

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: - What can you see in this picture? - Where is it? - Do you know this place?</p>	
<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. - Practice saying the phrase together. 	<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: 1. Vy is 2. She went to wrong room. 3. Uluru 4. Australia. 5. An island. <i>b. Put the words in the correct order.</i> Key: 1. Can you spell that, please? 2. can you repeat that, please? 3. Can I come in?</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>▶</p> <table border="0"> <tr> <td>1. mountain</td> <td>2. River</td> </tr> <tr> <td>3. waterfall</td> <td>4. Forest</td> </tr> <tr> <td>5. cave</td> <td>6. Desert</td> </tr> <tr> <td>7. lake</td> <td>8. Beach</td> </tr> <tr> <td>9. island</td> <td>10. valley</td> </tr> </table> <p>3. Now label the pictures.</p> <p><u>Key:</u></p> <table border="0"> <tr> <td>1. mountain</td> <td>2. river</td> </tr> <tr> <td>3. waterfall</td> <td>4. forest</td> </tr> <tr> <td>5. cave</td> <td>6. desert</td> </tr> <tr> <td>7. lake</td> <td>8. beach</td> </tr> <tr> <td>9. island</td> <td>10. valley</td> </tr> </table>	1. mountain	2. River	3. waterfall	4. Forest	5. cave	6. Desert	7. lake	8. Beach	9. island	10. valley	1. mountain	2. river	3. waterfall	4. forest	5. cave	6. desert	7. lake	8. beach	9. island	10. valley	
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<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:</p> <p>4. Read the conversation in 1 again. Tick the words you can find.</p>																					
		<p>*Homework:</p> <p>- Learn Vocabulary. - Practice the conversation. - Prepare the next lesson <i>(A closer look 1)</i></p>																					

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Experiments:

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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 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. 7. Backpack 6. compass.</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>	

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<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: 2px solid orange; border-radius: 15px; padding: 10px; text-align: center; 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 (A closer look 2) 	

Experiments:

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