**Period 97**

**UNIT 6: ENTERTAINMENT**

**Lesson 11: 6F SKILLS 2 (p. 113)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

- Learn *do/go/have* phrases,

- Invite – accept/refuse,

**2. Core competences and language skills:**

- Write a letter about your weekend plans

- Raise Ss’ cross-culture awareness.

- Improve their listening and writing skill, analytical skill, critical thinking and other skills

- Listen for specific information

**3. Personal qualities:** Have a good lifestyle.

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** playing a game

**c. Expected outcomes:** Ss can brainstorm the topic

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Write the words in the air by teacher’s finger.- Ask Ss to guess what the word is | - Watch the teacher’s finger and try to guess what word he is writing | **Game: Write in the air**1. Outdoor 2. Track3. Session 4. Dinosaur5. Rate 5. Pick up |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to develop Ss’ communication skill and enrich Ss’ vocabulary

**b. Content:** vocabulary about verb phrases and know how to invite – accept/refuse.

**c. Expected outcomes:** Ss can learn vocabulary about verb phrases and know how to invite – accept/refuse

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to complete it. - Play the recording.  | - Complete the task individually and then share with their partners- Listen and check the answers. | **Vocabulary** *do/go*/*have* phrases**Task 4**. **Choose the correct item. Listen and check. (3.21)**1. **have/go** roller skating
2. **have/do** a sleepover
3. **go/do** windsurfing
4. **do/go** paintballing
5. **have/do** a games night
6. **do/go** Vovinam
 |
| - Ask Ss to talk in pairs and invite – accept/refuse using the activities in Exercise 4 as well as their own ideas and following the example. - Monitor the activity around the class and then ask some pairs to ask and answer in front of the class. | - Talk in pairs and invite – accept/ refuse using the activities in Exercise 4 as well as their own ideas and following the example.  | **Speaking****Task 5. Discuss as in the example. Use the ideas in Exercise 4 as well as your own ideas.** A: Would you like to go paintballing this Saturday? B: Sure, why not?/That’s a great idea./Thanks, but I can’t./I’d love to, but I can’t.***Suggested Answer Key*** *A: Would you like to go roller skating this weekend?* *B: Sure, why not?* *A: Would you like to have a sleepover on Friday night?* *B: That’s a great idea.* *A: Would you like to go windsurfing in July?* *B: Thanks, but I can’t.* *A: Would you like to have a games night on Thursday?* *B: I’d love to, but I can’t.* *A: Would you like to do t’ai chi tomorrow morning?* *B:Sure, why not?* |

**2. Activity 2: (10 minutes)**

**a. Objectives:** to improve Ss’ listening skill and develop their cross-cultural awareness

**b. Content:** listening for specific information and Culture Spot-The Old Quarter in Hanoi

**c. Expected outcomes:** Ss can listen for specific information and know some information about The Old Quarter in Hanoi.

**d. Competences: c**ommunication, collaboration, critical thinking and listening skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to read the questions and answer choices and underline the keywords. Elicit what the recording will be about. - Play the recording twice if necessary. - Check Ss’ answers. Play the recording with pauses for Ss to check their answers. | - Read the questions and answer choices and underline the keywords. - Listen and choose the answers. - Listen and take notes | **Listening****Task 6. Listen to John and Sue discussing a weekend activity and for the questions (1-5), choose the correct answer (A, B or C). (3.22)****1.** What will Sue do on Saturday afternoon? **A** play tennis **B** attend a party **C** go to an escape room **2.** The escape room they will go to looks like a room in \_\_\_\_\_\_\_\_ **A** a spaceship. **B** a normal house. **C** a castle. **3.** They are going to an escape room \_\_\_\_\_\_\_\_ **A** opposite a post office. **B** beside a library. **C** near an office building. **4.** Entry to the escape room will cost \_\_ **A** £5. **B** £10. **C** £15. **5.** Sue and John agree to meet at \_\_\_\_\_ **A** 7:00. **B** 6:30. **C** 6:45. |
| - Read out the box and then give Ss time to research online and find a popular place for teens to hang out in London, UK, as well as what they can do there. Ask Ss to present it to the class. | - Research online and find a popular place for teens to hang out in London, UK, as well as what they can do there.- Present it to the class. | **Culture Spot**The Old Quarter in Hanoi, Vietnam is a popular place for teens to hang out. With shops, trendy cafés, restaurants and lively nightlife; it's a perfect place to go shopping, have a meal or go dancing with friends.Where is a popular place for teens to hang out in London, UK? What can they do there?***Suggested Answer Key*** *Camden Market is a popular place for teens in London. With a lot of stalls, shops, cafés and restaurants, it is the perfect place to pick up bargains and try delicious street food.* |

**3. Activity 3: (15 minutes)**

**a. Objectives:** to help Ss apply what they have learnt into practice

**b. Content:** a letter about your plans for weekend

**c. Expected outcomes:** Ss can write a letter about weekend plans

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the language box. - Explain the task and give Ss some time to complete it referring back to the text if necessary and covering all the points in the rubric. - Check Ss’ answers. - Ask Ss to exchange their writing and correct their friends’ mistakes. (peer correction)- Alternatively, assign the task as HW. | - Read and take notes- Complete the task individually and then share with their partners- Exchange their writing and correct their friends’ mistakes. (peer correction) | **Writing:** (a letter about your plans for weekend)**Opening/Closing remarks** • How are you doing? • How are things? • Write back soon.**Task 7.** **Imagine you are going to Capital Karts this weekend. Write a letter to your English-speaking friend (about 50-60 words). Write about *where you are going*, *who you are with* and *what you are going to do*. Invite him/her to join you.*****Suggested Answer Key*** *Hi James,* *I hope you’re well. Are you free this weekend? I’m going to go to Capital Karts in Barking. It’s an indoor go-karting track just 15 minutes from Central London. I’m going there with my brother. It’s only £10 for a 30-minute session. We can also have lessons there with a professional racing driver. Would you like to come with us? I think it will be a lot of fun. We can pick you up and bring you back afterwards.* *Let me know soon.* *Sam* |

**4. Guide students to learn by themselves (5 minutes)**

- Do/ go/ have phrases

- Write a letter about weekend plans and invite your friends.

- Learn do/ go/ have phrases

- Do exercises in the workbook (page 59)

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**Period 98**

**UNIT 6: ENTERTAINMENT**

**Lesson 12: CLIL (Citizen)+ RIGHT ON! (p. 114 + 115)**

**I. Objectives (learning Expected outcomes):**

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

**1. Knowledge:**

- Learn vocabulary:Nouns *(planet, souvenir, ivory, tusk, custom)*; Phrase *(take care)*

- Know what travelling with care is

- Categorise travel activities

- Give a presentation on being a smart traveller

**2. Core competences and language skills:**

- Talk about travelling with care

- Develop Ss’ conversation skills, critical thinking skills, presentation skills and creativity

- Improve reading skills - read for gist, read for cohesion and coherence

**3. Personal qualities:** Be responsible for travelling (travel with care)and be a good citizen and take responsibility for the community

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV.

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to review the previous lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** verb phrases

**c. Expected outcomes:** Ss can review the previous lesson

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask ss to close their books and notebooks and then write the phrases as many as possible. | - Close their books and notebooks and then write the phrases as many as possible. | **Add words to make phrases go with: do, go, have:**1. Do:\_\_\_\_\_\_\_2. Go:\_\_\_\_\_\_\_\_3. Have:\_\_\_\_\_\_\_Suggested answer:1. Do: a games night, Vovinam, yoga, sports…2. Go: roller skating, windsurfing, paintballing, fishing, shopping…3. Have: a sleepover, a breakfast/ lunch/ dinner, a bath, a shower… |

**B. New lesson: (35 minutes)**

**1. Activity 1: (5 minutes)**

**a. Objectives:** to improve Ss’ reading skill

**b. Content:** travel with care

**c. Expected Outcome(s):** Ss can improve intensive reading skills and learn some vocabulary in the text.

**d. Competences: c**ommunication, collaboration, critical thinking skills and reading skill.

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to look at the picture and read out the title of the text and the headings. - Ask Ss to guess what they will read about. - Play the recording (video)  | - Look at the picture and read out the title of the text. - Guess what they will read about. - Listen and read and find out. | **Task 1.** **Read the title and the headings in the text. What is the text about?** **Listen to and read the text to find out. (3.23)*****Suggested Answer Key*** *The text is about how to travel carefully.* |
| - Refer Ss to the  box. - Ask Ss to underline those words in their textbook and try to guess their meanings.- Elicit and explain their meanings to Ss. | - Underline those words in their textbook and try to guess their meanings.- Listen and take notes | **Vocabulary:****•** *take care* **•** *planet***•** *souvenir* **•** *ivory* **•** *tusk* **•** *custom* |

**2. Activity 2: (5 minutes)**

**a. Objectives:** to help Ss read for key information

**b. Content:** travel with care

**c. Expected outcomes:** Ss can improve reading skill

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to read the text again and complete the sentences. - Check Ss’ answers. - Play the video for Ss and elicit their comments. | - Read the text again and complete the sentences. - Listen and take notes | **Task 2: Read the text again and complete the sentences.****1** Be careful when you buy souvenirs. **2** Don’t drop litter. **3** Spend money in local shops and markets. **4** Always respect the local traditions. **5** Dress in the same way. |
| - Ask Ss to close their books and try to remember the lesson as much as possible.- Ask Ss to complete the table with provided phrases.- Give feedback. | - Close their books and try to remember the lesson as much as possible.- Complete the table with provided phrases.- Share with their friends. | **Put these action into correct groups:**

|  |  |  |
| --- | --- | --- |
| Care for the planet | Spend your money safely | Show respect |
|  |  |  |
|  |  |  |
|  |  |  |

1. Never drop litter on beaches
2. Be careful what you buy.
3. Always respect local traditions.
4. Spend your money in local shops
5. Dress in the same way.
6. Buy souvenirs in local market
 |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to give Ss more chance to apply what they have learnt and develop Ss’ collaboration and communication skills.

**b. Content:** what travelling with care means.

**c. Expected Outcome(s):** Ss can tell their partners about what travelling with care means.

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to use their answers to Exercise 2 to talk about travelling with care and what it means. - Ask various Ss to tell the class. | - Use their answers to Exercise 2 to talk about travelling with care and what it means. - Present their ideas to the class. | **Speaking** **Task 3. Use your answers from Exercise 2 to tell your partner about what travelling with care means. Use** *should* **or** *shouldn’t***.**Travelling with care means that you should(n’t) … ***Suggested Answer Key*** *Travelling with care means that you shouldn’t buy souvenirs from elephant tusks, or wood from rainforest trees and you shouldn’t drop litter. You should stay in small local hotels and spend your money in local shops and markets. You should also respect the local traditions and sometimes dress in the same way as the local people to show respect.* |

**4. Activity 4: Right on: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** categorise travel activities

**c. Expected outcome(s):** Ss can categorise travel activities and expand Ss’ vocabulary

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to read the phrases. - Explain/Elicit the meanings of any unknown words. - Ask various Ss to copy the table into their notebooks and complete it with the phrases. - Check Ss’ answers on the board. | - Read the phrases. - Copy the table into their notebooks and complete it with the phrases. - Listen and take notes | **Task 1:** **What should smart travellers do? Put the ideas in the list under the correct headings. Write in your notebook.**• waste water • ask before taking photos • know how to read a map • learn about the local culture • take pebbles and shells from beach • treat animals badly (ride elephants, walk lions) • know how to swim • drop litter**Smart travellers:**

|  |  |
| --- | --- |
| **Should**  | **Shouldn’t**  |
| ask before taking photos, ...  | waste water, ...  |

***Suggested Answer Key***

|  |  |  |  |
| --- | --- | --- | --- |
|

|  |
| --- |
| ***Should*** |

 |

|  |
| --- |
| ***Shouldn’t*** |

 |
|

|  |
| --- |
| *•know how to read a map* *•learn about the local culture* *•know how to swim* |

 |

|  |
| --- |
| *•take pebbles and shells from the beach* *•treat animals badly (ride elephants, walk lions)* *•drop litter* |

 |

 |

**5. Activity 5: (5 minutes)**

**a. Objectives:** to improve Ss’ creativity and imagination, collaboration and communication

**b. Content:** a leaflet for smart travellers.

**c. Expected outcomes:** Ss can Create a leaflet for smart travellers

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to create a leaflet using their answers from Exercise1. - Ask various Ss to share their leaflets with the class. - Give Ss time to complete the task or assign the task as HW. | - Create a leaflet using their answers from Exercise1. - Share their leaflets with the class.  | **Task 2: In your notebook, use the ideas from Exercise 1 and your own ideas to create a leaflet for smart travellers.*****Suggested Answer Key*** *Are you a smart traveller? Follow these rules and you can be.* ***Smart Travellers*** ***should:*** *•ask before taking photos* *•know how to read a map* *•learn about the local culture* *•know how to swim* ***shouldn’t:*** *•waste water* *•take pebbles and shells from the beach* *•treat animals badly (ride elephants, walk lions)* *•drop litter* |

**2. Activity 6: (5minutes)**

**a. Objectives:** to develop Ss’ presentation skill

**b. Content: a smart traveller**

**c. Expected outcomes:** Ss can give a presentation on being a smart traveller

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in small groups and give Ss time to use the information from Exercises1&2 to prepare a presentation. - Ask various groups of Ss to give their presentations to the class. | - Work in small groups and use the information from Exercises 1&2 to prepare a presentation. - Give their presentations to the class. | **Task 3:** **How can one be a smart traveller? Give the class a presentation.*****Suggested Answer Key*** *Good morning/afternoon everyone. My name is Maja and today, I am going to talk to you about how to be a smart traveller. First of all, there are a number of things you should do and things you should know before you visit a place. For example, you should know how to read a map so you don’t get lost. You should know how to swim so you don’t get into trouble in the water. You should also learn about the local culture before you visit a place and ask people before you take their photos.* *Secondly, there are a number of things you shouldn’t do while in another country. For example, you shouldn’t waste water or any other resource. You also shouldn’t take pebbles or shells from the beach. You should respect the animals as well as the people and you shouldn’t treat animals badly by taking part in any tourist attraction that hurts them such as riding an elephant or walking a lion. Most importantly, you shouldn’t drop litter. You should leave a place how you found it and treat the local people, animals and nature with respect.* *Thank you for listening. Are there any questions?* |
| - Read the quotations and give Ss time to read the meanings and match them to the quotations. - Check Ss’ answers. | - Read the meanings and match them to the quotations. - Listen and take notes | **Respect for others****Task 4:** **Read the quotations and match them to their meanings. Which quotation ...****1.** tells us that looking after the world is good for us as well? B**2.** means that we don't understand how important something is until we don'thave it anymore? C**3.** says that all of us should look after our world? AA: *"The greatest threat to our planet is the belief that someone else will save it." Robert Swan (British explorer)**B: "Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar." Bradley Miller (American author)**C: "When the well is dry, we will know the worth of water."**Benjamin Franklin (American politician, inventor and writer)* |

**7. Activity 7: (5 minutes)**

**a. Objectives:** to develop the value of respect for others

**b. Content:** Finding another quotation

**c. Expected outcomes:** Ss can present a quotation on respect for others

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to research online for a suitable quotation and then ask various Ss to share their quotations with the class. | - Research online for a suitable quotation and then share their quotations with the class. | **Task 5: Find another quotation about respecting our world, the people and the animals in it. Use the keywords *environment quotations*.*****Suggested Answer Key*** *The Earth does not belong to us. We belong to the Earth.* *Marlee Matlin (American actress, author and activist)* |

**C. Guide students to learn by themselves (5 minutes)**

- Vocabulary:*take care,**planet,**souvenir,**ivory, tusk,**custom*

*- Travelling with care*

- Learn vocabulary:*take care,**planet,**souvenir,**ivory, tusk,**custom*

- Categories travel activities

- Give a presentation on being a smart traveler

- Create a leaflet

- Learn vocabulary about travel activities

- Do exercises in the workbook (page 71 Grammar ban

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**Period 97.**

**UNIT 6: ENTERTAINMENT**

**Lesson 13: RIGHT ON! 1 (p.115)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

- Categorise travel activities

- Give a presentation on being a smart traveller

**2. Core competences and language skills**

- Develop communication skills, critical thinking skills, presentation and other skills

- Talk about how to be a smart traveller

**3. Personal qualities:** Learn about the value of respect for others and be responsible for their community

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** categorise travel activities

**c. Expected outcome(s):** Ss can categorise travel activities and expand Ss’ vocabulary

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to read the phrases. - Explain/Elicit the meanings of any unknown words. - Ask various Ss to copy the table into their notebooks and complete it with the phrases. - Check Ss’ answers on the board. | - Read the phrases. - Copy the table into their notebooks and complete it with the phrases. - Listen and take notes | **Task 1:** **What should smart travellers do? Put the ideas in the list under the correct headings. Write in your notebook.**• waste water • ask before taking photos • know how to read a map • learn about the local culture • take pebbles and shells from beach • treat animals badly (ride elephants, walk lions) • know how to swim • drop litter**Smart travellers:**

|  |  |
| --- | --- |
| **Should**  | **Shouldn’t**  |
| ask before taking photos, ...  | waste water, ...  |

***Suggested Answer Key***

|  |  |  |  |
| --- | --- | --- | --- |
|

|  |
| --- |
| ***Should*** |

 |

|  |
| --- |
| ***Shouldn’t*** |

 |
|

|  |
| --- |
| *•know how to read a map* *•learn about the local culture* *•know how to swim* |

 |

|  |
| --- |
| *•take pebbles and shells from the beach* *•treat animals badly (ride elephants, walk lions)* *•drop litter* |

 |

 |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to improve Ss’ creativity and imagination, collaboration and communication

**b. Content:** a leaflet for smart travellers.

**c. Expected outcomes:** Ss can Create a leaflet for smart travellers

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to create a leaflet using their answers from Exercise1. - Ask various Ss to share their leaflets with the class. - Give Ss time to complete the task or assign the task as HW. | - Create a leaflet using their answers from Exercise1. - Share their leaflets with the class.  | **Task 2: In your notebook, use the ideas from Exercise 1 and your own ideas to create a leaflet for smart travellers.*****Suggested Answer Key*** *Are you a smart traveller? Follow these rules and you can be.* ***Smart Travellers*** ***should:*** *•ask before taking photos* *•know how to read a map* *•learn about the local culture* *•know how to swim* ***shouldn’t:*** *•waste water* *•take pebbles and shells from the beach* *•treat animals badly (ride elephants, walk lions)* *•drop litter* |

**2. Activity 2: (20 minutes)**

**a. Objectives:** to develop Ss’ presentation skill

**b. Content: a smart traveller**

**c. Expected outcomes:** Ss can give a presentation on being a smart traveller

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in small groups and give Ss time to use the information from Exercises1&2 to prepare a presentation. - Ask various groups of Ss to give their presentations to the class. | - Work in small groups and use the information from Exercises 1&2 to prepare a presentation. - Give their presentations to the class. | **Task 3:** **How can one be a smart traveller? Give the class a presentation.*****Suggested Answer Key*** *Good morning/afternoon everyone. My name is Maja and today, I am going to talk to you about how to be a smart traveller. First of all, there are a number of things you should do and things you should know before you visit a place. For example, you should know how to read a map so you don’t get lost. You should know how to swim so you don’t get into trouble in the water. You should also learn about the local culture before you visit a place and ask people before you take their photos.* *Secondly, there are a number of things you shouldn’t do while in another country. For example, you shouldn’t waste water or any other resource. You also shouldn’t take pebbles or shells from the beach. You should respect the animals as well as the people and you shouldn’t treat animals badly by taking part in any tourist attraction that hurts them such as riding an elephant or walking a lion. Most importantly, you shouldn’t drop litter. You should leave a place how you found it and treat the local people, animals and nature with respect.* *Thank you for listening. Are there any questions?* |
| - Read the quotations and give Ss time to read the meanings and match them to the quotations. - Check Ss’ answers. | - Read the meanings and match them to the quotations. - Listen and take notes | **Respect for others****Task 4:** **Read the quotations and match them to their meanings. Which quotation ...****1.** tells us that looking after the world is good for us as well? B**2.** means that we don't understand how important something is until we don'thave it anymore? C**3.** says that all of us should look after our world? AA: *"The greatest threat to our planet is the belief that someone else will save it." Robert Swan (British explorer)**B: "Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar." Bradley Miller (American author)**C: "When the well is dry, we will know the worth of water."**Benjamin Franklin (American politician, inventor and writer)* |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to develop the value of respect for others

**b. Content:** Finding another quotation

**c. Expected outcomes:** Ss can present a quotation on respect for others

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to research online for a suitable quotation and then ask various Ss to share their quotations with the class. | - Research online for a suitable quotation and then share their quotations with the class. | **Task 5: Find another quotation about respecting our world, the people and the animals in it. Use the keywords *environment quotations*.*****Suggested Answer Key*** *The Earth does not belong to us. We belong to the Earth.* *Marlee Matlin (American actress, author and activist)* |

**4. Guide students to learn by themselves (5 minutes)**

- Categories travel activities

- Give a presentation on being a smart traveler

- Create a leaflet

- Learn vocabulary about travel activities

- Do exercises in the workbook (page 72 Grammar bank)

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**Period 99.**

**UNIT 6: ENTERTAINMENT**

**Lesson 14: PROGRESS CHECK (p. 116,)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

- Test/consolidate vocabulary and grammar learnt throughout the unit.

- Practise every day English, to read for specific information.

**2. Core competences and language skills**

- Read and listen for specific information and write a letter

- Develop self-study skill and self-evaluate their progress

- Develop conversation skills and creativity

- Enhance test-taking, analytical and synthesizing skill, creativity and other skills

**3. Personal qualities:** Have a good habit and healthy lifestyle and be responsible for their community

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (10 minutes)**

**a. Objectives:** to review the previous lessons and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content: places**

**c. Expected outcomes:** Ss can memorise the vocabulary.

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to do the exercise individually and then share it with their partners.- Check Ss’ answer. | - Do the exercise individually and then share it with their partners.- Listen and take notes | **Task 1: Fill in the gaps with *circus*, *theatre*, *stadium*, *concert hall*, *amusement park*, and *exhibition centre*.** 1. You can watch a performance with actors at a(n) theatre. 2. You can see a robotics exhibition at a(n) exhibition. 3. You can listen to classical music at a(n) concert hall. 4. You can see a sports event at a(n) stadium. 5. You see clowns and acrobats at a(n) circus. 6. You can go on a roller coaster at a(n) amusement park. |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to review vocabulary in this lesson

**b. Content:** vocabulary and grammar review.

**c. Expected Outcome(s):** Ss can memorise the vocabulary in this unit

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to do the exercise individually and then share it with their partners.- Check Ss’ answer. | - Do the exercise individually and then share it with their partners.- Listen and take notes | **Task 2: Choose the correct item.** 1.Let’s do/go paintballing next weekend. 2. Lisa is going to have/do a sleepover with her school friends. 3. How often do you go/do roller skating? 4. Henry usually plays/goes windsurfing at the weekend. 5. I enjoy watching documentaries/ thrillers because they are educational. 6. Let’s do/go Vovinam. 7. He likes picking/sampling up bargains at markets. 8. He enjoys watching soap shows/operas. |

**2. Activity 2: (10 minutes)**

**a. Objectives:** to review grammar in this lesson

**b. Content:** vocabulary and grammar review.

**c. Expected Outcome(s):** Ss can memorise the grammar in this unit

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| - Ask Ss to do the exercise individually and then share it with their partners.- Ask Ss to explain the rules.- Check Ss’ answer. | - Do the exercise individually and then share it with their partners.- Listen and take notes | **Grammar:****Task 3: Choose the correct item.** 1. We will travel/are going to travel to Warsaw next Saturday. 2. It’s too cold. I will close/am closing the window. 3. If you go to Rome, you are seeing/will see the Colosseum. 4. They are leaving/will leave tomorrow morning at 7:30 by train. 5. We will travel/travel abroad this summer if we have enough money. |
| - Ask Ss to do the exercise. individually and then share it with their partners.- Ask Ss to explain the rules- Check Ss’ answer. | - Do the exercise individually and then share it with their partners.- Listen and take notes | **Task 4:** **Put the verbs in brackets in the correct tense.** 1. If I am (be) tired, I’ll go home. 2. If you ask her, she will help (help) you. 3. If you leave (leave) now, you’ll be there before the lecture starts. 4. If it rains this afternoon, we won’t go (not/go) to the park. 5. They won’t come (not/come) if they finish late. |

**3. Activity 3: (10 minutes)**

**a. Objectives:** to review vocabulary and vocabulary in this lesson

**b. Content:** vocabulary and grammar review.

**c. Expected Outcome(s):** Ss can memorise the vocabulary and grammar in this unit

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| - Ask Ss to do the exercise individually and then share it with their partners.- Check Ss’ answer.- Ask Ss to practice in pairs and then present in front of the class. | - Do the exercise individually and then share it with their partners.- Listen and take notes | **Everyday English****Complete the dialogue. Use the statements (a-e).** **a.** What time is it on? **b.** Do you want to watch it? **c.** Don’t worry. **d.** Oh, I know that one. **e.** What else is on? A: Paul, your favourite cookery show is on TV. (1. b) Do you want to watch it?B: Not really. I’m not interested in that show anymore. (2e) What else is on?A: Well, there’s this film on – it looks like an action film. B: (3d) Oh, I know that one. It’s called *Fifth Gear*. Let’s watch it. A: OK, but don’t forget I want to watch a documentary later. B: (4a) What time is it on?A: It’s at 7:00 on Channel 4. B: (5c) Don’t worry. The film will be over before it starts. A: Great. I’ll get some snacks. |

**4. Guide students to learn by themselves (5 minutes)**

- Learn vocabulary and grammar

- Do exercises in the workbook (page 60)

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