

Date of planning:.....

Period 27 : UNIT 4: MY NEIGHBOURHOOD

Date of teaching:

Lesson 1: GETTING STARTED

WEEK: ...

LOST IN THE OLD TOWN!

THIS UNIT INCLUDES:

Vocabulary

- Places in a neighbourhood

Pronunciation:

Pronunciation: Sounds: /I/and /i:/'

Grammar

- Comparative adjectives: smaller; more expensive

Skills:

- Reading about a neighbourhood

- Talking about a neighbourhood

- Listening about a neighbourhood

- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

* **By the end of this unit, students will be able to:** (*Over all*)

- use the words for places in a neighbourhood;
- pronounce the sounds /I/and /i:/' correctly;
- compare two people or things using comparative adjectives;
- ask for and give directions to some places;
- 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.

1. Knowledge:

- To introduce the topic of the lesson: My neighbourhood. To teach listening and reading. Practice giving directions.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/' correctly;

+ **Grammar:** - compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to practice reading and listening to the conversation between Nick, Phong and Khang . They have arrived in Hoi An and they've got lost on their way to Tan Ky House.

Digital Competence (Integrated):

- **1.1.TC1a (Information Literacy):** Searching for real locations, reviews, and images of local landmarks.
- **3.1.TC1a (Digital Content Creation):** Designing a creative digital travel brochure/poster using Canva or Google Slides.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. The likes and dislikes their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say 5 words: cross, turn left, turn right, go straight and get lost with teacher's help.
- identify 2 sentences used to make suggestions.
- put the first 3 actions in the correct order.
- give one simple direction using “Go straight” or “Turn left/right”.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books,
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims: To create an active atmosphere in the class before the lesson;	
To lead into the new unit.	
* Content: Having some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the new lesson.	
* Outcome: Having a chance to speak English.	
* Organisation : Teacher’s instructions....	
Teacher’s & Student’s activities	Content
+ Greeting	+ Greeting

+ Chatting

- Teacher (T) asks Ss some questions about the previous lessons,
- Review the previous unit before SS opens 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*.
- Lead 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 gives 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.
- Write the unit title *My neighbourhood* on the board.

+ Chatting

- Students (Ss) listen and learn how to do it .
- Answer the teacher's questions and enquirements.
- + Students (Ss) listen and learn how to do the tasks.
- Open their book and write .


2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims: To set the context for the introductory text;

To introduce the topic of the unit.

- * **Content:** Listen and read conversation to get used to the vocabulary; new grammar points.
- * **Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points...
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>1. Listen and read.</p> <ul style="list-style-type: none"> - Set the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. <i>What are Nick, Phong and Khang doing? What might be happening to them ?</i> T can also ask Ss to share any recent experiences of being lost, e.g. <i>Have you ever got lost? Where and when? How did you feel then? What did you do?</i> Elicit answers, but do not confirm whether their answers are right or wrong. - Ask SS to talk a bit about the place where Nick, Phong and Khang are standing. - Play 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. <p>Invite some Ss to read the conversation aloud.</p> <ul style="list-style-type: none"> - Ask SS what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. (<i>They have arrived in Hoi An and they've got lost on their way to Tan Ky House.</i>) - Have Ss say the words in the text that they think are related to the topic My neighbourhood. <p>*) Pre- teach vocabulary:</p> <ul style="list-style-type: none"> - Teachers use different techniques to teach vocabulary (situation, realia, translation + Follow the steps to teach vocabulary 	<p>1. Listen and read.</p> <ul style="list-style-type: none"> - T_ Ss  <ul style="list-style-type: none"> - Listen carefully to the context <p>* Vocabulary</p> <ul style="list-style-type: none"> - excited (adj) phấn khích - cross (v) đi qua - famous (adj) nổi tiếng - turn left >< turn right rẽ phải - to be lost (v) bị lạc - go straight (v) đi thẳng -

- Repeat in chorus and individually
- + Check vocabulary
- Take note all the new words
- Quickly write the words on one part of the board. - Comment on Ss'answers.

For students with disabilities

Teacher's guidance:

- Show the pictures and read the first two statements or questions before playing the audio.
- Play the relevant part twice and pause after each key word.
- Allow the student to point, circle or write one short answer.

For students with disabilities

Student's activities:

- Listen to the relevant part twice.
- Do listening items 1 and 2 only.
- Check and copy the answers.

3. PRACTICE (15')

ACTIVITY 2:

Aim: To help Ss know how to use let's and shall we to make suggestions.

- * **Content:** Make suggestions. We can use : Shall we.../ Let's to make suggestions
- * **Outcome:** Know how to make suggestions.
- * **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p>2. Find in the conversation the sentences used to make suggestions.</p> <ul style="list-style-type: none"> - Tell 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. <p>Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary).</p> <ul style="list-style-type: none"> - Confirm the correct answers. - Call on Ss to give the answers - T gives the correct answers. <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Write the exact model expression from the activity on the board. - Read the model twice and explain its meaning briefly in Vietnamese. - Give one situation and let the student choose or repeat the suitable response. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Repeat the model expression. - Use it in one short exchange with the teacher. - Copy the model or answer: 1. Let's go to Chua Cau. 2. Shall we go there first? 3. First, cross 	<p>2. Find in the conversation the sentences used to make suggestions.</p> <ul style="list-style-type: none"> - T_ Ss - Listen carefully to the instructions - Follow the teacher's instructions - Give the answers and check. <p>Key:</p> <ol style="list-style-type: none"> 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.

the road, and then turn left. 4. Fine, let's go. 5.

Let's ask her.

ACTIVITY 3:

Aim: To help Ss deeply understand the text.

* **Content:** Read conversation again . Put the actions in order

* **Outcome:** Order the actions correctly .

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities

3. Read the conversation again. Put the actions in order.

- Ask 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.

- Allow Ss to share answers before discussing as a class.

- Write the correct answers on the board.

- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

- T gives correct answer

For students with disabilities

Teacher's guidance:

Content

3. Read the conversation again. Put the actions in order.

- Ss_ Ss

- Listen to the instructions clearly

- Share the answers

- Copy them

Key :

1. b 2. c 3. d 4. e 5. a

- Read the title and the first short part of the text with the student.

- Underline 3 important words and explain them with pictures or Vietnamese.

- Read questions 1 and 2 and show where the answers can be found.

For students with disabilities

Student's activities:

- Read 1-2 short sentences with teacher's help.

- Underline 3 target words.

- Answer questions 1 and 2 using short answers:
1. b 2. c 3. d 4. e 5. a.

ACTIVITY 4:

Aim: To help Ss know how to give directions through the conversation

* **Content:** Find and underline the directions . Asking for and giving directions

* **Outcome:** Know how to give directions. *Can you tell me the way to the post office near here?..*

* **Organisation :** Teacher's instructions.....

4. Find and underline the following directions in the conversation.

– Ask 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.

- 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

4. Find and underline the following directions in the conversation.

- **T_ Ss**

- Listen carefully and learn how to do.

- Ss do themselves. Give the answers

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.

For students with disabilities

Teacher's guidance:

- Show the route on the map and read: go straight, turn left and turn right.

- Model one direction slowly from the starting point.

- Guide the student to follow one step at a time.

For students with disabilities

Student's activities:

- Point to the route.

- Say 2 directions: "Go straight." and "Turn left/right."

- Find or name one place with teacher's help.

Key:

1. B 2. A 3. E 4.C 5. D

4. PRODUCTION/ APPLICATION (8’)

ACTIVITY 5:

Aim: To help SS practise giving directions.

* **Content:** Practise giving directions. Playing Game. Find places

* **Outcome:** Give directions correctly.

* **Organisation :** Teacher’s instructions.....

Teacher’s & Student’s activities

Content

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 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.

For students with disabilities

Teacher's guidance:

- Show the route on the map and read: go straight, turn left and turn right.
- Model one direction slowly from the starting point.
- Guide the student to follow one step at a time.

For students with disabilities

Student's activities:

- Point to the route.
- Say 2 directions: “Go straight.” and “Turn left/right.”
- Find or name one place with teacher's help.

5. GAME- Find Places

- T_ Ss

- Listen to the instructions carefully then do the tasks.

- Ask and answer

5. WRAP-UP & HOME WORK (2')

- 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. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the comparative adjectives and phrases of giving directions and tells Ss that they will learn these language points in the following lessons
- Ask Ss to say aloud some words they remember from the lesson.

* HOMEWORK

- Read the conversation again on page 6.
- Do more exercises in the workbook.
- Prepare new lessons.

PROJECT PREPARATION: "Digital Neighborhood Guide"

- T introduces the project: "Groups will design a 1-page digital guide for a visitor to their neighborhood."
- Digital Task (1.1.TC1a): Groups use Google Maps to identify 5 landmarks/shops and find their ratings or reviews.
- Output: Groups save these links/locations to a shared on Zalo/ Google docs.

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Date of planning:.....

Period 28 : UNIT 4: MY NEIGHBORHOOD

Date of teaching:

Lesson 2: A CLOSER LOOK -1

WEEK:

THIS UNIT INCLUDES:

Vocabulary

Skills:

- Places in a neighbourhood

Pronunciation:

Pronunciation: Sounds: /I/and /i:/

Grammar

- Comparative adjectives: smaller; more expensive

- Reading about a neighbourhood

- Talking about a neighbourhood

- Listening about a neighbourhood

- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To introduce the topic of the lesson: My neighbourhood. To teach the names of places in a neighborhood. Practicing asking and answering about their neighborhood. Ss also learn how to pronounce the sounds /b/ and /p/ correctly in contexts.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/ correctly;

+ **Grammar:** - compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to know the names of places in a neighborhood. Practicing asking and answering about their neighborhood. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

Digital Competence (Integrated):

● **1.1.TC1a (Information Literacy):** Searching for real locations, reviews, and images of local landmarks.

● **3.1.TC1a (Digital Content Creation):** Designing a creative digital travel brochure/poster using **Canva** or **Google Slides**.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognise and say 5 places: square, railway station, temple, art gallery and cathedral with teacher's help.

- match 3 places with the correct pictures.

- use 3 adjectives to describe a neighbourhood.

- repeat 2 words with /I/ and 2 words with /i:/.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books,
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims: Vocabulary

- **To revise old lessons.**

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :**Teacher's instructions....

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask SS to open their book and introduce what they are going to study....</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- Students (Ss) listen and learn how to do it.</p> <p>- Open their book and write .</p>

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To revise / teach the names of places in a neighbourhood.

* **Content:** Match the places with the pictures. The names of places in a neighbourhood.

* **Outcome:** Know more the name of places in a neighbourhood.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
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**1. Match the places below with the pictures.
Then listen, check and repeat the words.**

***) 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
- 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?*
- Check the answers
- Correct their pronunciation.
- Check and confirm the answers.

1. Match the places below with the pictures. Then listen, check and repeat the words.

- T_ Ss

*** 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 rộn, sầm uất
- **crowded**...(adj) đông đúc.



- Listen carefully to the instructions
- Answer the teacher's questions.
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks.
- Answer the teacher's questions and enquirements.

*** Key:**

1. c 2. e 3. d 4. a 5. b

Audio script

- **Digital Task (1.1.TC1a):** T asks students to use **Google Maps (Street View)** to find a square, a cathedral, or an art gallery in their city .

- **Output:** Students take a screenshot of one place they find "beautiful" or "noisy" to use in their project.

For students with disabilities

Teacher's guidance:

- Show the first 3 pictures or items and read the matching words slowly.

- Explain each word using the picture or Vietnamese when necessary.

- Guide the student to match one item at a time.

For students with disabilities

Student's activities:

- Match or label items 1-3 only.

- Point to and read the three matched words.

- Check and copy the answers: 1. c 2. e 3. d 4. a 5. b
Audio script 1. square 2.art gallery 3. cathedral 4. temple 5. railway station.

- | | |
|--------------|--------------------|
| 1. square | 2.art gallery |
| 3. cathedral | |
| 4. temple | 5. railway station |

3. PRACTICE (18')

ACTIVITY 2:

Aim: To help SS practise asking and answering questions about where they live.

* **Content:** Ask and answer questions about where they live.

* **Outcome:** Asking and answering questions correctly. Improve speaking skills.

* **Organisation** : Teacher's instructions.....

Teacher's & Student's activities

Content

2. Work in pairs. Ask and answer questions about where you live

- Model this activity with a more able student.
- Ask SS to work in pairs to ask and answer questions about where they live .
- Remind Ss that they can use the places in 1 or any places they want to ask.
- T may go around to observe and or help if necessary.
- Call on some pairs to practise in front of the class.

For students with disabilities

Teacher's guidance:

- Prepare two short question-and-answer models on cards.
- Read each model slowly and assign the shortest response to the student.
- Accept a one-word or short-phrase answer.

For students with disabilities

Student's activities:

- Ask or answer 2 simple questions.
- Use the model on the card.
- Say one short answer clearly with the

2. Work in pairs. Ask and answer questions about where you live

- **Work in pairs** to do this activity
- Listen carefully and learn how to do.
- SS work in pairs .
- Follow the teacher's instructions
- Give the answers
- Ss do the tasks.

teacher's help.

ACTIVITY 3:

Aims:

- To revise the adjectives Ss learnt in primary school;
- To help SS practise asking and answering about their neighbourhood.
- * **Content:** Ask and answer questions using adjectives they have learnt.
- * **Outcome:** Asking and answering questions about the neighborhood correctly.
- * **Organisation :** Teacher's instructions...

Teacher's activities

Student's activities

3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.

- Model this activity with strong students. Remind Ss that they can use 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

For students with disabilities

Teacher's guidance:

- Prepare two short question-and-answer models on cards.

3. Work in groups. Ask and answer about your neighbourhood. You can use the adjectives below.

- Listen to the instructions clearly
- Learn how to do it
- Ss to work in pairs
- Ss do themselves.
- Copy them

- Read each model slowly and assign the shortest response to the student.

- Accept a one-word or short-phrase answer.

For students with disabilities

Student's activities:

- Ask or answer 2 simple questions.

- Use the model on the card.

- Say one short answer clearly with the teacher's help.

II. PRONUNCIATION: /ɪ/ and /i:/

ACTIVITY 4:

Aim: To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.

* **Content:** Pronounce the sound /ɪ/ and /i:/

* **Outcome:** Pronounce the sound /ɪ/ and /i:/ correctly.

* **Organisation :** Teacher's instructions.....

4. Listen and repeat 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.

- 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

4. Listen and repeat the words. Pay attention to the sounds /ɪ/ and /i:/

- Listen to the teacher's instructions carefully

- Check the answers

- Listen and repeat

Key:

- 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.

For students with disabilities

Teacher's guidance:

- Read and repeat, then pay slowly twice.
- Show the mouth position or target sound and let the student repeat one word at a time.
- Play only the first two relevant audio items and pause after each item.

For students with disabilities

Student's activities:

- Listen and repeat: and, repeat, the, Pay.
- Do the first 2 pronunciation items only.
- Check the answers with the teacher.

Key:

/ɪ/	/i:/
noisy exciting expensive friendly	clean peaceful convenient cheap

Audio script:

noisy clean cheap exciting peaceful friendly expensive convenient

4. PRODUCTION/ APPLICATION (8')

ACTIVITY 5:

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

- * **Content:** Listen and practice the chance to notice the sound /I/ and /i:/
- * **Outcome:** Pronounce the sounds /I/ and /i:/ and practise singing the chant.
- * **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
5. Listen and practice the chant. Notice the	5. Listen and practice the chant. Notice

sounds /I/ and /i:/

- Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant a long.
- Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

- Call on some Ss to practise the chant if possible

- Comment on their pronunciation.

For students with disabilities

Teacher's guidance:

- Read and practice, then chant slowly twice.
- Show the mouth position or target sound and let the student repeat one word at a time.
- Play only the first two relevant audio items and pause after each item.

For students with disabilities

Student's activities:

- Listen and repeat: and, practice, the, chant.
- Do the first 2 pronunciation items only.

the sounds /I/ and /i:/

- Listen to the instructions carefully then do the tasks.
- **T_ Ss**
- Do the tasks
- Listen again and repeat
- Practice the chant.

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.

- Check the answers with the teacher.

5. WRAP-UP & HOME WORK (2')

- Ask SS to summarise what they have learnt in the lesson.

* HOME WORK

- Practice speaking the names of rooms and the names of the furniture in the house.

- Do more exercises in the workbook.

- Prepare a new lesson.

Date of planning:

Period 29 : UNIT 4 : MY NEIGHBOURHOOD

Date of teaching:

Lesson 3: A CLOSERLOOK 2

WEEK: ...

THIS UNIT INCLUDES:

Vocabulary

- Places in a neighbourhood

Pronunciation:

Pronunciation: Sounds: /I/and /i:/

Grammar

- Comparative adjectives: smaller; more expensive

Skills:

- Reading about a neighbourhood

- Talking about a neighbourhood

- Listening about a neighbourhood

- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To introduce the topic of the lesson: My neighbourhood. To teach comparative adjectives. Practicing forming and using the comparative adjectives.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/ correctly;

+ **Grammar:** - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to know the form and usage of comparative adjectives. Practicing forming and using the comparative adjectives. Ss also learn how to pronounce the the sounds /I/and /i:/ correctly;

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognise 3 comparative forms: taller, noisier and more expensive with teacher's help.

- complete 2 sentences using comparative adjectives.

- compare two places in 2 simple sentences.

- choose the correct comparative form in 2 items.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books,

- Method;: T-WC; group works; individual

III. PROCEDURE:

Grammar

*Comparative adjectives

- Choose 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 *taller* and *longer* are in Vietnamese. T 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

Grammar: Comparative adjectives

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

than is used to make comparisons:

Example :

- This green ruler is longer **than** the blue ruler.
- My TV is more expensive **than** her TV

1. WARM UP & INTRODUCTION (3'-5')

Aim: To introduce the comparative form of adjectives. (*)

- * **Content:** Revise old lesson.
- * **Outcome:** Having a chance to speak English.
- * **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask SS to open their book and introduce what they are going to study....</p> <p>- Lead in the new lesson/</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>- Students (Ss) listen and learn how to do it.</p> <p>- Open their book and write .</p>

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: Grammar : Comparative adjectives

Aim: To help Ss identify the correct comparative form of adjectives.

* **Content:** Learn how to form and use comparative forms of adjectives.

* **Outcome:** Know how to form and use comparative forms of adjectives correctly.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

1. Complete the following sentences with the comparative form of adjectives in brackets.

Remember!

We can use comparative adjectives to compare two people or things.

- Tom is **taller than** Mary
- A house in a city is **more expensive than** a house in the countryside
- Ask SS to read the instructions.
- Tell SS what they should do. (With a weaker class, do the first sentence as an example) .
- Remind Ss to pay attention to the number of the syllables in each adjective.
- Ask SS to do the exercise individually and then compare their answers with a classmate .

Content

1. Complete the following sentences with the comparative form of adjective.

- T_ Ss



- Tom is **taller than** Mary
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks.
- Answer the teacher's questions and enquirements.
- Listen carefully and read aloud.
- * **Key:**
 - 2. noisier
 - 3. bigger
 - 4. more peaceful
 - 5. more exciting

- Check the answers as a class.
- Confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Write two model pairs from the lesson, for example small - smaller and expensive - more expensive.
- Circle -er or more and explain the form briefly.
- Guide the student to complete the first two comparison items.

For students with disabilities

Student's activities:

- Read the two comparative forms.
- Complete items 1 and 2 only.
- Copy the correct answers: 2. noisier 3. bigger 4. more peaceful 5. more exciting.

3. PRACTICE (18')

ACTIVITY 2:

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

* **Content:** Forming the correct comparative form of adjectives by completing the sentences.

* **Outcome:** Understanding more the form and using the comparative.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
2. Use the correct form of the words in	2. Use the correct form of the words in

brackets to complete the letter.

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.
- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.
- Confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Write two model pairs from the lesson, for example small - smaller and expensive - more expensive.
- Circle -er or more and explain the form briefly.
- Guide the student to complete the first two comparison items.

For students with disabilities

Student's activities:

- Read the two comparative forms.
- Complete items 1 and 2 only.
- Copy the correct answers: 2. smaller. 3. older 4. wider 5. more delicious 6. cheaper.

brackets to complete the letter.

- T_ Ss
- Ss **work individually**
- Do the tasks
- Share the answers.
- Learn how to do it.

* Key:

2. smaller. 3. older 4. wider
5. more delicious 6. cheaper

ACTIVITY 3

Aim: To help Ss practise using comparative adjectives.

* **Content:** Ask and Answer questions to further practice on using comparative adjectives

* **Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities

3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .

Compare two neighbourhoods using the adjectives .



Binh Minh

- 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.

- Have Ss compare their sentences in pairs before showing some of their sentences to

Content

3. Look at the pictures of the two neighbourhoods : Binh Minh and Long Son .

.

Compare two neighbourhoods using the adjectives .

- T_ Ss



Long Son

- Listen to the instructions clearly

- Ss to **work independently**

- Share the answers

- Copy them

the whole class.

- Ask other Ss to give comments and correct any mistakes if possible.
- Move around to offer help if needed.
- If there is time, ask some SS to write their sentences on the board.

For students with disabilities

Teacher's guidance:

- Write two model pairs from the lesson, for example small - smaller and expensive - more expensive.

- Circle -er or more and explain the form briefly.

- Guide the student to complete the first two comparison items.

For students with disabilities

Student's activities:

- Read the two comparative forms.
- Complete items 1 and 2 only.
- Copy the correct answers.

4. FURTHER PRACTICE/APPLICATION (8')

ACTIVITY 4:

Aim: To give SS further practice on using comparative adjectives.

- * **Content:** Ask and Answer questions to further practice on using comparative adjectives
- * **Outcome:** Using comparative adjectives to compare the two neighbourhoods properly.
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3</p> <ul style="list-style-type: none"> - Model this activity with a stronger student. - Tell SS that they can use the information from the sentences they have written in 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 some pairs to practise in front of the class. - Ask other Ss to give comments and correct any mistakes if possible. - Check and confirm the correct answers <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Write two model pairs from the lesson, for example small - smaller and expensive - more expensive. - Circle -er or more and explain the form briefly. - Guide the student to complete the first two comparison items. 	<p>4. Work in pairs. Ask and answer questions about Binh Minh and Long Son neighbourhoods using pictures in 3</p> <ul style="list-style-type: none"> - T_ Ss - Listen to the instructions carefully - Work in pairs. - Do themselves - Give the answers <p>Example :</p> <p>A. Is Binh Minh noisier than Long Son?</p> <p>B. Yes, it is.</p> <p>A. Is Long Son more modern than Binh Minh?</p> <p>B. No, it isn't</p>

For students with disabilities

Student's activities:

- Read the two comparative forms.
- Complete items 1 and 2 only.
- Copy the correct answers.

5. WRAP-UP & HOME WORK (2')

- Summarise the main points of the lesson.
- Ask SS to make sentences to compare people and things in their classroom, using comparative adjectives.

*** HOME WORK**

- Revise the form and use of comparative adj.
- Do more exercises in the workbook.
- Prepare new lessons.



Date of planning:.....

Period 30 : UNIT 4: MY NEIGHBOURHOOD

Date of teaching:

Lesson 4: COMMUNICATION

WEEK:

THIS UNIT INCLUDES:

Vocabulary

- Places in a neighbourhood

Pronunciation:

Skills:

- Reading about a neighbourhood
- Talking about a neighbourhood

Pronunciation: Sounds: /I/and /i:/

Grammar

- Comparative adjectives: smaller; more expensive

- Listening about a neighbourhood

- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- Helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to ask for and give directions. To practice asking for and giving direction; creating an audio guide to places.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/ correctly;

+ **Grammar:** - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to ask for and give directions. To practice asking for directions and creating audio guides to places.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking for and giving the directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- ask for directions using “Could you tell me the way to ...?” with the teacher's help.

- give 2 simple directions using go straight and turn left/right.

- read and identify 2 features of a neighbourhood.

- say one thing they like and one thing they dislike about their neighbourhood.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books,

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims:

Everyday English

Asking for and giving directions

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to

inspire SS to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions...

Teacher's activities	Student's activities
<p>+ Greeting</p> <p>+ Chatting</p> <ul style="list-style-type: none">- Teacher (T) asks Ss some questions about them and class.- Tell SS that they are going to learn how to ask for and give directions.- Ask Ss to remember the phrases used to give directions in 4 of GETTING STARTED- Ask SS to open their book and introduce what they are going to study....- T leads in the lesson.	<p>+ Greeting</p> <p>+ Chatting</p> <ul style="list-style-type: none">- Students (Ss) listen and answer the teacher's or friend's questions- Open their book and write the title of the lesson .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

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

- To help SS practise asking for and giving directions.

* **Content:** Read conversation, find the way to ask for and give direction.

* **Outcome:** Asking for and giving direction correctly. Make similar conversations to ask for and give directions to places.

* **Organisation :** Teacher's instructions.....

Teacher's activities	Student's activities
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1. Listen and read the conversations

*) 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

- Take note the words

*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

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.



- T_ Ss

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

-Ss **work in groups**.

- Ss may use everyday English to talk to each other.

- SS work **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.

2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.

- 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

- Have Ss practise speaking

For students with disabilities

Teacher's guidance:

- Show the route on the map and read: go straight, turn left and turn right.

- Model one direction slowly from the starting point.

- Guide the student to follow one step at a time.

For students with disabilities

A: Excuse me. Where's the nearest post office, please?

B: Go out of the station. Take the first turn on the right.

2. Work in pairs. Make similar conversations to ask for and give directions to places near your school.

- Work in pairs.

- Ask SS to work in pairs to practice speaking, using the structures.

- Pair works

+ Fulfil the tasks

Ask Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers.

- 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.

For students with disabilities

Teacher's guidance:

- Show two groups: countable and uncountable, or some and any.
- Give four familiar noun cards and model the first item.
- Guide the student to complete the first two items.

For students with disabilities

Student's activities:

- Classify or complete the first 2-4 items only.
- Read the selected nouns or sentences.
- Check the answers with the teacher.

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 along the street for five minutes. It's on your left. Next, go to the Museum of Sa Huynh Culture. Take the second turn 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.

- Do the tasks if possible.

ACTIVITY 4:

Aim: To help SS practise creating an audio guide for Ho Chi Minh City.

* **Content:** Create an audio guide for District 1 of HO Chi Minh City

* **Outcome:** Ss can create an audio guide .

* **Organisation** : Teacher's instructions...

4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.

- Ask SS to look carefully at the simplified map 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 supported to do.

- Remind 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.

– Have Ss prepare their audio guide individually and then share it with a partner.

– Have SS practice presenting their audio guide with other pairs or in groups.

- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Show the route on the map and read: go straight, turn left and turn right.

- Model one direction slowly from the starting point.

- Guide the student to follow one step at a time.

For students with disabilities

Student's activities:

- Point to the route.

- Say 2 directions: “Go straight.” and “Turn

4. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City.

- **T_ Ss**

- Listen carefully

- **Answer questions individually.**

- Complete the tasks.

left/right.”

- Find or name one place with the teacher's help.

4. PRODUCTION / APPLICATION (8')

ACTIVITY 5:

Aim: To help SS practise presenting their audio guide to Ho Chi Minh City to the class.

* **Content:** Presenting the audio guide to Ho Chi Minh City

* **Outcome:** Presenting the audio guide to Ho Chi Minh City freely and correctly.

* **Organisation :** Teacher's instructions....

Teacher's activities

Student's activities

5. Now present your audio guide to your class.

- 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.

- Make comments and correct any mistakes if there are any.

- Invite some SS to share their opinion with the class.

- Choose some SS to give a presentation to the class.

For students with disabilities

Teacher's guidance:

- Point to the first two items and explain the task in simple Vietnamese when necessary.

- Read the target words or sentences slowly twice.

5. Now present your audio guide to your class.

- **T_ Ss**

- Listen to the teacher's instructions carefully.

- **Work individually**

- Model item 1 and guide the student to complete item 2.

For students with disabilities

Student's activities:

- Do the first 2 items only.

- Repeat or copy 2 target words or sentences.

- Check the answers with the teacher.

5. WRAP-UP & HOME WORK (2')

- Summarise the main points.
- Have Ss tell what they have learnt in the lesson.

*** HOME WORK**

- Practice asking about audio guides to places.
- Do more exercises in workbook

Date of planning:.....

Period 31: UNIT 4 : MY NEIGHBOURHOOD

Date of teaching:

Lesson 5: SKILLS_1/ Reading and Speaking

WEEK: 11

THIS UNIT INCLUDES:

Vocabulary

- Places in a neighbourhood

Pronunciation:

Pronunciation: Sounds: /I/and /i:/

Grammar

- Comparative adjectives: smaller; more expensive

Skills:

- Reading about a neighbourhood

- Talking about a neighbourhood

- Listening about a neighbourhood

- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about school . Students get acquainted with reading skills. To learn how to predict the meaning of new vocabulary using the context. Also to practice speaking. To practice asking and answering about what they like and dislike about their neighbourhood.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/ correctly;

+ **Grammar:** - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to practice reading and speaking skills. To practice asking and answering about what they like and dislike about their neighbourhood.

Digital Competence (Integrated):

● **1.1.TC1a (Information Literacy):** Searching for real locations, reviews, and images of local landmarks.

● **3.1.TC1a (Digital Content Creation):** Designing a creative digital travel brochure/poster using **Canva** or **Google Slides**.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize 4 words in the reading text about a neighbourhood with the teacher's help.

- answer 2 simple reading questions.

- identify 2 good or bad things about the neighbourhood.

- describe one place using 2 short sentences.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION(5')

Aim:**(Pre - reading)**

- To develop a 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.

* **Content:** Have Ss look at pictures and answer the questions.

* **Outcome:** Answer the questions about Khang's neighbourhood .Having a chance to speak English

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask SS to look at the pictures of Khang's neighbourhood.</p> <p>- Ask Ss the questions: <i>Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why?/Why not?</i></p> <p>- Encourage SS to give their answers, but do not confirm whether their answers are right or wrong.</p> <p>- Ask SS to open their book and introduce what they are going to study....</p> <p>- T leads in the lesson.</p>	<p>+ Greeting</p> <p>+ Chatting/ T_ Ss</p> <p>- Students (Ss) listen and answer the teacher's or friend's questions</p> <p>- Answer the questions.</p> <p>- Open their book and write the title of the lesson .</p>

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:**While- reading**

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

* **Content:** Read Khang's blog and find the words in the text.

* **Outcome:** Reading ; find the words correctly. Improve reading skills.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>1. Read Khang's blog. Look at the words in the box, then find them in the text and underline them. What do they mean?</p> <p>*) Pre- teach vocabulary:</p> <ul style="list-style-type: none"> - Teacher uses different techniques to teach vocabulary (situation, realia, translation + Follow the steps to teach vocabulary - Repeat in chorus and individually + Check vocabulary - Take note the words - Ask SS to scan the passage to find where the words <i>suburbs</i>, <i>dislike</i>, and <i>outdoor</i> 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. - Observe and help when and where necessary. - Check the answer. 	<p>1. Read Khang's blog. Look at the words in the box, then find them in the text and underline them. What do they mean?</p> <ul style="list-style-type: none"> - T_ Ss * Vocabulary + suburbs (n) vùng ngoại ô - outdoor (a) ngoài trời - dislike (v) không thích + Students (Ss) listen to the instructions carefully and learn how to do the tasks. - Ss learn how to read and use new words. - Give the answer

- **Digital Task (1.2.TC1a):** T asks students to search for a "vlog" about the same place (e.g., Hue or Hoi An) on YouTube .

- **Comparison:** Groups use **Comparative Adjectives** to tell if the real place is "more crowded" or "noisier" than described in the book.

For students with disabilities

Teacher's guidance:

- Read the title and the first short part of the text with the student.

- Underline 3 important words and explain them with pictures or Vietnamese.

- Read questions 1 and 2 and show where the answers can be found.

For students with disabilities

Student's activities:

- Read 1-2 short sentences with the teacher's help.

- Underline 3 target words.

- Answer questions 1 and 2 using short answers.

ACTIVITY 2 :

Aim: To help SS further develop their reading skill for specific information (scanning).

* **Content:** Read Khang's blog again and fill the table.

* **Outcome:** Understanding more the content of the text . Complete the task.

* **Organisation** : Teacher's instructions.....

Teacher's & Student's activities

Content

2. Read Khang's blog again and fill the table with the information.

- 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.

- Ask ss to show the evidence to support their answers.

- Check and confirm the correct answers.

- Wrap 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

...

2. Read Khang's blog again and fill the table with the information.



- **T_ Ss**

- Listen to the teacher's instructions carefully and learn how to do it.

- Check the meaning of the words

- Ss work individually first.

- Compare the answers with partners

- Give the answers

Key:

LIKES	DISLIKES
- beautiful parks, sandy beaches, fine weather	- modern buildings and offices
- shops, restaurants, markets	- busy and crowded streets
- friendly people, good food	

- Write these points on the board for the next activity

ACTIVITY 3:

Aim: To help SS develop their reading skill for specific information (scanning).

* **Content:** Read Khang's blog again and answer the questions.

* **Outcome:** Understanding more the content of the text. Complete the task.

* **Organisation :** Teacher's instructions.....

3. Read Khang's blog again. Then answer the questions.

- 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

3. Read Khang's blog again. Then answer the questions.

- **T_ Ss**

- Listen carefully to the instructions

- Answer **questions individually**.

- Follow the instructions carefully

- Find the answer.

- Compare the answers

***Key :**

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.

- Call on some Ss to describe.
- Check their pronunciation and intonation.
- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Read items 1 and 2 and circle the missing-word positions.

- Give two suitable choices for each blank and explain the clue.

- Model item 1, then guide the student to complete item 2.

For students with disabilities

Student's activities:

- Complete items 1 and 2 only.

- Write the answers selected with the teacher's help.

- Read the two completed words or sentences.

ACTIVITY 4 : (Post - reading)

Speaking

Aim: To help Ss prepare ideas for the next speaking activity.

* **Content:** Make note about your neighbourhood to prepare ideas for the next speaking activity.

* **Outcome:** Making note . Think about what you like / dislike about it.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities

Content

**4. Make notes about your neighbourhood.
Think about what you like / dislike about it.**

- 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.
- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Read the title and the first short part of the text with the student.
- Underline 3 important words and explain them with pictures or Vietnamese.
- Read questions 1 and 2 and show where the answers can be found.

For students with disabilities

Student's activities:

- Read 1-2 short sentences with the teacher's help.
- Underline 3 target words.
- Answer questions 1 and 2 using short answers.

**4. Make notes about your neighbourhood.
Think about what you like / dislike about it.**

- Listen to the teacher's instructions carefully and follow them.

- T_ Ss

- Work individually
- Give the answer .

Likes : scenery- beautiful; modern shops, people- kind/ friendly....

Dislikes: high buildings, offices. streets- busy , crowded

4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 5:

Aim: To provide an opportunity for SS to practise asking and answering about what

they like and dislike about their neighbourhood.

* **Content:** Ask and answer about what you like and dislike about your neighbourhood.

* **Outcome:** Likes and dislikes about your neighbourhood.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.</p> <ul style="list-style-type: none">- 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.- T helps if necessary <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Prepare two short question-and-answer models on cards.- Read each model slowly and assign the shortest response to the student.- Accept a one-word or short-phrase answer.	<p>5. Work in pairs. Ask and answer about what you like and dislike about your neighbourhood.</p> <ul style="list-style-type: none">- T_ Ss- Listen to the teacher's instructions carefully and follow them.- Work in pairs.- Practice speaking in front of the class.- Correct mistakes if they have . <p>Example:</p> <p>A. Where do you live? B. I live in the suburbs of Da Nang City.</p> <p>A. What do you like about it? B. The weather is fine. The people are friendly and the food is good.</p> <p>A. What do you dislike about it? B. The streets are busy and crowded.</p>

For students with disabilities

Student's activities:

- Ask or answer 2 simple questions.
- Use the model on the card.
- Say one short answer clearly with the teacher's help.

5. WRAP-UP & HOME WORK (2')

- Have Ss summarise what they have learnt in the lesson with two skills.
- If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.

*** HOME WORK**

- Practice describing the room they have designed.
- Do more exercises in the workbook.
- Prepare a new lesson. **Skills 2**

Date of planning:.....

Period 33 : UNIT 4: MY NEIGHBOURHOOD

Date of teaching:

Lesson 6 : SKILLS_2/ Listening and Writing

WEEK: ...

THIS UNIT INCLUDES:

Vocabulary

- Places in a neighbourhood

Pronunciation:

Pronunciation: Sounds: /I/and /i:/

Grammar

- Comparative adjectives: smaller; more expensive

Skills:

- Reading about a neighbourhood
- Talking about a neighbourhood
- Listening about a neighbourhood
- Writing a paragraph to describe a neighbourhood

Everyday English

Asking for and giving directions

I. OBJECTIVES:

1. Knowledge:

- To develop listening and writing skills. Listening for specific information about Vy's neighbourhood. Practicing writing a paragraph about one's neighbourhood.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /I/and /i:/ correctly;

+ **Grammar:** - Compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to practice listening and writing about one's neighbourhood, saying what they like and dislike about it.

Digital Competence (Integrated):

● **1.1.TC1a (Information Literacy):** Searching for real locations, reviews, and images of local landmarks.

● **3.1.TC1a (Digital Content Creation):** Designing a creative digital travel brochure/poster using Canva or Google Slides

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- listen and identify 2 places in a neighbourhood with the teacher's help.

- complete 2 listening items.

- answer 3 simple questions about their neighbourhood.

- write 3 simple sentences describing their neighbourhood.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims:

- To develop student's listening skills for specific information. It also provides input

for the writing skills. Write a diary entry about their best friends.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>+ Greeting + Chatting</p> <ul style="list-style-type: none"> - Teacher (T) asks Ss some questions about them and class. - Ask SS about the content of the previous lesson. - Ask SS to open their book and introduce what they are going to study.... - T leads in the lesson. 	<p>+ Greeting + Chatting</p> <ul style="list-style-type: none"> - T_ Ss - Students (Ss) listen and answer the teacher's or friend's questions - Open their book and write the title of the lesson

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1: (Pre-listening)

Aim: To help SS develop their skill of listening for specific information.

* **Content:** Listen conversation and tick T/ F. Having some strategies to do the reading exercise.

* **Outcome:** Listen and tick T/F the statement correctly.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>1. Listen to the conversation between Khang and Vy and tick () T (True) or F</p>	<p>1. Listen to the conversation between Khang and Vy and tick () T (True) or F</p>

(False).

***) Pre- teach vocabulary:**

- Teachers use different techniques to teach vocabulary (situation, realia, translation)

+ Follow the steps to teach vocabulary

- Repeat in chorus and individually

+ Check vocabulary

- Take note the words

*** Vocabulary**

- **faraway** (adj) xa xôi

- **narrow** (adj) chật hẹp

- **workshop** (n) sản xuất, sửa chữa

.....

- 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 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. Invite some pairs to give their answers and confirm the correct ones.

- Play the recording again if needed,

(False).

- T_ Ss



+ Students (Ss) listen to the instructions carefully and learn how to do the tasks

- Do the tasks. Compare the answers.

- Give the answer.

Key:

1.F 2. T 3. F 4. T 5. T

stopping at the place where Ss find it difficult to hear.

-Also, ask SS to correct the false sentences.

- Confirm the answers.

For students with disabilities

Teacher's guidance:

- Show two groups: countable and uncountable, or some and any.

- Give four familiar noun cards and model the first item.

- Guide the student to complete the first two items.

For students with disabilities

Student's activities:

- Classify or complete the first 2-4 items only.

- Read the selected nouns or sentences.

- Check the answers with the teacher: 1.F 2. T 3. F 4. T 5. T.

ACTIVITY 2 :

While-listening

Aim: To help SS develop the skill of listening for specific information.

* **Content:** Listen again and fill the blanks

* **Outcome:** Understanding more about the content of the conversation between Khang and Vy.

* **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>2. Listen to the conversation again and fill the blanks</p> <ul style="list-style-type: none"> - 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 to in 1. - Play 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. - Call on some SS to write their answers on the board. - Play the recording again for SS to check the answers.. - may pause at the sentences that include the information Ss need for their answers. - Check and confirm the correct answers. <p>*Post-listening</p> <ul style="list-style-type: none"> - Students tell about Vy's neighbourhood - T gives instructions and encourages SS to tell Vy's neighbourhood , using information in Audio Script. 	<p>2. Listen to the conversation again and fill the blanks</p> <ul style="list-style-type: none"> - T_ Ss - Listen to the teacher's instructions carefully and learn how to do it. - Fulfil the tasks - Give the answers <p>Key:</p> <p>1. art galleries 2. wide 3. friendly 4. faraway 5. crowded</p> <p>Audio script:</p> <p>Khang : Where do you live?</p> <p>Vy : I live in the suburbs of Ho Chi Minh city</p> <p>Khang :What do you like about it?</p> <p>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.</p> <p>Khang : What do you dislike about it?</p> <p>Vy : The schools are too far away. There are also some factories near here, so the air isn't very clean and the streets are noisy and</p>

* Invite one or two Ss to talk about Vy's neighbourhood.

- T may give some clues
- Call on some SS to speak freely.
- Correct pronunciations, grammar, vocab, intonation.

For students with disabilities

Teacher's guidance:

- Read items 1 and 2 and circle the missing-word positions.
- Give two suitable choices for each blank and explain the clue.
- Model item 1, then guide the student to complete item 2.

For students with disabilities

Student's activities:

- Complete items 1 and 2 only.
- Write the answers: 1. art galleries 2. wide 3. friendly 4. faraway 5. crowded
Audio script: Khang : Where do you live? Vy : I live in the suburbs of Ho Chi Minh city
Khang :What do you like about it?
- Read the two completed words or sentences.

crowded.

- * Listen to the teacher's instructions carefully and talk about Vy's neighbourhood.
- Free talk

ACTIVITY 3 :

Writing

Aim: To provide Ss some ideas for the next writing activity

- * **Content:** Read the statements and tick what you like or dislike about a neighbourhood
- * **Outcome:** Things you like or dislike about a neighbourhood.

* **Organisation** : Teacher's instructions.....

3. Tick () what you like or dislike about a neighbourhood.

- 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.

- T Comments on their answers

For students with disabilities

Teacher's guidance:

- Show two groups: countable and uncountable, or some and any.

- Give four familiar noun cards and model the first item.

- Guide the student to complete the first two items.

For students with disabilities

Student's activities:

- Classify or complete the first 2-4 items only.

- Read the selected nouns or sentences.

- Check the answers with the teacher.

3. Tick () what you like or dislike about a neighbourhood.

- **T_ Ss**

- Listen carefully to the instructions

* Ss learn how to do the tasks

4. PRODUCTION/ APPLICATION (8'-10')

ACTIVITY 4:

Aim: To help SS practise writing a paragraph about their neighbourhood.

- * **Content:** Write a paragraph about their neighbourhood.
- * **Outcome:** Write a paragraph about their neighbourhood saying they like or dislike it .
- * **Organisation :** Teacher's instructions.....

Teacher's & Student's activities	Content
<p>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> <ul style="list-style-type: none"> - 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 - T goes round helping if necessary. 	<p>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> <ul style="list-style-type: none"> - T_ Ss - Listen carefully and learn how to write - Write themselves <p>* Suggested writing:</p> <p><i>I live in Long Son Town. There are many things I like about my neighbourhood.</i></p> <p><i>It is convenient because there is a big supermarket near my house. There are also many shops, restaurants, and 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.</i></p>

- Other Ss and T comment on the writing.

- Digital Task (3.1.TC1a & 2.4.TC1a):
Groups use a shared **Google Doc** or **Word Online** to write their script .

- Peer Review: Group members use "Comments" to help each other fix spelling or grammar before finalizing the project.

For students with disabilities

Teacher's guidance:

- Give a three-sentence writing model related to the lesson.

- Read each sentence slowly and underline the words the student may change.

- Let the student copy or complete one sentence at a time.

For students with disabilities

Student's activities:

- Write 3 simple sentences by following the model.

- Use one familiar word or phrase in each sentence.

- Read the three sentences after writing.

5. WRAP-UP & HOME WORK (2')

- Have 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 WORK.**

- Finish writing a diary entry. Copy in the note books.
- Do more exercises in the workbook.
- Prepare a new lesson.

Date of planning:.....

Period 34 : UNIT 4 : MY NEIGHBOURHOOD

Date of teaching:

Lesson 7: LOOKING BACK

WEEK: ...

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. To help SS consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

The project helps SS improve their abilities to work individually and in a team. It extends their imagination in fields related to the unit topic. Teachers can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

+ **Vocabulary:** - Use the words related to the topic *My neighbourhood*

- To pronounce the sounds /l/ and /i:/ correctly;

+ **Grammar:** - compare two people or things using comparative adjectives;

- Asking for directions

2. Competence: By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

Digital Competence (Integrated):

● **1.1.TC1a (Information Literacy):** Searching for real locations, reviews, and images of local landmarks.

● **3.1.TC1a (Digital Content Creation):** Designing a creative digital travel brochure/poster using **Canva** or **Google Slides**.

3. Quality/ behavior : The love of the neighbourhood, the hometown and the country. They like and dislike their neighbourhoods. Having a serious attitude to asking and giving directions; cooperative learning; sharing.

Objectives For students with disabilities

By the end of the lesson, students can:

- review 6 words about places and directions with the teacher's help.
- complete 2 comparative sentences.
- give 2 simple directions on a map.
- write 2 sentences about their neighbourhood.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aims:- *This is the review and drill section of the unit. Encourage SS not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*

- That will help you and your SS see how far they have progressed, and which areas need further practice.

- Encourage SS to review and drill the section of the unit.

- These match SS' self-assessment. Ss should check to see how well they did on each question and use that information when filling in the self-assessment table.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the new lesson.

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p>+ Greeting // + Chatting</p> <ul style="list-style-type: none"> - Teacher (T) asks Ss some questions about them and class. - Ask SS to open their book and introduce what they are going to study.... 	<ul style="list-style-type: none"> + Greeting + Chatting - Students (Ss) listen and learn how to do it. - Open their book and write .

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aim: To help SS revise the vocabulary items they have learnt in the unit.

* **Content:** Revise the vocabulary items by writing the name for each picture

* **Outcome:** Write the words correctly.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>1. Write the name for each picture</p> <ul style="list-style-type: none">- 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.- Check and correct the mistakes.- Check and confirm the correct answers- Check their pronunciation <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Give a three-sentence writing model related to the lesson.- Read each sentence slowly and underline the words the student may change.- Let the student copy or complete one sentence at a time.	<p>1. Write the name for each picture</p> <ul style="list-style-type: none">+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.- T_ Ss- Answer the teacher's questions and enquirements. <p>* Key:</p> <p>1. Temple 2. railway station 3. square</p> <p>4. art gallery 5. cathedral.</p>

For students with disabilities

Student's activities:

- Write 3 simple sentences by following the model.

- Use one familiar word or phrase in each sentence.

- Read the three sentences after writing.

3. PRACTICE (18')

ACTIVITIES 2 , 3 and 4 :

GRAMMAR

Aim: To help Ss revise the form and use of comparative adjectives.

* **Content:** Revise the form and use of comparative adjectives by doing exercises 2-3-4.

* **Outcome:** Remember more the form and use of comparative adjectives.

* **Organisation :** Teacher's instructions....

Teacher's activities

Student's activities

2. Put the following adjective in the correct column

- Have Ss do this activity by themselves and write their answers in their notebooks.
- 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 an answer.
- Check and confirm the correct answers

2. Put the following adjective in the correct column

- SS work **individually**.
- Do the tasks
- Give the answers.
- * **Key:**

3. Now write their comparative forms in the table below.

- Have Ss do this activity by themselves and write their answers in their notebooks.

- 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 an answer.

- Check and confirm the correct answers

4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.

- Have Ss do this activity by themselves and write their answers in their notebooks.

- 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

Activity 2

One syllable	Two syllables	Three or more syllables
fast	heavy	expensive
hot	noisy	beautiful
large	quiet	exciting

3. Now write their comparative forms in the table below.

Activity 3

Adjectives	Comparative form
fast	faster
beautiful	more beautiful
noisy	noisier
expensive	more expensive
hot	hotter
exciting	more exciting
quiet	quieter
heavy	heavier
large	larger

- Do the same the tasks

- Copy in the notebook


4. Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below.

- T_ Ss

- Do the same the tasks

- Copy in the notebook

Key :

<p>intonation.</p> <p>- Invite some SS to give an answer.</p> <p>- Check and confirm the correct answers</p>	<p>1. noisier 2. more modern</p> <p>3. more expensive 4. more peaceful</p> 
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4. PRODUCTION/ APPLICATION (8')

Aim: Helps SS improve their abilities to work individually and in a team. It extends their imagination in fields related to the unit topic.

* **Content:** Present their project they have prepared at home

* **Outcome:** Doing more exercises . Present their project.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>1. Exercises: - Review</p> <p>- T gives more exercises about comparative adjectives</p> <p>- Let Ss do the exercise individually and then</p> <p>- Compare their answers.</p> <p>- Check and confirm the correct answers.</p> <p>* PROJECT:</p> <p>- Each group projects their digital guide. They must describe their "Top 3" places using comparative structures.</p>	<p>1. Exercises:</p> <p>- T_Ss</p> <p>- Listen carefully</p> <p>- Do the tasks.</p> <p>- Compare the answers</p> <p>- Give the answers</p> <p>- Listen to the teacher's instructions carefully.</p>

- Other students use the Zalo poll to vote for the "Most Informative Guide" and "Most Creative Design".

- T provides feedback based on the rubric.

- Do the tasks . Prepare at home beforehand.

- Ss should finish the project in class, and assign groups in the previous lessons.

5. WRAP-UP & HOME WORK (2')

- Summarise the main points.

- Ask SS what they have learnt so far. Have them recall the important elements:

+ Words / phrases and Grammar points.

HOME WORK

- Finish all the exercises.

- Do more exercises in the workbook.

- Make more sentences using comparative adjectives.

