**Week: 13 *Teaching date* : 29/11/2024**

**Period: 37**

UNIT 5: NATURAL WONDERS OF VIET NAM

Lesson 3: A closer look 2

**I. OBJECTIVES:**

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

* use countable nouns and uncountable nouns;
* use quantifiers *some, many, much, a few, a little* with countable nouns and countable nouns;

- use “must” and “mustn’t” to make classroom rules.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

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

\* **Grammar:** Countable & uncountable nouns; Modal verbs: *must* and *musn’t*

**2. Skills:** Listening ,writing and reading

 **3. Attitude:** To teach SS to work hard and love travelling.

**4. Competences:** Know how to use countable nouns and uncountable nouns;

use quantifiers *some, many, much, a few, a little* and use “*must” and “mustn’t”* .

**III. MATERIALS**

**\* Preparation:**

 **1. Teacher:** Text books , pictures, planning , …

- Grade 6 textbook, Unit 5, A closer look 2

- Smart TV/Pictures, sets of word cards

 - sachmem.vn

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

IV. PROCEDURES: (45')

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| **\* Warm-up (5’)** **\* Aim**: To put students into English mode; attentive, interested and ready to participate and prime the class for a new topic. \* **Content:** Game: Unscrambled words **\* Products:** Ss write words in correct group. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up (group work)****- T - Ss*** Teacher divides the class into groups of 3-6 students.
* Teacher delivers a set of unscrambled words which are some countable and uncountable nouns to each group.
* Students will have to work in groups to solve the quiz.
* The group with more correct sentences will be the winner.
* Teacher provides or confirms the answers and lead in the grammar focus of the lesson:

**- Lead in** *Today we are going to learn more about* *countable and uncountable nouns.* | ***\**  Game: Unscrambled words**

|  |  |
| --- | --- |
| 1. cream2. rock3. island4. rice | 5. juice6. butter7.backpack8. plaster |

***\* Answer key:****🡪The words “cream, rice, juice, butter” are uncountable nouns.**🡪The words “rock, island, backpack, plaster” are countable nouns.* |
| **1. Presentation 1 (10’)** **\* Aim:** To elicit/ show the students when and how the uncountable and countable nouns are used in sentences as well as when and how the quantifiers are used. \* **Content: Grammar:** *Countable and Uncountable nouns:* **\* Products:** Understand ans know how to use Countable and Uncountable nouns. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Pre – grammar.****- T - Ss*** Teacher draws students’ attention to the underlined words and confirm the use of countable and uncountable nouns

-Teacher then asks students to give some more examples of uncountable nouns that they know.* Teacher reminds students to the “definition of countable nouns”

 - T explains the usage and the form.- Ss listen and copy down.**Task 1: - T - Ss*** Teacher has students complete the underlined activity individually.
* Teacher then asks students to swap their textbooks to check their classmates’ answers.
 | **\* GRAMMAR:** **1/ Countable and Uncountable nouns:***- “Countable nouns are for the people and things we can count using numbers. Countable nouns can be singular."**- “Uncountable nouns are for the things that we cannot count with numbers. They usually do not have a plural form.”*1. uncountable nouns don't have a plural form: *cream, chocolate,*... 2. countable nouns can be singular: *a rock, an island* ..., or plural: *rocks, islands*...**Task 1: Is the underlined noun countable or uncountable? Write C (countable) or U (uncountable). (p. 51)*****Answer key:***1 – C 2 – U 3 – U 4 – C 5 – U |
| **Controlled practice 1** |
|  **Task 2 (5 ’)****\* Aims:**  To check if students can use countable, uncountable nouns and quantifiers correctly.\* **Content:** Choose the correct option for each sentence**.****\* Products:** Students say the correct keys aloud.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2:T –Ss :** * Teacher has students work on the exercise individually before they compare answers with each other.
* Teacher gives feedback as a class discussion.
 | **Task 2: Choose the correct option for each sentence. (p. 52)***Answer key:*1. A
2. B
3. A
4. B

5. A |
| **Presentation 2 (5)’****\* Aims:**  To help how to use and practise “a, any, some, much, or many ”with countable and uncountable nouns in context.\* **Content: Grammar:** *Some, many, much, a few, a little:***\* Products:** Understand and know how to use Some, many, much, a few, a little:**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher gives students a handout of each definition of each quantifiers.
* Teacher has students work in groups of 4 to match the words in column A with definitions in column B.

Teacher then asks students to exchange their handout to check their classmates’ answers- T explains the usage and the form.- Ss listen and copy down.**\* Controlled practice 2**- Ss work in pairs. Tell them to read the sentences carefully and find the right words to complete the sentences. - Check the answers as a class | **2/ Some, many, much, a few, a little:***\* Answer key:****How to use: Some, many, much, a few, a little:***

|  |  |
| --- | --- |
| **QUANTIFIERS** | **USE** |
| 1. many | countable nouns, usually in negative statements and questions |
| 2. much | uncountable nouns, usually in negative statements and questions |
| 3. a few | countable nouns, means *‘some’* |
| 4. a little | uncountable nouns, means *‘some’* |
| 5. some  | countable nouns, uncountable nouns |

**Task 3: Fill each blank with a, any, some, much, or many.**Key: 1. Many 2. Any 3. Much 4 . some 5. a ) |
| **Presentation 3** |
| **\* Aims:** To elicit/ show the students when *must* and *mustn't* are used and how to make a sentence with these modals. \* **Content: Grammar:** *Modal verb: must / mustn’t***\* Products:** Understand and know how to use *must / mustn’t***\* Organization of implementation:**  |
| **Teacher’s and Ss’activities** | **Content** |
|  **T - Ss**- Ask Ss to recall the conversation from **GETTING STARTED:** Alice - the leader of the Geography Club tells Elena: *But remember you* ***must*** *always be on time.*Alternatively,T may ask Ss such questions: *Are you sometimes late for class?What does your teacher say?*Then encourage Ss to answer, using *must I mustn't.*For a weaker class,T may call on some Ss to give the Vietnamese equivalent of *must I mustn't.* | **3/ Modal verb: *must / mustn’t***+ **Form:** . subject + **must** + base form subject + **mustn**’t + base form**+ Usage:**- We use ***must*** to say that something is very necessary or very important. - We use ***mustn’t*** to say that doing something is not allowed. |
| **Task 4: (5’)****\* Aims**: To help Ss practise using must / mustn't in context.\* **Content:** Fill each blank with must or mustn't.**\* Products:** Say the correct answers aloud.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***\* T-Ss, Ss-Ss**** - Teacher has students work on the exercise individually before they compare answers with each other.
* Teacher gives feedback as a class discussion.
 | * **Task 4:  Fill each blank with must or mustn't.**

**\* *Answer key:*** 1. must
2. musn’t
3. must
4. mustn’t

5. must |
|  **Freer Practice 2****Task 5 ( 5’)****\* Aims:** Togive Ss m o re practice on using ***must or mustn't***in the real context of their classroom.\* **Content:** Read the classroom rules below. Write some more rules for you and your classmates**\* Products:** Read their sentences in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - Ask Ss to study sentence 1 (positive), and sentence 2 (negative). Then ask them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5. - Ss can share their ideas in pairs, and give as many sentences as possible.- Call on some Ss to read their sentences in front of the class. Discuss answers as a class. | **1. Read the classroom rules below. Write some more rules for you and your classmates.**1*. We must arrive school on time.**2. We mustn't get out of class before breaktime.**3. We must raise our hands when we want to ask questions in classroom.**4. We musn't gossip in class.**5. We must be gentle with each other.**6. We mustn't eat during lesson.*  |
| **5. Consolidation (3’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** summarize the main content in the lesson.**\* Products:** Ss say what they have learnt in the lesson. **\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | + Grammar: countable nouns and uncountable nouns;* quantifiers *some, many, much, a few, a little*

 - “must” and “mustn’t” + form and usage. |
| **4. Homework (2’)**\* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new 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. | - Do exercises in the workbook.- Prepare lesson 4 ( communication) |

**\* Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………