

Week: 11  
Period: 35

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

## UNIT 5: NATURAL WONDERS OF THE WORLD

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use comparative and superlative adjectives to describe things in nature.

#### 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, pictures.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
- Show some pictures about some places in the world.	- T-Whole class	* <u><i>Warm-up:</i></u> Where is it? (Ss' answer)	
- Choose more able Ss to act as Vy, and read the sentences to the class. - Ask Ss to stick T or F in the box provided.	- Individual work	* <u><i>Presentation:</i></u> <b>Grammar</b> <b>Comparative and superlative adjectives</b> 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	
- Play the recording and allow Ss to check their answers.	- Individual work	2. Listen to Vy giving the answers to the quiz. Check your guesses.	
- Ask Ss to look back at Vy's sentences, find and underline all the examples of -est.	- Individual work	* <u><i>Practice:</i></u> 3. Underline all the words ending in -est in the quiz. (Watch out)	
- Ask Ss to complete the table individually. Discuss their answers at the end	- Individual work	4. Complete the table with the comparatives and superlatives.	

<p>- Ask Ss to complete the passage with the correct words. Pairs can practice role-playing the completed passage.</p> <p>- Prepare the slips of paper beforehand for the groups. Alternatively dictate the names of the places and allow Ss to write them on blank slips.</p> <p>- Ask Ss to read Vy's note and find the uses of "must". Refer Ss back to the grammar table if necessary. Discuss the uses of "must".</p>	<p>- Group – work</p> <p>- Individual work</p>	<p>5. Now Vy is talking about other amazing places. Complete the passage. Key:</p> <table border="0"> <tr> <td>1. hottest</td> <td>2. Hotter</td> </tr> <tr> <td>3. Coldest</td> <td>4. Coldest</td> </tr> <tr> <td>5. Colder</td> <td>6. Biggest</td> </tr> <tr> <td>7. Highest</td> <td>8. Smaller</td> </tr> </table> <p>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.</p> <p>7. Vy is giving Mai some feedback. Read and underline the forms of <b>must</b>.</p>	1. hottest	2. Hotter	3. Coldest	4. Coldest	5. Colder	6. Biggest	7. Highest	8. Smaller	
1. hottest	2. Hotter										
3. Coldest	4. Coldest										
5. Colder	6. Biggest										
7. Highest	8. Smaller										
<p>- Ask Ss to complete the sentences. Ss can share their ideas in pairs. Discuss answers as a class. As an extension, Ss can act out the sentences, one acting as a teacher, one acting as a student.</p>	<p>- Pair - work</p>	<p><b>* Production:</b></p> <p>8. Look at the classroom rules below. Write some more rules for you and your classmate.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. We must arrive on time.</li> <li>2. We mustn't pick flowers in the school garden.</li> </ol> <p>...</p>									
		<p><b>*Homework:</b></p> <ul style="list-style-type: none"> <li>- Practice more by using the comparatives and superlatives.</li> <li>- Prepare next lesson (Communication)</li> </ul>									

Experiments:

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## 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.

#### 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.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>- Have Ss look at extra vocabulary.</p>	<p>- Whole class</p>	<p><b>* <u>Presentation:</u></b> Extra vocabulary:</p> <ul style="list-style-type: none"> <li>○ Tent</li> <li>○ Torch</li> <li>○ Sun hat</li> <li>○ Waterproof coat</li> <li>○ Map</li> <li>○ Mobile phone</li> </ul>	
<p>- Show the picture of Mount Everest. - Ask Ss to look at the picture of Mount Everest and show picture of extra vocabulary. Ask Ss to decide whether the objects are useful for going to Mount Everest, e.g. <i>Must we take a torch to Mount Everest?</i> - Ask Ss to read quickly and check their ideas. - Ask Ss to read the text again and ask some follow-up questions.</p>	<p>- T-Whole class</p>	<p><b>* <u>Practice:</u></b></p> <p>1. <i>Read the travel guide entry.</i> - 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? ...</p>	

<p>- Ask Ss to use information in the text and their own ideas to fill the must and mustn't columns.</p> <p>- Create your own list and demonstrate the activity with a more able St.</p> <p>- Swap roles. Then ask the class to complete the role-play.</p>	<p>- Individual work</p> <p>- Pair-work</p>	<p>2. Now make a list of the things you must take to the Himalayas. Then add things you mustn't take.</p> <p>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.</p>	
<p>- Ask the class to complete the role-play. Ask pairs to demonstrate for the class.</p>	<p>- Whole class</p>	<p><b>* Production:</b> 4. Perform your role-play for the class.</p>	
		<p><b>* Homework:</b> - Write 4 sentences with must and mustn't. - Prepare the next lesson : <b>(Skill 1)</b></p>	

Experiments:

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## UNIT 5: NATURAL WONDERS OF THE WORLD

### Lesson 5: Skill 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.

#### 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.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss to compare the text in Communication and Skill 1. Encourage them to think of the purposes of the texts and where they might see them.</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> </ul>	<p><b>* <u>Presentation:</u></b> <i>Introduction</i> <i>(Ss' answers)</i></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the text quickly to answer the questions and check their ideas from the introduction.</li> <li>- Discuss the Study Skill with Ss.</li> <li>- Ask Ss to find the four words in the passage and underline them, then check their meaning.</li> <li>- Ask Ss to read the sentences then write True or False. Refer</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b> <b>📖 Reading</b> <i>1. Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.</i></p> <ul style="list-style-type: none"> <li>- Where is the passage from?</li> <li>- What is it about?</li> <li>- What do you know about the subjects?</li> </ul> <p><i>2. Find these words in the passage in 1, then check their meaning.</i></p> <p><i>3. Read the following sentences. Then tick true or false.</i></p> <p>Key: _____</p>	