p>Ss-Ss</p> <p>T-Ss</p>	2 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 postcards after being checked by friends and the teacher.	Rewrite the postcard on the notebook.	T-Ss	1 min



## UNIT 9: CITIES OF THE WORLD

### 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 9;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

#### Materials (referenced)

- Grade 6 textbook, Unit 9, Looking back & Project
- Pictures, A0 paper
- 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"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectations in explicit detail. Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

*Date of teaching*

### Unit 9: Cities of the world

#### Lesson 7: Looking back & Project

##### \* Warm-up

Brainstorming: adjectives to describe city, weather, people, food and building.

##### I. Looking back

Task 1: Choose the best two options to complete the sentences.

Task 2: Write the words in the box under the pictures.


Task 3: Complete the sentences with the correct possessive pronouns in the box.

Task 4: Read the sentences and correct the underlined words.

##### II. Project

World Travel Market (WTM 2021)

##### \* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabulary related to the topic and lead in the next part of the lesson.	<p>* <b>Brainstorming:</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks 5 icons on the board, and divides the class into 5 big groups.</li> </ul>  <p><i>city</i></p>	Group work	5 mins



*weather*



*people*



*food*




*building*



		<ul style="list-style-type: none"> <li>- Each group will be assigned a name of the following categories: city, weather, people, food.</li> <li>- Teacher asks students to brainstorm all adjectives related to city, weather, people, food.</li> <li>- The group having the most suitable answers is the winner.</li> </ul> <p><b><i>Suggested answers:</i></b></p> <ul style="list-style-type: none"> <li>- City: peaceful, lively, busy, industrial, cosmopolitan, green, historic, modern, etc.</li> <li>- Weather: rainy, wet, humid, dry, arid, frigid, foggy, windy, stormy, breezy, windless, calm, etc.</li> <li>- People: reliable, passionate, generous, kind, ambitious, etc.</li> <li>- Food: delicious, salty, bitter, creamy, awful, etc.</li> </ul>		
Looking back	To help students revise the adjectives describing cities and landmarks.	<p><b>Task 1: Choose the best two options to complete the sentences.</b></p> <ul style="list-style-type: none"> <li>- Teacher encourages students to complete the task individually.</li> <li>- Student exchange their textbook to discuss the reasons why they are choosing the appropriate adjectives.</li> <li>- Teacher gives feedback as a class discussion.</li> </ul>	S  Ss-Ss  T-Ss	16 mins

	<p>To help students revise the nouns showing landmarks in a city.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A, B</li> <li>2. A, C</li> <li>3. A, C</li> <li>4. A, B</li> <li>5. B, C</li> </ol> <p>- Teacher encourages students to provide more adjective for each questions in the Warm-up part and according to their background knowledge.</p> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. peaceful, lively, busy, industrial, cosmopolitan, green, historic, modern, etc.</li> <li>2. rainy, wet, humid, dry, arid, frigid, foggy, windy, stormy, breezy, windless, calm, etc.</li> <li>3. reliable, passionate, generous, kind, ambitious, etc.</li> <li>4. tall, high, modern, etc.</li> <li>5. delicious, salty, bitter, creamy, awful, etc.</li> </ol> <p><b>Task 2: Write the words in the box under the pictures.</b></p> <p>- Teacher asks students to read the words in the box first and make sure they remember their meanings.</p> <p>- Teacher then allows students some time to write the words under the correct pictures.</p>	<p>T-Ss</p> <p>S</p>	
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	<p>To help students revise the possessive pronouns in context.</p>	<ul style="list-style-type: none"> <li>- Teacher encourages students to complete the task individually.</li> <li>- Student exchange their textbook to discuss the reasons about their choices.</li> <li>- Teacher gives feedback as a class discussion.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. towers</li> <li>2. river bank</li> <li>3. beach</li> <li>4. night market</li> <li>5. palace</li> <li>6. postcard</li> </ol> <p><b>Task 3: Complete the sentences with the correct possessive pronouns in the box.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students complete the task individually.</li> <li>- Student exchange their textbook to discuss the reasons about their choices.</li> <li>- Students should record their original answers to guide their self-assessment later.</li> <li>- Teacher gives feedback as a class discussion.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. yours</li> </ol>	<p>Ss-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
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	<p>To help students revise the possessive adjectives and possessive pronouns in context.</p>	<p>2. theirs 3. mine 4. Ours 5. hers</p> <p><b>Task 4: Read the sentences and correct the underlined words.</b></p> <ul style="list-style-type: none"> <li>- Students work in pairs.</li> <li>- Teacher ask students to read the sentences carefully and correct the underlined words.</li> <li>- Students complete the task and discuss about the answers.</li> <li>- Teacher gives feedback as a class discussion.</li> </ul> <p><b>Answer key:</b></p> <p>1. its 2. our 3. their 4. its 5. ours</p>	<p>Pair work</p> <p>T-Ss</p>	
Project	<p>To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.</p>	<p><b>* World Travel Market (WTM 2021):</b></p>  <p>The logo for World Travel Market (WTM) features the words "world travel market" in a bold, black, sans-serif font. To the right of the text is a stylized globe composed of several curved, overlapping bands in various colors including pink, orange, yellow, green, and blue.</p> <ul style="list-style-type: none"> <li>- Teacher sets the context of a World Travel Market (WTM 21) that will be occurred right now in the classroom.</li> <li>- Teacher divides students</li> </ul>	<p>T-Ss</p>	<p>20 mins</p>

		<p>into 4 big groups. Each group will act as a travel agency.</p> <ul style="list-style-type: none"> <li>- Teacher asks “the travel agencies” to discuss and choose a city they would like to attract visitors to come.</li> <li>- Teacher asks them to look for necessary information for the visit, basically by discussing the suggested questions. <ol style="list-style-type: none"> <li>1. What city is it?</li> <li>2. Where is it?</li> <li>3. How can you go there?</li> <li>4. What’s the weather like there?</li> <li>5. What would you like to see and to do there?</li> </ol> </li> <li>- Students summarise the information and design A0 size posters about the cities they would like to promote.</li> <li>- Teacher asks the class to listen to the reports and ask questions if they would like to.</li> <li>- Students will critically evaluate all the posters, then give 1 vote for the most attractive poster/city.</li> <li>- Teacher gives comments and feedback to all 4 posters and awards special prize the group which has the most votes.</li> </ul>	<p>Group work</p> <p>T-Ss</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.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Review 3.	T-Ss	1 min

\*Pictures' source: From Internet