***Date of planning : 26/11 / 2024***

***Date of teaching : 28/11 / 2024***

**Week: 12 UNIT 5: NATURAL WONDERS OF VIET NAM**

**Period :** 36 **Lesson 2: A closer look 1**

**I. OBJECTIVES:**

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

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

- use the vocabularies and structures to talk about famous natural places; pronounce and recognize the sounds /t/ and /d/.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocabulary:** words related to the topic “things in nature” and “travel items”

**\* Grammar:** Sounds: /s/ and /st/

**2. Competences:** Knowing the necessary items for travelling; Ss also learn how to pronounce the sounds ***/t /****and /d/*correctly in contexts.

**3. Quality/behavior:** To teach SS to love travelling; Educate Ss to love and conserve the natural wonders in Viet Nam ; Having a good attitude to protect and conserve the natural wonders.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 5 -A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**IV. PROCEDURES : (STAGES)**

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation  \* **Content:**  Choose correct words and pictures on the board  **\* Products:** Students choose correct words and pictures on the board.( team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **- T - Ss**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes pictures and the ame of picturess. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner * T leads in the lesson : These are natural wonders. If you visit these places, What will you bring? * ”“ Now we are going to some vocab about travel items” | | | ***\* Game:*** **\* PELMANISM**  Example:      **cave** |
| **2. Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To teach students some places and adjectives describing ones in a neighbourhood.  \* **Content:** Some vocab about travelling items.  **\* Products:** read and understand the meaning of vocab.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember>** | | **\* Vocabulary**  *-plaster (n): miếng dán, gạc y tế*  *- sleeping bag (n): túi ngủ*  *- backpack (n): ba lô*  *- compass (n): la bàn*  *- suncream (n): kem chống nắng*  *- scissors (n): cái kéo* | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:** To revise/ teach the names of travel items.  \* **Content:** Write a word under each picture. Practise saying the words.  **\* Products:** Students give answers correctly and whole class Practise saying the words.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**  -Teacher asks students to write the suitable word under each picture in 2 minutes.  - Students do the task.  -Teacher calls some students to give their answers.  -Teacher gives feedback and corrections (if necessary). | **Task 1: Write a word under each picture. Practise saying the words.**  **\* *Answer key:***   1. plaster 2. suncream 3. sleeping bag 4. scissors 5. backpack 6. compass | | | |
| **Task2:** **(5’)**  **\* Aims:** To help Ss practise using the travel items in 1 in context.  \* **Content:** Complete the sentences with the words in task 1.  **\* Products:** Ss say the answers ( pair work)correctly aloud  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work in pairs and use the words in task 1 to complete the sentences. * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary). | **Task 2: Complete the sentences with the words in task 1. (p. 50)**  ***\* Answer key:***   1. compass 2. suncream 3. sleeping bag 4. backpack 5. plaster | | | |
| **Task 3: (5’)**  **\* Aims:** To teach students some words/ phrases related to travelling items  \* **Content:** Put the items in order of usefulness. Number 1 is the most useful, number 6 is the least useful on holiday.  **\* Products:** Students share their answers as a whole class and give comments  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work in groups of three. * Teacher gives students 3 minutes to discuss and put the item in the order of usefulness. * Teacher asks students to share their answers as a whole class.   - Teacher gives corrections (if necessary). | **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)**  **\* Example:**  *1. backpack  2. sun cream 3. plaster*  *4. scissors 5. compass  6. sleeping bag* | | | |
| **\* PRONUNCIATION**  **(Pre-teach the sounds** /**i/ and /i:/)**  **\* Aims:** To help students to identify how to pronounce the sounds /t/ and /d/.  **\* Content:** **PRONUNCIATION Sounds /t/ and /d/**  **\* Products:** Read and know how to pronounce the sounds  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher introduces 2 sounds /t/ and /d/ to students and lets them watch a video about how to pronounce these two sounds. * Teacher asks students to give some words they know containing these sounds. | **PRONUNCIATION**  \* Sounds /t/ and /d/  ***\* Suggested answers:***  /t/: plaster, tower, letter, desert, want  /d/: need, island, guide, holiday, pagoda | | | |
| **\* Practice** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students identify and practise the /t/ and /d/ sounds.  **\* Content:** Listen and repeat the words with sounds /t/ and /d/  **\* Products:** Ss pronounce words correctly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4 :T-Ss,***   * Teacher asks students listen to the recording for the first time. * Teacher asks students to listen and repeat the words for the second time. | **Task 4: Listen and repeat the words. (p. 51)**   |  |  | | --- | --- | | /t/ | /d/ | | mountain  waterfall  desert  plaster | wonder  island  guide  holiday | | | | |
| **Task 5: (5’)**  **\* Aims:** To help students practice the sounds /t/ and /d/ in sentences.  **\* Content:** Listen and repeat. Pay attention to the bold-typed parts of the words  **\* Products:** Whole class practise reading.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **-** Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.  - Teacher calls some students randomly to read the sentences and gives correction (if necessary).. | **Task 5:** **Listen and repeat. Pay attention to the bold-typed parts of the words. (p. 51)**  1- Where's my ha**t**? - Oh, it's on your hea**d**.  2. Where **d**o they stay on their holi**d**ay?  3. I nee**d** some mea**t** for my ca**t**.  4. The Sahara is a very ho**t** **d**eser**t**.  5. I wan**t** to explore the islan**d** by boa**t**. | | | |
| **3. Production (5’)**  \* **Aim:** To give students chance to apply what they have learnt.  \* **Content:** Game: *Whispering*  **\* Products:** Students plays on groups.  **\* Organization of implementation**: | | | | |
|  |  | | | |
| * 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 will win the game. | **\* Game: Whispering**  ***\* 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 in a quiet island. | | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /t/ and /d/.  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Vocabulary and how to pronounce the **sound /t/ and /d/.** | | | |
| **5. Homework (2’)**  \* **Aim:** To revise what they have learnt and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Find 5 more words with the sound /t/ and 5 more words with the sound /d/.  - Prepare lesson 3 ( A closer look 2)*.* | | | |