**Week: 13 *Teaching date* :2/12/2024**

**Period: 38**

UNIT 5: NATURAL WONDERS OF VIET NAM

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. Skills:** Reading and speaking

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

**4. Competences** **:** develop reading, speaking and co-operating skills.summarizing

**III. MATERIALS**

**\* Preparation:**

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

- Grade 6 textbook, Unit 5, communication

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

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.   - T leads Ss into the lesson by telling about what they're 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)**   |  |  | | --- | --- | | **MUST** | **MUSTN’T** | | - compass  - sleeping bag  - plaster  - packback  - waterproof coat | - bicycle  - shorts  - T-shirt | | | | |
| **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.(weak sts) | - 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:** ……………………………………………………………………………………………………………………………………………………………………………