

Week: 09  
Period: 25

Date of planning: ...../...../.....  
Date of teaching: ...../...../.....

## UNIT 4: MY NEIGHBOURHOOD

### Lesson 1: Getting Started – Lost in the old town!

#### I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My neighborhood”.
2. *Structures*: Comparative adjectives.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, pictures.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>Write the Unit title on the board “Lost in the old town!”. Explain the meaning of “surprise”.</p> <ul style="list-style-type: none"> <li>- Ask Ss to guess what the picture might show or what the conversation might be about.</li> <li>- Ask Ss questions about the picture.</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> </ul>	<p><b>* <u>Presentation:</u></b></p> <p>Guess what the picture might show or what the conversation might be about.</p> <p>Ex:</p> <ul style="list-style-type: none"> <li>- Where are Nick, Khang and Phong?</li> <li>- What might be happening to them? What are they doing?</li> </ul>	
<ul style="list-style-type: none"> <li>- Play the recording (twice)</li> <li>- Ask Ss to read the conversation and check their answers. Confirm the correct answers.</li> <li>- Ask Ss to read and put the action in order.</li> <li>- Tell Ss to refer back to the conversation to find the phrases. Practice saying them together.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and read</li> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p><b>1. Listen and read</b></p> <p>a. Read and put the action in order.</p> <p><u>Key:</u> 2 – 5 – 3 – 4 – 1 – 6</p> <p>b. Making suggestions.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> <li>1. a. Where shall we go first? b. Let's go to “Chua Cau”.</li> <li>2. a. Shall we go there first? b. Ok, sure.</li> <li>3. a. Shall we go by bicycle? b. No, let's walk there.</li> </ol>	

<p>- First, model the role-play with a more able St. Then ask pairs to role-play the short conversations before demonstrating for the class.</p> <p>- Have Ss quickly match each place (in the picture) with its name. Then play it again , pausing after each item and asking them to repeat chorally and individually. Correct their pronunciation.</p> <p>- First, model this activity with a more able St. Ask Ss to work in pairs . Call some pairs to practice in front of the class.</p> <p>- Have Ss quickly match instruction with the diagram. Check their answers. If Ss do not understand the sentences, use the diagrams to work the meaning out from the context.</p>	<p>- Pair-work</p> <p>- Pair-work</p> <p>- Pair-work</p> <p>- Individual work</p>	<p><b>2. Work in pairs. Role-play making suggestions.</b></p> <p><b>3. Match the places below with the pictures. Then listen, check and repeat the words.</b> <u>Key:</u> 1. E 2. H 3. F 4. C 5. G 6. A 7. B 8. D</p> <p><b>4. Think about where you live. Work in pairs. Ask and answer questions about it.</b> Example: A: Is there a theatre in your neighborhood? B: Yes, there is. / No, there isn't.</p> <p><b>5. Match the instructions in the box with the pictures.</b> <u>Key:</u> 1. Go straight on. 2. Turn left at the traffic lights. 3. Go past the bus stop. 4. Take the first turning on the left. 5. Go to the end of the road. 6. Go along the street. 7. Cross the street.</p>
<p>- Ask Ss to give their partner the directions to one of the places on the map, and they try to guess. Then swap.</p>	<p>- Pair-work</p>	<p><b>* Production:</b> <b>6. Game</b> <u>Example:</u> A: Go straight. Take the second turning on the left. It's on your right. B: Is that the art gallery? A: Yes, it is./ No, try again.</p>
		<p><b>*Homework:</b></p>

		- Practice giving directions to your house. - Prepare the next lesson (A closer look 1)	
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Experiments:

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## UNIT 4: MY NEIGHBOURHOOD

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /i:/ and /i/ in isolation and in context; use vocabulary related to the topic “My neighborhood”.

#### II. Language Focus:

1. *Vocabulary*: the vocabulary related to the topic “My neighborhood”.

2. *Structures*: Comparative adjectives.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, flash cards.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Practice saying the adjectives with Ss. Use some examples to work the meaning out of the context. With difficult adjectives T may translate them or ask Ss to translate. Then ask Ss to write the correct adjectives in the blanks. Play the recording as many times as required to allow Ss to check their answers and support their pronunciation.</p>	<p>- T-whole class</p>	<p><b>* Presentation:</b>  <b>📖 Vocabulary</b>            1. Fill in each blank with one word from the box. Listen, check and repeat the words.</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Exciting cheap historic              sleepy expensive convenient              peaceful police noisy              friendly</p> </div>	

<ul style="list-style-type: none"> <li>- Explain that some words go together, but some don't.</li> <li>- Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches.</li> <li>- Ask Ss to complete the word webs in their books.</li>   <li>- Play the recording.</li> <li>- Ask Ss to listen and repeat the words.</li>   <li>- Have Ss practice reading the words first.</li> <li>- Play the recording for Ss to listen and do the task.</li> <li>- Ask Ss to listen while T play the recording.</li> <li>- Ask Ss to chant along. Provide further practice by dividing the class into 2 groups. Have groups sing alternate lines.</li> <li>- Stick some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that <i>do</i> or <i>does</i> is added to the start of questions and the end of answers.</li>   <li>- Ask Ss to do this exercise individually first then compare their answers with a partner.</li> <li>- Check Ss' answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li>   <li>- Listen and repeat.</li>   <li>- Pair-work</li>   <li>- T-Whole class</li>   <li>- Group-work</li>   <li>- T whole class</li>   <li>- Individual work</li> </ul>	<p><b>* Practice:</b></p> <p>2. Now match the adjective s from the box in 1 with their opposites below.</p> <p>Key:</p> <ul style="list-style-type: none"> <li>- boring – exciting</li> <li>- historic – modern</li> <li>- noisy – quiet/ peaceful</li> <li>- convenient – inconvenient</li> <li>- fantastic – terrible</li> </ul> <p>3. Work in pairs. Ask and answer questions about your neighborhood. Use the words in 1 and 2 to help you.</p> <p>Example:</p> <p>A: Is our neighborhood polluted? B: No, it isn't.</p> <p>A: Is it peaceful? B: Yes, it is.</p> <p><b>📖 Pronunciation</b> /i:/ and /i/</p> <p>4. Listen and repeat the words. Pay attention the sound /i:/ and /i/</p> <p>Key:</p> <table border="1" data-bbox="895 1178 1393 1375"> <thead> <tr> <th data-bbox="895 1178 1142 1218">/i:/</th> <th data-bbox="1142 1178 1393 1218">/i/</th> </tr> </thead> <tbody> <tr> <td data-bbox="895 1218 1142 1375">Cheap, sleep, peaceful, convenient, police.</td> <td data-bbox="1142 1218 1393 1375">Historic, exciting, expensive, noisy, friendly.</td> </tr> </tbody> </table> <p>5. Listen to the sentences and circle the words you hear.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Living</li> <li>2. Heat</li> <li>3. Seats</li> <li>4. Sheep</li> <li>5. Tins</li> <li>6. Mill</li> <li>7. Teams</li> <li>8. Chip</li> </ol>	/i:/	/i/	Cheap, sleep, peaceful, convenient, police.	Historic, exciting, expensive, noisy, friendly.
/i:/	/i/					
Cheap, sleep, peaceful, convenient, police.	Historic, exciting, expensive, noisy, friendly.					

<p>- Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.</p>	<p>- Group-work</p>	<p><b>* <u>Production:</u></b>          6. Listen and practice the chant.          Notice the sounds /i:/ and /i/.</p> <p>MY NEIGHBOURHOOD          (page 40)</p>	
		<p><b>* <u>Homework:</u></b>          - Learn vocabulary by heart.          - Prepare the next lesson          (<i>A closer look 2</i>)</p>	

*Experiments:*

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