**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. cream  2. rock  3. island  4. rice | 5. juice  6. butter  7.backpack  8. 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:** ………………………………………………………………………………………………………………………………………………………………………………