Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

## Lesson 1: GETTING STARTED

**I. Objectives:** By the end of the lesson, Ss will be able to listen and read for specific information about “Geography club”, then listen and speak with the lexical items related to the topic "Natural wonders of the world".

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in the lexical items related to the topic "things in nature” and “travel items".

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more new words about natural wonders.  **Production**  To practice the conversation. | **A. Warm up**  - T has Ss work in 2 teams.  - T asks Ss to make a network of natural wonders.  - T checks and gives feedback.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **C. Practice**  **\* The dialogue.**  - Teacher sets the scene by asking Ss about the picture:  - What can you see in this picture?  - Where is it?  - Do you know this place?  **\* Answer the following questions.**  - T lets Ss listen to the tape once then ask them work individually to read the dialogue and answer the questions in 3 minutes.  - Ss give answers and write on the board.  - T checks and corrects if necessary.  **\* Put the words in the correct order.**  - T tells Ss to refer back to the conversation to find the phrases.  - T ensures they add appropriate punctuation.  **\* Brainstorm situations when people use these sentences. Then role-play the situations with a partner.**  - T uses the example to practice a conversation with Ss. Then T asks Ss to develop a role-play around their ideas.  - T supports with suggestions. More able Ss can try to extend the conversation.  - T asks pairs to perform for the class.  **\* Listen and repeat the following words.**  - T asks Ss to listen and repeat the following words.  **\* Now label the pictures.**  - T asks Ss to label the pictures with the correct words. Ss can work in pairs.  - T shows picture cards of the vocabulary.  - T elicits Ss’ answers and then provides the correct words.  **D. Production**  **\* Read the conversation in 1 again. Tick the words you can find.**  -T asks Ss to look back the conversation in Getting Started and try to find the vocabulary used. | **Network**  **Lead - in the new lesson.**  **I. New words:**   1. Desert ['dezət]: sa mạc. 2. Waterfall ['wɔ:təfɔ:l]: thác nước. 3. Island ['ailənd]: hòn đảo. 4. Valley ['væli]: thung lũng. 5. Cave [keiv]: hang động.   **II. 1. Listen and read.**  **a. Answer the following questions.**  ***Key:***  1. Vy is  2. She went to wrong room.  3. Uluru  4. Australia.  5. An island.  **b. Put the words in the correct order.**  ***Key:***  1. Can you spell that, please?  2. Can you repeat that, please?  3. Can I come in?  **c. Brainstorm situations when people use these sentences. Then role-play the situations with a partner.**  Example:  A: Hi, Can I order a cheese and meat pizza, please?  B: Sure. What’s your name, please?  A: It’s Nick.  B: Can you spell that, please?  A: Yes, it’s N-I-C-K.  **2. Listen and repeat the following words.**  🔈  1. mountain 2. River  3. waterfall 4. Forest  5. cave 6. Desert  7. lake 8. Beach  9. island 10. valley  **3. Now label the pictures.**  ***Key:***  1. mountain 2. river  3. waterfall 4. forest  5. cave 6. desert  7. lake 8. beach  9. island 10. valley  **4. Read the conversation in 1 again. Tick the words you can find.** |

**3. Homework (2 minutes)**

- Learn by heart all new words.

- Prepare for the next lesson: Unit 5: Closer look 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Phonetics:* How to pronounce correctly the sounds /t/ and /st/ in isolation and in context.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in lexical items to talk about things in nature.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide S.s with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /t/ and /st/.  **Practice**  To know more words related the items on holiday.  .  To distinguish  /t/ and /st/.  **Production**  To discuss about the importance of these things in travel. | **A. Warm - up**  **-** T brings a big picture of a place.  - Ss describe the pictures using adjectives.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **\* Pronunciation**  - Ss listen and pay attention to the T’s lip position for two sounds /t/ and /st/.  -T plays the recording, lets Ss listen and repeat.  **C. Practice**  **\* Match the words with the pictures then practice saying the following items.**  - T asks Ss to match the words they know.  - T practices saying the vocabulary with Ss.  - T asks Ss to touch the correct pictures as they say the word. Alternatively, T creates a mime for each word with Ss.  **\* Complete the following sentences.**  - T reads and acts out the sentences.  - T elicits ideas for sentence 1. Then allow Ss to complete the remaining sentences.  - T checks their ideas at the end.  *\** **Now put the items in orders. Number 1 is most useful on holiday. Number 8 is the least useful.**  - T reminds Ss that in the introduction they thought about useful things for beach, desert, mountain. T tells Ss they are going to a beach holiday and they need to order the items form very useful to not very useful.  - T allows Ss to work in pairs to form their list.  - T asks pairs to join other groups and compare their lists. T encourages more able Ss to give reasons tor their choices.  **🕮 Pronunciation** /t/ and /st/.  **\* Listen and number the words you hear.**  - T plays the recording.  - Ss listen and number the words in the order they hear them.  - T allows Ss to compare their answers.  - T plays the recording the second time. Ss discuss the answers as a class.  **\* Listen again and repeat the words.**  - T plays the recording again. T pauses after each word and asks Ss to repeat.  **\* Listen and repeat. Pay attention to the bold-typed parts of the words.**  - T plays the recording of the sentences.  - Ss listen carefully and raise their hands when they hear the /t/ or /st/ sounds.  - Alternatively, T divides the class into a /t/ group and a /st/ group and they listen and respond to their own sound.  - T plays the recording again. T pauses after each sentence and ask Ss to repeat.  **D. Production**  **\* Discussion.**  - Ask Ss to work in group of 4 to discuss about the importance of these things in travel, put the items in order from the most useful to the least useful. Give the reasons why. | **Game: Description**  2 groups: Write the words as much as possible.  **I. 1. Vocabulary**   1. Plaster ['plɑ:stə] (n): băng dán 2. Walking boots (n) : đôi ủng 3. Painkillers (n): thuốc giảm đau 4. Sun cream (n): kem chống nắng 5. Scissors ['sizəz] (n): cái kéo 6. Sleeping bag (n): túi ngủ 7. Backpack (n): ba lô   **2. Pronunciation**  Two sounds /t/ and /st/.  **II. Practice**  **Vocabulary**  **1. Match the words with the pictures then practice saying the following items.**  ***Key:***  1. Painkillers 2. scissors  3. plaster 4. sun cream  5. sleeping bag 6.walking boots.  7. backpack  8. compass.  **2. Complete the following sentences.**  ***Key:***  1. Compass 2. Suncream 3. Painkillers 4. Backpack 5. Plaster.  **3. Now put the items in orders. Number 1 is most useful on holiday. Number 8 is the least useful.**  **🕮 Pronunciation** /t/ and /st/.  **4. Listen and number the words you hear.**  Best boat coast lost boot desert plaster forest  **5. Listen again and repeat the words.**  **6. Listen and repeat. Pay attention to the bold-typed parts of the words***.*  **Discussion.** |

**3. Homework (2 minutes)**

- Do exercise A1, 2 & B1, 2, 3 - Workbook.

**-** Prepare for the next lesson: Unit 5: Closer look 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, Ss will be able to use comparative and superlative adjectives to describe things in nature and use “must” and “mustn’t” to give orders.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be aware of comparing things in their neighborhood.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use Superlative of short adjectives.  To know how to use “must”.  **Practice**  To practice using superlative of short adjectives.  To use superlative of short adjectives to talk about things in nature.  **Production**  To use “must” to talk about the rules. | **A. Warm - up**  - T divides the class into 2 groups.  - T shows the pictures of wonders of the world: The Amazon, Mount Everest, The Sahara, Ha Long Bay.  - T asks Ss in two groups to skim and remember in 1 minute.  - Ss in 2 groups write down answers on the board.  - T shows slide.  - T looks at the pictures and checks.  gives comments.  **B. Presentation**  **1. Superlative of short adjectives.**  - T asks students to underline all the words ending in **- est** in the quiz.  - Some Ss look at the slide in activity 1 and answer questions about all the underlined words. (What’s similar? What’s the type of adjectives in those sentences?)  - T elicits the form, use and meaning of superlative of short adjectives on the board from the sentence on the slide.  - T asks students to practice with superlatives.  **\* Watch - out. Underline all the words ending in – est in the quiz.**  **2. Modal verb : must/mustn’t**  **-** Thelps students remember superlatives and comparatives through  must.  WeMUST:   * put “THE” before superlatives. * use “THAN” with comparatives.   - T asks students to look at the slide and asks the question “What is the form of the verb “put, use”; “Do we need put “the” before superlatives?”  - T elicits the form, use and meaning of must on the board.  - T asks Ss to practice with “must”.  **\* Vy is giving Mai some feedback. Read and underline the forms of must.**  - T asks Ss to read Vy’s note and find the uses of “must”. T refers Ss back to the grammar table if necessary. Ss discuss the uses of “must”.  **C. Practice**  **\* Vy is giving a quiz about wonders of the world. Read the sentences and guess if they are true or false.**  - T leads those places into activity 1.  - T asks Ss to look at exercise 1 and explains the requirement.  - Ss work individually to read the statements about wonders of the world, and then guess whether they are T or F in 1 minute.  - T opens the CD and lets the student listen to check.  - T checks and gives comments.  **\* Listen to Vy giving the answers to the quiz. Check your guesses.**  - T plays the recording and allows Ss to check their answers.  **\* Complete the table with the comparatives and superlatives.**  - T lets students do exercise 2 individually and exchange the answers in 2 minutes.  - Ss in each group circle the correct answers in 2 minutes.  - T goes around helping and controls the class.  - T calls out some Ss to give answers.  - T gives explanation if necessary.  **5. Now Vy is taking about other amazing places. Complete the passage.**  - T asks Ss to complete the passage with the correct words.  - Pairs can practice role-playing the completed passage.  **\* Cut up some pieces of paper. Write the names of some famous places on them. Work in group and make sentences about the places.**   * T lets students to take part in games “Lucky number”. * T divides the class into 2 groups (A, B). * T says about the rules of games: * Each group chooses one number turn in turn. * Each number has some cues about the place. * Students in each group using have to make the correct sentence the given cues and superlatives.   **D. Production**  **\* Look at the classroom rules below. Write some more rules for you and your classmate.**  - T asks students to work in pairs.  - T gives each pair the scenes of classroom through some pictures and asks them to make some rules using “must/mustn’t” in 2 minutes.  - T shows out the pictures again and asks each pair having that picture to give answers.  - T listens and checks.  - T gives comments. | **Game: Kimming**  **I. Grammar**  **1. Superlative of short adjectives.**  Form:  S + tobe + **the** + short adjective - **est** +(N).  E.g: I am the tallest student.  Note: good -> best  bad -> worst  **(3) Watch - out. Underline all the words ending in – est in the quiz.**  **2. Modal verb : must/mustn’t**  Form: S + must/mustn’t + V.  Use: Must is an order.  E.g.: I must go to school on time.  **(7) Vy is giving Mai some feedback. Read and underline the forms of must.**  **II. Practice**  **1. Vy is giving a quiz about wonders of the world. Read the sentences and guess if they are true or false.**  **Key:**  1. T 2. T 3. F 4. T  5. T 6. T  **2. Listen to Vy giving the answers to the quiz. Check your guesses.**  **4. Complete the table with the comparatives and superlatives.**   |  |  |  | | --- | --- | --- | | **Adj** | **Comparative** | **Superlative** | | Good | Better | The best | | Bad | Worse | The worst | | Tall | Taller | The tallest | | Long | Longer | The longest | | Wide | Wider | The widest | | Large | Larger | The largest | | Hot | Hotter | The hottest |   **5. Now Vy is taking about other amazing places. Complete the passage.**  **Key:**  1. hottest 2. Hotter 3. Coldest 4. Coldest 5. Colder 6. Biggest  7. Highest 8. Smaller  **6. Cut up some pieces of paper. Write the names of some famous places on them. Work in group and make sentences about the places.**  Such as: The Mekong river……….??? in Viet Nam. -> The answer is “The Mekong river is the longest river in Viet Nam.”  **7. Look at the classroom rules below. Write some more rules for you and your classmate.**  **Suggested answers:**   1. We must put rubbish in the waste basket. 2. We mustn’t step on the glass. 3. We mustn’t play football in the schoolyard. 4. We mustn’t fight at school. 5. We mustn’t smoke at school. 6. We must wear uniform to school. 7. We must do homework before going to the class. 8. We mustn’t turn left. 9. We must turn right. 10. We must park the car here. 11. We mustn’t park the car here. |

**3. Homework (2 minutes)**

**-** Learn by heart the grammar points of the lesson.

* Write 10 rules at home.
* Prepare for the next lesson: Communication.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of this lesson, students can use must and mustn’t to give orders and talk about and give travel advices.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in giving travel advices.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words related to the topic “travel items”.  To get information from travel guide entry.  To make a list of the things you must/ mustn’t take to the Himalayas.  To perform the conversation between a tour guide and a tourist about a trip. | **A. Warm up:**  - T introduces the new lesson.   - T can use the picture of mount Everest in the book at page 53 to ask some questions and the Ss answer.  **\* Extra vocabulary:**  - T ellicits new words from ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & correct their pronunciation.  - T corrects & asks Ss to copy the words/  →***Check – vocabulary:*** “Slap the board.  **B. Practice**  **\*Read the travel guide entry.**  - T shows the picture of Mount Everest.  - T asks Ss to look at the picture of Mount Everest and show picture of extra vocabulary.  - T asks Ss to decide whether the objects are useful for going to Mount Everest, e.g. *Must we take a torch to Mount Everest?*  - Ss read quickly and check their ideas.  - Ss read the text again and ask some follow-up questions  **\* Now make a list of the things you must take to the Himalayas. Then add things you mustn’t take.**  - T asks Ss to use information in the text and their own ideas to fill the must and mustn’t columns.  **\* Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas. Try to give reasons.**  - T creates the own list and demonstrates the activity with a more able Ss.  - Then T asks the class to complete the role- play  - T asks pairs to demonstrate for the class.  - T checks their ideas at the end  - T asks them to work in open pairs to practice roling a play.  **\* Perform your role-play for the class.**  - T guides the way to do .  - Ss can present their flowers to class or make a display of the flowers on a noticeboard. | **Discussion.**   * *Where are they?* * *What are they doing?* * *Must we take a torch to mount Everest?*   **Extra vocabulary:**   1. Tent: lều, rạp 2. waterproof coat: áo mưa, vải không thấm nước 3. torch: ngọn đuốc, đèn pin 4. map: bản đồ 5. sun hat: mũ, nón che nắng 6. mobile phone: điện thoại di động 7. diverse [dai'və:s](a): gồm nhiều loại khác nhau   **Activity 1. Read the travel guide entry***.*  *- Must we take a torch to Mount Everest?*  *- What is a mountain range?*  *- What do you think diverse mean?*  *- Have you had any unforgettable experiences?*  …  **Activity 2. Now make a list of the things you must take to the Himalayas. Then add things you mustn’t take.**   |  |  | | --- | --- | | Must | mustn’t | | compass  sun cream  painkills  backpack  plaster | shorts  t- shirt |   **Activity 3. Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to Himalayas. Try to give reasons.**  - What to prepare for their trip to the Himalayas.   * Compass * sun cream * Painkills * Backpack * plaster   Example:  A: I want to go to the Himalayas.  B: OK I think you must take a waterproof coat. It is the highest mountain in the world. It’s cold and rainy there!  A: Yes. Anything else?  B: …  **Activity 4. Perform your role-play for the class.** |

**3. Homework (2 minutes)**

- Do exercise C1, 2, 5 (p.35, 36) (Workbook).

**-** Prepare for the next lesson: Unit 5: Skills 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of this lesson, students can use read a brochure for tourist information and talk about and give travel advice.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading a brochure for tourist information and travel advice.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  To tell your partner advice when visiting a place. | **A. Warm - up:**  - T introduces the new lesson.  - T asks Ss to look at the pictures at page 54 and make predictions about the text.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **T sets the scene:**  **\* Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.**  - T asks Ss to open their books and read quickly to check their predictions.  - T sets 2 minutes limit to ensure Ss read quickly for information.  **\* Find these words in the passages in 1, then check the meaning.**  - T asks Ss to find the four words in the passage and underline them, then check their meaning.  **2. While - reading**  **\* Read the following sentences. Then tick true or false.**  - T hangs up the poster of the statements and set 5 minutes limit for Ss to reread the text and choose T or F.  - T gets feedback and correct the answers.  **\* Make your own English camp schedule.**  - T asks Ss to read the text again and answer the questions.  - T asks them to note where they found the information that helped them to answer the questions.  - T corrects the answers.  **C. Speaking**  **1. Pre - speaking**  **\* Make notes about one of the places in the brochure. Use the information in the text and your own ideas.**  Make notes about one of the places in the brochure. Use the information in the text and your own ideas.  - T asks them to work in pairs to tell about the place.  **2. While - speaking**  **\* Tell your partner about the place Ha Long Bay and Hue.**  - T asks Ss to use the notes to describe Ha Long Bay and Hue.  - T asks some Ss to practice speaking before class.  - T corrects Ss’ mistakes if necessary.  *\** **Your friends are visiting your town. Think about what they must and mustn’t do while they are here. Role-play the conversation in groups.**  - T tells the class they are ivsiting in your hometown.  - T asks Ss to suggest some advice.  - T uses must /mustn’t. | **Reading**  **New words**   1. Province (n): tỉnh 2. Essential (n): rất cần thiết 3. Traditional dance (n): điệu múa truyền thống 4. The Perfume river: Sông Hương 5. Imperial City (n) : hoàng thành 6. Cuisine (n): nghệ thuật ẩm thực   **1. Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.**  - Where is the passage from?  - What is it about?  - What do you know about the subjects?  ***Suggested answers:***  1. It is from a magazine/newspaper  2. It is about natural beauty in Viet Nam.  3. I think the subject is about some famous and wonderful places for visiting in Viet Nam.  **2. Find these words in the passages in 1, then check the meaning.**  Essential , activities , attaction , cuisine.  **3. Read the following sentences. Then tick true or false.**  ***Key:***  1.T  2. F  3. T  4. F  5. T  **4. Make your own English camp schedule.**  ***Key:***   1. Ha Long Bay is in Quang Ninh Province. 2. You must take a boat ride. 3. A visit to the Imperial City more important. 4. Because people travel there just for the food.   **🕮 Speaking**  **5. Make notes about one of the places in the brochure. Use the information in the text and your own ideas.**   |  |  | | --- | --- | | **Ha Long Bay** | **Hue** | | Island  Caves  Seafood  Traditional dance  beaches | Huong famous river  Imperial City  Museum  Art gallery  Cuisine  Ngu Binh mountain |   **6. Tell your partner about the place Ha Long Bay and Hue***.*  + Group A describes Ha Long Bay  + Group B describes Hue.  **7. Your friends are visiting your town. Think about what they must and mustn’t do while they are here. Role-play the conversation in groups.**  Things they must do/bring: …  Things they mustn’t do/bring: … |

**3. Homework (2 minutes)**

* Learn by heart all the new words.

- Do Ex D1, 2, 3, 4 (WB)

* Prepare for the next lesson: Unit 5: Skills 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen to get information about travel plans and write a travel guide entry about an interesting place.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in information about travel plans and a travel guide entry about an interesting place.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehend the content of the listening text.  **Writing**  **Pre - listening**  To write a travel guide about a place.  **While - writing**.  To write aboutthe place. | **A. Warm - up**  - T introduces the new lesson.  - Ss recall the two places in the brochure in skills 1.  **B. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocab (situation, realia)  \* Checking vocab: Slap the board.  **\* Nick’s family are in the travel agent’s. they want to go on vacation. They are choosing a place from the brochure above. Which place do they choose?**  - T asks Ss to recall the 2 places in the brochure in skill 1. T asks Ss which one they think Nick’s family will choose as their holiday destination.  - T asks Ss to explain their choice.  - T play the recording for the answer.  **2. While - listening**  **\* Listen again and answer the following questions.**  - T reads through the questions with Ss and support with any difficulties before they attempt to answer.  - T plays the recording again.  - T corrects.  **C. Writing**  **1. Pre - writing**  **\* Write a travel guide about a place you know.**  -T chooses Ss to show their places to the class.  - T asks some questions to prepare the class for the activity.  **2. While - writing**  **\* In notes, fill each blank in the network with the information about the place. Then use these notes to write a short paragraph about it.**  - T asks Ss to look at it for 2 minutes and try to remember as much as they can.  - T asks the class to cover the page and tell T what they remember.  - feed back | A.supermarket  B. restaurant  C. secondary school  D. art gallery  E. Pho 99  F. Quynh Cafe  **Listening**  **New words.**   1. Brochure (n): tập sách mỏng 2. Recommend (v): giới thiệu 3. Book (v): đặt (chổ) 4. Travel agent (n): đại lí du lịch   **1. Nick’s family is in the travel agent’s. they want to go on vacation. They are choosing a place from the brochure above. Which place do they choose?**  **2. Listen again and answer the following questions.**  ***Key:***   1. Ha Long Bay, Hue, Mui Ne or Nha Trang. 2. Can we see a picture of the hotel in Mui Ne? 3. Mui Ne is cheaper but I think Ha Long Bay is more interesting. 4. Yes, he is.   **Writing**  **3. Write a travel guide about a place you know***.*  - Do you have picture or can you draw a map of the place?  - What natural wonders are there?  - How do they compare to other natural wonders?  - What things can you do there?  - What things must you do?  **4. In notes, fill each blank in the network with the information about the place. Then use these notes to write a short paragraph about it.**  - Research.  - Draft  - Check |

**3. Homework (2 minutes)**

* Write a travel guide in your notebook.
* Prepare for the next lesson: Unit 5: Looking back & Project.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: NATURAL WONDERS OF THE WORLD**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of the lesson, Ss will be able to review and do exercises about the vocabulary and the grammar notes they have learnt during this unit.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “things in nature” and “travel items”.

*b. Grammar:* Superlatives of short adjectives and Modal verb: *must.*

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “things in nature” and “travel items”.  **Grammar**  To revise superlative of short adjectives.  **Communication**  To practice communicating | **Practice**  **1. Vocabulary**  *\** **Label the things nature you can see in this picture.**  - T tells Ss to write the words in their notebooks individually and then check with thier partners. then correct the mistakes.  - T lets them repeat the words.  - T checks their pronounciation.  **Travel items**  **\* Write the words**  - T asks Ss read the sentences carefully and complete them with the adjectives they have learnt in Unit 5.  -T reminds them that the words, phrases and sentences before and after the blands will provide the context for them to choose the correct adjectives.  **2. Grammar**  **\* Fill the gaps in the following sentences.**  - T asks Ss to work individually to complete the sentences.  **\* Match the name of a nature wonder in column A with a word in column B.**  - T asks Ss to work in pairs and match the name of a natural wonder in column A with a word/ phrase in column B. T monitors the activity and offer help to Ss when necessary.  - T gets feedback and corrects.  **\* Work in pairs and practice the conversation below. Discuss all the nature wonders in 4 and any related information you know.**  - T introduces the model dialogue in part 5 and guide ss to make similar dialogue using natural wonders in the table in part 4.  - T calls on some pairs to practice before class.  **3. Communication**  *\** **Complete the dialogue.**  - T gives out an example and ask them to fill in the gap, then elicit the structure used with “must”.  E.g: *You …………..arrive on time.*  - T asks Ss to do the exercise individually first.  - T gets feedback and corrects.  **Project (7mins)**  - T asks Ss how well they know Viet Nam by using the questions on page 57. Give Ss information if necessary.  - T gets the answer from Ss.  - T guides Ss to write about what they know about Vietnam at home (Talk about the weather, natural wonders and traveling). | **Vocabulary: things in nature**  **1. Label the things nature you can see in this picture.**  *Key:*  1. mountain 2. Waterfall  3. forest 4. Cave  5. desert 6. Lake  7. beach 8. Island  9. valley  **Travel items**  **2. Write the words.**  Key:  1. Scissors  2. Sleeping bag  3. Compass  4. Torch  5. Pain killers 6. plaster  **Grammar**  **3. Fill the gaps in the following sentences.**  ***Key:***  1. hottest 2. longest 3. highest 4. largest  5. best  **4. Match the name of a nature wonder in column A with a word in column B.**  ***Key:***  1-d  2-c  3-a  4-e  5-b   1. **Work in pairs and practice the conversation below. Discuss all the nature wonders in 4 and any related information you know.**   **Communication**  **6. Complete the dialogue.**  ***Key:***   1. Must 2. Must 3. Must 4. Must   **Project**  Write about what you know about Vietnam (Talk about the weather, natural wonders and traveling). |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 6.

**V. Feedback**

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