**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 1:Getting Started (GEOGRAPHY CLUB)**

**Week 12**

**Period**: **35**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 23/11/2022 |  |
| **6B** | 24/11/2022 |  |
| **6C** | 23/11/2022 |  |
| **6D** | 22/11/2022 |  |
| **6E** | 23/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: natural, wonder, amazing, islands, scenery, desert, mountain

**\* Pronunciation:**

- *P*ronounce the key words correctly: natural, wonder, amazing, islands, scenery, desert, mountain

**\* Grammar:**

– use countable and uncountable nouns;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– read for specific information about natural wonders;

– talk about famous places, and what you must / mustn’t do there;

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - To lead into the unit  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 4.*  For example , T can organise a Comparative quiz.  -Divide the class onto halves. One student from first half calls out an an adjective from *Unit 4*. One student from the second half has to give the comparative form of the adjective (1 point), another has to make a sentence with that word (2 points):  - Student 1 from group one: quiet  - Student 2 from group two: quieter  - Student 3 from group two: My neighbourhood is quieter than your neighbourhood.  ……………  The game continues until the time is up.  - Students **(Ss)** listen and learn how to do  Lead to the new unit. Write the unit title *Natural Wonders of Viet Nam* on the board. Ask Ss to guess what they are going to learn about in this unit. After respond, ask them to open their books to page 48. Draw their attention to the yellow box and introduce what they are going to learn in this unit.  - Ss open their notebook and write .  **Step 3: Report and discussion**  - Ss play the game.  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To set the context for the introductory;  - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  - To help Ss deeply understand the text.  **-** To help Ss know how to use countable and uncountable nouns  **-** To help Ss practise using words to describe things in nature.  **2. Content:**  - Learn some new words. Listen and read conversation to get used to the vocabulary; new grammar points.  - Read again the conversation and complete the sentences.  **3. Products:**  **-** Vocabulary about the topic  - Understanding the conversation; topic of the lesson, grammar points…  - Understanding more about the text.  - Know how to use countable and uncountable words  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read.**  - T asks Ss to look at the picture and describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where are they? Do you know these places?*  T tells Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as Ganh Da Dia and Ha Long Bay, and that they are going to listen to their talk.  T plays the recording two or three times, or more if necessary for Ss to listen and read along.  - T has Ss underline the words related to the topic of the unit while they are listening and reading.  - Ss listen carefully to the instructions  - Ss follow the teacher’s instructions  **\*) 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  - T calls on some pairs of Ss to read the conversation aloud.  - Quickly teach / introduce the new words if have  - Ss give the answers and check.  - T comments on Ss'answers.  **Task 2. Complete the following sentences with the words from the box.**  - Ask Ss to do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed: read the sentences carefully, read the words given in the box and identify the kind of word to fill each blank.  - Ss may refer back to the conversation for the context of the words they need to fill the blanks. Allow them to share their answers before discussing them in pairs or as a class.  - Ss listen to the instructions clearly  - Ss to work independently  - Compare the answers  - Write the correct answers on the board.  - Explain the meaning of some words if necessary. Ss practise saying the sentences together.  - T gives the correct answers.  - Confirm the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Listen and read.**   |  | | --- | |  |   **\* Vocabulary**  **- natural** (adj) thiên nhiên  **- wonder** (adj) kì quan  **- amazing** (adj) tuyệt vời  **- islands** (n) đảo, hòn đảo  **- scenery** (n) phong cảnh  **- desert** (n) sa mạc  **- mountain…**(n) núi  **2. Complete the following sentences with the words from the box.**  **Key:**  1. natural  2. islands  3. scenery  4. amazing  5. wonders |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  To help Ss deeply understand the text.  To help Ss revise and learn more nouns for things in nature through pictures and listening exercise.  To help Ss revise and learn about some natural wonders through a quiz.  **2. Content**:  Listen and repeat the words and label the pictures.  Do the QUIZ . Choose the correct answer to each of the questions.  Further practice and learn about some natural wonders through a quiz.  **3. Products**:  Understanding and learning more new words.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss learn Task 3-4 Getting Started - Unit 5  **Step 2: Task performing**  **Task 3. Listen and repeat the words, then label the picture.**  - Plays the recording and ask Ss to listen.  - Plays the recording again, pausing after each  item and asking them to repeat chorally and individually.  - Call on some Ss to read the words aloud.  - Ss listen to the instructions clearly  Correct pronunciation if necessary.  - Ask Ss to label the pictures with the words given.  - Ss can work in pairs.  - Ss compare the answers  - Ss give the answers.  - T shows picture cards of the vocabulary.  - Elicits Ss' answers. Then provide the correct words.  - Allows Ss to share answers before discussing as a class.  - T gives correct answer  **Task 4. QUIZ: Work in groups . Choose the correct answer to each of questions.**  - T may begin by brainstorming natural wonders of Viet Nam and other places.  Encourage Ss to exploit their knowledge of geography.  Then divide the class into groups of five or six.  Let them choose the answers to the questions.  Call on some Ss to read the answers aloud.  - Ss listen carefully and learn how to do.  - Ss do themselves. Give the answers  Confirm the correct answers.  Give Ss information about these wonders to interest them in the topic of the unit  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **3. Listen and repeat the words, then label the picture.**  **Key :**  **a.** desert  **b.** island  **c.** cave  **d.** river  **e.** waterfall  **f.** mountain  **g.** forest  h. beach  ***Audio script***  **1**. mountain **2.** river **3**. waterfall  **4**. forest **5.**cave **6.** desert  **7**. beach **8**. island  **4. QUIZ: Work in groups . Choose the correct answer to each of questions.**  **Key: 1. A 2. A 3. B 4. B 5. B**  **Notes:**  *Ganh Da Dia*: a natural wonder in Tuy An, Phu Yen Province  *Ha Long Bay*: a UNESCO World Heritage Site and popular travel destination in Quangr Ninh Pronince.  *Con Dao:* a large island belonging to Ba Ria - Vung Tau Province  *Son Doong*: the world's largest natural cave, in Phong Nha-Ke Bang National Park, Quang Binh Province  *Mount Fansipan*: 3,147 metres, the highest mountain in mainland SE Asia, in Lao Cai Province  *Thong Nhat Park*: a large and lovely park in Ha Noi  *Cat Tien Park*: a national park located in the south of Viet Nam, about 150 km north of Ho Chi Minh City  *Cuc Phuong*: a national park in Ninh Binh Province (Viet Nam's first national park, the country's largest nature reserve)  *Phong Nha*: a cave in Phong Nha-Ke Bang National Park, a UNESCO World Heritage Site in Quang Binh Province  *Giang Dien Waterfall*: a very beautiful waterfall in Dong Nai Province, about 50 km from the centre of Ho Chi Minh City  *Ban Gioc Waterfall*: an impressive waterfall in Cao Bang Province. It is one of the 10 most spectacular waterfalls in the world, according to Touropia travel site. |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise some words and learn some more words to talk about natural wonders  To give Home assignments  **2. Content**:  To learn some more words abour natural wonders  Home assignments  **3. Products**:  Know more words about natural wonders.  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - 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.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes all opinions   * T let Ss take note the home assignments   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Read again the conversation  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 2: A closer look 1 p.50-51**

**Lesson 7: Looking back & project p.46-47**

**Week 12**

**Period**: **36**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 24/11/2022 |  |
| **6B** | 26/11/2022 |  |
| **6C** | 24/11/2022 |  |
| **6D** | 26/11/2022 |  |
| **6E** | 24/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: backpack, compass, plaster, rock, suncream, scissors

**\* Pronunciation:**

- *P*ronounce the key words correctly: backpack, compass, plaster, rock, suncream, scissors

- Learn how to pronounce the sounds ***/t /****and /d/*correctly in contexts.

**\* Grammar:**

– use countable and uncountable nouns;

– use the modal verb must / mustn’t to give orders;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– talk about famous places, and what you must / mustn’t do there;

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities  - A friendly and relaxed atmostphere to the new lesson  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - Brings some travel items to class, e.g. sleeping bag, compass, suncream, backpack, etc. Write some of the places in the previous activity, e.g. *desert, mountain, beach* on the board. Asks whether the places are hot / cold, wet / dry, etc. Show the objects. Ask Ss if the object fits the place, e.g. *Do I need a backpack in the desert? Why do you think so?*  - Brainstorms some other things that might be needed in each place.  - Students **(Ss)** listen and learn how to do.  - Asks Ss to open their book and introduce what they are going to study….  - Ss open their book and write .  **Step 3: Report and discussion**  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **Chatting.**  Answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To revise / teach the names of travel items.  To help Ss practise using the travel items in 1 in context  **2. Content:**  Learning some newwords. write the words under pictures.  Complete the sentences using the words in 1 to practise using the travel items.  **3. Products:**  Knowing more new words about travel items.  Using the words in context.Understanding more vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 1. Write a word under each picture. Practice saying the words.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Ss repeat in chorus and individually  + Check vocabulary  - Ss take note all the new words  \*Ss work independently. Ask Ss to look at the pictures and match each word / phrase given in the box with the right picture. Allow them to share their answers before discussing them it as a class. - Have Ss practise saying the words.  Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, etc.  - Asks Ss to call out the name for the object.  - Checks the answers  - Corrects their pronunciation.  - Checks and confirm the answers.  **Task 2. Complete the following sentences. Use the words in 1.**  - Ask Ss to read the sentences and find the right words in 1 to fill the blanks.  - Have them read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.  - Ss w**ork individually** to do this activity  - For less able Ss, T may read and act out the sentences. Elicit ideas for sentence 1.  - Allow Ss to complete the remaining sentences.  - Ss listen carefully and learn how to do.  - T may go around to observe and o er help if necessary.  - Ss follow the teacher’s instructions and give the answers  - Check their ideas.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Write a word under each picture. Practice saying the words.**  **\* Vocabulary**  - backpack (n) ba lô  - compass (n) la- bàn  - plaster (n) băng, gạc y tế.  - rock (n) tảng đá  - suncream (n) kem chống nắng  - scissors (n) cái kéo  **Key:**  **1**. plaster  **2**. suncream  **3**. sleeping bag  **4**. scissors  **5**. backpack  **6**. compass  **2. Complete the following sentences. Use the words in 1.**  **Key:**  **1**. compass  **2**. suncream  **3**. sleeping bag  **4**. backpack  **5**. plaster |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To help Ss practice ordering travel items according to their importantance for a holiday  To help Ss identify how to pronounce the sounds /t/ and /d/;  To help Ss practise pronouncing these sounds in words.  To help Ss pronounce the sounds /t/ and /d/ in context.  **2. Content**:  Ordering travel items according to their importantance for a holiday  Listen and repeat to pronounce the sounds /t/ and /d/.  Listen and repeat to pay attention the bold-typed parts.  **3. Products**:  Understanding more about using the words.  Know how to pronounce the sounds /t/ and /d/ correctly.  Pronouncing the word with the sounds /t/ and /d/correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss do Task 3-4-5 in A closer look 1  **Step 2: Task performing**  **Task 3. Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday**  - T reminds Ss that in the introduction they thought about useful things for places (beach, desert, mountain, etc).  - Tells Ss they are going to on holiday. Now they need to order the items from the most useful (No.1) to the least useful (No.6).  - Ss listen to the instructions clearly  - Ss learn how to do it  - Allows pairs to work together to form their lists. Asks pairs to join other groups and compare their lists. Remember that there is no “right” or “wrong” order. This order is subjective.  - Ss work in pairs  - Encourages more able Ss to give reasons for their choices.  **Extension:** *Can you put them in order for a camping trip in the forest?*  - Ask Ss to rank the items again for a different environment: a camping trip, a beach holiday,...  - T may ask other Ss to give comments  **Task 4. Listen and repeat the words.**  T lets Ss practise the sounds /t/ and /d/ together. Ask Ss to observe T's mouth for these two sounds.  T has some Ss read out the words first.  - ss listen to the teacher’s instructions carefully  - Ss check the answers  Then plays the recording for them to listen and repeat the words.  T plays the recording as many times as necessary.  - Ss listen and repeat  Corrects Ss' pronunciation.  - Call on some pairs to write their answers on the board before checking their answers with the whole class.  **Task 5. Listen and repeat . Pay attention to the bold-typed parts of the words.**  - T plays the recording of the sentences.  - Asks Ss to listen carefully and raise their hands when they hear the /t/ or /d/ sounds.  **- Ss l**isten to the instructions carefully then do the tasks.  - Alternatively, divides the class into a /t/ group and a /d/ group, and ask them to listen and raise their hands when they hear their assigned sounds.  - Plays the recording again. Pause after each sentence and ask Ss to repeat.  - After that T has Ss read the sentences in chorus.  - Corrects pronunciation if necessary.  - Comments on their pronunciation.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Ss in class. | **3. Now put the items inorder of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday**  **4. Listen and repeat the words.**  **Audio script:**  **- /t/** mountain waterfall  desert plaster  **- /d/** wonder island  guide holiday  **5. Listen and repeat . Pay attention to the bold-typed parts of the words.**  ***Audio script:***  *1- Where's my ha****t****?*  *- Oh, it's on your hea****d.***  *2. Where* ***d****o they stay on their holi****d****ay?*  *3. I nee****d*** *some mea****t*** *for my ca****t.***  *4. The Sahara is a very ho****t*** *deser****t****.*  *5. wan****t*** *to explore the islan****d*** *by boa****t.*** |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using the new words and structures  Home assignments  **3. Products**:  Know more some words about holidays and trips  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - 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 and make sentences with them  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T let Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about holidays and trip to a famous natural interest.  -**Step 4: Judgement**  T gives feedback and requires Ss do home assignments. | **\* Home assignments:**  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 3:A closer look 2 p.51-52**

**Lesson 7: Looking back & project p.46-47**

**Week 13**

**Period**: **37**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 28/11/2022 |  |
| **6B** | 30/11/2022 |  |
| **6C** | 28/11/2022 |  |
| **6D** | 28/11/2022 |  |
| **6E** | 29/11/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: countable, uncountable, water, butter, item, tea, milk, sugar, tell the truth, rule.

**\* Pronunciation:**

- *P*ronounce the key words correctly: countable, uncountable, water, butter, item, tea, milk, sugar, tell the truth, rule.

**\* Grammar:**

– use countable and uncountable nouns;

– use the modal verb must / mustn’t to give orders;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- Do exercises using grammar knowledge in the lesson

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  To introduce the topic of the lesson  **2. Content:**  Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Recall countable and uncountable nouns  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - Students **(Ss)** listen and learn how to do it.  - Asks Ss to open their book and introduce what they are going to study….  - ss open their books and write .  - Lead in the new lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | | Questions and answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To help Ss recognise the form and use of countable and uncountable nouns in sentences.  To help Ss practise using countable and uncountable nouns in context.  **2. Content:**  The use of Countable and Uncountable nouns. Write the correct answer Countable or Uncountable.  Practise using countable and uncountable nouns by choosing the correct option.  **3. Products:**  **-** Vocabulary about the topic  - Know how to distinguish countable and uncountable nouns  -Understanding more the use of C and U nouns in contexts.  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  **-** To help Ss learn The Present continuous Tense  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable).**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follow the steps to teach vocabulary  **……**  *\* Have Ss read the grammar box. Elicit the rules or / and explain to them the rules. Ask them to give some countable and uncountable nouns they know (i.e. nouns to name the things around them, or the names of the things in nature).*  - Have Ss pronounce the words countable and uncountable (to count → countable – uncountable).  - Have Ss read the sentences first and make sure they know all the underlined words.  - Ss listen carefully to the teacher’s instructions and learn how to use C and U nouns  - Asks Ss work independently.  - Has Ss read the sentences.  - Ss do the tasks and compare the answers.  - Checks their answers as a class.  - Has Ss read the sentences.  - Confirm the correct answers.  **Task 2. Choose the correct option for each sentence.**  – *T has Ss study the* ***Remember!*** *box. T explains and gives examples. Ask Ss to say the nouns in sentences 1-5 using some, many, much, a few, a little. (For a better class, T may ask Ss to give more examples.)*  - Ss do the task individually or in pairs.  Remind Ss to look at the noun after each blank to see if it is a coutable or uncoutable noun sothat they can choose the correct option.  - Ss work individually  - Ss do the tasks  Checks Ss’ answers as a class.  Gives further explanations or more examples if necessary  - Observes and help when and where necessary, and correct Ss'pronunciation and intonation.  - Ss compare the answers.  - T confirms the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **1. Is the underlined noun countable or uncountable? Write C (countable) or U (Uncoutable).**  **Countable and uncountable nouns**  - Countable nouns are for the people or things we can count using numbers. Countable nouns can be singular : *a rock, an island* …, or plural : *rocks, islands…*  - Uncoutable nouns are the things that we cannot count with numbers. They usually do not have a plural forms: *cream, chocolate…*  \* **Key :** **1**. C **2**. U **3**. U **4.** C **5**. U  **2. Choose the correct option for each sentence.**  **\* Remember!**  ***- We use some, many,a few with countable nouns.***  ***- We use some, much, a little with uncountable nouns.***  **\* Key : 1.** A **2.** B  **3.** A **4.** B **5.** A | |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To help Ss practise using a, any, some, much, or many with countable and uncountable nouns in context.  To help Ss practise using must / mustn't in context.  To give Ss more practice on using must / mustn't in the real context of their classroom  **2. Content**:  Practise using a, any, some, much, or many with countable and uncountable nouns  To use must/ mustn’t for something which is necessary or very important…..  Practise using must / mustn't in the real context.  **3. Products**:  Using the a, an, some, any, many, much with C and U nouns correctly.  Learn how to use must/ mustn’t correctly. Filling each blank with must/ mustn’t.  Further practice using must / mustn't in the real context  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Fill each blank with a, any, some, much, or many,**  T explains to Ss the meaning and use of *a, any, some, much, or many.*  - Ss listen to the instructions clearly  – Ss work in pairs.  Tells them to read the sentences carefully and find the right words to complete the sentences.  - Ss compare the answers  - Checks the answers as a class.  - Moves around to offer help if needed.  - Asks other Ss to give comments and correct any mistakes if possible.  - Confirms the correct answers  - Ss copy them  **Task 4. Fill each blank with must or musn’t.**  - Asks Ss to recall the conversation from **GETTING STARTED**: Alice - the leader of the Geography Club tells Elena: But remember you must always be on time.  - Alternatively, T may ask Ss such questions:*Are you sometimes late for class? What does your teacher say?*  - Encourages Ss to answer, using must/ mustn't.  For a weaker class,  - T may call on some Ss to  give the Vietnamese equivalent of must / mustn't.  - Tell Ss to study the Remember!, then give the rules of the modal verb must/mustn't.  - T may give some examples to clarify the use of must / mustn't to Ss.  - Ss listen to the instructions carefully  - Call some pairs to practise in front of the class.  - Ask other Ss to give comments  - Check and confirm the correct answers  **Task 5. Read the classroom rules below. Write some more rules for you and your class mates**  - T asks Ss to study sentence 1 (positive), and sentence 2 (negative).  - Asks them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5.  - Ss can share their ideas in pairs, and give as many sentences as possible.  - Ss listen to the instructions carefully  - Ss work in pairs.  - Compare the answers.  - T calls on some Ss to read their sentences in front of the class.  - Discuss answers as a class. For less able Ss, T can give hints by saying some verbs / phrases such as:  listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc. As an extension, Ss can act out the sentences among themselves.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | | **3. Fill each blank with a, any, some, much, or many**  **Key:** **1**. many **2.** any **3.** much  **4**. some **5**. a  **4. Fill each blank with must or musn’t.**  **Grammar**  Modal verbs: **must/ musn’t**  **- We use must to say that something is very necessay or very important**  **- We use mustn’t to say that something is not allowed.**  ***Key:*** **l.**must **2**. mustn't **3**. must  **4**. mustn't **5**. must  **5. Read the classroom rules below. Write some more rules for you and your class mates**  **Suggested answers:**  1. We must arrive school on time.  2. We mustn't get out of class before breaktime.  3. We must raise our hands when we want to ask questions in classroom.  4. We musn't gossip in class.  5. We must be gentle with each other.  6. We mustn't eat during lesson. | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences about family rules.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to make sentences to tell about their family rule  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points of the lesson.  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about positions of things  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Revise countable and uncountable nouns  - Do more exercises in workbook.  - Make more sentences telling about school and family rules. | | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….** | | | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 4: Communication p.53**

**Lesson 7: Looking back & project p.46-47**

**Week 13**

**Period**: **38**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 30/11/2022 |  |
| **6B** | 01/12/2022 |  |
| **6C** | 30/11/2022 |  |
| **6D** | 29/11/2022 |  |
| **6E** | 01/12/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: appointment, range, litter, bring, necessary

**\* Pronunciation:**

- *P*ronounce the key words correctly: appointment, range, litter, bring, necessary

**\* Grammar:**

– use countable and uncountable nouns;

– use the modal verb must / mustn’t to give orders;

– make and accept appointments;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– read for specific information about travelling;

– talk about famous places, and what you must / mustn’t do there;

– listen for specific information about necessary things for travelling;

– write a conversation ta make appointments.

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  - To revise the old lesson.  - To teach Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.  \* Everyday English  Making and accepting appointments.  **2. Content:**  - Use everyday expressions to develop the language skills.  - Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about making and accepting appointments.  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - 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  - Students **(Ss)** listen and answer the teacher’s or friend’s questions  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  - Ss open their book and write the tittle of the lesson .  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | Chatting |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  – To introduce two ways of making and accepting an appointment;  – To help Ss practise making and accepting an appointment.  **2. Content:**  - Making and accepting an appointment . Listen and read the conversation.  **3. Products:**  Vocabulary about the topic  Learning how to make and accept an appointment. Making a short conversation.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1. Listen and read the short conversation below, paying attention to the highlighted parts.**  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follows the steps to teach vocabulary  - Ss repeat in chorus and individually  + T checks vocabulary  - Ss take note the words  1. T has Ss listen and read the conversation. Tell them to pay attention to the highlighted parts. Elicit from Ss structures used for making an appointment *(Let’s + V/ How about + V-ing?)* and structures used for accepting an appointment *(That’s fine./ Sure.).*  Ask if they know some other ways *(What about…?, Certainly...).*  Asks Ss to work in pairs and practise the conversation.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  -Ss work in pairs.  *+* Has Ss practise the conversations in pairs.  Calls on some pairs to practise the conversations in front of the class  **Task 2. Work in pairs. Make short conversations, following the example in** **1**  T allows Ss to work in pairs and make similar conversations. More able Ss can practise with other expressions.  - Calls on some pairs to practice in front of the class.  +Ss fulfil the tasks  - T and Ss give comments.  A travel guide  - Moves around to observe and provide help.  **-** Has Ss practise speaking  **Step 3: Report and discussion**  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **1. Listen and read the short conversation below, paying attention to the highlighted parts.**  **\* Vocabulary**  - appointment (n) cuộc hẹn  - range (n) dãy (núi)  - litter (v) xả rác  - bring (v) mang  - necessary (adj) cần thiết  ……  **Audio script:**  *Steven:* Duong, let’s go for a picnic this Sunday.  *Duong*: That’s fine. What time can we meet?  *Steven*: How about 9 o’clock?  *Duong*: Sure. I’ll meet you at that time.  **2. Work in pairs. Make short conversations, following the example in** **1**  ***Sugessted Conversation:***  **Mai:** Phong, let's go to Thong Nhat Park this Saturday afternoon.  **Phong:** That's great. What time can we meet?  **Mai:** How about 2 o'clock?  **Phong:** Sure, I'll meet you at that time. |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  – To introduce a travel guide to Ss;  – To introduce a way of using must / mustn’t in real life.  -To help Ss practise using must / mustn’t in a travel context.  -To help Ss practise asking and answering about travel preparation to a place.  **2. Content**:  Read the travel guide using **must / mustn’t**  Make a list of things you must/ mustn’t bring to the Himalayas.  Ask and answer about travel preparation to a place.  **3. Products**:  Understanding more using **must / mustn’t** in real life.  Undertanding more using must/ mustn’t in contexts.  Improving speaking skills.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read travel guide entry**  – Shows Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who uses travel guides and why. T gives an explanation or / and an example of how travel guides are used.  – Then asks them to work in pairs. Tell them to look at the photo of Mount Everest, ask and answer questions to find out what objects are useful for going to Mount Everest. Encourage them to use must to ask and answer. *E.g. Must we take a heavy coat to Mount Everest?*  - Ss listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning if yes  – Asks Ss to read the text quickly and check their ideas.  – Ask them to read the text again and ask some follow-up questions. E.g. Have you had any unforgettable experiences? *If yes, where did you go? What happened?*  - Ss do the tasks if possible.  - Movesaround to observe and provide help.  - Observes and helps when and where necessary, and correct Ss'pronunciation and intonation.  - Confirms the correct answers.  **Task 4. Now make a list of the things you must bring to the Hmalayas. Then add things you musn’t bring**  – T asks Ss to use information in the text in **3** and their own ideas to fill must and mustn’t columns. Encourage Ss name as many objects as possible, and then decide if these things must or mustn’t be taken there  - Ss listen carefully  - Ss answer questions individually.  - Ss fulfil the tasks  -T checks their lists as a class  - Check and confirm the correct answers  **Task 5. Role- Play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas, and give reasons**  - T asks Ss to create their own list of the necessary things for the trip to Himalayas. And then demonstrate the activity with a more able student.  - Swap roles. Then ask Ss to work in pairs to do their own role-play.  - Ss listen to the teacher’s instructions carefully.  - T goes round to give assistance where and when needed.  - Asks some pairs to demonstrate before the class  - Makes comments and correct any mistakes if there are any.  - Chooses some Ss to give a presentation to the class.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **3. Read travel guide entry**  **GLOBAL TRAVEL GUIDES**  **The Himalayas is a mountain range. It's very special. It has the world’s highest mountain – Mount Everest.  When visiting the Himalayas, remember to follow these rules.**  **+ You must ask before you visit the area.**  **+ You mustn't travel alone. Always go in a group.**  **+ You mustn't litter.**  **+ You must bring only the necessary things.**  **+ You must bring the right clothes too. Don't bring shorts or T-shirts!**  **4. Now make a list of the things you must bring to the Hmalayas. Then add things you musn’t bring**  **MUST**  **- compass**  **- sleeping bag**  **- plaster**  **- packback**  **- waterproof coat**  **MUSTN’T**  **- bicycle**  **- shorts**  **-T-shirt  5. Role- Play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas, and give reasons**  **Suggested answers:**  *A: I'd like to go to the Himalayas next month.*  *B: OK. I think you must bring a waterproof coat. It's cold and rainy there!*  *A: Yes. Anything else?*  *B: You must bring a sleeping bag so that you can stay here overnight. You must also bring a compass in case you are lost.*  *A: Is there anything I mustn’t bring?*  *B: Well, you mustn’t bring bicycle because you can’t ride it here and it’s very cold, so you mustn’t bring shorts or T- shirt.*  *A: Thanks a lot.* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  More questions and answers about the main topic  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T summarizes the lesson and let Ss tell what the have learnt  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt (Practice asking about audio guides to places)  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about houses  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Practice asking about audio guides to places.  - Do more exercises in workbook |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 5:Skills 1 p.54**

**Lesson 7: Looking back & project p.46-47**

**Week 13**

**Period**: **39**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 01/12/2022 |  |
| **6B** | 03/12/2022 |  |
| **6C** | 01/12/2022 |  |
| **6D** | 03/12/2022 |  |
| **6E** | 01/12/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: cave, beach, tourist, attraction, landscape, slope

**\* Pronunciation:**

- *P*ronounce the key words correctly: cave, beach, tourist, attraction, landscape, slope

**\* Grammar:**

– use countable and uncountable nouns;

– use the modal verb must / mustn’t to give orders;

– make and accept appointments;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– read for specific information about natural wonders;

– write a paragraph about a natural wonder.

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP – PRE-READING**  **1. Aim:**  **-** To develop 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.  **2. Content:**  Revision of the old lesson.Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  Have Ss look at picture and answer the questions.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson.  - Answer the questions about Khang’s neighbourhood. Have a chance to speak English**.**  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **Pre - reading**  - T asks Ss to compare the texts in **Communication** and **Skills 1**. Encourage Ss to think of the purpose of the texts and where they might see them.  (These texts are a kind of travel guide. They may appear in travel brochures that give information about a place for visitors. They also advertise specific destinations, hotels, tours, etc., providing travelers with the details they need to make the most of their trips.)  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Asks Ss to open their book and introduce what they are going to study….  - Ss answer the questions.  - Ss open their book and write the tittle of the lesson .  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | Questions and answers |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To activate Ss’ knowledge of the topic in the reading text  To develop Ss’ skill of using vocabulary in different contexts.  **2. Content:**  Make predictions about reading. Read and check the ideas.  Read and check the ideas. Complete the sentences using the words given.  **3. Products:**  Predicting the questions before reading about Ha Long Bay and Mui ne.  Understanding more the using the words in context.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **While- reading**  **Task 1. Look at the pictures. Make predictions about the contents of the text.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follows the steps to teach vocabulary  - Ss repeat in chorus and individually  + Check vocabulary  - Takes note all the new words  - Asks Ss to look at the pictures and guess what the texts are about and what they know about the places.  - Asks Ss to read the texts quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before conducting a class feedback session.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read and use new words if have  - Asks some Ss to give their answers.  - Observe sand help when and where necessary.  **Task 2. Complete the sentences, using the words from the box.**  T has Ss read the words first. These words all appear in the texts, but now they are in different contexts. Ss then read the sentences and fill the blanks.  - Ss listen to the teacher’s instructions carefully and learn how to do.  - Ss check the meaning of the words  - Ss work individually first  T checks as a class.  - Ss compare the answers with partners  T may call on some Ss to read the sentences  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Look at the pictures. Make predictions about the contents of the text.**  **\* Vocabulary**  **- cave** (n) hang động  **- beach** (n) bãi biển  **- tourist** (n) khách du lịch  **- attraction** (n) lôi cuốn  **- landscape** (n) phong cảnh  **- slope** (n) độ dốc (- sườn núi)….  **Note:**  *Tuan Chau*: a large island in Ha Long Bay, a popular tourist destination .  *MuiNe:* a tourist attraction In Blnh Thuan Province  **2. Complete the sentences, using the words from the box.**  **Key :**  **1**. islands  **2.** wonder  **3**. desert  **4.** Remember  **5**. visit |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  To develop Ss’ skill of reading for specific information.  To provide an opportunity for Ss to practise describing the tourist attraction they choose.  To provide an opportunity for Ss to talk about famous / interesting places, and what one must / mustn’t do there.  **2. Content**:  Read again the text . Answer the questions.  Make notes about one of the places in the reading.Have an opportunity for Ss to practise describing the tourist attraction.  Tell some interesting things aboutabout famous / interesting places…  **3. Products**:  Getting more specific information about the text.  Impove speaking skills. Practice speaking with partners.  Telling about the interesting places. Developing speaking skills.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the text again.Answer the following questions.**  T sets a longer time limit for Ss to reread the texts and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity.  Ss can compare answers before discussing them as a class.  Encourage Ss to support their answers with reasons.  - Ss listen carefully to the instructions  - Ss a**nswer questions individually.**  - Ask them to give evidence to support their answers  - Ss follow the instructions carefully  - Ss find the answer.  - Checks and confirm the correct answers  \*Asks Ss what to include when they talk about a tourist attraction.  - Here are some points:  + Name of the attraction  + Its special features / beauty / interesting things /  + What you can do there  ……….  – Writes these points on the board to prepare for the next activities.  **Post – Reading**  **Task 4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas.**  – T discusses with Ss which things they find special about Ha Long Bay and Mui Ne. Brainstorm ideas onto the board. Ask Ss to close their books.  - Ss listen to the teacher’s instructions carefully and follow them.  – Divides Ss into group A and group B. Tell group A to describe Ha Long Bay. Tell group B to describe Mui Ne.  - Ss use the notes only to help them tell their partner about their place  - Asks them to practice their description together before they rejoin with their partners.  - Geso round and offer help if necessary.  - Ss work individually  - Ss give the answer  - Checks and confirm the correct answers  **Task** **5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn’t do there.**  - Tells Ss to review interesting features of their city / town / area.  - Asks them to think of the things tourists must / mustn’t do.  - Encourages them to give as many ideas as possible.  - Asks them to share their ideas in pairs before calling some Ss to present in front of the class. - Ss listen to the teacher’s instructions carefully and follow them.  - Ss work in pairs.  - Then T gives feedback: comments on their strengths and correct a few errors in the target language.  - T helps if necessary  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **3. Read the text again.Answer the following questions.**  **\*Key :**  **1**. It is in Quang Ninh  **2**. We can enjoy (great) seafood and join in exciting activities  **3**. No, there isn’t  **4**. By the beach  **5**. Early morning or late afternoon.  **4. Work in pairs. Make notes about one of the places in the reaing. You can add your own ideas.**  Suggested answer:  *Ha Long Bay has a lot of interesting islands. It also has many caves and beautiful beaches. You can enjoy great seafood here and take part in exciting activities.*  **5. Some foreign visitors are visiting your city/ town/ area. You are their tour guide. Tell them some interesting things about the places as well as what they must and musn’t do there.**  **Example:**  *Trang An in Ninh Binh is a charming and fantastic site in Viet Nam. The whole picture of Trang An has limestone mountains, forests, and golden rice fields. The valleys here are amazingly beautiful like colourful carpets. There are rivers running along these valleys. Making a boat trips is a perfect way to enjoy the scenery here. There are also tens of wonderful natural caves that you should explore on foot. Many world traveller call Trang an “Ha Long Bay on the land”* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T has 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 assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about friends  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Practice describing a place of interest.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 6:Skills 2 p.55**

**Lesson 7: Looking back & project p.46-47**

**Week 14**

**Period**: **40**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 05/12/2022 |  |
| **6B** | 07/12/2022 |  |
| **6C** | 05/12/2022 |  |
| **6D** | 05/12/2022 |  |
| **6E** | 06/12/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: fishing village, water sports, national park, sell, speacial.

**\* Pronunciation:**

- *P*ronounce the key words correctly: fishing village, water sports, national park, sell, speacial.

**\* Grammar:**

– use countable and uncountable nouns;

– use Simple Present to describe a place;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– listen for specific information about a natural wonder;

– write a paragraph about a natural wonder.

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE : Test 15’ (No3)**

**EX I**: ***Circle the odd one out (2.0pts)***

|  |  |  |  |
| --- | --- | --- | --- |
| 1.A.calculator | B.cooker | C.rubber | D.ruler |
| 2.A.ear | B.nose | C.mouth | D.leg |
| 3.A.bedroom | B.kitchen | C.villa | D.bathroom |
| 4.A.curly | B.creative | C.friendly | D.confident |

**EXII**:***Choose the word whose underlined part is pronuonced differently from the others (2.0pts)***

|  |  |  |  |
| --- | --- | --- | --- |
| 1.A.peaceful | B.pleasure | C.sleepy | D.cheap |
| 2.A.exciting | B.quiet | C.wide | D.terrible |
| 3.A.crowded | B.interested | C.bored | D.polluted |
| 4.A.narrow | B.crowd | C.now | D.about |

**EXIII: *Put the verbs in brackets into the present simple & present continuous (4.0pts)***

1. My cousins (be) ………………….. students at Quang Trung Primary School

2. Look! Tuan & Hung (play)………………. badminton in the schoolyard

3. My mother (not cook) ......................now.She is watching TV

4.We (not go).................................to school on Saturday afternoon

**EX IV*:Complete the second sentence so that it means the same as the first (2.0pts)***

1.The house is behind the trees

→ There are trees.............................................................................................................

2.Lan’s brother is shorter than her

→Lan..................................................................................................................................

* **Answer:**

**EX I:(4 x 0,5=2.0pts)**

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

* **EX II:(4 x 0,5=2.0pts)**

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

* **EX III:(4 x 1.0=4.0pts)**

1.is 2.are playing 3.isn’t cooking 4.don’t go

* **EX IV:(2 x 1.0=2.0pts)**

1.There are trees in front of the house

2.Lan is taller than her brother

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)(3’)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  **2. Content:**  **-** Revision **:** Describe *a place*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - First, write Phu Quoc Island on the board, or tell Ss to look at the picture of the island in the book . Then elicit what Ss know about Phu Quoc Island.  - Ask Ss to open their book and introduce what they are going to study….  - Students(Ss)listen and answer the teacher’s or friends’ questions  - T leads in the lesson.  - Ss open their book and write the tittle of the lesson  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting + Chatting** | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (10')**  **1. Aim:**  To help Ss develop their skill of listening for specific information.  To develop Ss' skill of listening for specific information.  **2. Content:**  Discussing and answering quetios about Phu Quoc island.  Listen and tick T/ F.  **3. Products:**  Knowing something about Phu Quoc island.  Understanding more about Phu Quoc island.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do Task 1 in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1. Work in groups. Discuss the questions**  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have.  + Follow the steps to teach vocabulary  ***? What do you know about Phu Quoc island?***  - Ss work in groups. Have them look at the picture and discuss the question. Ask them to talk about anything they know or give prediction. T may give some hints:  + the location of Phu Quoc Island  + the climate  + interesting / special features  + what you can do there .  ……..  - Play the recording one or two times for Ss to check their answers.  - Play the recording again if needed, stopping at the place where Ss find it difficult to hear.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Ss do the tasks. Compare the answers  - T confirms the answers.  **While-listening**  **Task 2. Listen again and tick** (✓) **T (True) of F (False)**  - T asks Ss to read through the questions carefully before they attempt to give the answers.  - T plays the recording two or three times for Ss to do the activity and check their answers. Ss can share their answers before T confirms the correct ones.  - T encourages Ss to identify the parts of the recording that helped them answer the questions.  - T plays the recording again for Ss to check the answers..  - T may pause at the sentences that include the information Ss need for their answers.  - Ss fulfil the tasks  - Give the answers  - T checks and confirm the correct answers.  **\*(Post-listening)**  - Students tell something about Phu Quoc  - T gives instructions and encourage Ss to tell about Phu Quoc, using information in Audio Script.  - T may give some clues  - Call on some Ss to speak freely.  - Correct pronunciations, grammar, vocab, intonation  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Work in groups. Discuss the questions**  https://img.loigiaihay.com/picture/2021/0611/act1.jpg  **2. Listen again and tick** (✓) **T (True) of F (False)**  **Key:**  **1.**T **2.** F **3.**T **4.** F **5.**T  **Audio script:**  *- Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.* | |
| **ACTIVITY 3: PRACTICE (15' )**  **1. Aim**:  To help Ss brainstorm ideas for their writing.  To help Ss practise writing a paragraph about the place that they have made notes about.  **2. Content**:  Brainstorming. Fill the network with the information about travel attraction.  Write a paragraph about travel attraction you know.  **3. Products**:  Giving some ideas about travel attractions . Filling the network.  Ss can write a paragraph about travel attraction completely.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  T has Ss do Task 3-4 in Skill 2  **Step 2: Task performing**  **Task 3. Fill each blank in the network with the information about a travel attraction you know.**  - As preparation, ask Ss to bring pictures of places they have been to or find interesting.  Alternatively, they can draw pictures / maps. Remind Ss of the steps of the writing process: outline, draft and check.  Ss present their chosen places using photos / drawings / maps.  - Ask Ss to show their places to the class.  - Take one place as an example and get Ss to give information about the place, using the given questions.  - Ask some questions to prepare the class for the activity *E.g. What is the travel attraction? Where is it? How far is it? How can you go there? What is it like? What is special about it? What can you do there?*  - Ask Ss to make notes about their chosen places, using the questions given in the network.  - Ss listen carefully to the instructions  Ss learn how to do the tasks  - Remind them that they do not have to write full sentences.  **Task 4. Use the notes in 3 to write a paragraph of about 50 words.**  - Ask Ss to share their notes with their partners.  - T may ask more able Ss to read out the notes to the whole class.  - Ask Ss to use their notes to write a paragraph about their chosen places.  - Ss can use the reading texts as their model.  - Ss can exchange and read each other's drafts to give some comments.  - Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home, and hand them in at the next lesson.  - Ss listen carefully and learn how to write  \*Ask Ss to write the first draft individually.Next ask Ss to work in pairs doing peer corrections.  - Ss write themselves  **\* Post writing**  - 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.  - Other Ss and T comment on the writing.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **3. Fill each blank in the network with the information about a travel attraction you know.**   * It’s Ha Long Bay. * It is in Quang Ninh province. * It’s about 100km from my hometown * It’s very fantastic/ wonderful. * You can take a boat ride * you can enjoy the seafood   sail around the islands …..  **4. Use the notes in 3 to write a paragraph of about 50 words.**    ***Suggested writing:***  *I am writing about Ha Long Bay is in Quang Ninh Province. It is fantastic. It has many islands and caves. Tuan Chau, with its beautiful beaches, is a popular tourist attraction in Ha Long Bay. There you can enjoy great seafood. And you can join in exciting activities . Ha Long Bay is viet Nam ‘s best natural wonder.* | |
| **ACTIVITY 4: APPLICATION (2' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has 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 assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about natural wonders in Vietnam.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Finish writing the paragraph. Copy in the note books.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 5 : NATURAL WONDERS OF VIETNAM**

**Lesson 7:Looking back & Project p.56-57**

**Lesson 7: Looking back & project p.46-47**

**Week 14**

**Period**: **41**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 07/12/2022 |  |
| **6B** | 08/12/2022 |  |
| **6C** | 07/12/2022 |  |
| **6D** | 06/12/2022 |  |
| **6E** | 07/12/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: wonderful, candle, birthday cake, musical instrument, luggage, trip, warm coat, mobile phone.

**\* Pronunciation:**

- *P*ronounce the key words correctly: wonderful, candle, birthday cake, musical instrument, luggage, trip, warm coat, mobile phone.

**\* Grammar:**

– use countable and uncountable nouns;

– use the modal verb must / mustn’t to give orders;

– make and accept appointments;

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

– Doing exercises using learnt grammar points.

**3. Qualities:**

- To educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher: L**aptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**   1. **Aim:**   - To review and drill section of the unit.  - To encourage Ss not to refer back to the unit pages but to use what they have learnt during the unit to help them answer the questions.  - To see how far Ss have progressed, and which areas need further practice.  **2. Content:**  **-** Revision **:** Describe *a natural wonder in Vietnam*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | | **+ Greeting**  **+ Chatting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To help Ss revise the vocabulary items they have learnt in the unit.  To help Ss revise the vocabulary items they have learnt in the unit.  **2. Content:**  - Revise what they have learnt during the unit to write the correct answer.  - Revise the vocabulary items have learnt in the unit.  - Do the matching.  **3. Products:**  **-** Write and read the words correctly  - Understanding more about natural wonders in Viet Nam  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  **Step 2: Task performance**  **Task 1. Write the names for each picture**  - Ss work individually to do the exercise. Then - Ss can check their answers before discussing the answers as a class. However, they should keep a record of their original answers so they can use that information in their *Now I can*... statements.  - T checks the answers as a class.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - T corrects the mistakes if have.  **Task 2. Match the name of a natural wonder in column A with a word indicating it in column B 1 is an example.**  - T asks Ss to work in pairs and match the name of a natural wonder in column A with a word indicating it in column B.  - Monitor the activity and offer help when necessary.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Ss **work in pairs** to do the tasks  - Ss give the answers.  - T checks and confirm the correct answers  **Task 3. Write the words.**  - T asks Ss to work individually to name the things in each picture.  **- Ss work individually**  - T has Ss compare their answers in pairs before checking as a class.  - T observes and helps when and where necessary, and corrects Ss'pronunciation and intonation.  - Invites some Ss to give answer.  - Checks and confirm the correct answers  - Ss copy in the notebook  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **1. Write the names for each picture**  **\* Key:**  **1**. waterfall  **2**.cave  **3**. desert  **4**. river  **5**. beach  **6**. island  **2. Match the name of a natural wonder in column A with a word indicating it in column B 1 is an example.**  **Key:** **1**. d **2**. c **3**. a **4**. e **5**. f **6**. b  **3. Write the words.**  **Key:**  **1**. scissors  **2.** sleeping bag  **3**. compass  **4**. backpack  **5**. plaster |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  To help Ss revise the use of countable and uncountable nouns in sentences.  To help Ss revise the use of must / mustn't in context  **2. Content**:  Revision on the use of C and U nouns by finding the mistakes.  Revision the use of must / mustn'tby completing the dialogue.  **3. Products**:  Having ability to find out the mistakes in sentences  Remember more about using must / mustn't in context.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 4. Find the mistake in each sentence and correct it.**  - Ss work independently and complete the activity.  - Then T has them check their answers in pairs before checking as a class.  - T observes and helps when and where necessary, and corrects Ss'pronunciation and intonation.  - Invite some Ss to give answer.  - Ss give the answers.  - T check and confirm the correct answers  **Task 5. Complete the dialogue, using *must* or *mustn’t***  - T gives instructions how to do execises.  - Ss listen carefully to the teacher’s instructions  - Ask Ss to work in pairs and complete the activity.  - Ss do the tasks.  - Then have them check their answers in pairs before checking as a class.  - Ss compare the answers  - Ss give the answers  **\* PROJECT:**  ***- Prepare in the previous lessons beforehand***  – T divides the class into groups of five or six, and asks Ss to think of the interesting places they would like to visit (in Viet Nam or in the world).  – Make clear to them what they have to do: - Each group has to choose a natural wonder and make a poster about it.  - The poster should be clearly drawn or printed, and Ss should give as much information about the place as possible.  - Ss should finish the project in class, assign groups in the previous lessons.  \* This should be a project for Ss to do as teamwork. If there is not enough time in class, the project can be done outside the classroom. Then in the next lesson, each group presents it before the class. Encourage Ss to use their knowledge as well as their artistic skills.  Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **4. Find the mistake in each sentence and correct it.**  **Key:**  **1**. is 🡪 are  **2**. are 🡪 is  **3**. instrument 🡪 instruments  **4**. are 🡪 is  **5**. luggages 🡪 luggage  **5. Complete the dialogue, using *must* or *mustn’t***  ***A:****It's dangerous to go hiking there. You****must****tell someone where you are going.*  ***B:****Yes. And I****must****take a warm coat. It's very cold there.*  ***A:****Right. But you****mustn't****bring any heavy of unnecessary things with you.*  ***B:****OK, and I****must****take a mobile phone. It's very important.*  ***A:****And you****mustn't****forget to bring a compass.*  **1. In groups, make a poster about a natural wonder you would like to visit. In the poster, draw/print a picture of the place. Then give some information about the place:**  - what the natural wonder is  - where it is  - how you can go there  - what it is special about  - what you can do there  **2. Introduce the attraction to your class.**  *Sa Pa is one of the most popular natural wonders of Viet Nam. It is in Lao Cai province. You can go there by coach, train, car or even motorbike. Sa Pa is famous for Ham Rong mountain, O Quy Ho pass, Cat Cat village, Muong Hoa valley, Fansipan mount, O Long tea hill,… . Tourists go there to watch amazing landscapes, enjoy local food (seven-coloured sticky rice), and explore wild routes.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T has 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 assignments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements.  - T lets Ss take note the home assignments.  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Read again the conversation  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |