**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 4: MY NEIGHBOURHOOD**

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

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Get an overview about the topic *My neighbourhood*

- Use vocabulary to talk about different places and show directions to these ones

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. neighbourhood (n) | /ˈneɪbəhʊd/ | the area that you are in or the area near a particular place | khu vực lân cận |
| 2. to be/ get lost | /tuˈbɪ/ /get lɒst/ | when you cannot find the way or don’t know where you are | đi lạc |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic of the unit.

- To set the context for the listening and reading part.

**b. Content:**

**-** Chitchatting

**c. Expected outcomes:**

**-** Students can answer some open questions of the teacher about Hoi An.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Chitchatting**  - Teacher shows some images of Hoi An on the screen and asks students some open questions: | - Students look at the photos and answer the questions individually. | ***Questions:***  1. Do you know where it is?  2. Have you ever been to Hoi An?  3. Do you remember anything special in Hoi An? |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with new words related the topic *My neighbourhood*

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words related to neighbourhood.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher gives the meaning of the new words and asks students to guess the words.  - Teacher explains more by showing pictures or giving explanations.  - Teacher asks students to give the Vietnamese meanings of the words. | - Students listen to the teacher’s explanation and guess the words. | **New words:**  1. neighbourhood (n)  2. to be/get lost |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding, and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To introduce the topic of the unit

- To help Ss know how to use *let’s* and *shall we* to make suggestions

- To help Ss know how to give directions through the conversation

**b. Content:**

-Task 1: Listen and read. (p.38)

- Task 2: Find in the conversation the sentences used to make suggestions. (p.39)

- Task 3: Read the conversation again. Put the actions in order. (p.39)

- Task 4: Find and underline the following directions in the conversation. (p.39)

**c. Expected outcomes:**

**-** Students can make suggestions and give directions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (8 mins) | | |
| - Teacher sets the context for the listening and reading: “Today we’ll meet 3 students. They are Nick, Phong and Khang. Let’s look at the picture and answer some questions.”  - Teacher ask the questions and have students answer.  - Teacher plays the recording twice.  - Teacher checks students’ predictions.  - Teacher calls 3 students to read the conversation aloud. | - Students look at the picture and answer the questions.  - Students listen to the recording.  - Students read the conversation aloud. | ***Questions:***  1. What are Nick, Phong and Khang doing?  2. Where are they?  3. What might be happening to them?  4. Have you ever got lost?  5. How did you feel? What did you do? |
| **Task 2: Find in the conversation the sentences used to make suggestions.** (7 mins) | | |
| - Teacher tells Ss to refer back to the conversation to find the sentences used to make suggestions. Ask Ss to compare their answers before checking as a class. Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary). | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. Let’s go to Chua Cau.  2. Shall we go there first?  3. Fine, let’s go.  4. Let’s ask her. |
| **Task 3: Read the conversation again. Put the actions in order.** (8 mins) | | |
| - Ask Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation.  Teacher may instruct them how to do the exercise: (1) read each sentence and refer back to the conversation to find the action it refers to; (2) order the actions. Teacher may model using the first sentence.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. | - Students read the conversation again and work independently to do the activity.  - Students share and check the answers. | ***Answer key:***  1. b  2. c  3. d  4. e  5. a |
| **Task 4: Find and underline the following directions in the conversation.** (7 mins) | | |
| - Ask Ss 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 Ss do exactly what is required and offer help when needed.  - Have Ss quickly match each direction with the diagram. Check their answers as a class. If Ss do not  understand the phrases, use the diagrams to work the meaning out from the context. For weak classes,  ask for translations to make sure they understand. With stronger classes, Teacher may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?*, etc. | - Students work individually to find and underline the phrases used to give directions in the conversation.  - Students match each direction with the diagram. | ***Answer key:***  1. B  2. A  3. E  4. C  5. D |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practise giving directions.

**b. Content:**

- Task 5: Work in pairs. Give your partner directions to one of the places on the map, and he / she tries to guess. Then swap.

**c. Expected outcomes:**

- Ss can give directions using the given map.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Work in pairs. Give your partner directions to one of the places on the map, and he / she tries to guess. Then swap.** (10 mins) | | |
| - Demonstrate the game with a strong student.  - Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask  them to work in pairs. 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 organised 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 the most points is the winner. | - Students work in pairs to follow teacher’s instruction.  - Students perform in front of the class. | ***Suggested answer:***  A: Go straight. take the second  turning on the left. It’s on your right.  B: Is that the gym?  A: No, try again. |

**e. Assessment**

- Teacher and other Ss listen to the instructions and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in pairs and asks them to draw a map of a neighbourhood. Ss writes names of at least five places on their map. Students will show and take turns to ask and give directions to the places on the map in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. neighbourhood (n)  2. to be/ get lost  Task 1: Listen and read.  Task 2: Find the sentences.  Task 3: Put the actions in order.  Task 4: Find and underline the directions.  Task 5: Find places.  **\*Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *My neighbourhood*

- Use vocabulary and structures to talk about and describe places in a neighbourhood

- Identify and pronounce the sounds /ɪ/ and /i:/

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. square (n) | /skweə/ | an open area in a town, usually with four sides, surrounded by buildings | quảng trường |
| 2. cathedral (n) | /kəˈθiːdrəl/ | the main church of a district, under the care of a bishop | thánh đường |
| 3. railway station (n) | /ˈreɪlweɪ ˈsteɪʃən/ | a place with one or more buildings and platforms where trains stop for people to get on or off | nhà ga xe lửa |
| 4. crowded (adj) | /ˈkraʊdɪd/ | having a lot of people or too many people | đông đúc |
| 5. peaceful (adj) | /ˈpiːsfl/ | quiet and calm; not worried or upset in any way | thanh bình |
| 6. modern (adj) | /ˈmɑːdərn/ | new and intended to be different from traditional styles | hiện đại |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| 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. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.

**b. Content:**

**-** Game: Jumbled words

**c. Expected outcomes:**

**-** Students can revise vocabulary related to places

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Jumbled words**  - Teacher divides students into 4 groups and models how to play this game.  - Teacher shows a set of scrambled letters one by one and students have to unscramble the letters to find the correct word.  - Teacher asks students to raise their 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. | - Students work in groups to do the activity.  - Students unscramble the letters to find the words and raise their hands to answer. | ***Answer key:***  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: restaurant |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (16 mins)

**a. Objectives:**

- To revise / teach students some names of places in a neighbourhood.

- To help Ss practise asking and answering questions about where they live.

- To revise the adjectives Ss learnt in primary school.

**b. Content:**

**-** Task 1: Match the places below with the pictures. Then listen, check and repeat the words. (p.40)

- Task 2: Work in pairs. Ask and answer questions about where you live. (p.40)

- Task 3: Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below. (p. 40)

**c. Expected outcomes:**

**-** Students can ask and answer questions about their neighbouhood.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Match the places below with the pictures. Then listen, check and repeat the words.** (6 mins) | | |
| - Have Ss quickly match each place (in each picture) with its name. T plays the recording for them to listen and check their answers with their partners. T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually.  - Correct Ss’ pronunciation. Ask Ss to name some other places in their neighbourhood.  - With a weaker class, ask for translations to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?* | - Students match each place with its name first. Then listen to the recording and check their answers.  - Students listen again and repeat the words. | ***Answer key:***  1. c  2. e  3. d  4. a  5. b |
| **Task 2: Work in pairs. Ask and answer questions about where you live.** (5 mins) | | |
| - Model this activity with a strong student.  - Ask Ss to work in pairs to ask and answer questions about where they live. Remind them that they can use the places in 1 or any places they want to ask. T may go around to observe and offer help if necessary.  - Call on some pairs to practise in front of the class. | - Students work in pairs to ask and answer questions about where they live.  - Pairs of students practise in front of the class. | ***Suggested dialogue***  A: Is there a square in your  neighbourhood?  B: Yes, there is. / No, there isn’t. |
| **Task 3: Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below**. (5 mins) | | |
| - Model this activity with a strong student. Remind Ss that they can use the adjectives in the box or other  adjectives they know to talk about their village, town or city.  - Ask Ss to work in pairs. Go around to observe and offer help if necessary.  - Call on some pairs to practise in front of the class. T may ask other Ss to give comments. | - Students work in pairs to ask and answer questions about their village, town or city using the adjectives in the box. | ***Suggested answer:***  A: Is your neighbourhood quiet?  B: Yes, it is. / No, it’s noisy. |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (11 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ and practise singing the chant.

**b. Content:**

-Task 4: Listen and repeat the words. Pay attention to the sounds /ɪ/ and /i:/. (p.40)

- Task 5: Listen and practise the chant. Notice the sounds /ɪ/ and /i:/. (p.40)

**c. Expected outcomes:**

**-** Students can identify the vowel sounds /ɪ/ and /i:/ and can pronounce the sounds in words and in sentences correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /ɪ/ and /i:/.** (6 mins) | | |
| - T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one  is shorter.  - Ask Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.  - Ask Ss to work in pairs and put the words in the correct column while they listen. Call on some pairs to  write their answers on the board before checking their answers with the whole class. | - Students identify which sound is longer and which one  is shorter.  - Students practise the sounds together, then listen and repeat.  - Students work in pairs and put the words in the correct column. | ***Answer key:***  /ɪ/: noisy, exciting, expensive, friendly  /i:/: clean, cheap, peaceful, convenient |
| **Task 5: Listen and practise the chant. Notice the sounds /ɪ/ and /i:/.** (5 mins) | | |
| - Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant along.  - Provide further practice by dividing the class into two groups. Have groups chant alternate lines.  \*T may let pupils watch the pronunciation video before practising <https://www.youtube.com/watch?v=wA0m8Ixv7s4&list=PL8_ETpRL2xNbMMSCSok5UNHcQOpjKgvAn&index=4> | - Students listen to the recording and chant along. | ***Students’ practice*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: EXTRA ACTIVITY** (5 mins)

**a. Objectives:**

- To help Ss further practise the sounds /ɪ/ and /i:/

**b. Content:**

- Game: Tongue Twister

**c. Expected outcomes:**

- Ss join the challenge enthusiastically. Then can identify the /ɪ/ and /i:/ sounds and pronounce them correctly.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Tongue Twister**  - Teacher shows the tongue twisters and asks students to practise in groups of 4.  - Teacher calls the representative from each group to say the sentences in front of the class.  - Teacher asks each group to vote for the group which has the best pronunciation. | - Students practise saying the tongue twisters in groups and in front of the class. | ***Tongue twisters:***  1. He took a chilly dip six feet deep in the sea. He says it keeps him fit.  2. He thinks he's slick in his sleek wheels meeting and greeting the elite. |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 5 more words with the sound /ɪ/ and 5 more words with the sound /i:/. Write them down and practise pronouncing the words.

**Board plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 2: A closer look 1**  **\* Warm-up**  Game: Jumbled Words  **Vocabulary**  Task 1: Match the places with the pictures.  Task 2: Ask and answer questions about where you live.  Task 3: Ask and answer about your neighbourhood.  **Pronunciation**  Task 4: Listen and repeat. Put the words in the correct column.  Task 5: Practise the chant.  **Extra activity**  Game: Tongue Twister  **\* Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use comparative adjectives.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  | **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 |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may find it hard to distinguish short and long adjectives. | Prepare some adjective cards in groups, highlight the syllables in each adjective, let students count the syllables. |
| Some students will not get used to making sentences using the form of comparatives. | - Encourage students not to be afraid of making  mistakes.  - Correct them, lead them step-by-step. Practice makes perfect. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the targeted grammar of comparison.

**b. Content:**

**-** Game: Crossword

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Crossword (PPT)**  - Teacher divides the class into 2 groups.  - Teacher prepares the PPT slides for the crosswords, students take turns to answer and get points for their group.  - The one who can get the key word wins the game. | - Students work in groups to do the activity.  - Students raise their hands to answer and find the key word. | ***Answer key:***  1. CLEVER  2. BUS STOP  3. TEMPLE  4. PEACEFUL  5. CATHEDRAL  6. SQUARE  7. NOISY  8. EXPENSIVE  9. BORING  10. MODERN  Key word: COMPARISON |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To introduce the target grammar of comparative adjectives

**b. Content:**

**-** Grammar point presentation

**c. Expected outcomes:**

**-** Students are able to identify the formation and use of the comparative adjectives

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - 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 Ss’ attention on comparative forms by pointing to the rulers and desks and saying: *This ruler / desk is long, but that ruler / desk is longer.* Explain that comparative adjectives are constructed in several different ways in English, and that some of those ways are presented in the **Grammar** box below. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary | - Students pay attention to the teacher and may jot down some notes during the presentation. | ***Examples:***  - Tom is **taller than** Mary.  - A house in a city is normally **more expensive than** a house in the countryside. |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To help Ss identify the correct comparative form of adjectives.

- To help Ss practise forming the correct comparative form of adjectives.

- To help Ss practise using comparative adjectives.

**b. Content:**

-Task 1: Complete the following sentences with the comparative form of the adjectives in brackets. number 1 is an example. (p.41)

- Task 2: Use the correct form of the words in brackets to complete the letter. (p.42)

- Task 3: Look at the pictures of the two neighbourhoods: Binh Minh and Long Son. Compare two neighbourhoods. You can use the adjectives below. (p.42)

**c. Expected outcomes:**

**-** Students can identify comparative adjectives.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Complete the following sentences with the comparative form of the adjectives in brackets. number 1 is an example.** (5 mins) | | |
| - Teacher divides the class into 2 teams to play the game lucky numbers (PPT).  - Each team takes turns to choose a number and answer the question for each number they choose.  - There are 2 lucky numbers which students will get the points without answering the questions.  - The team with more points wins the game. | - Students read the instructions first, then do the exercise individually.  - Students check answers in pairs. | ***Answer key:***  2. noisier  3. bigger  4. more peaceful  5. more exciting |
| **Task 2: Use the correct form of the words in brackets to complete the letter.** (5 mins) | | |
| - Ask Ss to read the instructions. Tell Ss what they should do. (With a weaker class, do the first sentence  as an example).  - Ask Ss to read and complete the letter individually. Remind them to pay attention to the number of  the syllables in each adjective. Have Ss compare their answers in pairs before checking with the whole  class. Confirm the correct answers. | - Students read the instructions first, then complete the letter individually.  - Students check answers in pairs before checking with the whole class. | ***Answer key:***  2. smaller  3. older  4. wider  5. more delicious  6. cheaper |
| **Task 3: Look at the pictures of the two neighbourhoods: Binh Minh and Long Son. Compare two neighbourhoods. You can use the adjectives below.** (5 mins) | | |
| - Ask Ss to look at the pictures of the two neighbourhoods. Elicit the contrast between the things in the  two neighbourhoods and ask them to use the adjectives in the box to describe them.  - Ask Ss to write sentences, comparing the two neighbourhoods. Have Ss compare their sentences in  pairs before showing some of their sentences to the whole class. Ask other Ss to give comments and correct any mistakes if possible. | - Students look at the pictures and tell the contrast between these two neighbourhoods.  - Students use the adjectives in the box to describe the pictures.  - Students write sentences to compare the two neighbourhoods and compare their sentences in pairs. | ***Suggested answer:***  - Binh Minh is noisier than Long Son.  - Binh Minh is more crowded than Long Son.  - Long Son is quieter than Binh Minh.  - Long Son is more peaceful than Binh Minh.  - Binh Minh is more modern than Long Son.  - Binh Minh is busier than Long Son. |

**e. Assessment**

- Teacher corrects students as a whole class.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To give Ss further practice on using comparative adjectives.

**b. Content:**

- Task 4: Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using the pictures in task 3. (p.42)

**c. Expected outcomes:**

- Ss can ask and answer about the two neighbourhoods using comparative adjectives.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using the pictures in task 3.** | | |
| - Model this activity with a stronger student. Tell Ss that they can use the information from the sentences  they have written in task 3 to ask and answer questions about the two neighbourhoods.  - Ask Ss to work in pairs. Go around to observe and offer help if necessary. Call on some pairs to practise in front of the class. Ask other Ss to give comments and correct any mistakes if possible. | - Students practise ask and answer about the two neighbourhoods using information from the sentences  they have written in task 3. | ***Examples:***  A: Is Binh Minh noisier than Long Son?  B: Yes, it is.  A: Is Long Son more modern than Binh Minh?  B: No, it isn’t. |

**e. Assessment**

- Teacher checks students’ talks and gives feedback.

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Make sentences to compare people and things in their classroom, using comparative

adjectives.

**Board plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: Crossword  Task 1: Complete the sentences.  Task 2: Complete the letter.  Task 3: Compare two neighbourhoods.  Task 4: Ask and answer about two neighbourhoods.  **\* Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Ask for and give directions

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Structure** | **Example** |
| --- | --- |
| **Ask for directions:**  - Could you tell me the way to …?  - Where’s the nearest …?  … | - Could you tell me the way to the post office, please?  - Where’s the nearest bank? |
| **Give directions:**  - Go along this street.  - Go straight ahead.  - Take the first turning on the right.  - It’s on your left.  … | First, go straight ahead. Then, take the first turning on the right. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some landmarks. | Students may lack knowledge about some landmarks. |
| Students may have underdeveloped reading, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere in the classroom and lead in the lesson.

**b. Content:**

**-** Guessing game

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Guessing game (PPT)**  - Teacher gives 3 pictures related to Hoi An (one by one) and asks “Where is this?”  - Teacher provides more information about the place and asks if students can add more. | - Students look at the pictures and guess the name of the place.  - Students give more information about the place. | ***Answer key:***  Hoi An ancient town |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce ways to ask for and give directions in English;

– To help Ss practise asking for and giving directions.

**b. Content:**

**-** Task 1: Listen and read the conversations. (p.43)

- Task 2: Work in pairs. Make similar conversations to ask for and give directions to places near your school. (p.43)

**c. Expected outcomes:**

**-** Students are able to use the given structures to ask for and give directions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the conversations.**(5 mins) | | |
| - Play the recording for Ss to listen and read the conversations at the same time. Ask Ss to pay attention to the sentences and phrases used to ask for and give directions.  - Elicit the structures to ask for directions *Could you tell me the way to…?, Where’s the nearest …?* and phrases to give directions from Ss *go along, on your left, go out of…, take the first turning…*  - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class. | - Students listen and read the conversations at the same time.  - Students practise the conversations in pairs. | ***Audio script:***  A: Excuse me. Could you tell me the way to the cinema, please?  B: Go along this street. It’s on your left.  A: Excuse me. Where’s the nearest post office, please?  B: Go out of the station. Take the first turning on the right. |
| **Task 2: Work in pairs. Make similar conversations to ask for and give directions to places near your school.** (5 mins) | | |
| - Ask Ss to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. - Encourage them to practise asking for and giving directions to places near their school. Move around to observe and provide help.  - Call on some pairs to practise in front of the class. Comment on their performance. | - Ss make similar conversations and practise in pairs. | ***Students’ own creativity*** |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: AN AUDIO GUIDE TO A PLACE** (25 mins)

**a. Objectives:**

- To give Ss a sample of an audio guide to a place;

- To help Ss practise using some structures and vocabulary related to the topic.

**-** To help Ss practise creating an audio guide for District 1 of Ho Chi Minh City.

- To help Ss practise presenting their audio guide for District 1 of Ho Chi Minh City to the class

**b. Content:**

-Task 3: Nick is listening to an audio guide to Hoi An. Listen and fill the blanks. (p.43)

- Task 4: Look at the map below and create an audio guide for District 1 of Ho Chi Minh City (p.43)

- Task 5: Now present your audio guide to your class. (p.43)

**c. Expected outcomes:**

- Students can create an audio guide and practise presenting using some structures and vocabulary related to the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Nick is listening to an audio guide to Hoi An. Listen and fill the blanks.** (7 mins) | | |
| - Ask Ss if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An.*  *Please think: What do you know about Hoi An? What can you remember about it?* Allow 20 - 30 seconds for Ss to think, then repeat the questions and have Ss brainstorm about Hoi An.  - Play the recording. First, ask Ss to listen only. Then play the recording again and ask Ss to fill the blanks as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers. Then ask Ss to read the audio guide again, paying attention to the use of the connective words: first, next and finally. | - Students think of what they know about Hoi An.  - Students listen to the recording and fill in the blanks.  - Students share the answers in pairs and read the audio guide. | ***Answer key:***  1. straight  2. second  3. right  4. next to |
| **Task 4: Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.** (8 mins) | | |
| - Ask Ss to look carefully at the simplified map of District 1 of Ho Chi Minh City. Ask Ss to read the instructions carefully. T may ask them some questions to check if they know what they are supposed to do. Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in 1 and 4 of GETTING STARTED.  - Have Ss prepare their audio guide individually and then share it with a partner.  - Have Ss practise presenting their audio guide with other pairs or in groups. | - Students look at the map and prepare the audio guide using expressions learnt in Everyday English.  - Students practise presenting their audio guide with other pairs or in groups. | *Students’ own creativity* |
| **Task 5: Now present your audio guide to your class.** (10 mins) | | |
| - Call on some Ss to present their audio guides to the whole class. After each student has finished his / her audio guide, ask for some comments from other Ss. Then make comments and correct any mistakes if there are any | - Students present their audio guides to the whole class | *Students’ presentation* |

**e. Assessment**

**-** Teacher corrects for students by going around while they’re practising.

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 4: Communication**  **\* Warm-up**  Guessing game  **Everyday English**  Task 1: Listen and read the conversations.  Task 2: Make similar conversations.  **An audio guide to a place**  Task 3: Listen and fill in the blanks.  Task 4: Create an audio guide.  Task 5: Present your audio guide.  **\* Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for general and specific information about neighbourhood

- Talk about likes and dislikes about neighbourhood

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skills

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. suburb (n) | /ˈsʌbɜːb/ | an area on the edge of a large town or city where people who work in the town or city often live | khu ngoại ô |
| 2. outdoor activity (n) | /ˈaʊtˌdɔːr/ /ækˈtɪvəti/ | the action which you can do outside the house | hoạt động ngoài trời |
| 3. backyard (n) | /ˌbækˈjɑːrd/ | a small space surrounded by walls at the back of a house, usually with a hard surface | sân sau |
| 4. dislike (v) | /dɪsˈlaɪk/ | to not like someone or something | không thích |

**Assumption**

| **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. | - Let students read the text again (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. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Game: Miming

**c. Expected outcomes:**

- Students recall how to give directions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Miming**  - Class is divided into 2 groups.  - Teacher asks one student to give the direction and the rest of the group will guess what the direction is by demonstrating, then the student who can guess the correct answer will do next. The group who has more points is the winner.  Teacher checks pronunciation if necessary. | - Students follow the teacher's instructions and play the game in two teams. | ***Suggested directions:***  1. Go straight  2. Turn left  3. Turn right  4. Go along the street  5. Take the first turning on the left. |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using  
the context.

- To help Ss develop their reading skill for specific information (scanning).

**b. Content:**

- 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.44)

- Vocabulary teaching

- Task 2: Read Khang’s blog again and fill the table with the information. (p.44)

- Task 3: Read Khang’s blog again. Then answer the questions. (p.44)

**c. Expected outcomes:**

- Students practise reading for specific information.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **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?** (4 mins) | | |
| - Ask Ss to scan the passage to find where the words *suburbs, dislike*, and *outdoor* are in the passage. T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding. | - Students scan the passage to find the words and guess their meanings. |  |
| **Vocabulary teaching** (4 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  1. suburb (n)  2. outdoor activity (n)  3. backyard (n)  4. dislike (v) |
| **Task 2: Read Khang’s blog again and fill the table with the information.** (5 mins) | | |
| - Ask Ss to scan the passage again and find the information to complete the table. Ask Ss to note where they found the information. When finishing, Ss can compare their answers before discussing them as a class. | - Students apply scanning technique to do the task independently.  - Students pair up to check their answers and then check with the class. | ***Answer key:***  - Likes: beautiful parks, sandy beaches, fine weather, shops, restaurants, markets, friendly people, good food  - Dislikes: modern buildings and offices, busy and crowded streets |
| **Task 3: Read Khang’s blog again. Then answer the questions.** (7 mins) | | |
| - Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline  parts of the blog related to the answers. Set a strict time limit to ensure Ss read the text quickly for  information.  - Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence to support their answers. | - Students work independently to find key words.  - Students work in pairs to find the answers. | ***Answer key:***  1. It is in the suburbs of Da Nang City.  2. Because it has beautiful parks, sandy beaches and fine weather.  3. They are very friendly.  4. They are busy and crowded. |

**e. Assessment**

- Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help Ss prepare ideas for the next activity

- To provide an opportunity for Ss to practise asking and answering about what they like and  
dislike about their neighbourhood.

**b. Content:**

- Task 4: Make notes about your neighbourhood. think about what you like / dislike about it. (p.44)

- Task 5: Work in pairs. Ask and answer about what you like and dislike about your neighbourhood. (p.44)

**c. Expected outcomes:**

**-** Students can talk about their neighbourhood.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Make notes about your neighbourhood. think about what you like / dislike about it.** (7 mins) | | |
| - Tell each student to make notes. Set a time limit for Ss to complete it. Ask Ss to think about what they like and dislike about their neighbourhood. Have them quickly note down these ideas | - Students brainstorm and note down the ideas of what they like and dislike about their neighbourhood. | ***Students’ own answer.*** |
| **Task 5: Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.** (8 mins) | | |
| - While Ss are practising their dialogues, T circulates and monitors. T notes some common errors and discusses them with the whole class. - Select some strong pairs to act out their dialogues in front of the class. Then give feedback: comment on their strengths and correct a few errors in the target language. | - Students practise the dialogues in pairs and in front of the class. | ***Suggested answer:***  A: Where do you live?  B: I live in the suburbs of Da Nang city.  A: What do you like about it?  B: The weather is fine. The people are friendly and the food is good.  A: What do you dislike about it?  B: The streets are busy and crowded. |

**e. Assessment**

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

**Board Plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 5: Skills 1**  **\*Warm-up**  Game: Miming  **\* Reading**  - Task 1: Find the words and give definitions.  - Vocabulary  1. suburb (n)  2. outdoor activity (n)  3. backyard (n)  4. dislike (v)  - Task 2: Read and fill the table.  - Task 3: Answer the questions.  **\* Speaking**  Task 4: ﻿Make notes.  Task 5: Discussion.  **\*Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen to some conversations about neighbourhoods

- Write a paragraph about your neighbourhood.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped  listening, writing and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students can give some information about features of Ho Chi Minh City

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Video watching**  - Teacher shows a video to introduce Ho Chi Minh City and what is special about this city (famous places, food and drink, etc.) | - Students watch the video and give some information | Link: <https://www.youtube.com/watch?v=35Z4GGvCmlU> |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop the skill of listening for specific information

**b. Content:**

- Task 1: Listen to the conversation between Khang and Vy and tick T (True) or F (False). (p.45)

- Task 2: Listen to the conversation again and fill the blanks. (p.45)

**c. Expected outcomes:**

- Students practise listening for specific information.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen to the conversation between Khang and Vy and tick T (True) or F (False).** (10 mins) | | |
| - Have Ss look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the question, underlining the key words, listening to the text paying attention  to the key words, deciding if each sentence is true or false).  - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false. Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to hear. Also, ask Ss to correct the false sentences. | - Students read the statements and underline the key words.  - Students listen and decide if the statements are true or false.  - Students share answers in pairs and listen again to check. | ***Answers key:***  1. F  2. T  3. F  4. T  5. T |
| **Task 2: Listen to the conversation again and fill the blanks.** (10 mins) | | |
| - Ask Ss to study the phrases with the blanks carefully. Ss may work in pairs to discuss the answers from the information they have listened in Task 1.  - Play the recording again and have Ss write the answers as they listen. Ss share their answers with their partners. With a weaker class, T may play the recording many times until Ss have written down all their answers. Call on some Ss to write their answers on the board.  - Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers. | - Students work in pairs to discuss the answers in task 1.  - Students listen and fill in the blanks.  - Students share their answers with their partners and check as a class. | ***Answer key:***  1. art galleries  2. wide  3. friendly  4. faraway  5. crowded |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To provide Ss some ideas for the next writing activity

- To help Ss practise writing a paragraph about their neighbourhood.

**b. Content:**

- Task 3: ﻿Tick what you like or dislike about a neighbourhood. (p.45)

- Task 4: ﻿ Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model. (p.45)

**c. Expected outcomes:**

**-** Students can write a paragraph about their neighbourhood.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: ﻿** **Tick what you like or dislike about a neighbourhood.** (8 mins) | | |
| - Ask Ss to tick what they like and don’t like about their neighbourhood, and then ask them to share their answers with their partners. Ss count how many things they have in common with their partners. | - Students work independently as instructed.  - Students discuss with their partners. | *Students’ own answers about their neighbourhood.* |
| **Task 4: ﻿Write a paragraph of about 50 words about your neighbourhood saying what you like and dislike about it. Use Khang’s blog as a model.** (10 mins) | | |
| - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have ticked in 3. T asks Ss to brainstorm for the ideas and the language necessary for writing. T may ask Ss to refer back to the reading for useful language  and ideas, and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually. Next ask Ss to work in pairs doing peer corrections. Then have them write their final version. T may display all or some of the Ss’ writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home. | - Students brainstorm for the ideas and the language necessary for writing  - Students write the first draft individually using the ideas in task 3.  - Students work in pairs doing peer corrections | ***Suggested answer:***  My neighbourhood is peaceful and the weather is sunny and fine. People are friendly and kind. The food is fresh and delicious. Every house has a backyard and a front yard. However, there is one thing I dislike about it. The roads are narrow. But I still love my neighbourhood very much. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 6: Skills 2**  **\*Warm-up**  Video watching  **\*Listening**  Task 1: Listen and tick T or F.  Task 2: Fill in the blanks.  ﻿  **\*Writing**  Task 3: Tick what you like or dislike.  Task 4: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 4

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

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be proud and respectful of places and sites in your neighbourhood

- Actively join in class activities

**II. MATERIALS**

- Grade 6 textbook, Unit 4, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Ss can list as many school things as possible.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Video watching**  - Teacher shows a short video about travelling around Hanoi Old Quarter.  - Teacher asks students to take notes as many destinations as possible.  - Teacher calls some students to go to the board and rewrite the words.  Teacher checks the words and corrects if it’s necessary. | - Students watch the video and take notes. | ***Link:***  <https://www.youtube.com/watch?v=KfsV2GDlGV8&t=21s> |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: VOCABULARY** (5 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 4

**b. Content:**

- Task 1: Write the name for each picture. (p.46)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the name for each picture.** (5 mins) | | |
| - Have Ss do this activity individually then compare their answers with their partners. Ask for Ss’ answers or ask one student to write his / her answer on the board. Check the answers as a class. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***Answer key:***  1. temple  2. railway station  3. square  4. art gallery  5. cathedral |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (11 mins)

**a. Objectives:**

- To help Ss revise the form and use of comparative adjectives

**b. Content:**

- Task 2: Put the following adjectives in the correct column.(p.46)

- Task 3: Now write their comparative forms in the table below. (p.46)

- Task 4: Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below. (p.46)

**c. Expected outcomes:**

- Recall the uses of comparative adjectives

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Put the following adjectives in the correct column.** (4 mins) | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/ phrases.  - Teacher gives feedback as a class discussion. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***Answer key:***  One syllable: fast, hot, large  Two syllables: heavy, noisy, quiet  Three syllables: expensive, beautiful, exciting |
| **Task 3: Now write their comparative forms in the table below.** (3 mins) | | |
| - Teacher encourages students to complete the task individually.  - Students exchange their textbooks to discuss the reasons why they are choosing the appropriate words/ phrases.  - Teacher gives feedback as a class discussion. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***Answer key:***   | Adjectives | Comparative form | | --- | --- | | fast | faster | | beautiful | more beautiful | | noisy | noisier | | expensive | more expensive | | hot | hotter | | exciting | more exciting | | quiet | quieter | | heavy | heavier | | large | larger | |
| **Task 4: Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.** (4 mins) | | |
| - Teacher can design the activity as a game (PPT slides).  - Teacher asks students to look for clues in each sentence to decide which word to fill the blank.  - Teacher checks their answers as a class. | - Students raise hands to answer and get the points for each correct one. | ***Answer key:***  1. noisier  2. more modern  3. more expensive  4. more peaceful |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

**-** Present the map of a neighbourhood.

**c. Expected outcomes:**

**-** Students can present their maps of a neighbourhood and give directions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **My map**  - Ask Ss to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary.  - Have some pairs practise asking for and giving directions to the places on their maps in front of the whole class.  - Give feedback to students’ presentations. | - Students practise asking for and giving directions in pairs.  - Students show their maps and present it. | *Students’ maps & presentations* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

| *Date of teaching*  **Unit 4: My neighbourhood**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Video watching  **\*Vocabulary**  ﻿Task 1: Write the name for each picture.  **\*Grammar**  Task 2: Put adjectives in the correct column.  ﻿Task 3: Write comparative forms.  ﻿Task 4: Complete the sentences.  **\*Project**  My map  **\* Homework** |
| --- |