*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 ads:** Course book, CD player, picture.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Show some pictures of nature wonders.  - Ask Ss questions about the picture.  - Ask Ss to share any recent experiences of going on a picnic. | - T-Whole class | **\* *Presentation*:**  Describe the pictures.  Ex:  - What can you see in this picture?  - Where is it?  - Do you know this place? |  |
| - Ask Ss to work individualtly. 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 approritate punctuation.  - Practice saying the phrase together.  - 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.  - Ask pairs to perform for the class.  - Play the recording. Ask Ss to listen and repeat the words.  - Ask Ss to label the pictures with the correct words. Ss can work in pairs.  - Show picture cards of the vocabulary. Elicit Ss’ answers. Then provide the correct words. | - Individual work  - Group-work  - Pair-work  - Individual work  - Pair -work | **\* *Practice*:**  ***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 |  |
| - Ask Ss to look back the converssation in Getting Started and try to find the vocabulary used. | - Group-work | **\* *Production*:**  ***4. Read the conversation in 1 again. Tick the words you can find.*** |  |
|  |  | ***\*Homework*:**  - Learn Vocabulary.  - Practice the conversation.  - Prepare the next lesson  *(A closer look 1)* |  |

*Experiments:*

*Week: 11*

*Period: 34*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

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

**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 ads:** Course book, CD player, flash cards.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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. | - Individual work  - T-whole class | **\* *Presentation*:**  **🕮 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. 7. Backpack  6. compass. |  |
| - 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, muontain. Tell Ss they are going to a beach holiday and they need to order the items form very useful to not very useful.  - 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 tor 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. | - Individual work  - Pair-work  - Individual work  - T whole class | **\* *Practice*:**  *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 usefull on holiday. Number 8 is the least usefull.*  **🕮 Pronunciation** /b/ and /p/  *4. Listen and number the words you hear.*  Best boat coast lost boot desert plaster forest  *5. Listen again and repeat the words.* |  |
| - 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. | - Group-work | **\* *Production*:**  *6. Listen and repeat. Pay attention to the bold-typed parts of the words.* |  |
|  |  | ***\*Homework*:**  - Learn vocabulary by heart.  - Prepare the next lesson  *(A closer look 2)* |  |

*Experiments:*

*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 ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Show some pictures about some places in the world. | - T-Whole class | **\* *Warm-up*:**  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.  - Play the recording and allow Ss to check their answers. | - Individual work  - Individual work | **\* *Presentation*:**  **🕮 Grammar**  **Comparative and superlative adjectives**  *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.* |  |
| - Ask Ss to look back at Vy’s sentences, find and underline all the examples of –est.  - Ask Ss to complete the table individually. Dis cuss their answers at the end  - Ask Ss to complete the passage with the correct words. Pairs can practice role-playing the completed passage.    - 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.  - 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”. | - Individual work  - Individual work  - Group – work  - Individual work | **\* *Practice*:**  *3. Underline all the words ending in -est in the quiz.*  (Watch out)  *4. Complete the table with the comparatives and superlatives.*  *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.*  *7. Vy is giving Mai some feedback. Read and underline the forms of* ***must.*** |  |
| - 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. | - Pair - work | **\* *Production*:**  *8. Look at the classroom rules below. Write some more rules for you and your classmate.*  Example:  1. We must arrive on time.  2. We mustn’t pick flowers in the school garden.  … |  |
|  |  | ***\*Homework*:**  - Practice more by using *the comparatives and superlatives.*  - Prepare next lesson *(Communication)* |  |

*Experiments:*

*Week: 12*

*Period: 36*

*Date of planning: ……/……/……*

*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.

**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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Have Ss look at extra vocabulary. | - Whole class | **\* *Presentation*:**  Extra vocabulary:   * Tent * Torch * Sun hat * Waterproof coat * Map * Mobile phone |  |
| - 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. *Must we take a torch to Mount Everest?*  - Ask Ss to read quickly and check their ideas.  - Ask Ss to read the text again and ask some follow-up questions.  - Ask Ss to use information in the text and their own ideas to fill the must and mustn’t columns.  - Create your own list and demonstrate the activity with a more able St.  - Swap roles. Then ask the class to complete the role-play. | - T-Whole class  - Individual work  - Pair-work | **\* *Practice*:**  *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?  …  *2. Now make a list of the things you must take to the Himalayas. Then add things you mustn’t take.*  *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.* |  |
| - Ask the class to complete the role-play. Ask pairs to demonstrate for the class. | - Whole class | **\* *Production*:**  *4. Perform your role-play for the class.* |  |
|  |  | ***\*Homework*:**  - Write 4 sentences with must and mustn’t.  - Prepare the next lesson :  ***(Skill 1)*** |  |

*Experiments:*

*Week: 12*

*Period: 37*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

**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. 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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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. | - T-Whole class | **\* *Presentation*:**  *Introduction*  *(Ss’ answers)* |  |
| - Ask Ss to read the text quickly to answer the questions and check their ideas from the introduction.  - Discuss the Study Skill with Ss.  - Ask Ss to find the four words in the passage and underline them, then check their meaning.  - Ask Ss to read the sentences then write True or False. Refer them back to the text for the answers.  - Ask Ss to read the passage again and answer the questions.  - Discuss with Ss which things they find interesting about Ha Long Bay and Hue. Brainstorm ideas on the board.  - Ask Ss to close the books. Ask Ss to tell their partner about the place. | - Individual work  - Individual work  - Individual work  - Pair – work  - Group -work | **\* *Practice*:**  **🕮 Reading**  *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?  *2. Find these words in the passage in 1, then check their meaning.*  *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.*  *6. Tell your partner about the place.*  *Ha Long Bay and Hue* |  |
| Show a picture of your town. Tell the class they are visiting it. Review interesting features of your town with Ss. Then ask Ss to suggest some advice. | - Pair -work | **\* *Production*:**  *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: … |  |
|  |  | ***\*Homework*:**  - Prepare the next lesson:  ***(Skill 2)*** |  |

*Experiments:*

*Week: 12*

*Period: 38*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

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

**Lesson 6: Skill 2**

**I. Objectives:**

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

**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 ads:** Course book, CD player

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss to recall the 2 places in the brochure in skill 1. Ask Ss which one they think Nick’s family will choose as their holiday destination. Ask Ss to explain their choose.  - Play the recording for the answer. | - T whole class | **\* *Presentation*:**  **🕮 Listening**  *1. 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?* |  |
| - Read through the questions with Ss and support with any difficulties before they attempt to answer. Play the recording again.  - Correct.  - Choose Ss to show their places to the class. Ask some questions to prepare the class for the activity. | - Individual work | **\* *Practice*:**  *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.*  *Questions:*  *- What nature wonders are there?*  *- What things can do there?*  *- What thngs we must do?*  *…* |  |
| - Ask Ss to make notes about their chosen places.  - Ask Ss to use the Travel Guide in Communication as their model.  - Correct. | - Individual work | **\* *Production*:**  *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 |  |
|  |  | ***\*Homework*:**  - Write a travel guide in your notebook.  - Prepare the next lesson :  ***(Looking back)*** |  |

*Experiments:*

*Week: 13*

*Period: 39*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

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

**Lesson 7: Looking Back**

**I. Objectives:**

By the end of this lesson, students can review all what they have 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 ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss to label things nature they can see in the picture.  - Ask Ss to work individually and write the words about travel items. | - Individual work  - Individual work | **\* *Presentation*:**  **🕮 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 |  |
| - Ask Ss to work individually to complete the sentences  - Ask Ss to work in pairs and match the name of a natural wonder in column A with a word/ phrase in column B. Monitor the activity and offer help to Ss when necessary.  - Ask Ss to practice the conversation in pair. Drow Ss’ attention to the questions and answers for the information about Mount Everest and Loch Lomond. Then ask them to discuss all the natural wonders in 4.  - Ask them to provide any related information they know about these natural wonders. | - Individual work  - Pair-work | **\* *Practice*:**  **🕮 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  *5.Work in pairs and practice the conversation below. Discuss all the nature wonders in 4 and any related information you know.* |  |
| - Divide Ss into group A and B. Allow them to complete their part of the dialogue. Then Ss act out the dialogue. Choose pairs to demonstrate for the class. T can encourage them to include mimes and actions. | - Pair-work | **\* *Production*:**  **🕮 Communication**  *6. Complete the dialogue.*  *Key:*   1. Must 2. Must 3. Must 4. Must |  |
|  |  | ***\*Homework*:**  - Do “project” on page 56.  - Prepare next lesson :  ***(Unit 6: Our Tet Holiday***  ***Lesson 1: Getting Started)*** |  |

*Experiments:*