

Week: 11
Period: 33

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

UNIT 5: NATURAL WONDERS OF THE WORLD

Lesson 1: Getting Started – Geography club

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.
2. *Structures*: Superlatives if short adjectives.
Modal verb: *must*

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Show some pictures of nature wonders. - Ask Ss questions about the picture. - Ask Ss to share any recent experiences of going on a picnic. 	<ul style="list-style-type: none"> - T-Whole class 	<p>* <u>Presentation:</u> Describe the pictures. Ex:</p> <ul style="list-style-type: none"> - What can you see in this picture? - Where is it? - Do you know this place? 	
<ul style="list-style-type: none"> - Ask Ss to work individually. Allow them to share answers before discussing in groups or as a class. - Tell Ss to refer back to the conversation to find the phrases. Ask Ss to write the sentences. Ensure they add appropriate punctuation. 	<ul style="list-style-type: none"> - Individual work - Group-work 	<p>* <u>Practice:</u> 1. Listen and read <i>a. Answer the following questions.</i> Key:</p> <ol style="list-style-type: none"> 1. Vy is 2. She went to wrong room. 3. Uluru 4. Australia. 5. An island. <p><i>b. Put the words in the correct order.</i> Key:</p> <ol style="list-style-type: none"> 1. Can you spell that, please? 2. can you repeat that, please? 3. Can I come in? 	

<p>- Practice saying the phrase together.</p> <p>- Use the example to practice a conversation with Ss. Then ask Ss to develop a role-play around their ideas. Support with suggestions. More able Ss can try to extend the conversation.</p> <p>- Ask pairs to perform for the class.</p> <p>- Play the recording. Ask Ss to listen and repeat the words.</p> <p>- Ask Ss to label the pictures with the correct words. Ss can work in pairs.</p> <p>- Show picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.</p>	<p>- Pair-work</p> <p>- Individual work</p> <p>- Pair -work</p>	<p><i>c. Brainstorm situations when people use these sentences. Then role-play the situations with a partner.</i></p> <p>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.</p> <p>2. Listen and repeat the following words.</p> <p>1. mountain 2. River 3. waterfall 4. Forest 5. cave 6. Desert 7. lake 8. Beach 9. island 10. valley</p> <p>3. Now label the pictures. <u>Key:</u> 1. mountain 2. river 3. waterfall 4. forest 5. cave 6. desert 7. lake 8. beach 9. island 10. valley</p>	
<p>- Ask Ss to look back the conversation in Getting Started and try to find the vocabulary used.</p>	<p>- Group-work</p>	<p>* Production: 4. Read the conversation in 1 again. Tick the words you can find.</p>	
		<p>*Homework: - Learn Vocabulary. - Practice the conversation.</p>	

		- Prepare the next lesson (A closer look 1)	
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Experiments:

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Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /t/ and /st/ in isolation and in context; use vocabulary related to “travel item”.

II. Language Focus:


1. *Vocabulary*: the lexical items related to “things in nature” and “travel item”.
2. *Structures*: Superlatives if short adjectives.
Modal verb: *must*

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, flash cards.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask Ss to match the words they know. - Practice saying the vocabulary with Ss. Ask Ss to touch the correct pictures as they say the word. Alternatively, create a mime for each word with Ss. 	<ul style="list-style-type: none"> - Individual work - T-whole class 	<p>* <u>Presentation:</u> Vocabulary Travel items 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. 6. compass. 7. Backpack</p>	
<ul style="list-style-type: none"> - Read and act out the sentences. - Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences. - Check their ideas at the end. - Remind Ss that in the introduction they thought about useful things for beach, desert, mountain. Tell Ss they are going to a beach holiday and they need to order the items from very useful to not very useful 	<ul style="list-style-type: none"> - Individual work - Pair-work 	<p>* <u>Practice:</u> 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.</p>	

<ul style="list-style-type: none"> - allow Ss to work in pairs to form their list. - Ask pairs to join other groups and compare their lists. Encourage more able Ss to give reasons for their choices. - Play the recording. - Ask Ss to listen and number the words in the order they hear them. - Allow Ss to compare their answers. - Play the recording the second time. Discuss the answers as a class. - Play the recording again. Pause after each word and ask Ss to repeat. 	<ul style="list-style-type: none"> - Individual work - T whole class 	<p> Pronunciation /b/ and /p/</p> <p>4. Listen and number the words you hear.</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Best boat coast lost boot desert plaster forest</p> </div> <p>5. Listen again and repeat the words.</p>	
<ul style="list-style-type: none"> - Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the /t/ or /st/ sounds. - Alternatively, divide the class into a /t/ group and a /st/ group and they listen and respond to their own sound. - Play the recording again. Pause after each sentence and ask Ss to repeat. 	<ul style="list-style-type: none"> - Group-work 	<p>* Production:</p> <p>6. Listen and repeat. Pay attention to the bold-typed parts of the words.</p>	
		<p>* Homework:</p> <ul style="list-style-type: none"> - Learn vocabulary by heart. - Prepare the next lesson <p style="text-align: right;"><i>(A closer look 2)</i></p>	

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