**UNIT 4:NEIGHBOURHOOD**

**Lesson 5: Skills1 p.44**

**Week 11**

**Period**: **32**

|  |  |  |
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| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 16/11/2022 |  |
| **6B** | 17/11/2022 |  |
| **6C** | 16/11/2022 |  |
| **6D** | 15/11/2022 |  |
| **6E** | 16/11/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: suburbs, dislike, outdoor, sandy beach, restaurant, market, office

**\* Pronunciation:**

- *P*ronounce the key words correctly: suburbs, dislike, outdoor, sandy beach, restaurant, market, office

**\* Grammar:**

- Compare two people or things using comparative adjectives;

- Likes/dislikes structures

**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;

**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 – PRE-READING (5’)**  **1. Aim:**  **-** To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.  **2. Content:**  Revision of the old lesson.Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  Have Ss look at picture and answer the questions.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson.  - Answer the questions about Khang’s neighbourhood. Have a chance to speak English**.**  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **Pre - reading**  - Teacher (T)asks Ss some questions about them and class.  - Asks Ss to look at the pictures of Khang's neighbourhood.  - Asks Ss the questions: *Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why?/Why not?*  - Encourages Ss to give their answers, but do not confirm whether their answers right or wrong.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Asks Ss to open their book and introduce what they are going to study….  - Ss answer the questions.  - Ss open their book and write the tittle of the lesson .  - 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. | Questions and answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')**  **1. Aim:**  To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.  To help Ss further develop their reading skill for specific information (scanning).  **2. Content:**  Read Khang’s blog anf find the words in the text.  Read Khang’s blog again and fill the table.  **3. Products:**  **-** Vocabulary about the topic  - Reading ; find the words correctly. Improve reading skills.  - Understanding more the content of the text . Complete the task.  **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 Skills 1  **Step 2: Task performance**  **While- reading**  **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?**  **\*) 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  - T asks 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(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words.  - T observes and help when and where necessary.  - Check the answer.  **Task 2. Read Khang’s blog again and fill the table with the information.**  - T asks Ss to scan the passage again and find the information to complete the table.  - T asks Ss to note where they found the information.When finishing, Ss can compare their answers before discussing them as a class.  -Ss listen to the teacher’s instructions carefully and learn how to do.  - Ss check the meaning of the words  - Asks ss to show the evidence to support their answers.  - Checks and confirm the correct answers.  - T wraps up the Reading section by asking Ss what to include when they want to describe their neighbourhood.  - Here are some things:  - Location  What they like about it  What they dislike about it  ...  - Writes these points on the board for the next activity  **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. Read Khang’s blog. Look at the words in the box, then find them in the text and underline them. What do they mean?**  **\* Vocabulary**  **+ suburbs** (n) vùng ngoại ô  **- outdoor** (a) ngoaì trời  **- dislike** (v) không thích  **- sandy beach** (n): bãi biển  **- restaurant (n):** nhà hàng  **- market (n):** chợ  **- office (n):** văn phòng  ***KHANG'S BLOG***  *Friday, December 23rd ...*  ***MY NEIGHBOURHOOD***  *I live in the* ***suburbs*** *of Da Nang City. There are many things I like about my neighbourhood.*  *It's great for* ***outdoor*** *activities because it has beautiful parks, sandy beaches and fine weather. There's almost everything I need here: shops, restaurants, and markets. The people here are friendlier, and the food is better than in other places.*  *However, there are two things I* ***dislike*** *about it: there are many modern buildings and offices; and the streets are busy and crowded.*  *Posted by Khang at 4:55 PM*  **2. Read Khang’s blog again and fill the table with the information.** |
| **ACTIVITY 3: PRACTICE (15' )**  **1. Aim**:  To help Ss develop their reading skill for specific information (scanning).  To help Ss prepare ideas for the next speaking activity.  To provide an opportunity for Ss to practise asking and answering about what they like and dislike about their neighbourhood.  **2. Content**:  Read Khang’s blog again and answer the questions.  Make note about yourneighbourhood to prepare ideas for the next speaking activity.  Ask and answer about what you like and dislike about your neighbourhood.  **3. Products**:  Making note. Think about what you like / dislike it.  Likes and dislikes about your neighbourhood.  **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. Read Khang’s blog again. Then answer the questions.**  - T has Ss read the text in detail to answer the questions.  - T asks them how to do this kind of exercise.  - T explains 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).*  - T tells them to underline parts of the blog related to the answers.  - T sets a strict time limit to ensure Ss read the text quickly for information.  - Tells them to compare their answers in pairs before giving the answers to T.  - Ss listen carefully to the instructions  - Ss answer **questions individually.**  - T asks them to give evidence to support their answers  - T calls on some Ss to describe.  - Ss follow the instructions carefully  - Ss find the answer.  - T checks their pronunciation and intonation.  - Checks and confirm the correct answers  **Post – Reading**  **Task 4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  - T tells each student to make notes. Set a time limit for Ss to complete it.  - Asks Ss to think about what they like and dislike about their neighbourhood.  - T has them quickly note down these ideas.  - Ss listen to the teacher’s instructions carefully and follow them.  - Ss work individually  - Ss give the answer .  - T checks and confirm the correct answers  **Task** **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  - While Ss are practising their dialogues, T circulates and monitors.  - T notes some common errors and discusses them with the whole class.  - Ss listen to the teacher’s instructions carefully and follow them.  **- Ss w**ork in pairs.  - Selects some strong pairs to act out their dialogues in front of the class.  - Ss practice speaking in front of the class.  - Then gives feedback: comment on their strengths and correct a few errors in the target language.  - T helps if necessary  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **3. Read Khang’s blog again. Then answer the questions.**  **LIKES**  **-**beautiful parks, sandy beaches, fine weather  - shops, restaurants, markets  - friendly people, good food  **DISLIKES**  - modern buildings and offices  - busy and crowded streets  **4. Make notes about your neighbourhood. Think about what you like / dislike about it.**  **Likes** : scenery- beautiful; modern shops, people- kind/ friendly….  **Dislikes:** high buildings, offices. streets- busy , crowded …….  **5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.**  **Example:**  ***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 f‡ne. The people are friendly and the food is good.*  ***A****. What do you dislike about it?*  ***B.*** *The streets are busy and crowded.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about friends  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Practice describing their neighbourhood  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 4:NEIGHBOURHOOD**

**Lesson 6: Skills 2 p.45**

**Week 11**

**Period**: **33**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 17/11/2022 |  |
| **6B** | 19/11/2022 |  |
| **6C** | 17/11/2022 |  |
| **6D** | 19/11/2022 |  |
| **6E** | 17/11/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: far away, heavy traffic, art gallery, café, narrow, workshop.

**\* Pronunciation:**

- *P*ronounce the key words correctly: far away, heavy traffic, art gallery, café, narrow, workshop.

**\* Grammar:**

- Compare two people or things using comparative adjectives;

- Likes/dislikes structures

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

- 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 GW/PW/IW)(5’)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  **2. Content:**  **-** Revision **:** Describe *your neighbourhood*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - 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 them and class.  - Ask Ss about the content of the previous lesson. Describe the classmate next to them.  - Ask 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 the lesson. | | | Questions and answers:   * A, could you tell us something about your neighbourhood …? * Yes, … |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')**  **1. Aim:**  To develop Ss’ skill of listening for specific information.  To help Ss develop the skill of listening for specific information.  **2. Content:**  Listen conversation and tick T/ F. Having some strategies to do the reading exercise.  Listen again and fill the blanks  **3. Products:**  Vocabulary about the topic  Listen and tick T/F on the statement correctly.  Understanding more about content of the conversation between Khang and Vy.  **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 Task 1 in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  **\*) 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  + Check vocabulary  - Ss take note the words  - T has Ss look at the sentences in this activity.  - Asks 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).*  - Plays the recording twice for Ss to do exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.  - T has Ss share their answers in pairs. Invite some pairs. Invite some pairs to give their answers and confirm the correct ones.  - Plays the recording again if needed, stopping at the place where Ss find it difficult to hear.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Ss do the tasks. Compare the answers.  - Ss give the answers  -Also, asks Ss to correct the false sentences.  - Confirms the answers.  **Task 2. Listen to the conversation again and fill the blanks**  - T asks 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 1.  - T plays the recording again and have Ss write the answers as they listen.  - Ss can 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.  - Ss listen to the teacher’s instructions carefully and learn how to do it.  - Ss fulfil the tasks  - T calls on some Ss to write their answers on the board.  - T plays the recording again for Ss to check the answers..  - T may pause at the sentences that include the information Ss need for their answers.  - Checks and confirm the correct answers.  **\*Post-listening**  - Students tell about Vy’s neighbourhood  - T gives instructions and encourage Ss to tell Vy’s neighbourhood , using information in Audio Script.  \* Invites one or two Ss to talk about Vy’s neighbourhood.  - T may give some clues  - Calls on some Ss to speak freely.  - Corrects pronunciations, grammar, vocab, intonation.  **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. Listen to the conversation between Khang and Vy and tick (✓) T (True) or F (False).**  **\* Vocabulary**  **- faraway** (adj) xa xôi  **- narrow** (adj) chật hẹp  **- workshop** (n) sản xuất, sửa chữa  **…..**    **Key:**  **1.F 2. T 3. F 4. T 5. T**  **2. Listen to the conversation again and fill the blanks**  **Key:**  **1**. art galleries **2.** wide  **3.** friendly  **4.** faraway **5.** crowded  ***Audio script:***  ***Khang :*** *Where do you live?*  ***Vy :*** *I live in the surburbs of Ho Chi Minh city*  ***Khang :****What do you like about it?*  ***Vy :*** *There**are many**things I like about it. There’s a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly.*  ***Khang :*** *What do you dislike about it?*  ***Vy :*** *The shools are too faraway. There are also some factories near here, so the air isn’t very clean and the streets are noisy and crowded.* | | |
| **ACTIVITY 3: PRACTICE (15' )**  **1. Aim**:  To provide Ss some ideas for the next writing activity  To help Ss practise writing a paragraph about their neighbourhood.  **2. Content**:  Read the statements and tick what you like or dislike about a neighbourhood  Write a paragraph about their neighbourhood.  **3. Products**:  Things you like or dislike about a neighbourhood.  A paragraph about their neighbourhood saying what they like or dislike about it .  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  T has Ss do Task 3-4 in Skill 2  **Step 2: Task performing**  **Task 3. Tick (✓) what you like or dislike about a neighbourhood**.  - T asks 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.  - Ss listen carefully to the instructions and learn how to do the tasks.  - T comments on their answers  **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**.  - T sets 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.  - T asks Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  - Then have them write their final version.  - Ss listen carefullyand learn how to write  - Ss write themselves  - 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  - T goes round helping if necessary.  - Other Ss and T comment on the writing.  **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 | **3. Tick (✓) what you like or dislike about a neighbourhood.**   |  |  |  | | --- | --- | --- | |  | **Likes** | **Dislikes** | | 1. sandy beaches |  |  | | 2. heavy traffic |  |  | | 3. many modern buildings and offices |  |  | | 4. peaceful streets |  |  | | 5. good restaurants and café |  |  | | 6. sunny weather |  |  | | 7. helpful and friendly people |  |  | | 8. many shops and markets |  |  |   **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.**  **\* Suggested writing:**  *I live in Long Son Town. There are many things I like about my neighbourhood.*  *It is convenient because there s a big supermarket near my house. There are also many shops, restaurants, nad café here. The streets are wide and clean. The people are very friendly and helpful. The food is very fresh and delicious. However there are some things I dislike about it. I love my hometown very much.* | | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about their classmates  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Finish writing the paragraph. Copy in the note books.  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | | |

**UNIT 4:NEIGHBOURHOOD**

**Lesson 7: Looking back & project p.46-47**

**Week 12**

**Period**: **34**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 21/11/2022 |  |
| **6B** | 23/11/2022 |  |
| **6C** | 21/11/2022 |  |
| **6D** | 21/11/2022 |  |
| **6E** | 22/11/2022 |  |

**I. OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: temple, railway station, square, art gallery, cathedral.

**\* Pronunciation:**

- *P*ronounce the key words correctly: temple, railway station, square, art gallery, cathedral.

**\* Grammar:**

- Compare two people or things using comparative adjectives;

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

- Use comparative form of adjectives correctly in doing exercises.

**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 review and drill section of the unit.  - To encourage Ss not to refer back to the unit pages but to use what they have learnt during the unit to help them answer the questions.  - To see how far Ss have progressed, and which areas need further practice.  **2. Content:**  **-** Revision **:** Describe *your neighbourhood*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - 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 them and class.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - 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 the lesson. |  | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To help Ss revise the vocabulary items they have learnt in the unit.  **2. Content:**  - Revise what they have learnt during the unit to write the correct answer.  - Revise the vocabulary items by writing the name for each picture  **3. Products:**  **-** Write and read the words correctly  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  **Step 2: Task performance**  **Task 1. Write the name for each picture**  - T has Ss do this activity individually then compare their answers with their partners.  - T asks for Ss'answers or ask one student to write his / her answer on the board.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss answer the teacher’s questions and enquirements.  - T checks and correct the mistakes.  - T asks Ss read the words to check their pronunciation  - Ss do as required  **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. Write the name for each picture:**  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623311993-9drt.jpg  **Keys:**  **1.** Temple  **2**. railway station  **3**. square  **4**. art gallery  **5**. cathedral. | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss revise the form and use of comparative adjectives.  **2. Content**:  - Revise the form and use of comparative adjectivesby doing exercises 2-3-4.  **3. Products**:  - Remember more the form and use of comparative adjectives.  **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 2. Put the following adjective in the correct column**  - T has Ss do this activity by themselves and write their answers in their notebooks.  - T has Ss check their answers with a partner before discussing the answers as a class.  - T observes and helps when and where necessary, and correct Ss'pronunciation and intonation.  - Invites some Ss to give answer.  - Ss **work individually.**  - Ss do the tasks  - Ss give the answers.  - T checks and confirms the correct answers  **Task 3. Now write their comparative forms in the table below**.  - T has Ss do this activity by themselves and write their answers in their notebooks.  - Has Ss check their answers with a partner before discussing the answers as a class.  - Observes and helps when and where necessary, and correct Ss'pronunciation and intonation.  - Invites some Ss to give answer.  - Ss T checks and confirms the correct answers  **Task 4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.**  - T ahs Ss do this activity by themselves and write their answers in their notebooks.  \_ Ss do the task  - Have Ss check their answers with a partner before discussing the answers as a class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Check and confirm the correct answers  - Ss write down the keys  **\* PROJECT:**  ***- Prepare in the previous lessons beforehand***  This is to introduce Ss to another way of practising asking for and giving directions to the places in their neighbourhood.  Ss listen to the teacher’s instructions carefully  ACTIVITY 1  Have each student draw a map of their neighbourhood with the names of at least five places on their map. T may have Ss prepare their maps at home.  Ss do the tasks . Prepare the project at home beforehand.  ACTIVITY 2  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. If there is time, have some pairs practise asking for and giving directions to the places on their maps in front of the whole class.  Ss should finish the project in class, assign groups in the previous lessons.  **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 | **2. Put the following adjective in the correct column**    **3. Now write their comparative forms in the table below.**    **4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.**    **Keys :**  **1.** noisier **2**. more modern  **3**. more expensive **4.** more peaceful | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements.  - T lets Ss take note the home assignments.  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Read again the conversation  - Do more exercises in workbook.  - Make sentences using comparative form of adjectives. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |