

Week: 09
Period: 27

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

UNIT 4: MY NEIGHBOURHOOD

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use adjectives to compare things.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My neighbourhood”.
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>
<ul style="list-style-type: none"> - Choose 2 Ss of very different height and ask them to stand up. Ask the class a question. - Focus Ss' attention on comparative forms by giving examples. - Explain that comparative adjectives are constructed in several different ways in English and that some of those ways are presented in the box. Explain the simplest ways to identify the number of syllables in an English word and give further example or practice if necessary. 	<ul style="list-style-type: none"> - T-whole class 	<p>* <u>Presentation:</u> Grammar Comparative Adjectives - <i>Who is taller?</i></p> <p>- Example: This ruler/ desk is long. But that ruler/ desk is longer.</p>	
<ul style="list-style-type: none"> - Ask Ss to read the instructions. Tell Ss what they should do. - Have Ss compare their answers in pairs before checking with the whole class. - Use Ss use the example to show what Ss should do. Ask them to pay attention to the syllables in 	<ul style="list-style-type: none"> - Pair -work - Individual work 	<p>* <u>Practice:</u> 1. Complete the following sentences with the comparative form of the adjectives in brackets. Key: 2. taller 3. Bigger 4. noisier 5. cheaper</p> <p>2. Now complete the following sentences with the comparative form of the adjectives in brackets. Key:</p>	

<p>each adjective and look back at the grammar box if necessary.</p> <p>- Ask Ss to read and complete the sentences individually. Remind them to pay attention to the number of the syllables in each adjectives.</p> <p>- Elicit the contrast between the things in the two neighborhoods and the adjectives that can be used to describe them.</p> <p>- Correct.</p> <p>- Tell Ss how to form a question and pay attention to the number of the syllables in each adjectives.</p> <p>- Check their answers.</p> <p>- Model with a St. Ask Ss to work in pairs. Call some pairs to practice in front of the class.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>2. more beautiful 3. more convenient 4. more interesting 5. more expensive.</p> <p>3. <i>Read and complete Vy's letter to her friend.</i> <u>Key:</u> 1. Drier 2. Smaller 3. Older 4. Wider 5. more delicious 6. Older 6. Cheaper</p> <p>4. <i>Look at the pictures of Yen Binh neighbourhood and Long son neighbourhood. Now write about the differences.</i></p> <p>5. <i>Complete the following sentences with the comparative form of the adjectives in brackets.</i> <u>Key:</u> 2. More expensive 3. More comfortable 4. More historic 5. Narrower 6. <i>Work in pair. Ask and answer questions.</i></p>	
<p>- Ask Ss to think of the places they've been to. Model with a more able Ss and then have them work in pairs while T goes around the class and monitors.</p> <p>- Ask a few pairs with the most imaginative ideas to report them to the class.</p>	<p>- Pair-work</p>	<p>* Production: 7. <i>Work in pairs. Ask and answer questions about the places that you know. Use the comparative form of the adjectives in the box.</i> Example: A: Is Hue busier than Da Nang? B: No, it isn't.</p>	
		<p>* Homework: - Write 3 sentences using comparative adjectives. - Prepare the next lesson (Skill 1)</p>	

Experiments:

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Week: 10
Period: 28

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

UNIT 4: MY NEIGHBOURHOOD

Lesson 4: Communication

City tours!

I. Objectives:

By the end of this lesson, students can talk about different places and show directions to these in a neighborhood.

II. Language Focus:

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

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Have Ss look at extra vocabulary. - Ask Ss if they know about Hoi An. Allow 20 – 30 seconds for Ss to think. - Have Ss brainstorm about Hoi AN. 	<ul style="list-style-type: none"> - Whole class 	<p>* <u>Presentation</u>:</p> <p>Extra vocabulary:</p> <ul style="list-style-type: none"> ○ First ○ Then ○ After that ○ Finally <p>- What do you know about Hoi An? - Anything you can remember about it.</p>	
<ul style="list-style-type: none"> - Playing the recording. Ask Ss to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. - Ask Ss to share their answers in pairs, before playing the 	<ul style="list-style-type: none"> - T-Whole class 	<p>* <u>Practice</u>:</p> <p>1. Nick is listening to an audio guide to Hoi An. Listen and fill in the gaps.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. Historic 2. Convenient 	

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<p>recording a final time to allow the pairs to check their answers. - Ask Ss to read the audio guide again, paying attention to the use of the connective works.</p> <p>- Ask Ss to read the brief information about London and Ho Chi Minh city and look carefully at the two simplified maps of the two cities. - Remind Ss of the expressions they can use to give directions; have Sss refer to the expressions in the dialogue and 5 of getting started. - Haves Ss prepare their audio guide individually and then share it with a partner. - Have Ss practice presenting their audio guide in pairs.</p>	<p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p>	<p>3. <i>Straight</i> 4. <i>Second</i> 5. <i>Left</i> 6. <i>Right</i> 7. <i>Second</i> 8. <i>Next to</i></p> <p>2. <i>Choose one of the cities below. Create an audio guide for your city.</i></p> <p>Remember to: - include some comparisons with other cities. - give directions to different places.</p>	
<p>- Call some Ss to present their audio guide to the whole class. - After each St has finished his/her audio guide, ask for some comments from the other Ss. - Make comments and any mistakes if there are any.</p>	<p>- Whole class</p>	<p>* <u>Production:</u> 3. <i>Present your guide to your class.</i></p>	
		<p>*<u>Homework:</u> - Write your audio guide in your notebook. - Prepare the next lesson : (Skill 1)</p>	

Experiments:

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