**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 1: Getting started – Geography Club**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Get an overview about the topic *Natural wonders of Viet Nam*

- Use vocabulary to describe wonders of Viet Nam

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. scenery (noun) | /ˈsiːnəri/ | the natural features of an area | phong cảnh |
| 2. natural (adj) | /ˈnætʃərəl/ | not made by human | tự nhiên |
| 3. wonder (noun) | /ˈwʌndə/ | something that fills you with surprise and admiration | kỳ quan |
| 4. amazing (adj) | /əˈmeɪzɪŋ/ | very good | tuyệt vời |
| 5. island (noun) | /ˈaɪlənd/ | a piece of land that is completely surrounded by water | hòn đảo |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may not have travelled and have no idea of any natural wonders of Viet Nam. | Prepare some short videos of Ha Long Bay, Ganh Da Dia, Son Doong Cave and other wonders of Viet Nam to show them. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To set the context for the listening and reading text.

- To introduce the topic of natural wonders of Viet Nam.

**b. Content:**

**-** Video watching

**c. Expected outcomes:**

**-** Students can answer some open questions of the teacher about Hoi An.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Video watching**  - T plays the video and has students list out Vietnamese attractions in the video.  - T asks how many attractions students have listed.  - T has students compare the answers with their partners.  - T asks students if they can provide any information about one of the attractions in the video. | - Students watch the video and list out Vietnamese attractions in the video.  - Students share their experience and information about the attractions they know. | ***Link:***  *https://www.youtube.com/watch?v=SpOWgms2uto*  ***Questions:***  1. How many attractions are there in the video?  2. Have you been to any of the attractions in the video?  3. Share some information or your experience about one of them. |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about natural wonders.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**  1. scenery (noun)  2. natural (adj)  3. wonder (noun)  4. amazing (adj)  5. island (noun) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To introduce the topic of the unit

- To help Ss practise using words to describe things in nature

- To help Ss revise and learn more nouns for things in nature through pictures and listening  
exercise.

**b. Content:**

-Task 1: Listen and read. (p.48)

- Task 2: Complete the following sentences with the words from the box. (p.48)

- Task 3: Listen and repeat the words, then label the pictures. (p.48)

**c. Expected outcomes:**

**-** Students can classify words to describe things in nature

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (8 mins) | | |
| - Ask Ss to look at the picture and describe what they can see. Ask Ss if they know the places.  - Tell Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as *Ganh Da Dia* and *Ha Long Bay*, and that they are going to listen to their talk.  - Play the recording two or three times, or more if necessary for Ss to listen and read along. Have Ss underline the words related to the topic of the unit while they are listening and reading.  - Call on some pairs of Ss to read the conversation aloud. | - Students look at the picture and answer the questions.  - Students listen to the recording.  - Students read the conversation aloud. | ***Questions:***  1. What can you see in this picture?  2. Where are they?  3. Do you know these places? |
| **Task 2: Complete the following sentences with the words from the box.** (10 mins) | | |
| - Ask Ss to do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed: read the sentences carefully, read the words given in the box and identify the kind of word to fill each blank.  - Ss may refer back to the conversation for the context of the words they need to fill the blanks. Allow them to share their answers before discussing them in pairs or as a class.  - Write the correct answers on the board.  - Explain the meaning of some words if necessary. | - Students work independently to do the activity.  - Students compare the answers in pairs.  - Students practise saying the sentences together. | ***Answer key:***  1. natural  2. islands  3. scenery  4. amazing  5. wonders |
| **Task 3: Listen and repeat the words, then label the pictures.** (12 mins) | | |
| - Play the recording and ask Ss to listen. Play the recording again, pausing after each item and asking  them to repeat chorally and individually. Call on some Ss to read the words aloud. Correct pronunciation if necessary.  - Ask Ss to label the pictures with the words given. Ss can work in pairs. Show picture cards of the  vocabulary. Elicit Ss’ answers. Then provide the correct words. | - Students listen carefully to the recording and repeat.  - Students do the exercise in pairs. | ***Answer key:***  a. desert  b. island  c. cave  d. river  e. waterfall  f. mountain  g. forest  h. beach |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss revise and learn about some natural wonders through a quiz.

**b. Content:**

- Task 4: Work in groups. Choose the correct answer to each of the questions. (p.49)

**c. Expected outcomes:**

- Ss recall some information about natural wonders in Viet Nam.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in groups. Choose the correct answer to each of the questions** (10 mins) | | |
| - T may begin by brainstorming natural wonders of Viet Nam and other places. Encourage Ss to exploit their knowledge of geography. Then divide the class into groups of five or six. Let them choose the answers to the questions. Call on some Ss to read the answers aloud. Confirm the correct answers. Give Ss information about these wonders to interest them in the topic of the unit.  - Ask Ss to work in groups and choose one wonder above to talk about it. Call on some Ss to present in front of the class. T and other Ss give comments. T may elicit what Ss know about the natural wonders mentioned in the quiz. | - Students work in groups of five or six to follow teacher’s instruction.  - Students perform in front of the class. | ***Answer key:***  1. A  2. A  3. B  4. B  5. B |

**e. Assessment**

- Teacher and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups and asks them to make a poster about a natural wonder they would like to visit. Ss give some information about it. Students will show and introduce the attraction to the whole class in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. scenery (noun)  2. natural (adj)  3. wonder (noun)  4. amazing (adj)  5. island (noun)  Task 1: Listen and read.  Task 2: Complete the sentences.  Task 3: Label the pictures.  Task 4: Quiz  **\*Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *Natural wonders of Viet Nam*

- Use vocabulary to talk about travel items

- Identify and pronounce the sounds /t/ and /d/

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. plaster (n) | /ˈplɑːstər/ | a small piece of sticky cloth or plastic used to cover a cut in the skin | băng, gạc y tế |
| 2. sleeping bag (nph) | /ˈsliːpɪŋ bæɡ/ | a large bag for sleeping in outside | túi ngủ |
| 3. backpack (n) | /ˈbækpæk/ | a large bag used to carry things on your back when going camping or walking | ba lô |
| 4. compass (n) | /ˈkʌmpəs/ | a device for finding direction with a needle that can move easily | la bàn |
| 5. suncream (n) | /ˈsʌn kriːm/ | ​ a substance that is put on the skin to protect it from being burned by the Sun | kem chống nắng |
| 6. scissors (n) | /ˈsɪzəz/ | a device used for cutting materials such as paper, cloth, and hair, consisting of two sharp blades that are joined in the middle, and two handles with holes to put fingers through | kéo |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if any necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.

**b. Content:**

**-** Name the things needed for going camping

**c. Expected outcomes:**

**-** Students can revise vocabulary related to places

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Name the things needed for going camping**  - Teacher asks students to work in groups of 6.  - Teacher sets the context: *“Next week, we are going camping in the forest. What should we bring?”*  - Teacher gives all groups 3 minutes to write down as many things as possible.  - Teacher goes around the class to provide help (if necessary).  - The group with the most correct answers will be the winner. | - Students work in groups to do the activity. | ***Suggested answer:***  - tent  - sleeping bag  - compass  - suncream  - mobile phone  - food  - water  … |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (16 mins)

**a. Objectives:**

- To revise / teach students the names of travel items.

- To help Ss practise using the travel items in 1 in context.

- To help Ss practise ordering travel items according to their importance for a holiday.

**b. Content:**

**-** Task 1: Write a word under each picture. Practise saying the words. (p.50)

- Task 2: Complete the following sentences. Use the words in 1. (p.50)

- Task 3: Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday. (p.50)

**c. Expected outcomes:**

**-** Students can talk about items needed for a camping.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write a word under each picture. Practise saying the words.** (6 mins) | | |
| - Ask Ss to look at the pictures and match each word given in the box with the right picture. Allow them to share their answers before discussing them as a class. Then have Ss practise saying the words.  - Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for  scissors, etc. Then ask Ss to call out the name for the object.  - Teacher asks Ss to give Vietnamese meanings of the words. | - Students work independently to complete the task first.  - Students share their answers before discussing them as a class. | ***Answer key:***  1. plaster  2. suncream  3. sleeping bag  4. scissors  5. backpack  6. compass |
| **Task 2: Complete the following sentences. Use the words in 1.** (5 mins) | | |
| - Ask Ss to read the sentences and find the right words in task 1 to fill the blanks. Have them read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.  - For less able Ss, T may read and act out the sentences. Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences. Check their ideas. | - Students read the sentences and use the words in task 1 to complete the sentences. | ***Answer key:***  1. compass  2. suncream  3. sleeping bag  4. backpack  5. plaster |
| **Task 3: Now put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday.** (5 mins) | | |
| - Remind Ss that in the introduction they thought about useful things for places (beach, desert, mountain,  etc.). Tell Ss they are going on a holiday. Now they need to order the items from the most useful (No.1)  to the least useful (No. 6). Allow pairs to work together to form their lists. Ask pairs to join other groups  and compare their lists. Remember that there is no “right” or “wrong” order. The order is subjective.  - Encourage more able Ss to give reasons for their choices | - Students work in pairs to form a list of the most and the least useful items on holiday.  - Students compare their lists with other groups and explain their reasons. | ***Students’ own answer*** |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (11 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /t/ and /d/.

- To help Ss practise pronouncing these sounds in words.

- To help Ss pronounce the sounds /t/ and /d/ in context.

**b. Content:**

-Task 4: Listen and repeat the words. (p.40)

- Task 5: Listen and repeat. Pay attention to the bold-typed parts of the words. (p.40)

**c. Expected outcomes:**

**-** Students can identify the sounds /t/ and /d/.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words.** (6 mins) | | |
| - Let Ss practise the sounds /t/ and /d/ together. Ask Ss to observe T’s mouth for these two sounds.  - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words.  Play the recording as many times as necessary. Correct Ss’ pronunciation. | - Students practise the sounds together, then listen and repeat. | ***Students’ practice*** |
| **Task 5: Listen and repeat. Pay attention to the bold-typed parts of the words.** (5 mins) | | |
| - Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the /t/ or /d/ sounds. Alternatively, divide the class into a /t/ group and a /d/ group, and ask them to listen and raise their hands when they hear their assigned sounds.  - Play the recording again. Pause after each sentence and ask Ss to repeat. After that have Ss read the  sentences in chorus. Correct pronunciation if necessary. | - Students do as instructed.  - Students listen to the recording and repeat the sentences in chorus. | ***Students’ practice*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: EXTRA ACTIVITY** (5 mins)

**a. Objectives:**

- To help Ss further practise the sounds /t/ and /d/

**b. Content:**

- Game: Whispering

**c. Expected outcomes:**

- Ss enthusiastically join the game.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Whispering**  - Teacher divides the class into 4 big groups and asks students to stand in four lines.  - The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group.  - They will continue until the member in the first place and this member will say the sentence aloud.  - The fastest group with the correct sentence will win the game. | - Students work in groups to play the game.  - Students do as instructed and practice saying sentences containing the sounds /t/ and /d/. | ***Suggested sentences:***  1. I must bring a plaster when going camping.  2. I want to visit a famous desert in the world.  3. He lives on a quiet island. |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 5 more words with the sound /t/ and 5 more words with the sound /d/. Write them down and practise pronouncing the words.

**Board plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 2: A closer look 1**  **\* Warm-up**  **Vocabulary**  Task 1: Write a word under each picture.  Task 2: Complete the sentences.  Task 3: Put the items in order of usefulness.  **Pronunciation**  Task 4: Listen and repeat.  Task 5: Listen and repeat.  **Extra activity**  Game: Whispering  **\* Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use countable and uncountable nouns

- Use quantifiers *some, many, much, a few, a little* with countable nouns and uncountable nouns

- Use modal verbs *must* and *mustn’t*

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Use** |
| --- | --- |
| *some, many, a few* + countable noun | Countable nouns are for the people and things we can count using numbers. Countable nouns can be  singular: *a rock, an island* ..., or plural: *rocks, islands* ... |
| *some, much, a little* + uncountable nouns | *some, much, a little* + uncountable nouns |
| S + **must** + V (infinitive) | We use ***must*** to say that something is very necessary or very important.  E.g: I **must** walk the dog when I get home.  E.g: You **must** answer all of the questions. |
| S + **mustn’t** + V (infinitive) | We use ***mustn't*** to say that doing something is not allowed.  E.g: Students **mustn't** take mobile phones into the exam room. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may be confused because some English uncountable nouns are countable in Vietnamese, and vice versa. | Show and explain by illustrating with pictures or short videos when native people using uncountable nouns.  \*Suggested video link  https://www.youtube.com/watch?v=tjPoypKI11g |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To put students into English mode: attentive, interested and ready to participate

- To prepare the class for a new topic.

**b. Content:**

**-** Sing a song

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Sing a song**  - T plays the video of the song and lets students sing along.  - T leads in the lesson about countable and uncountable nouns. | - Students sings along the song and recall the grammar point of countable and uncountable nouns. | ***Link:*** *https://youtu.be/OqVueNN2GQo?si=XchIAtHYImZvHpEC* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION 1** (10 mins)

**a. Objectives:**

- To elicit/ show the students when and how uncountable and countable nouns are used in sentences as well as when and how the quantifiers are used.

**b. Content:**

**-** Grammar point presentation

**c. Expected outcomes:**

**-** Students know how to use the target grammar.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar point presentation**  - Tell Ss that nouns often refer to people, things, and places. Give them pictures or nouns written on pieces of paper for illustration (preferably the nouns learnt in this unit and previous units). Ask them to  count these nouns using numbers.  - Have Ss read the **Grammar** box. Elicit the rules or / and explain to them the rules. Ask them to give some countable and uncountable nouns they know (i.e. nouns to name the things around them, or the names of the things in nature)  - Teacher gives students handouts of quantifiers and their usages.  - Teacher has students work in groups of 4 to match the quantifiers with their usages.  - Teacher then asks students to exchange their handout to check their classmates’ answers. | - Students pay attention to the teacher and may jot down some notes during the presentation.  - Students practise matching the quantifiers with their usages. | ***Answer key:***   | **QUANTIFIER** | **USE** | | --- | --- | | 1. many | countable nouns | | 2. much | uncountable nouns | | 3. a few | countable nouns | | 4. a little | uncountable nouns | | 5. some | countable nouns, uncountable nouns | |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: PRACTICE** (12 mins)

**a. Objectives:**

- To help Ss recognise the form and use of countable and uncountable nouns in sentences.

- To help Ss practise using countable and uncountable nouns in context.

- To help Ss practise using a, any, some, much, or many with countable and uncountable nouns in context.

**b. Content:**

-Task 1: Is the underlined noun countable or uncountable? Write C (countable) or U (uncountable). (p.51)

- Task 2: Choose the correct option for each sentence. (p.52)

- Task 3: Fill each blank with *a, any, some, much* or *many*. (p.52)

**c. Expected outcomes:**

**-** Students can classify countable and uncountable nouns.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Is the underlined noun countable or uncountable? Write C (countable) or U (uncountable).** (4 mins) | | |
| - Have Ss pronounce the words countable and uncountable (to count → countable – uncountable). Have Ss read the sentences first and make sure they know all the underlined words. Then ask Ss to work independently. Check their answers as a class. Have Ss read the sentences.  - Have Ss study the **Remember!** box. Ask Ss to say the nouns in sentences 1 - 5 using *some, many, much, a few, a little.* (For a better class, T may ask Ss to give more examples.) | - Students pronounce the words countable and uncountable then read the sentences.  - Students define underlined words then do the task individually.  - Students check answers with the whole class.  - Students give some examples using quantifiers. | ***Answer key:***  1. C  2. U  3. U  4. C  5. U |
| **Task 2: Choose the correct option for each sentence.** (4 mins) | | |
| - Ss do the task individually or in pairs. Remind Ss to look at the noun after each blank to see if it is a countable or uncountable noun so that they can choose the correct option. Check Ss’ answers as a class. Give further explanations or more examples if necessary. | - Students read the instructions first, then complete the task.  - Students check answers with the whole class. | ***Answer key:***  1. A  2. B  3. A  4. B  5. A |
| **Task 3: Fill each blank with *a, any, some, much* or *many*.** (4 mins) | | |
| - Explain to Ss the meaning and use of *a, any, some, much*, or *many*.  - Tell them to read the sentences carefully and find the right words to complete the sentences. Check the answers as a class. | - Students work in pairs to fill in the blanks.  - Students check answers with the whole class. | ***Answer key:***  1. many  2. any  3. much  4. some  5. a |

**e. Assessment**

- Teacher corrects students as a whole class.

**4. ACTIVITY 3: PRESENTATION 2** (7 mins)

**a. Objectives:**

- To elicit/ show the students when *must* and *mustn't* are used and how to make a sentence with these modal verbs.

**b. Content:**

**-** Grammar point presentation

**c. Expected outcomes:**

**-** Students know how to use the target grammar.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar point presentation**  - Ask Ss to recall the conversation from GETTING STARTED: Alice – the leader of the Geography Club  tells Elena: But remember you must always be on time.  - Alternatively, T may show Ss a video and ask questions: Are you sometimes late for class? What does your teacher say? What school rules are there in the video?  - Then encourage Ss to answer, using must / mustn’t.  - For a weaker class, T may call on some Ss to give the Vietnamese equivalent of must / mustn’t.  - Tell Ss to study the **Remember!** box, then give the rules of the modal verb must / mustn’t. T may give  some examples to clarify the use of must / mustn’t to Ss. | - Students pay attention to the teacher and may jot down some notes during the presentation. | ***Video link:*** <http://learnenglishkids.britishcouncil.org/grammar-videos/school-rules> |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**5. ACTIVITY 4: PRACTICE** (8 mins)

**a. Objectives:**

- To help Ss practise using must / mustn’t in context.

- To give Ss more practice on using must / mustn’t in the real context of their classroom.

**b. Content:**

-Task 4: Fill each blank with *must* or *mustn’t*. (p.52)

- Task 5: Read the classroom rules below. Write some more rules for you and your classmates. (p.52)

**c. Expected outcomes:**

**-** Students can classify the modal verbs *must* and *mustn’t*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Fill each blank with *must* or *mustn’t*.** (4 mins) | | |
| - Tell Ss to study the meaning and context of each sentence carefully and choose *must* or *mustn’t* for each blank. Check Ss’ answers as a class. Provide more explanations or more examples if necessary. | - Students work in pairs or individually to do the task. | ***Answer key:***  1. must  2. mustn’t  3. must  4. mustn’t  5. must |
| **Task 5: Read the classroom rules below. Write some more rules for you and your classmates.** (4 mins) | | |
| - Ask Ss to study sentence 1 (positive), and sentence 2 (negative). Then ask them to think of the classroom rules (what they must do and what they mustn’t do) and complete the sentences 3 and 4, and write their own sentences for 5. Ss can share their ideas in pairs, and give as many sentences as possible. Call on some Ss to read their sentences in front of the class. Discuss answers as a class.  - For weaker Ss, T can give hints by saying some verbs / phrases such as: listen to the teachers’ lessons / fight in class / speak Vietnamese in the English class, etc.  - As an extension, Ss can act out the sentences among themselves. | - Students do as instructed to write their own rules.  - Students share their ideas in pairs. | ***Students’ own ideas*** |

**e. Assessment**

- Teacher corrects students as a whole class.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Make sentences using *must/ mustn’t*

**Board plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 3: A closer look 2**  **\* Warm-up**  Sing a song  **Countable / Uncountable nouns**  Task 1: Write C or U.  Task 2: Choose the correct option.  Task 3: Fill in the blanks.  **Must / Mustn’t**  Task 4: Fill in the blanks.  Task 5: Make rules.  **\* Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Make and accept appointments

- Gain knowledge about a travel guide

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Communication

- Computer connected to the Internet

- A toy ball

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Structure** | **Example** |
| --- | --- |
| Making appointments:  - Let’s + V  - How about + N/V-ing?  - What about + N/V-ing? | - Let’s go to the movie theatre.  - How about tomorrow?  - What about going camping this weekend? |
| Accepting appointments:  - That’s fine.  - Sure.  - Great idea.  - Fantastic.  … | - Great idea. See you on Sunday.  - Sure. I’ll meet you at that time. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about the necessary things they must bring and what to prepare for a trip. | Provide students with information they do not know. |
| Students may have underdeveloped reading, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To review the use of *must* and *mustn’t* from the previous lesson.

**b. Content:**

**-** Game: Pass the ball

**c. Expected outcomes:**

**-** Students join the game enthusiastically and recall the use of *must* and *mustn’t*

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Pass the ball**  - Teacher plays the music. When music is on, students pass the ball as fast as they can. When music is off, the student holding the ball has to make a sentence with *must/ mustn’t.* | - Students join the game and make sentences using *must/ mustn’t.* | ***Suggested answer:***  - We must go to school on time.  - We mustn’t pick flowers in the park.  - The bus is leaving. We must hurry up! |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce two ways of making and accepting an appointment

- To help Ss practise making and accepting an appointment

**b. Content:**

**-** Task 1: Listen and read the short conversation below, paying attention to the highlighted  
parts. (p.53)

- Task 2: Work in pairs. Make a short conversation, following the example in 1. (p.53)

**c. Expected outcomes:**

**-** Students know how to use the use the structures to make and accept an appointment

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the short conversation below, paying attention to the highlighted parts.** (5 mins) | | |
| - Have Ss listen and read the conversation. Tell them to pay attention to the highlighted parts. Elicit from Ss structures used for making an appointment *(Let’s + V/ How about + N/ V-ing?)* and structures used  for accepting an appointment *(That’s fine./ Sure.)*. Ask if they know some other ways *(What about…?, Certainly...).* Ask Ss to work in pairs and practise the conversation | - Students listen and read the conversations.  - Students practise the conversations in pairs | ***Audio script:***  Steven: Duong, let’s go for a picnic this Sunday.  Duong: That’s fine. What time can we meet?  Steven: How about 9 o’clock?  Duong: Sure. I’ll meet you at that time |
| **Task 2: Work in pairs. Make a short conversation, following the example in 1.** (5 mins) | | |
| - Allow Ss to work in pairs and make similar conversations. More able Ss can practise with other expressions. Call on some pairs to practise in front of the class. T and other Ss give comments. | - Students make similar conversations and practise in pairs | ***Students’ own creativity*** |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: A TRAVEL GUIDE** (25 mins)

**a. Objectives:**

- To introduce a travel guide to Ss

- To introduce a way of using must / mustn’t in real life

- To help Ss practise using must / mustn’t in a travel context

- To help Ss practise asking and answering about travel preparation to a place

**b. Content:**

-Task 3: Read the travel guide entry. (p.53)

- Task 4: Now make a list of the things you must bring to the Himalayas. Then add things you mustn’t bring. (p.53)

- Task 5: Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to the Himalayas, and give reasons. (p.53)

**c. Expected outcomes:**

- Students can talk about what to prepare for their trip.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Read the travel guide entry.** (7 mins) | | |
| - Play a video about the Himalayas and elicit students that there’s a travel guide they must follow when visiting the Himalayas.  - Show Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who uses travel guides and why people use them. T gives an explanation or / and an example of how travel guides are used.  - Then ask them to work in pairs. Tell them to look at the photo of Mount Everest, ask and answer questions to find out what objects are useful for going to Mount Everest. Encourage them to use *must* to ask and answer. *E.g. Must we take a heavy coat to Mount Everest?*  - Ask Ss to read the text quickly and check their ideas.  - Ask them to read the text again and ask some follow-up questions. E.g. *Have you had any unforgettable*  *experiences? If yes, where did you go? What happened?* | - Students watch the video and have an overview about the Himalayas.  - Students read the travel guide for visiting Mount Everest and discuss in pairs.  - Students ask and answer questions to find out what objects are useful for going to Mount Everest using *must / mustn’t.* | ***Video link:*** *https://youtu.be/-hTVNidxg2s?si=5HoZQnhREHGUZRmF* |
| **Task 4: Now make a list of the things you must bring to the Himalayas. Then add things you mustn’t bring.** (8 mins) | | |
| - Ask Ss to use information in the text in task 3 and their own ideas to fill the must and mustn’t columns. Encourage Ss to name as many objects as possible, and then decide if these things must or mustn’t be taken there.  - Check their lists as a class. | - Students fill must and mustn’t columns then share the answers in pairs before checking with the whole class. | ***Suggested answer:***  - Must: compass, warm clothes, ice axe, hiking boots, climbing helmets, …  - Mustn’t: bicycle, high heels, dresses, lipsticks,… |
| **Task 5: Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to the Himalayas, and give reasons.** (10 mins) | | |
| - Create your own list of the necessary things for the trip to the Himalayas, and then demonstrate the activity with a more able student. Swap roles. Then ask Ss to work in pairs to do their own role-play. T goes round to give assistance where and when needed. Ask some pairs to demonstrate before the class. | - Students make a list of the necessary things for the trip and role-play with their partner. | ***Suggested answer:***  A: I’d like to go to the Himalayas next month.  B: OK. I think you must bring a waterproof coat. It’s cold and rainy there!  A: Yes. Anything else?  B: You must wear hiking boots and climbing helmets, and you mustn’t wear high heels. |

**e. Assessment**

**-** Teacher observes and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Make a list of what travelers must and mustn’t do when you go to Hai Phong City.

**Board plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 4: Communication**  **\* Warm-up**  Pass the ball  **Everyday English**  Task 1: Listen and read the conversations.  Task 2: Make similar conversations.  **A travel guide**  Task 3: Read the travel guide entry.  Task 4: Make a list.  Task 5: Role-play  **\* Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for general and specific information about natural wonders of Viet Nam

- Talk about famous places and what one must / mustn’t do there

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. tourist attraction (n) | /ˈtʊə.rɪst əˈtrækʃən/ | a place that people visit for pleasure and interest, usually while they are on holiday | địa điểm du lịch |
| 2. slope (n) | /sləʊp/ | a surface that rises at an angle, especially a hill or mountain, or the angle at which something rises | con dốc |
| 3. sand dune (n) | /ˈsænd ˌdjuːn/ | a hill of sand made by the wind on the coast or in a desert | cồn cát |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students have an overview about the two famous destinations.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Video watching**  - Teacher plays 2 videos of Mui Ne and Ha Long Bay.  - Teacher has students note down some information about the 2 famous destinations and compare them.  - Teacher leads in the lesson. | - Students watch the videos and note down the information. | ***Link video:***  *Mui Ne: https://youtu.be/kTOtS\_q0CIY?si=MlsTf56qurqdW88N*  *Ha Long Bay: https://youtu.be/SpOWgms2uto?si=eyQ2YKriSw4MR\_Bl* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To activate Ss’ knowledge of the topic in the reading text.

- To develop Ss’ skill of using vocabulary in different contexts.

**b. Content:**

- Vocabulary teaching

- Task 1: Before you read, look at the pictures below. Make predictions about the reading. Then read and check your ideas. (p.54)

- Task 2: Complete the sentences, using the words from the box. (p.54)

- Task 3: Read the text again. Answer the following questions. (p.54)

**c. Expected outcomes:**

- Students know more new vocabulary and comprehend the reading passage.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary teaching** (4 mins) | | |
| - Teacher introduces the vocabulary by:  + providing the synonyms or  antonyms of the words.  + providing the pictures of the words.  + providing the definition of the words.  + providing the Vietnamese meaning | - Students may jot down new words. | ***New words:***  1. tourist attraction (n)  2. slope (n)  3. sand dune (n) |
| **Task 1: Before you read, look at the pictures below. Make predictions about the reading. Then read and check your ideas.** (4 mins) | | |
| - Ask Ss to look at the pictures and guess what the texts are about and what they know about the places. Ask Ss to read the texts quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before conducting a class feedback session. Ask some Ss to give their answers. | - Students look at the picture and guess what the texts are about.  - Students read the texts and answer the questions. | ***Suggested answer:***  1. The reading texts talk about two popular attractions in Viet Nam, Ha Long Bay and Mui Ne.  2. Ha Long Bay is famous for being a UNESCO world heritage. Mui Ne is a well-known beach city located in Phan Thiet, Binh Thuan. |
| **Task 2: Complete the sentences, using the words from the box.** (5 mins) | | |
| - Have Ss read the words first. These words all appear in the texts, but now they are in different contexts. Ss then read the sentences and fill the blanks. T checks as a class. T may call on some Ss to read the sentences. | - Students read the words and fill in the blanks.  - Students practise reading the senteces | ***Answer key:***  1. islands  2. wonder  3. desert  4. Remember  5. visit |
| **Task 3: Read the text again. Answer the following questions.** (7 mins) | | |
| - Set a longer time limit for Ss to re-read the texts and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity. Ss can compare answers before discussing them as a class. Encourage Ss to support their answers with reasons.  - Ask Ss what to include when they talk about a tourist attraction. Here are some points:  • Name of the attraction  • Its special features / beauty / interesting things  • What you can do there  - Write these points on the board to prepare for the next activities. | - Students work independently to find keywords.  - Students work in pairs to find the answers. | ***Answer key:***  1. It is in Quang Ninh.  2. We can enjoy (great) seafood and join in exciting activities.  3. No, there isn’t.  4. By the beach.  5. Early morning or late afternoon. |

**e. Assessment**

- Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To provide an opportunity for Ss to practise describing the tourist attraction they choose.

- To provide an opportunity for Ss to talk about famous / interesting places, and what one must /mustn’t do there.

**b. Content:**

- Task 4: Work in pairs. Make notes about one of the places in the reading. You can add your own ideas. (p.54)

- Task 5: Some foreign visitors are visiting your city / town / area. You are their tour guide. Tell them some interesting things about the place as well as what they must and mustn’t do there. (p.54)

**c. Expected outcomes:**

**-** Students can talk about some interesting things about a place.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Make notes about one of the places in the reading. You can add your own ideas.**  (7 mins) | | |
| - Discuss with Ss which things they find special about Ha Long Bay and Mui Ne. Brainstorm ideas onto  the board. Ask Ss to close their books.  - Divide Ss into group A and group B. Tell group A to describe Ha Long Bay. Tell group B to describe Mui Ne. Ss use the notes only to help them tell their partner about their place.  - Ask them to practise their description together before they rejoin their partner. Go around and offer help if necessary. | - Students brainstorm and note down the description of Ha Long Bay and Mui Ne.  - Students practise their description together. | ***Students’ own answer.*** |
| **Task 5: Some foreign visitors are visiting your city / town / area. You are their tour guide. Tell them some interesting things about the place as well as what they must and mustn’t do there.** (8 mins) | | |
| - Tell Ss to review interesting features of their city / town / area. Then ask them to think of the things tourists must / mustn’t do. Encourage them to give as many ideas as possible. Ask them to share their ideas in pairs before calling on some Ss to present in front of the class. | - Students practise in pairs and in front of the class. | ***Suggested answer:***  - You must follow all the rules.  - You mustn’t take photos when you are in the City Museum. |

**e. Assessment**

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

**Board Plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 5: Skills 1**  **\*Warm-up**  Video watching  **\* Reading**  - Vocabulary  - Task 1: Make predictions then check.  - Task 2: Complete the sentences.  - Task 3: Answer the questions.  **\* Speaking**  Task 4: ﻿Make notes.  Task 5: Discussion.  **\*Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about a natural wonder

- Write a paragraph about a natural wonder.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs in which key language of describing tourist attractions. |
| 2. Students may have underdeveloped listening, writing and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the destination in the listening part.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students can gain some information about Phu Quoc Island, a famous natural wonder of Viet Nam.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Video watching**  - Teacher plays the video and has Ss note down some information about Phu Quoc Island.  - Teacher asks Ss if they can provide any further information about the largest island of Viet Nam.  - Teacher leads in the listening part about Phu Quoc Island. | - Students watch the video and note down some information about Phu Quoc Island. | ***Link:*** https://youtu.be/v4YWwU7l1k8?si=KRxb14S6QQFpVwbZ |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To activate Ss’ knowledge of the topic of the listening text.

- To develop Ss’ skill of listening for specific information.

**b. Content:**

- Task 1: Work in groups. Discuss the question. Listen to the talk and check your answers. (p.55)

- Task 2: Listen again and tick T (True) or F (False). (p.55)

**c. Expected outcomes:**

- Students can understand the listening task to check their answers.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Work in groups. Discuss the question. Listen to the talk and check your answers.** (10 mins) | | |
| - Have Ss look at the picture and discuss the question. Ask them to talk about anything they know or give predictions. T may give some hints:  • the location of Phu Quoc Island  • the climate  • interesting / special features  • what you can do there  • …  - Play the recording one or two times for Ss to check their answers. | - Students look at the picture and discuss in groups. | ***Suggested answer:***  - Phu Quoc is a beautiful island in Kien Giang Province, Viet Nam.  - Tourists can enjoy many entertaining activities such as  visiting the night market, sightseeing, visiting the Safari,...  - Some of the delicious local dishes are grilled sea urchin, bun quay (stirring noodle soup), raw herring salad, etc. |
| **Task 2: Listen again and tick T (True) or F (False).** (10 mins) | | |
| - Ask Ss to read through the questions carefully before they attempt to give the answers.  - Play the recording two or three times for Ss to do the activity and check their answers. Ss can share  their answers before T confirms the correct ones.  - Encourage Ss to identify the parts of the recording that helped them answer the questions. | - Students do the task individually first then share the answers with their partners. | ***Answer key:***  1. T  2. F  3. T  4. F  5. T |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss brainstorm ideas for their writing.

- To help Ss practise writing a paragraph about the place that they have made notes about.

**b. Content:**

- Task 3: Fill each blank in the network with the information about a travel attraction you know. (p.55)

- Task 4: ﻿Use the notes in task 3 to write a paragraph of about 50 words. (p.55)

**c. Expected outcomes:**

**-** Students can write a paragraph about a travel attraction.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3:﻿** **Fill each blank in the network with the information about a travel attraction you know.** (8 mins) | | |
| - Ss present their chosen places using photos / drawings / maps. Ask Ss to show their places to the class. Take one place as an example and get Ss to give information about the place, using the given questions. Ask some questions to prepare the class for the activity. E.g. *What is the travel attraction? Where is it? How far is it? How can you go there? What is it like? What is special about it? What can you do there?*  - Ask Ss to make notes about their chosen places, using the questions given in the network. Remind them that they do not have to write full sentences. | - Students work independently to brainstorm some ideas about a travel attraction. | ***Students’ own answers*** |
| **Task 4: ﻿** **Use the notes in task 3 to write a paragraph of about 50 words.** (10 mins) | | |
| - Ask Ss to share their notes with their partners. T may ask more able Ss to read out the notes to the whole class.  - Ask Ss to use their notes to write a paragraph about their chosen places. Ss can use the reading texts as their model. Ss can exchange and read each other’s drafts to give some comments.  - Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home, and hand them in at the next lesson. | - Students write a paragraph using the ideas in task 3.  - Students work in pairs doing peer corrections |  |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 6: Skills 2**  **\*Warm-up**  Video watching  **\*Listening**  Task 1: Discussion  Task 2: True or false.  **\*Writing**  Task 3: Fill in the blanks.  Task 4: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 5: NATURAL WONDERS OF VIET NAM**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 5

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Develop their love for nature and some natural wonders of the country

**II. MATERIALS**

- Grade 6 textbook, Unit 5, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking with students.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To revise the vocabulary related to the topic and lead in the next part of the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss recall the learnt vocabulary of the unit

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - Teacher divides the class into 2 big teams A and B.  - Teacher asks students to work in groups of 6.  - Write 2 main phrases on the board.  - One team (team A) finds all the words related to things in nature. Another team (team B) finds all the travel items they know.  - Teacher asks students to make a web map in 2 minutes, try to add as many words as possible.  - The fastest group with the most correct answers is the winner. | - Students work in groups of 6 to do the task. | ***Suggested answer:***  - Things in nature: desert, forest, mountain, lake, river, valley, cave, island, beach …  - Travel items: lighter, scissors, sleeping bag, compass, plastic, backpack … |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in the unit

**b. Content:**

- Task 1: Write the name for each picture. (p.56)

- Task 2: Match the name of a natural wonder in column A with a word indicating it in column B. 1 is an example. (p.56)

- Task 3: Write the words. (p.56)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the name for each picture.** (3 mins) | | |
| - Ss work individually to do the exercise. Then Ss can check their answers before discussing the answers as a class. However, they should keep a record of their original answers so they can use that information in their *Now I can...* statements. | - Students do the task independently.  - Students exchange their textbook to check the answers. | ***Answer key:***  1. waterfall  2. cave  3. desert  4. river  5. beach  6. island |
| **Task 2: Match the name of a natural wonder in column A with a word indicating it in column B. 1 is an example.** (4 mins)f | | |
| - Ask Ss to work in pairs and match the name of a natural wonder in column A with a word indicating it in column B. Monitor the activity and offer help when necessary | - Students do as instructed. | ***Answer key:***  1. d  2. c  3. a  4. e  5. f  6. b |
| **Task 3: Write the words.** (3 mins) | | |
| Ask Ss to work individually to name the things in each picture. Have Ss compare their answers in pairs before checking as a class. | - Students work individually to name the things in each picture. | ***Answer key:***  1. scissors  2. sleeping bag  3. compass  4. backpack  5. plasters |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the use of countable and uncountable nouns in sentences.

- To help Ss revise the use of must / mustn’t in context.

**b. Content:**

- Task 4: Find the mistake in each sentence and correct it. (p. 56)

- Task 5: Complete the dialogue, using *must* or *mustn’t*. (p.56)

**c. Expected outcomes:**

- Recall the uses of countable and uncountable nouns and must / mustn’t.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Find the mistake in each sentence and correct it.** (5 mins) | | |
| - Ss work independently and complete the activity. Then have them check their answers in pairs before checking as a class. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***Answer key:***  1. is ⟶ are  2. are ⟶ is  3. instrument ⟶ instruments  4. are ⟶ is  5. luggages ⟶ luggage |
| **Task 5: Complete the dialogue, using *must* or *mustn’t*.** (5 mins) | | |
| - Ask Ss to work in pairs and complete the activity. Then have them check their answers in pairs before checking as a class. | - Students work in pairs to do the task. | ***Answer key:***  1. must  2. must  3. mustn’t  4. must  5. mustn’t |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (20 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

**-** Dream destination

**c. Expected outcomes:**

**-** Students can give some information about a natural wonder they would like to visit.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Dream destination**  - Ask Ss to work in groups and practise presenting about their dream destination. Go around and offer help if necessary.  - Have some groups introduce the attraction to the whole class.  - Give feedback to students’ presentations. | - Students practise presenting about their dream destination in groups.  - Students introduce the attraction to the whole class. | ***Students’ presentations*** |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercise in the workbook.

- Prepare for Unit 6

**Board Plan**

| *Date of teaching*  **Unit 5: Natural wonders of Viet Nam**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Brainstorming  **\*Vocabulary**  ﻿Task 1: Write the name for each picture.  Task 2: Match.  Task 3: Write the words.  **\*Grammar**  ﻿Task 4: Find the mistake.  Task 5: Complete the dialogue.  **\*Project**  Dream destination  **\* Homework** |
| --- |