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:

|  |  |  |
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| 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 | |
| \* 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 |
| 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 |