***Date of planning : 1/12 / 2024***

 ***Date of teaching :3 /12 / 2024***

Week :13 UNIT 5: NATURAL WONDERS OF VIET NAM

Period :38 Lesson 4 : Communication

**I. OBJECTIVES:**

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

 - make and accept appointments;

 - have knowledge about a travel guide;

 - use must and mustn’t to talk about what to prepare for a trip.

 **II. LANGUAGE ANALYSIS**

 **1. Knowledge:**

**\* Vocab:** lexical items related to the lesson.

**\* Grammar:** Making and accepting appointments.

 **2. Competences: Ss** learn how to make and accept appointment. To practice making and accepting an appointment. To know about a travel guide.

 **3. Quality/behavior:** Educate the love of the natural wonders in Viet Nam , the love of the hometown and the country. Having a good attitude to protect and conserve the natural wonders.

**III. MATERIALS**

 **1. Teacher:** - Grade 6 textbook, Planning (Unit 5- communication)

 - 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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| **1.Warm-up (5’)** **\* Aim**: To review *must* and *mustn’t.*  To lead in the lesson about vocabulary and pronunciation. \* **Content:** \* GAME: *Pass the ball (*make a sentence with *must/ mustn’t)* **\* Products:** Ss play in group and say a sentence with *must/ mustn’t* aloud  **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up** **- T – Ss**- Teacher plays the music. When music’s on, students pass the ball as fast as they can. - When music’s off, the student taking the ball has to make a sentence with *must/ mustn’t.***- Lead in:*** Teacher sets the scene.
* They are Duong and Steven. Steven wants Duong to go picnic with him this Sunday. What structures can he use? If Duong agrees, what does he say?
* Students give their answers.

Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to make and accept appointments | **\* GAME: *Pass the ball*** |
| **2. Presentation ( 5’)****\* EVERYDAY ENGLISH****\* Making and accepting appointments** |
| **Task 1: (5’)** **\* Aim:** To introduce how to make and accept appointmen \* **Content**: Listen and read the short conversation, paying attention how to make and accept appointments **\* Products:** Understand and know how to make and accept appointments; **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1:T –Ss** * Teacher asks students listen and read the short conversation, paying attention to the highlighted parts.
* Teacher writes down highlighted parts on the board and asks students what they are used to, which is used to make appointments and which is used to accepting appointments.
* Teacher calls some students to share their opinions.
* Teacher gives more explanations and elicit the form.
 | **Task 1: Listen and read the short conversation, paying attention to the highlighted parts.*** + **Making appointments:**

Let’s + V.How about …? * + **Accepting appointments:**

That’s fine. Sure. |
| **3. Practice (20’)** |
| **Task 2**: **(5’)****\* Aims:** To practice making and accepting appointments.\* **Content:** Make a short conversation, following the example in Task 1. **\* Products:** Some pairs to make a conversation in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2:T –Ss : Ss- Ss**- Teacher asks students to work in pairs and make a short conversation, following the example. * Teacher models with a volunteer.
* Students do the task in pairs.
* Teacher calls some pairs to make a conversation in front of the class.
* Teacher gives feedback and corrections (if necessary).
 | **Task 2: Work in pairs. Make a short conversation, following the example in Task 1. - Example:**Huy: Nam, let's go to the supermarket this Sunday morning.Nam: That's great. What time can we meet?Huy: How about 8 o'clock?Nam: Sure, I'll meet you at that time. |
| **Pre-Reading****\* A TOUR GUIDE****\* Aims:** To help students set the scene.\* **Content:** \* Chatting: Look at the picture and answer the question.**\* Products:** Ss say the answers aloud.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss,**- Teacher shows the picture and ask students some questions:*Next week, I am going mountain climbing. Can you guess where I am going to? (Himalayas)**Before we go, what should we read? A tour guide**What information can you read in a tour guide?*  |  **\* Chatting: Look at the picture and answer the question.**Himalayas - Study and exploration | Britannica*-Can you guess where I am going to? (Himalayas)* |
| **While-Reading (8’)** |
| **Task 3:(5’)****\* Aims:** To help students have knowledge about a travel guide.\* **Content:** Read the travel guide entry,Make a list of the things you must bring to the Himalayas.**\* Product:** Read and understand the text; calls some groups to give their correct answers **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T – Ss.**Teacher asks students to read the travel guide entry to check their guess and sets the time limit for reading task for 2 minutes.**Task 4: T - Ss, Ss – Ss*** In group of 3, students write as many things they must and mustn’t bring to the Himalayas as they can in 2 minutes.

Teacher calls some groups to give their answers and checks. | **Task 3: Read the travel guide entry. (p. 53)****Task 4: Make a list of the things you must bring to the Himalayas. Then add things you mustn’t bring. (p. 53)**

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| **MUST** | **MUSTN’T** |
| - compass - sleeping bag - plaster - packback - waterproof coat  | - bicycle - shorts - T-shirt  |

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| **Post-Reading****Task(5’)****\* Aims:** To help students talk about what to prepare for a trip\* **Content:** Role-play being a tour guide and a tourist.  Tell your partner what to prepare for their trip to the Himalayas, and give reasons**\* Products:** Role –play in front of the class.**\* Organization of implementation:** |
|  |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5: T - Ss, Ss – Ss*** Teacher divide the class into 2 main group. One is a tour guide and one is a tourist.
* The tourist prepares the questions and the tour guide prepare the information in 2 minutes.
* Students work in pair. Make a conversation.
* Teacher calls some pairs to talk in front of the class.

- Peer check and then teacher gives feedback | **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.****Example:****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 bring a sleeping bag so that you can stay here overnight. You must also bring a compass in case you are lost.**A:**Is there anything I mustn’t bring?**B:** Well, you mustn’t bring bicycle because you can’t ride it here and it’s very cold, so you mustn’t bring shorts or T- shirt.**A:** Thanks a lot. |
| **5. Consolidation (3’)****\* Aims:** To consolidate what students have learnt in the lesson. \* **Content:** Summarize the content of the lesson.**\* Products:** Ss say aloud what they have just learnt .**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | - Making and accepting appointments- Read the travel guide- Make a list of the things you must or mustn’t when traveling. |
|  **6. Homework (2’)** \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.\* **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 the structures about making and accepting appointments. - To prepare for the next lesson: Unit 4 My neighbourhood / Skills 1. |

**\*- Evaluation:**