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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 6: NATURAL WONDERS**

**Review: Listening. Reading & Vocabulary (Pages 103 & 104)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

* To practice and review the target language learned in the unit
* To practice test-taking skills
* Improve listening and reading skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

* + Gain more information about natural wonders in Vietnam and around the world.
  + Foster a sense of preserving and protecting our nature.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to 5 conversations and choose the correct answers.  - Listen and practice 5 conversations in pairs.  - Underline key words in questions  **-** Read the article and choose the correct answers.  - Read sentences and choose the correct words relating to natural wonders. | **-** Ss’ answers/performance.  - Ss’ answers/performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

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

a. Objectives: review vocabulary Ss studied about natural wonders.

b. Content: Warm-up activity – Reveal pictures that show vocabulary Ss studied, which team says first, win the game.

c. Expected outcomes: Ss can review words related to natural wonders that they studied in the Unit.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| Task: **Work in groups of 4. Look at pictures that were covered, and they will be revealed slowly in order if the group knows and says the answers first wins.**  - Ask Ss to work in groups of 4 to say aloud the words they know.  - Give Ss some time to do the activity.  - Check Ss’ answers. | - Work in groups of 4 to do the activity.  - Ask and answer the questions.  ***Suggested answers***   1. ***hunt*** 2. ***rangers*** 3. ***fine*** 4. ***government*** 5. ***cave*** 6. ***waterfall*** 7. ***island*** |

**B. New Lesson (35’)**

**1. Listening (15’)**

a. Objectives: To help Ss improve testing skills in listening.

b. Content: Tasks a, b and c.

c. Expected outcomes: Ss can improve their testing skillsin listening.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Look at questions and underline key words.**  - Ask Ss to underline key words in questions individually.  - Give Ss some time to do the activity.  - Ask Ss to compare answers with partners.  - Elicit answers from some Ss. | - Underline key words in questions alone.  - Compare answers with partners.  - Ss give answers.  ***Suggested answers:*** |
| **Task b:** **Listen to conversations and choose the correct answers.**  - Ask Ss to listen and choose the correct answers individually.  - Give Ss some time to do the activity.  - Ask Ss to compare answers with partners.  - Elicit answers from some Ss. | - Do the activity alone.  - Compare answers with partners.  - Ss give answers.  ***Answer Keys:*** |
| **Task c:** **Listen and practice conversations in pairs.**  - Ask Ss to practice conversations with partners in pairs.  - Check Ss’ answers around the class.  - Ask some Ss to practice conversations in front of the class. | - Practice conversations in pairs.  ***-*** Ss practice conversations in front of the class |

**2. Reading (15’)**

a. Objectives: To help Ss practice testing skills for reading.

b. Content: Tasks a, and b.

c. Expected outcomes: Ss can improve reading skills for testing.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Look at questions and underline key words.**  - Ask Ss to read and underline key words in questions individually.  - Give Ss some time to do the activity.  - Ask Ss to compare answers with partners.  - Elicit answers from Ss. | - Complete the task.  - Compare the answers with a partner.  - Share answers in front of the class.  ***Suggested answers:*** |
| **Task b:** **Read the article and choose the correct answers.**  - Ask Ss to read and choose the correct answers.  - Set the time and monitor the class.  - Ask Ss to compare the answers with a partner.  - Pick some Ss to answer.  - Check Ss’ answers (using the DCR). | - Complete the task.  - Compare the answers with a partner.  - Share answers in front of the class.  ***Answer Key*** |

**3. Vocabulary (5’)**

a. Objectives: To help Ss review and practice testing skills for vocabulary they have studied in the Unit.

b. Content: Task vocabulary.

c. Expected outcomes: Ss can review words in the Unit and improve testing skills.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task: Read sentences and circle the correct answers.**  - Ask Ss to read and circle the correct answers.  - Monitor the class and help them if necessary.  - Ask Ss to compare their answers in pairs.  - Elicit answers from Ss.  1. The water running through the cave created the rocky \_\_\_\_\_\_\_\_\_.   1. outcrops B. summits 2. C. rangers D. government   2. The biggest problem is that people \_\_\_\_\_\_\_\_\_\_\_ in the park. There are plastic bottles everywhere.   1. fine B. spoil   C. create D. litter  3. I climbed all the way to the \_\_\_\_\_\_\_\_\_\_ of Mount Snowdon. There was a great view from the top.  A. beach B. formation  C. summit D. nature  4. Rangers shouldn't let people \_\_\_\_\_\_\_\_\_\_\_ animals in the national park.   1. fine B. hunt 2. C. consider D. litter   5. The view from the top of the mountain is \_\_\_\_\_\_\_\_\_\_\_\_.   1. spectacular B. accessible   C. tall D. close  6. So many animals live in the \_\_\_\_\_\_\_\_\_\_\_.  A. ranger B. Mount  C. wildlife D. rainforest  7. If people \_\_\_\_\_\_\_\_\_\_\_ the wildlife, it could have a bad effect.   1. consider B. keep 2. C. float D. disturb   8. I hate littering. Don't people know that it \_\_\_\_\_\_\_\_\_ the natural beauty here?  A. explores B. reaches  C. spoils D. climbs | - Do the activity.  - Share answers with partners.  - Share answers in front of the class  ***Answer keys:***   1. ***A – outcrops*** 2. ***D – litter*** 3. ***C – summit*** 4. ***B – hunt*** 5. ***A – spectacular*** 6. ***D – rainforest*** 7. ***D – disturb*** 8. ***C – spoils*** |

**C. Consolidation and homework assignments (5’)**

* *Practice testing skills for listening and reading.*
* *Review and practice testing skills in vocabulary in this Unit.*
* *Prepare for the next lesson (Review - pages 104 & 105 - SB).*
* *Play the consolidation games on* [*www.eduhome.com.vn*](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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