***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)**

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| --- | --- |
| /t/ | /d/ |
| mountainwaterfalldesertplaster | wonderislandguideholiday |

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| **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)*.* |