Lesson plan English 6

Date of planning: 01/11/2022

Date of teaching: 08/11/2022

Period 34 - UNIT 4: MY NEIGHBORHOOD

Lesson 7: Looking back and project

1. Aims and objectives:

Teacher helps students master the content of the lesson so that by the end of the lesson, students will be able to:

1. Knowledge

* + - Get an overview about the topic My neighbourhood
		- Revise and practice some exercises about comparative adjectives
		- Use vocabulary to talk about different places, making suggestions and show directions to these ones

2. Core competence

* + - Develop communication skills and creativity
		- Be collaborative and supportive especially in groupwork
		- Actively join in class activities

3. Personal qualities

- Develop self-study skills

1. Preparation:

1. Teaching aids:

- Textbook, PPT lesson plan, computer connected to the internet, projector, cards, extra boards, color chalks…

2. Students’ preparation:

* + - Review the vocabulary related to the topic and grammar (comparative adjectives) in unit 4.
		- Review ways to give directions.
		- Prepare the project about their neighborhood in groups
1. Teaching ways:
	* T- whole class, team work, group work, pair work, individual work.
2. Anticipated problems:
	* Students may have underdeveloped speaking, writing and co-operating skills when doing project.

 Solutions:

+ Encourage students to work in groups so that they can help each other + Provide feedback and help if necessary. V. Procedure:

|  |  |  |
| --- | --- | --- |
|  Stages   | Teacher’s activities  | Working arrangements/ Possible answers  |
| A. Looking back (28 mins)   | I- VOCABUL Aim: To attract ss’ attention and to lead in the To help ss revise the old vocabulary abo Content: Greeting and chatting, Kim’s game Outcome: Students answer the questions and Organization of implementation:  | ARY (Warm – up) new lesson ut places in the neighbourhood rewrite the words about places correctly.   |
| \* Greeting and chatting (1 min): + “How are you today?” + “Do you often hang out at the weekend?” + “Where do you often go?” + “Supermarket, ... are some places in your neighbourhood, right?” + “Would you like to know some other places?    | - T- whole class “I’m good/…!” “Yes!”  “I often go to the supermarket/…”    “ Yes”  |
|  | \* Task 1: Write the name for each picture (Kim’s game) (5 mins) + “Whole class, close your book! I’m going to show you a clip about some other places in our neighbourhood. Watch the video and try to remember as many places as possible.”   |  |
| * T shows a video clip of some pictures in activity 1 (p.46) on the screen, ss look and try to remember.
* T has ss work in 2 teams, take turns to the board and write the words for each place in the video clip
* After 2 mins, T shows the keys on the screen, then asks ss to repeat the words chorally. (2 secretaries help teacher check the answers.)
* T congratulates the winner and encourage the other team
* T leads in new lesson:

“You remember the places in the neighbourhood very well. Do you want to study more about this topic? Let’s start our lesson today!”  Period 34 Unit 4: My neighbourhood Lesson 7: Looking back and project   | * T – whole class

     * Team work

\*Answer key:  * 1. temple
	2. railway station
	3. square
	4. art gallery
	5. cathedral
	6. supermarket

  |
|  | II- GRAMMAR  Aim: To help students revise long and short adjectives, the form of comparative adjectives.  Content: * Put the adjectives in the correct column
* Write the comparative forms of adjectives
* Complete the sentences comparing pictures using the comparative forms of adjectives

 Outcome: Ss can count the number of syllables of adjectives correctly, classify short and long adjectives, then write the comparative forms of adjectives correctly.  Organization of implementation:   |
| Link: I’m happy that you remember the vocabulary very well. Let me see if you can do better in grammar. \* Task 2: Put the following adjectives in the correct column (5 mins). Link: T uses the picture “supermarket” in task 1 to elicit: + “Look at this picture! What do you think about the supermarket? + “Are they nouns or adjectives?” + “Class, I have more adjectives for you in ex 2.” + “What are you going to do with them?”  - T models the first adjective “fast” by reading aloud the word and clapping hands at the same time to help ss count the number of its syllables.  | * T- whole class

    * T- whole class

  “ It’s large/ big …” “They are adjectives”   “Put the words in the correct column”  * T – whole class

     |
|  |  T has ss work in groups of 3, and has ss to do similarly with other adjectives to complete the table.  Ss write the answers on extra boards in 2 mins.  T collects and checks the answers of the fastest group with whole class. Other groups do crosscheck.  T give remarks on other groups’ answer.  T praises the winner team and encourages the others.   | - Groupwork      \* Answer key:

|  |  |  |
| --- | --- | --- |
| One syllable  | Two syllables  | Three syllables  |
|  fast hot large   |  quiet heavy noisy  |  expensive beautiful exciting  |

   |
| \* Revision: comparative adjectives (5 mins) * T uses 2 pictures of a horse and a cheetah to help ss recall comparative adjectives
* T asks 1 student to recall 2 types of adjectives

 * T asks ss to look back at the table (in task 2) to point out which one are short or long adjectives.

    |  * T – whole class

 * Short adjectives: have 1 syllable or 2 syllables ending with -y, - le, -ow, - et, -er
* Long adjectives have 2 or more than 2 syllables

       |
|  | * T checks with whole class.

          * T has a representative of 1 group retell the comparative forms of short and long adjectives (students has prepared in groups before the lesson)

   |

|  |  |  |
| --- | --- | --- |
| One syllable  | Two syllables  | Three syllables  |
|  fast hot large   |  quiet heavy noisy  |  expensive beautiful exciting  |
| Short adjectives  | Long adjectives  |

 \* Form:

|  |
| --- |
|  S1 + be + short adj + er + than + S2  S1 + be + more + long adj + than + S2  |

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| \* Task 3: Write their comparative forms in the table below (5 mins): Link: You understand 2 types of adjectives very well. Now, can you write the comparative form for them? + For example, from the short adjective “fast”, I can write “faster” + How about “peaceful”? Can I write “peacefuler? Why?” - T has ss work individually in 2 mins, write the answer in their books.  |   * T- whole class

    * “No. We have to write more peaceful because it’s a long adjective”

 * Individual work
 |
|  | - T has 2 teams compete again to write answers  |   |
|  | on the board. + Team 1 writes from number 1 to 4 + Team 2 writes from number 5 to 8 - T has ss read aloud their answers on the board and checks with whole class.      | - Teamwork \*Answer key: 1. more beautiful
2. noisier
3. more expensive
4. hotter
5. more exciting
6. quieter
7. heavier
8. larger
 |
| \* Task 4: Complete the sentences comparing the pictures. Use the comparative forms of the  |    |
|  | adjectives below (7 mins). Link: Class, you remember the form of comparative adjectives very well. Now, can you use it to compare pictures? * T has ss read out the task.
* T has ss work in pairs and write their answers in their notebooks.
* T lets ss compete in 2 teams to play a game: Game: “The magic wheel”
* T gives remarks and praises the winner after 3 games.

  | * T- whole class

 “Yes”. “Complete the sentences comparing the pictures. Use the comparative forms of the adjectives below” * Pairwork
* Teamwork

\* Answer key: 1. noisier
2. more modern
3. more expensive
4. more peaceful

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| B. Project: “My map” (13 mins)  |  Aim: To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project  Content: Project: “My map”  Outcome: Ss can draw a map of their own neighbourhood, then ask for and give directions to the places on their map.  Organization of implementation:   |
|   | Link: You’ve talked a lot about some places in the neighbourhood. Now, do you want to talk about your own ones? * T asks some groups take turns to show up their projects. Others listen and give questions or comments.
* T has ss votes for the best project
* T remarks and gives feedback
* T asks ss to tell ways to protect their neighbourhood:

+ “Class, are you proud of your neighbourhood? Do you want it to be cleaner and more beautiful in the future?” + “So what will you do?” + “Very good ideas! I believe that with your help, your neighbourhood will become a better place. And you can introduce it to many new friends, right?”      | * T – whole class

  * “Yes”

      * “Yes”

 * “Yes”
* “Don’t throw rubbish in the street ....”
* “Yes”

  |
| C- Consolidation (2 mins)  |  Aim: To consolidate what students have learnt in the lesson.  Content: summarize the content of the lesson Outcome: Ss retell exactly the content of the lesson.  Organization of implementation:   |
| Link: All of you have worked very hard. Can you tell me what have you learnt in this lesson? - T consolidates the lesson.   |  - T- whole class   |
| D- Homework (2 mins)   |  Aim: To revise the knowledge that ss have ga Content: Review the lesson and prepare for t Outcome: Ss rewrite about their own neighbo Organization of implementation:   | ined in Unit 4 and to prepare for the next lesson he next lesson urhood and prepare for the next lesson  |
| Link: Class, you did good jobs today. Now, it’s time for you to write down your homework: * Rewrite about your own neighbourhood.
* Prepare for the next lesson:

 Unit 5 – Lesson 1: A closer look 1. “To end up our lesson, let’s sing a song together!” - T and whole class sing along the song: “If you want to go …”.   |  * T- whole class
* 1 student reads aloud.

   * Whole class
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