**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 1: Getting Started p.38-39**

**Week 9**

**Period**: **27**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 31/10/2022 |  |
| **6B** | 02/11/2022 |  |
| **6C** | 31/10/2022 |  |
| **6D** | 31/10/2022 |  |
| **6E** | 02/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: excited, cross, famous, turn left, turn right, to be lost, go straight.

**\* Pronunciation:**

- *P*ronounce the key words correctly: excited, cross, famous, turn left, turn right, to be lost, go straight.

**\* Grammar:**

- Compare two people or things using comparative adjectives;

 - Asking for directions

**2. Competencies:**

**a. General competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for specific information about a neighbourhood

- talk about a neighbourhood;

- listen for specific information about a neighbourhood;

- write a paragraph to describe a neighbourhood.

**3. Qualities:**

- To teach Sslove of the neighbourhood, the hometown and the country, the likes and dislikes towards their neighbourhoods.

- Have serious attitude to asking and giving the directions; cooperative learning; sharing.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

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| **ACTIVITY 1: WARM-UP (5’)** **1. Aim:**- To create a friendly and atmosphere in the class before the lesson; - To lead into the unit**2. Content:**- Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.**3. Products:** - Interest and concentration of Ss on the class activities. - Having a chance to speak English and focus on the topic of the lesson..**4. Implementation:**  **-** Teacher instructs - Ss do as required |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- **Chatting** **Step 2: Task performance**- Teacher **(T)** asks Ss some questions about the previous lessons, - Reviews the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 3*. For example, T can organise *Alphabet Race* (read page 41 for the steps to play the game) or *Slap the Board.*- Leads to the new unit. Write the unit title *My neighbourhood* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 38. Draw their attention to the box and introduce what they are going to learn in this unit.- Ss snswer the teacher’s questions and enquirements.- Writes the unit title *My neighbourhood* on the board. - Ss open their notebook and write .**Step 3: Report and discussion**- Ss work in group to talk about their neighbourhood.- Ss join in the discussion**Step 4: Judgement**- T summarizes the discussion and leads to Activity 2. |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')****1. Aim:** **-** To set the context for the introductory;- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.- To help Ss deeply understand the text.**-** To help Ss know how to use let's and shall we to make suggestions.**2. Content:** - Learn some new words. Listen and read conversation to get used to the vocabulary; new grammar points. - Filling the blanks to understand more about the text.- Make suggestions. We can use : Shall we…./ Let’s …. to make suggestions**3. Products:****-** Vocabulary about the topic- Understanding the conversation; topic of the lesson, grammar points…- Understanding more about the text.- Know how to make suggestions. **4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T sets the scene/ context for the listening and reading.**Step 2: Task performance****Task 1. Listen and read.**- T sets the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. *What are Nick, Phong and Khang doing*? *What might be happening to them ?* T can also ask Ss to share any recent experiences of being lost, e.g. *Have you ever got lost? Where and when? How did you feel then? What did you do?* Elicit answers, but do not confirm whether their answers are right or wrong. - Asks Ss to talk a bit about the place where Nick, Phong and Khang are standing.- Plays the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.Invites some Ss to read the conversation aloud.- Asks Ss what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. *(They have arrived in Hoi An and they've got lost on their way to Tan Ky House.)*- Has Ss say the words in the text that they think are related to the topic My neighbourhood. **\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary- Ss take note all the new words- T quickly writes the words on one part of the board. - Comments on Ss'answers.**Task 2.** **Find in the conversation the sentences used to make suggestions.** - T tells Ss to refer back to the conversation to find the sentences used to make suggestions. - Asks Ss to compare their answers before checking as a class.- Tells them to practise saying the sentences in pairs (play the recording again as a model if necessary).- Ss listen carefully to the instructions- Ss follow the teacher’s instructions - T confirms the correct answers.- Calls on Ss to give the answers - T gives the correct answers. **Step 3: Report and discussion**- Ss write down the new vocabulary- T asks, Ss answer some more questions about the conversation**Step 4: Judgement**- T gives feedback on the reaction of Ss | **1. Listen and read.** **\* Vocabulary:****- excited** (adj) phấn khích**- cross** (v) đi qua**- famous** (adj) nồi tiếng**- turn left >< turn right** rẽ phải**- to be lost** (v) bị lạc**- go straight** (v) đi thẳng**2.** **Find in the conversation the sentences used to make suggestions.** **Key:****1.** Let's go to Chua Cau.**2**. Shall we go there first?**3**. First, cross the road, and then turn left.**4**. Fine, let's go.**5**. Let's ask her. |
| **ACTIVITY 3: PRACTICE (15’)****1. Aim**: To help Ss deeply understand the text.To help Ss know how to give directions through the conversationTo help Ss practise giving directions.**2. Content**: Read conversation again . Put the actions in orderFind and underline the directions .Asking for and giving directionsPractise giving directions.Playing Game. Find places**3. Products**: Order the actions correctly .Know how to give directions. *Can you tell me the way to the post office near here?..*Give directions correctly.**4. Implementation**: |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T let Ss learn Task 3-4-5 – Getting Started - Unit 3**Step 2: Task performing****Task 3. Read the conversation again. Put the actions in order.**- T asks Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation. - T may instruct them how to do the exercise: (1) read each sentence and refer back to the conversation to find the action it refers to; (2) order the actions. T may model using the first sentence.- T allows Ss to share answers before discussing as a class.- Ss listen to the instructions clearly- Ss share the answers- T writes the correct answers on the board.- Ss copy them**Task 4. Find and underline the following directions in the conversation.**– T asks Ss to work individually to find and underline the phrases used to give directions in the conversation. T may move around the class to check if Ss do exactly what is required and offer help when needed.- T has Ss quickly match each direction with the diagram. Check their answers as a class. If ss do not understand the phrases, use the diagrams to work the meaning out from the context. For weak classes, ask for translation to make sure they understand. With stronger classes, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?,* etc.- Ss do themselves. Give the answers**Task 5. GAME- Find places**– Demonstrate the game with a strong student.– Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.– Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A give directions and Team B guess the place. If their guess is correct, they get one point. Then change roles. The group with the most points is the winner.**Step 3: Report and discussion**- Ss work independently- Share the answers**Step 4: Judgement** - T gives feedback on the answers.  | **3. Read the conversation again. Put the actions in order.****Key :** **1**.b **2.** c **3**.d **4**. e **5**. a **4. Find and underline the following directions in the conversation.*****Key:*** 1 - B. cross the road *(băng qua đường)*2 - A. turn right *(rẽ phải)*3 - E. take the second turning on the left *(rẽ trái thứ hai)*4 - C. turn left *(rẽ trái)*5 - D. go straight *(đi thẳng)*https://img.loigiaihay.com/picture/question_lgh/2021_51/1623308581-icqt.jpg**5. GAME- Find Places**https://img.loigiaihay.com/picture/question_lgh/2021_51/1623308581-2f08.jpg**Suggested key:****A:** Go straight. Take the first turning on the right. It’s on your right.**B:** Is that the cinema?**A:** Yes, it is. |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:To help Ss revise some words and learn some more words to describe their neighbourhoodTo give Home assignments**2. Content**:To learn some more words abour asking and giving directionsHome assignments**3. Products**: Know more words about giving directions.Take note Home assignments**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**- Ask one or two Ss to tell the class what they have learnt.- Ask Ss to say aloud some words they remember from the lesson.**-** Home assignments**Step 2: Task performance**- Teacher summarizes all opinions* T let Ss take note the hokme assignments

**Step 3: Report and discussion** - T says something about the class time.-**Step 4: Judgement**T gives feedback and requires Ss do homework. | **\* Home assignments:**- Read again the conversation - Do more exercises in workbook. |
|  **IV. FEED-BACK:****………………………………………………………………………………………………****………………………………………………………………………………………………****……………………………………………………………………………………………….****……………………………………………………………………………………………….****………………………………………………………………………………………………..** |

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**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 2: A closer look 1 p.40**

**Week 10**

**Period**: **28**

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| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 07/11/2022 |  |
| **6B** | 09/11/2022 |  |
| **6C** | 07/11/2022 |  |
| **6D** | 07/11/2022 |  |
| **6E** | 08/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: square, cathedral, art gallery, railway, station, busy, crowded…

**\* Pronunciation:**

- *P*ronounce the key words correctly: square, cathedral, art gallery, railway, station, busy, crowded…

**\* Grammar:**

- Compare two people or things using comparative adjectives;

 - Asking for directions

**2. Competencies:**

**a. General competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for specific information about a neighbourhood

- talk about a neighbourhood;

- listen for specific information about a neighbourhood;

- write a paragraph to describe a neighbourhood.

**3. Qualities:**

- To teach Sslove of the neighbourhood, the hometown and the country, the likes and dislikes towards their neighbourhoods.

- Have serious attitude to asking and giving the directions; cooperative learning; sharing.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

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| **ACTIVITY 1: WARM-UP (5’)****1. Aim:**- Revise the old lesson.**-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…**2. Content:**- Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.**3. Products:** - Interest and concentration of Ss on the class activities. - A friendly and relaxed atmostphere to the new lesson**4. Implementation:** **-** Teacher instructs - Ss do as required |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- **Chatting** **Step 2: Task performance**- Teacher **(T)** asks Ss some questions about them and class. - T encourages Ss to talk in English as much as possible+ Students **(Ss)** listen and learn how to do the tasks.- Answer the teacher’s questions and requirements.- Open their book and write.+ T leads to the new lesson.- Ask Ss to open their book and introduce what they are going to study…**Step 3: Report and discussion**- Ss join in the discussion**Step 4: Judgement**- T summarizes the discussion and leads to Activity 2. | **Chatting.** * Do you like you neighbourhood?
* Can you tell us something about it?

Answers  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')****1. Aim:** To revise / teach the names of places in a neighbourhood.To help Ss practise asking and answering questions about where they live.**2. Content:** Match the places with the pictures. The names of places in a neighbourhood**.**Ask and answer questions about where they live.**3. Products:**Know more the name of places in a neighbourhood**.** Asking and answering questions correctly. Improve speaking skills.**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T sets the scene/ context for the listening and reading.- T ask the whole class to do the Tasks in A Closer Look 1**Step 2: Task performance****Task 1. Match the places below with the pictures. Then listen, check and reapeat the words.** **\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Follow the steps to teach vocabulary- Ss repeat in chorus and individually+ Check vocabulary- Ss take note all the words– Have Ss quickly match each place (in each picture) with its name . - T plays the recording for them to listen and check their answers with their partners. - T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually- Correct Ss’ pronunciation. Ask Ss to name some places in their neighborhood- With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?*- T checks the answers- T corrects their pronunciation.- T checks and confirms the answers.**Task 2. Work in pairs. Ask and answer questions about where you live**– T models this activity with a more able student.- T asks Ss to work in pairs to ask and answer questions about where they live . - T reminds Ss that they can use the places in **1** or any places they want to ask. - T may go around to observe and o er help if necessary.- Ss listen carefully and learn how to do.- Ss work in pairs .- Ss follow the teacher’s instructions- Give the answers- Calls on some pairs to practise in front of the class.- Ss do the tasks.**Step 3: Report and discussion**- Ss write down the new vocabulary- T asks, Ss answer some more questions about the lesson**Step 4: Judgement**- T gives feedback on the reaction of Ss | **1. Match the places below with the pictures. Then listen, check and reapeat the words.** **\* Vocabulary****- square** (n) quảng trường**- cathedral** (n) nhà thờ**- art gallery** (n) triển lãm , các tác phẩm…**- railway** (n) xe lửa**- station** (n) nhà ga**- busy** (adj) bận rôn, sầm uất**- crowded**…(adj) đông đúc.**\* Key:** **1.** c **2.** e  **3.** d  **4.** a **5.** b **Audio script**1. square 2.art gallery 3. cathedral 4. temple 5. railway station**2. Work in pairs. Ask and answer questions about where you live****A:** Is there a shopping mall in your neighbourhood?**B:** Yes, there is./  No, there isn't. |
| **ACTIVITY 3: PRACTICE (15')****1. Aim**: - To revise the adjectives Ss learnt in primary school;* To help Ss practise asking and answering about their neighbourhood.
* To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.
* To help Ss identify how to pronounce the sounds /I/ and /i:/ and practise singing the chant.

**2. Content**: - Ask and answer questions using adjectives they have learnt. - Pronounce the sound /ɪ/ and /i:/- Listen and practice the chance notice the sound **/I/** and /i:/**3. Products**: - Asking and answering questions about neighborhood correctly.- Pronounce the sound /ɪ/ and /i:/ correctly.- Pronounce the sounds /I/ and /i:/ and practise singing the chant.**4. Implementation**:  |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T let Ss do Task 3-4-5 in A closer look 1**Step 2: Task performing****Task 3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.**- T models this activity with strong student. Remind Ss that they can use adjectives in the box or other adjective they know to talk about their village, town or city.- T asks Ss to work in pairs. Go around to observe and offer help if necessary.- Ss listen to the instructions clearly- Ss learn how to do it* Calls on some pairs to practise in front of the class.
* T may ask other Ss to give comments

**Task 4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**– T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one is shorter.– Asks Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat.- Plays the recording as many times as necessary- Asks Ss to work in pairs and put the words in the correct column while they listen . - Ss listen to the teacher’s instructions carefully- T call on some pairs to write their answers on the board before checking their answers with the whole class.-Ss check the answers- Ss listen and repeat**Task 5. Listen and practice the chant. Notice the sounds /I/ and /i:/**- T asks Ss to listen while T plays the recording. Play the recording again and ask Ss to chant a long.**- Ssl**Listen to the instructions carefully then do the tasks.- T provides further pracice by dividing the class into two groups. Have groups sing alternate lines.- Call on some Ss to practise the chant if possible **Step 3: Report and discussion**- Ss work independently- Share the answers**Step 4: Judgement** - T gives feedback on the answers and studying attitucde of Ss in class. | **3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.***noisy crowded peaceful quiet modern beautiful busy boring***4. Listen and reapeat the words. Pay attention to the sounds /ɪ/ and /i:/**/ɪ/ noisy exciting expensive friendly/iː/convenient clean cheap peaceful**5. Listen and practice the chant. Notice the sounds /I/ and /i:/****MY NEIGHBOURHOOD***My city is very noisy.**There are lots of trees growing.* *The people here are busy.**It’s a lively place to live in.**My village is very pretty.* *There are lots of places to see.* *The people here are friendly.* *It’s a fantastic place to be.* |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:To help Ss revise all they have learnt.To give Home assignments**2. Content**:Make sentences using the new words and structuresHome assignments**3. Products**: Know more some words about neighbourhoodTake note Home assignments**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**- Ask one or two Ss to tell the class what they have learnt.- Ask Ss to say aloud some words they remember from the lesson and make sentences with them**-** Home assignments**Step 2: Task performance**- Teacher summarizes the lesson- T let Ss take note the home assignments**Step 3: Report and discussion** - T asks, Ss answer about neighbourhood -**Step 4: Judgement**T gives feedback and requires Ss do home assignments. | **\* Home assignments:**- Practice asking and answer about neighbourhood. - Do more exercises in workbook. |
|  **IV. FEED-BACK:****………………………………………………………………………………………................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................** |

**UNIT 4: MY NEIGHBOURHOOD**

**Lesson 3: A closer look 2 p.41-42**

**Week 10**

**Period**: **29**

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| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 09/11/2022 |  |
| **6B** | 09/11/2022 |  |
| **6C** | 09/11/2022 |  |
| **6D** | 08/11/2022 |  |
| **6E** | 09/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: comparative adjectives, tall, expensive, in the countryside, neighbourhood, weather, wide, traffic, seafood, peaceful.

**\* Pronunciation:**

- *P*ronounce the key words correctly: comparative adjectives, tall, expensive, in the countryside, neighbourhood, weather, wide, traffic, seafood, peaceful.

**\* Grammar:**

- Compare two people or things using comparative adjectives;

 - Asking for directions

**2. Competencies:**

**a. General competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for specific information about a neighbourhood

- talk about a neighbourhood;

- listen for specific information about a neighbourhood;

- write a paragraph to describe a neighbourhood.

**3. Qualities:**

- To teach Sslove of the neighbourhood, the hometown and the country, the likes and dislikes towards their neighbourhoods.

- Have serious attitude to asking and giving the directions; cooperative learning; sharing.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |
| --- |
| **ACTIVITY 1: WARM-UP (5’)****1. Aim:**- To revise the old lesson. - To introduce / teach **Comparative adjectives****2. Content:**- To review/ introduce the use and the form of Comparative adjectives**3. Products:**  - Interest and concentration of Ss on the class activities. - A friendly and relaxed atmostphere to the new lesson - Ss know the usage of the Comparative adjectives**4. Implementation:** **-** Teacher instructs - Ss do as required |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- **Chatting** **Step 2: Task performance**- Teacher **(T)** chooses two Ss of very different heights and ask them to stand up. T asks the class: *Who is taller?* Indicate tall and taller with your hands and arms. T may give another example, e.g. two rulers or desks: *long – longer*. Ask Ss to say what t*aller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese- Ask Ss to open their book and introduce what they are going to study….**Step 3: Report and discussion**- Ss join in the discussion and do as required**Step 4: Judgement**- T summarizes the discussion and leads to Activity 2. | Questions and answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')****1. Aim:** To help Ss identify the correct comparative form of adjectives.To help Ss practise forming the correct comparative form of adjectives.**2. Content:** Learn how to form and use comparative form of adjectives. Forming the correct comparative form of adjectives by completing the sentences.**3. Products:****-** Vocabulary about the topic- Know how to form and use comparative form of adjectives correctly. - Understand more the form and use the comparative. **4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering****-** To help Ss learn The Present continuous Tense- T sets the scene/ context for the listening and reading.- T ask the whole class to do the Tasks in A Closer Look 2**Step 2: Task performance****Task 1. Complete the following sentences with the comparativeform of adjectives in brackets.**– T asks Ss to read the instruction. - Tells Ss what they should do. (With a weaker class, do the first sentence as an example ) . - Reminds Ss to pay attention to the number of the syllables in each adjective.- Asks Ss to do the exercise individually and then compare their answers with a classmate . + Students(Ss)listen to the instructions carefully and learn how to do the tasks.- Ss answer the teacher’s questions and enquirements.- Checks the answers as a class. - T confirms the correct answers. - Ssl Listen carefully and read aloud.**Task 2. Use the correct form of the words in brackets to complete the letter.**- T asks Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an *example*).- Asks Ss to read and complete the letter individually. - Reminds them to pay attention to the number of the syllables in each adjective. - T has Ss compare their answers in pairs before checking with the whole class. - Ss **work in pairs**- Ss do the tasks and share the answers- Observes and helps when and where necessary, and correct Ss'pronunciation and intonation.- Confirms the correct answers.\**Step 3: Report and discussion**- Ss write down the new vocabulary- T asks, Ss answer some more questions about the lesson**Step 4: Judgement**- T gives feedback on the reaction of Ss | **1. Complete the following sentences with the comparative form od adjective.** - Tom is **taller than** Mary- A house in a city is **more expensive than** a house in the countryside**\* Key**: **2.**noisier **3.** bigger **4.** more peaceful **5.** more exciting**2. Use the correct form of the words in brackets to complete the letter.***Dear Nick,**How are you?**Ha Noi is beautiful but it's too busy for me. I'm having a great time at Cua Lo Beach now. The weather is (1. hot)****hotter****than that in Ha Noi. The houses and buildings are****smaller****and****older****than those in Ha Noi The streets are****wider****with less traffic. The seafood here is****more delicious****and****cheaper****than the seafood in Ha Noi.**See you soon,**Vy* **\* Key:****2**. smaller **3**. older **4**. wider **5**. more delicious **6**. cheaper |
| **ACTIVITY 3: PRACTICE (25')****1. Aim**: To help Ss practise using comparative adjectives.To give Ss further practice on using comparative adjectives.**2. Content**: Ask and Answer questions to further practice on using comparative adjectives**3. Products**: Using comparative adjectives to compare the two neighbourhoods properly.**4. Implementation**:  |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T let Ss study the examples, consume the rules and do the exercises**Step 2: Task performing****Task 3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .****Compare two neighbourhoods using the adjectives** - T asks Ss to look at the pictures of the two neighbourhoods. - Elicits the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them.- Ss listen to the instructions clearly- T has Ss compare their sentences in pairs before showing some of their sentences to the whole class. - Ss share the answers- T asks other Ss to give comments and correct any mistakes if possible.- T moves around to offer help if needed. - If there is time, T asks some Ss to write their sentences on the board.**Task 4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3**- T models this activity with a stronger student.- Tells Ss that they can use the information from the sentences they have written in **3**  to ask and answer questions about the two neighbourhoods.- Asks Ss to work in pairs. - Goes around to observe and offer help if necessary. - Ss listen to the instructions carefully- Ss work in pairs.- T calls some pairs to practise in front of the class. - Assk other Ss to give comments and correct any mistakes if possible.- Checks and confirm the correct answers**Step 3: Report and discussion**- Ss work independently and in pairs, in groups- Share the answers**Step 4: Judgement** - T gives feedback on the answers and studying attitude of Ss in class. | ***Suggested answers:******1. Binh Minh is more crowded than Long Son.******2. Long Son is more boring than Binh Minh.******3. Long Son is quieter than Binh Minh.******4. Long Son is more peaceful than Binh Minh.******5. Binh Minh is more modern than Long Son.******6. Binh Minh is busier than Long Son.*****4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3*****Example :******A****. Is Binh Minh noisier than Long Son?****B****. Yes, it is.****A.*** *Is Long Son more modern than Binh Minh?****B****. No, it isn’t* |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:To help Ss revise all they have learnt.To give Home assignments**2. Content**:Make sentences using adjectives to to compare people and things in their classroom, using comparative adjectives.Home assignments**3. Products**: Review the old lessonTake note Home assignments**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering** - Ask one or two Ss to tell the class what they have learnt.- T asks some Ss to make sentences to compare people and things in their classroom, using comparative adjectives.**-** Home assignments**Step 2: Task performance**- T summarises the main points of the lesson. - T lets Ss take note the home assignment**Step 3: Report and discussion** - T asks, Ss answer about positions of things-**Step 4: Judgement**T gives feedback and requires Ss do homework. | **\* Home assignments:**- Revise the use and form of comparative adjectives.- Do more exercises in workbook.- Make more sentences using present continuous tense. |
|  **IV. FEED-BACK:****………………………………………………………………………………………………****………………………………………………………………………………………………****……………………………………………………………………………………………….****……………………………………………………………………………………………….****………………………………………………………………………………………………..** |

**UNIT 4: NEIGHBOURHOOD**

**Lesson 4: Communication p.43**

**Week 10**

**Period**: **30**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 10/11/2022 |  |
| **6B** | 12/11/2022 |  |
| **6C** | 10/11/2022 |  |
| **6D** | 12/11/2022 |  |
| **6E** | 10/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: go along, nearest, guide, turning, finally

**\* Pronunciation:**

- *P*ronounce the key words correctly: go along, nearest, guide, turning, finally

**\* Grammar:**

- Compare two people or things using comparative adjectives;

 - Asking for directions

**2. Competencies:**

**a. General competencies:**

 - Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for specific information about a neighbourhood

- talk about a neighbourhood;

- listen for specific information about a neighbourhood;

- write a paragraph to describe a neighbourhood.

**3. Qualities:**

- To teach Sslove of the neighbourhood, the hometown and the country, the likes and dislikes towards their neighbourhoods.

- Have serious attitude to asking and giving the directions; cooperative learning; sharing.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |
| --- |
| **ACTIVITY 1: WARM-UP (5’)** **1. Aim:**- To revise the old lesson. - To teach Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.\* Everyday EnglishTo ask and answer about neighbourhood.**2. Content:**- Use everyday expressions to develop the language skills.- Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class**3. Products:** - Interest and concentration of Ss on the class activities. - A friendly and relaxed atmostphere to the new lesson - Developing the language skills by asking and answering questions about neighbourhood using comparative adjectives.**4. Implementation:** **-** Teacher instructs - Ss do as required |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- **Chatting** **Step 2: Task performance**- Teacher **(T)** asks Ss some questions about them and class. - T asks Ss to open their book and introduce what they are going to study….- T leads in the lesson.**Step 3: Report and discussion**- Ss join in the discussion and do as required**Step 4: Judgement**- T summarizes the discussion and leads to Activity 2. | A*. Could you please tell us something about your neighbours?*B. *yes, of course. He/sheThey…* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')****1. Aim:** To introduce ways to ask for and give directions in English;To help Ss practise asking for and giving directions. **2. Content:** Listen and read the dialogue, findthe way to ask for and give directions.**3. Products:**Vocabulary about the topicAsking for and giving direction correctly. Make similar conversations to ask for and give directions to places.**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T sets the scene/ context to reading and listening- T ask the whole class to do the Tasks in Communication**Step 2: Task performance****Task 1. Listen and read the conversations****\* Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Follows the steps to teach vocabulary- Ss repeat in chorus and individually+ T checks vocabulary- Ss take note the words\*Plays the recording for Ss to listen and read the conversations at the same time. - Asks Ss to pay attention to the sentences and phrases used to ask for and give directions.- Elicits 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...*). - T has Ss practise the conversations in pairs. + Students(Ss)listen to the instructions carefully and learn how to do the tasks- Ss may use everyday English to talk to each other.- Calls on some pairs to practise the conversations in front of the class**Task 2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.****-** T asks Ss to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. Encourages them to practise asking for and giving directions to places near their school. Move around to observe and provide help. Ss work in pairs and fulfil the tasks.Calls on some pairs to practise in front of the class. Comment on their performance T has Ss practise speaking**Step 3: Report and discussion**- T asks, Ss answer some more questions about the lesson**Step 4: Judgement**- T gives feedback on the reaction of Ss | **1. Listen and read the conversations****\* Vocabulary****- go along** (v) đi dọc theo **- nearest** (adj) gần nhất**- guide** (v) hướng dẫn**- turning** (v) rẽ, lối rẽ**- finally** (adv) cuối cùng.***Audio script:******A****: Excuse me. Could you tell me the way to the cinema, please?****B****: Go along this street. It's on your left.****A****: Excuse me. Where's the nearest post office, please?****B****: Go out of the station. Take the first turning on the right.* **2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.*****Suggested answers:******A:****Excuse me. Could you tell me the way to Royal City, please?****B:****Go straight and then take the second turning on the right.* |
| **ACTIVITY 3: PRACTICE (25')****1. Aim**: 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 Ho Chi Minh City.To help Ss practise presenting their audio guide to Ho Chi Minh City to the class.**2. Content**: Listen to an audio guide and fill the blanks.Create an audio guide for Distric 1 of HO Chi Minh CityPresenting the audio guide to Ho Chi Minh City**3. Products**: Listen and fill the blanks with one word correctly.Ss can create an audio guide .Presenting the audio guide to Ho Chi Minh City freely and correctly.**4. Implementation**:  |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T let Ss study the examples, consume the rules and do the exercises**Step 2: Task performing****Task 3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks.**– T asks Ss if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An?* *What can you remember about it?* Allow 20 - 30 seconds for Ss to think, then repeat the question and have Ss brainstorm about Hoi An.- Plays the recording. First, asks Ss to listen only. Then plays the recording again and ask ss to fill as they listen. - Ss work individually- Ss listen to the teacher’s instructions carefully and learn how to do.T asks Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers. - Ss give the answers- Ss work individually- Listen to the teacher’s instructions carefully and learn how to do.- Ask Ss to read the audio guide again, paying attention to the use of the connective words: *first, next* and *finally.*- Move around to observe and provide help. - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.**Task 4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.**- T asks Ss tolook at carefully at the simplified map of Ho Chi Minh City. Ask Ss to read the instructions carfully. T may ask them some questions to check if they know what they are supported to do. - Reminds Ss of the expressions they can use to give directions; Ss may refer to the expressions in the Activities 1 and 4 of GETTING STARTED.– T has Ss prepare their audio guide individually and then share it with a partner.- Ss listen carefully– Has Ss practise presenting their audio guide with other pairs or in groups.- Ss Answer questions individually. - Checks and confirms the correct answers**Task 5. Now present your audio guide to your class.**- T calls on some Ss to present their audio guides to the whole class. After each student has finished his / her audio guide.- Asks for some comments from other Ss. - Ss listen to the teacher’s instructions carefully- Makes comments and correct any mistakes if there are any.- Invites some Ss to share their opinion with the class.- Chooses some Ss to give a presentation to the class.**Step 3: Report and discussion**- Ss work independently and in pairs, in groups- Share the answers**Step 4: Judgement** - T gives feedback on the answers and studying attitude of Ss in class. | **3. Nick is listening to an audio guide to Hoi an . Listen and fill the blanks.****Key:** **1.** straight **2**. second **3**. right **4**. next to***Audio script:****Let’s start our tour in Hoi An. We are at Tran Phu Street now. First, go to Ong pagoda. To get there, go straight a long the street for five minutes. It’s on your left. Next, go to the Museum of Sa Huynh Culture.Take the second turning on your left. Turn right and it’s on your right. Finally, go to Hoa Nhap Workshop to buy some presents. Turn left and right. It’s next to Tan Ky House.***4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.**https://img.loigiaihay.com/picture/question_lgh/2021_51/1623310226-wqxv.jpg**Suggested audio:***Let's start our tour in Ho Chi Minh City. We are in Hai Ba Trung Street now. First, go to Duc Ba cathedral. To get there, go straight along the street for 2 minutes then take the first turning on the right, keep going straight, Duc Ba cathedral is in front of your eyes. Next, we go to Thong Nhat palace. Go straight along Nguyen Du street then take the first turning on the right, go straight and it's on your right. Finally, go to the Sai Gon opera house. Go straight along Le Duan street and take the second turning on the right, keep going straight for 10 minutes, the Sai Gon opera house is on your right.***5. Now present your audio guide to your class.****Students’ presentations.** |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:To help Ss revise all they have learnt.To give Home assignments**2. Content**:More questions and answers about the main topicHome assignments**3. Products**: Review the old lessonTake note Home assignments**4. Implementation:** |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering** - T summarizes the lesson and let Ss tell what the have learnt**-** Home assignments**Step 2: Task performance**- Teacher summarizes the lesson- T has Ss tell what they have learnt (Practice asking about audio guides to places)- T lets Ss take note the home assignment**Step 3: Report and discussion** - T asks, Ss answer about houses-**Step 4: Judgement**T gives feedback and requires Ss do homework. | **\* Home assignments:**- Practice asking about audio guides to places. - Do more exercises in workbook  |
|  **IV. FEED-BACK:****………………………………………………………………………………………………****………………………………………………………………………………………………****……………………………………………………………………………………………….****……………………………………………………………………………………………….****………………………………………………………………………………………………..** |