| **School:**  **Teacher’s name:**  **Class:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 1: Getting started – Meeting on the corridor**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the words related to the topic *Natural wonders of the world;*

- Gain vocabulary to talk about natural wonders of the world*.*

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Personal qualities**

- Actively participate in class;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. crazy (adj)   about smb/sth | /ˈkreɪzi/ | like smb/sth very much | thích mê |
| 1. coral (n, adj) | /ˈkɒrəl/ | a substance like rock, formed in the sea by groups of particular types of small animal, often used in jewelry. | san hô |
| 3. landscape (n) | /ˈlænd.skeɪp/ | a view or picture of the countryside, or the art of making such pictures. | phong cảnh |
| 4. peak (n) | /piːk/ | the highest point | đỉnh, đỉnh núi |
| 1. charming (adj) | /ˈtʃɑː.mɪŋ/ | pleasant and attractive | đẹp |
| 1. sustainable (adj) | /səˈsteɪnəbl/ | able to be maintained or continued | bền vững |
| 1. location (n) | /ləʊˈkeɪʃn/ | a place or position | địa điểm, nơi chốn |
| 1. possess (v) | /pəˈzes/ | to have or own sth | có, sở hữu |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit;

- To lead into the unit.

**b. Content:**

**-** Think!

- Create a Travel Brochure

**c. Expected outcomes:**

**-** Students can have some ideas about natural wonders.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Think!**  - Begin the lesson by talking about the beauty around us. Ask Ss to identify/ talk about the most beautiful places in their own community.  - T introduces the topic *Natural wonders of the world*. Show Ss some photos of famous natural wonders, such as Ha Long Bay, Sahara Desert, Great Barrier Reef, ...tour-ha-long  - Ask Ss to open their books.  - Draw their attention to the box and introduce what they are going to learn in this unit. | - Answer questions. | **Questions:**  What are the most beautiful places in your country?  Where are they?  Are they natural or man-made? …  **Pictures:**  tour-ha-longLady-Musgrave-Island-Great-Barrier-Reeffbby1h_1 |
| **Option 2: Create a Travel Brochure**  - Divide the class into groups.  - Each group chooses a beautiful place they like.  - Ask them to use the information they find to create a travel brochure for that place.  - The brochure should include some information about the location, climate and why someone should visit.  - After that, ask them to share their brochures with the class. | - Work in groups.  - Listen and follow the teacher’s direction.  - Share brochures. | **Information in brochures:**  - Location  - Climate  - Why someone should visit |

**e. Assessment:**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To provide students with vocabulary;

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about natural wonders.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students guess the meaning of words. | **New words:**   1. crazy (adj) about smb/sth 2. coral (n, adj) 3. landscape (n) 4. peak (n) 5. charming (adj) 6. sustainable (adj) 7. location (n) 8. possess (v) |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help students read for specific information about natural wonders;

- To help students learn words and phrases related to natural wonders;

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and tick (√) T (True) or F (False) for each sentence.

- Task 3: Complete each sentence with a word or a phrase from the box.

- Task 4: Underline the correct answer to complete each sentence.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (7 mins) | | |
| - To begin with, ask Ss some questions:  - Set the context for the listening and reading by asking Ss to look at the picture.  - Then ask Ss to look at the title and guess what the conversation between Lan and Tom is about.  - Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.  - Ask Ss some questions about the conversation.  - Confirm the correct answer. (*They are talking about famous natural wonders*.)  - Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /sl/ and /sn/. | - Listen and answer questions.  - Look at the picture.  - Listen and follow instructions.  - Listen and read.  - Listen and answer. | **Questions:**  *Have you ever been to Ha Long Bay?*  *Do you know that it is a famous natural wonder of the world?*  *Have you heard of / read about other wonders: Mount Everest, the Dead Sea, …?*  *…*    **Questions:**   1. *Which prize did Tom win?* 2. *Which natural wonders did Tom talk about?* 3. *Which risks did Tom mention?* 4. *Where will Tom visit?*   The dialogue on page 72 |
| **Task 2**: **Read the conversation again and tick (√) T (True) or F (False) for each sentence.** (7 mins) | | |
| - Have Ss work individually. Tell them to read the statements and  decide whether they are true (T) or false (F) without reading the  conversation again.  - If Ss find the task difficult, ask them to read the conversation again and find the information in it.  - Check their answers and explain if necessary. | - Work individually to do the activity.  - Listen and check. | ***Answer key:***  1. T  2. F  3. T  4. F |
| **Task 3: Complete each sentence with a word or a phrase from the box.** (7 mins) | | |
| - Ask Ss to read the sentences and find the words from the box to fill in the gaps.  - Have Ss share answers before discussing it as a class. Have some Ss write the correct answers on the board. If there’s time, call on some Ss to read the sentences. | - Listen and follow instructions.  - Share answers and check. | ***Answer key:***   1. landscape   2. couldn’t help  3. explore  4. support  5. development |
| **Task 4:**  **Underline the correct answer to complete each sentence**. (7 mins) | | |
| - Have Ss work independently. Ask them to read the sentences, paying attention to the words given in brackets and their collocations.  - Tell Ss that most of these words appear in the conversation, so they can look back and find the words.  - Have Ss share answers before discussing it as a class.  - For more able Ss, have them make up sentences with these words. | - Work individually to do the task.  - Listen and follow instructions.  - Share answers and check.  - Make up sentences. | ***Answer key:***  1. crazy 2. landscape  3. explore 4. suggest  5. contributes |

**e. Assessment:**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help students learn about some famous natural wonders of the world.

**b. Content:**

- Task 5: Natural Wonders Knowledge

**c. Expected outcomes:**

- Students can know more about natural wonders.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Natural Wonders Knowledge** (10 mins) | | |
| - Work in groups. Explain to them what they are going to do.  - Give Ss some time (3 - 4 minutes) to do the task.  - Call on some groups to write their answers on the board. | - Work in groups to do the task.  - Write the answers on the board. | ***Suggested answers:***  - The Grand Canyon, USA  - The Great Barrier Reef, Australia  - Ha Long Bay, Viet Nam  - Northern Lights, Arctic and Antartic |

**e. Assessment:**

- Teacher and other students listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the upcoming lessons.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.81, look at the picture and say what the topic of the project is (*Natural wonders of the world*). They will design a poster and present it at the end of this unit.

- Explain the project requirements: In groups, Ss will have to design a poster of a natural wonder of the world, and then give an oral presentation of their posters in the last lesson of the unit. Explain that poster presentations are a way to communicate ideas, research, or understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures or tables / graphs. Ss will display their posters around the classroom in advance. One representative from each group will stand next to the poster. The rest will walk round the classroom, study the posters, and talk to group representatives if they want to learn more about natural wonders of the world. Then the class will sit down and vote for the best poster.

- Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.

- T may suggest some steps for Ss to follow:

**Step 1.** Collecting information and pictures (searching the Internet, reading books / magazines, brainstorming ideas, etc. about a natural wonder: its location, its special features / attractions, threats to its existence, and ways / plans to preserve it)

**Step 2.** Organising ideas and visuals, and designing the posters

**Step 3.** Practising explaining their posters and answering questions about the content

- Help Ss set a deadline for each task and support them throughout the process.

- In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

**Board plan**

| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**   1. crazy (adj) about smb/sth 2. coral (n, adj) 3. landscape (n) 4. peak (n) 5. charming (adj) 6. sustainable (adj) 7. location (n) 8. possess (v)   **II. Practice**  - Task 1: Listen and read.  - Task 2: Read the conversation again and tick (√) T (True) or F (False) for each sentence.  - Task 3: Complete each sentence with a word or a phrase from the box.  - Task 4: Underline the correct answer to complete each sentence.  **III. Production**  - Task 5: Natural Wonders Knowledge  **\*Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *Natural wonders of the world*;

- Pronounce the sounds /sl/ and /sn/ in words and sentences correctly.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

**3. Personal qualities**

- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. permit (v) | /pəˈmɪt/ | to allow something | cho phép |
| 2. paradise (n) | /ˈpærədaɪs/ | an amazing place that seems perfect | thiên đường,  nơi đẹp tuyệt trần |
| 3. annual (adj) | /ˈænjuəl/ | happening once every year | (xảy ra) hàng năm |
| 4. access (n) | /ˈækses/ | the method or possibility of getting near to a place or person | tiếp cận, đến được |
| 1. urgent (adj) | /ˈɜːdʒənt/ | very important and needing attention immediately | gấp, cấp bách |
| 1. hesitate (v) | /ˈhez.ɪ.teɪt/ | to pause before you do or say something, often because you are uncertain or nervous about it | lưỡng lự |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have difficulties in distinguishing the sounds /sl/ and /sn/. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Brainstorming

- Would you rather?

**c. Expected outcomes:**

**-** Students can recall some phrases about natural wonders.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Brainstorming**  - Bring to class some posters / pictures or show on the screen some images of famous landscapes in Viet Nam and in the world.  - Lead into this lesson which focuses on the new words / phrases and the sounds **/**sl/ and /sn/.  – Share with Ss the lesson objectives and have them open their books and start the lesson. | - Listen and answer. | **Pictures:**  mui nehoi an  Victoria FallsFuji  **Answer:**   1. Hoi An 2. Bau Trang, Mui Ne 3. Fuji, Japan   4. Victoria Falls, between Zambia and Zimbabwe |
| **Option 2: Would you rather?**  **-** Have Ss watch a video “**Would you rather?**” about beautiful landscapes.  - Have Ss choose and explain why they like. | - Listen and follow the instruction. | **Link video:**  https://www.youtube.com/watch?v=KvshwrRNqDE |

**e. Assessment:**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students with new vocabulary;

- To revise some vocabulary related to the topic *Natural wonders of the world.*

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the words in A with their definitions/explanations in B.

- Task 2: Complete the following table. There is one example.

- Task 3: Complete the following sentences with the words from the box.

**c. Expected outcomes:**

**-** Students can identify some vocabulary about natural wondersof the world and use them in different contexts.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words;  + showing pictures illustrating the words. | - Students guess the meaning of words. | **New words:**   1. permit (v) 2. paradise (n) 3. annual (adj) 4. access (n) 5. urgent (adj) 6. hesitate (v) |
| **Task 1: Match the words in A with their definitions/explanations in B.** (5 mins) | | |
| - Tell Ss to read the words given in column A, then study their definitions / explanations in column B.  - Have Ss work in pairs to do the matching. Check their answers as a class.  - Have Ss read the words aloud. Correct their pronunciation if necessary. | - Read the words.  - Work in pairs to do the task.  - Read the words aloud. | ***Answer key:***   1. e 2. f 3. a   4. c 5. b 6. d |
| **Task 2: Complete the following table. There is one example.** (5 mins) | | |
| - Have Ss work in pairs. Tell them to look at the verbs given in the left column and write their equivalent nouns in the right column.  - Check their answers as a class.  - Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary. | - Work in pairs to do the task.  - Listen and check.  - Read aloud. | ***Answer key:***   | **Verb** | **Noun** | | --- | --- | | *discover* | *discovery* | | 1. locate | location | | 2. hesitate | hesitation | | 3. explore | exploration | | 4. possess | possession | | 5. admire | admiration | |
| **Task 3: Complete the following sentences with the words from the box.** (5 mins) | | |
| - Have Ss read the words in the box.  - Have them read the sentences carefully and look for clues so that they can choose the correct words to complete the sentences.  - Have one student write the words on the board. Confirm the correct answers.  - Call on some Ss to read the sentences.  **EXTRA ACTIVITY**  Ask Ss to close their books, and tell them to recall at least one word they have learnt in this unit (in **Getting Started** and **A Closer Look 1**), then make a sentence with it. Other Ss listen and give comments. T corrects their sentences as a class. | - Listen and follow instructions.  - Do the task.  - Look and check.  - Read the sentences.  - Listen and follow instructions. | ***Answer key:***   1. diversity 2. urgent   3. located 4. hesitation  5. permit |

**e. Assessment:**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the sounds /sl/ and /sn/;

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.

- Task 5: Listen and repeat the sentences. Pay attention to the underlined words.

**c. Expected outcomes:**

- Students can pronounce the sounds /sl/ and /sn/ in words and in sentences correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.** (7 mins) | | |
| - First, give examples of the sounds /sl/ and /sn/ in words.  - Then let Ss practise the sounds /sl/ and /sn/ together.  - Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation.  - Play the recording as many times as necessary. | - Listen to the teacher’s explanation.  - Practise the sounds.  - Listen and repeat. | ***Audio script:***   | **/sl/** | **/sn/** | | --- | --- | | **sl**eepy  **sl**ice  **sl**ippery  **sl**ogan  **sl**ope | **sn**ack  **sn**owy  **sn**eeze  **sn**eaker  **sn**atch | |
| **Task 5: Listen and repeat the sentences. Pay attention to the underlined words.** (7 mins) | | |
| - Play the recording for Ss to listen.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.  - If there is time, ask Ss to give the words they know that contain these two sounds.  **EXTRA ACTIVITY**  Ask each student to give at least one word having the sound /sl/ and one word having the sound /sn/. | - Listen to the recording.  - Listen and repeat.  - Give the words they know that contain two sounds.  - Give one word having the sound /sl/ and one word having the sound /sn/. | ***Audio script:***  *1. There are many snowstorms on Mount Everest.*  *2. He went down the slope, wearing a pair of sneakers.*  *3. She sneezed when I gave her a slice of pizza.*  *4. The way down the hill was slippery as it was covered in snow.*  *5. After eating a snack, she felt very sleepy.*  ***Suggested answers:***  (slide, slip, slow, sleeve, dogsled, mudslide, snake, snail, snorkel, snowball, …) |

**e. Assessment:**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask the class what words, phrases and sounds they have learnt.

- Tell them the grammar points that they will learn in the next lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 3 more words that have the sounds /sl/ and /sn/.

**Board Plan**

| *Date of teaching ……..*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**   1. permit (v) 2. paradise (n) 3. annual (adj) 4. access (n) 5. urgent (adj) 6. hesitate (v)   Task 1: Match the words in A with their definitions/explanations in B.  Task 2: Complete the following table. There is one example.  Task 3: Complete the following sentences with the words from the box.  **\* Pronunciation**  Task 4: Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.  Task 5: Listen and repeat the sentences. Pay attention to the underlined words.  **\*Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Change *Yes / No* questions into reported speech.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Reported speech (*Yes/No* questions)** | |
| --- | --- |
| **Structure** | **Example** |
| **S + ask/want to know + if/whether + clause** | Anna: “Do you plan to climb any mountains  this summer, Joe?”  → Anna **asked** Joe **if / whether** he planned  to climb any mountains that summer. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead Ss into the new unit.

**b. Content:**

**-** Review

- Rumour Detective

**c. Expected outcomes:**

- Students can answer teacher’s questions using the structure of reported speech (*Yes/No* questions).

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Review**  - Ask Ss to recall the rules of changing statements and *Wh*-questions into reported speech.  - Tell them that they are going to learn how to change *Yes / No* questions into reported speech.  - Introduce the objectives of the lesson. Write the objectives on the top-left of the board. | - Look and answer. | ***Example:***  ***Statements:***  *‘I’m tired,’ I said.* -> *I told them* ***(that) I was tired.***  ***Wh-questions:***  He said, ‘What time does the film begin?’ => He **wanted to know what time the film began**. |
| **Option 2: Rumour Detective**  - Divide the class into two teams.  - One team prepares a short story with several characters and events.  - The other team acts as “rumor detectives” who listen to the story and then ask questions using *Wh*- questions to clarify the details.  - The storytelling team can only answer using reported speech.  - The rumor detectives win if they can correctly identify all the key elements of the story.  - Switch roles and play.  - Lead into the new lesson. | - Listen and follow instructions. | ***Example:***  He said that she had gone to the store. |

**e. Assessment:**

**-** Teacher corrects for students (if needed).

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use of *Yes / No* questions in reported speech.

**b. Content:**

- Grammar explanation

- Task 1: Choose the correct answer A, B, C, or D to complete each question.

**c. Expected outcomes:**

- Students know how to use *Yes/No* questions in reported speech.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar Explanation** | | |
| Ss have already learned reported speech for statements and *Wh*-questions. In this unit, we introduce the reported speech for *Yes / No* questions.  - Quickly review the rules when we change statements and *Wh*-questions into reported speech.  - Have Ss study the **Remember!** box for a few minutes.  - Explain the rules when we change *Yes/ No* questions into reported speech. | - Follow instructions.  - Read the **Remember!** box carefully and listen to the teacher. |  |
| **Task 1: Choose the correct answer A, B, C, or D to complete each question.** (7 mins) | | |
| - Have Ss work independently.  - Give Ss some time to read the sentences and choose the correct answers.  - Tell them to refer back to the **Remember!** box if necessary.  - Check Ss’ answers as a class. | - Work independently to do the task.  - Listen and check. | ***Answer key:***   1. C 2. B   3. C 4. A  5. D |

**e. Assessment:**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To give Ss a chance to use the grammar learned in **1** and the **Remember!** box;

- To practise *Yes / No* questions in reported speech.

**b. Content:**

- Task 2: Complete the following reported questions.

- Task 3: Rewrite the sentences in reported questions

- Task 4: Read the passage and underline the *Yes / No* questions. Then write them in reported questions.

**c. Expected outcomes:**

- Students can understand and use *Yes / No* questions in reported speech.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Complete the following reported questions**. (6 mins) | | |
| - Allow Ss some time to do the task individually.  - Tell them to read each sentence and apply the rules of changing *Yes / No* questions into reported speech, then complete the sentences.  - Ask them to compare their answers in pairs before checking as a class. | **-** Do the activity individually.  - Follow instructions.  - Share answers.  - Listen and check. | ***Answer key:***  1. He asked the children if they were excited about their  upcoming trip to Mui Ne.  2. She asked us whether we often met Angela at school.  3. She wanted to know if Mark would visit Giang Dien Waterfall  the following week.  4. I asked the teacher if / whether Con Dao National Park was  rich in flora and fauna.  5. Arthur wanted to know if / whether they could go to the  campsite by bike. |
| **Task 3: Rewrite the sentences in reported questions.** (7 mins) | | |
| - Have Ss work individually for some time to do the task.  - Ask Ss to exchange their answers in pairs.  - Have Ss read out their answers, sentence by sentence.  - Check their answers and explain if necessary. | - Do the activity individually.  - Share answers in pairs.  - Listen and check. | ***Answer key:***  1. I asked my dad if / whether he was still working from home.  2. Mark asked Anne if / whether she had to pack her suitcase.  3. Lan asked Tom if / whether he was interested in visiting Phu Quoc Island.  4. Kay asked her mum if / whether they could afford to go to Niagara Falls.  5. I asked / wanted to know if/ whether they would visit Sa Pa and climb Mount Fansipan that summer. |
| **Task 4: Read the passage and underline the *Yes / No* questions. Then write them in reported questions.** (13 mins) | | |
| - Have Ss work in pairs.  - Have them read the passage carefully. Tell them to discuss and decide on the *Yes / No* questions in the passage, then rewrite them in reported speech.  - Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers. | - Do the exercise in pairs.  - Listen and follow instructions.  - Listen and check. | **Possible answers:**  A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: 1. “Is it your first time here?” Some said *yes*, and some said *no*. Olivia asked the guide: 2. “Do the people here live on fishing?” He said most of them did. Then Mark said: 3. “Do their children go to school on land?” “Yes, they do,” said the guide. ...  1. The guide asked them / wanted to know if / whether it was their first time there.  2. Olivia asked the guide / wanted to know if / whether the people there lived on fishing.  3. Mark asked the guide / wanted to know if / whether their children went to school on land. |

**e. Assessment:**

**-** Teacher corrects the students as a whole class.

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with real-life practice with *Yes / No* questions in reported speech.

**b. Content:**

- Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions into reported questions.

**c. Expected outcomes:**

- Students can apply the grammar they have learned in practical situations.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions into reported questions.** (10 mins) | | |
| - Divide the class into two groups, A and B.  - Tell Ss to study the example.  - Group A gives three *Yes / No* questions, and Group B changes  them into reported questions.  - The two groups swap roles, and the game continues.  - Give them some time to work independently and prepare their performance.  - Encourage them to ask questions on the topic of the unit (natural wonders / beauty spots).  **EXTRA ACTIVITY**  *Reported questions into direct questions*  - For a stronger class, T may give them some practice in making reported questions and then change them into direct questions.  Put Ss into pairs. One student makes a reported Yes / No question, and the other turns it into a direct question. Then they swap roles. The questions should be about the beauty spots / natural landscapes in their area.  - T gives comment and correction if necessary. | - Work in groups.  - Listen to instructions.  - Give and change *Yes / No* questions into reported questions.  - Listen and follow instructions.  - Work in pairs. Make and change *Yes / No* questions into reported questions. | ***Example:***  **Group A:**  “Is the Atacama Desert in Chile?”  **Group B:**  She asked if the Atacama Desert was in Chile.  ***Example:***  **A:** She asked me if / whether I lived near the sea.  **B:** “Do you live near the sea?”  … |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences by using *Yes / No* questions in reported speech.

**Board Plan**

| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Presentation**  Grammar Explanation  Task 1: Choose the correct answer A, B, C, or D to complete each question.  **II. Practice**  Task 2: Complete the following reported questions.  Task 3: Rewrite the sentences in reported questions.  Task 4: Read the passage and underline the *Yes / No* questions. Then write them in reported questions.  **III. Production**  Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions into reported questions.  **\* Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to ask for permission and respond;

- Talk about natural wonders and tourism.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Know about natural wonders and tourism;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Ask for permission** | **Respond** |
| --- | --- |
| *Can I + bare V……………..?*  *May we + bare V……………?* | *No, dear, you can’t.*  *Sure.* |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking and co-operating. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic.

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

**-** Review

- *Can I?* game

**c. Expected outcomes:**

- Students can use their background knowledge to answer the questions.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Review**  - Ask some Ss to make *Yes / No* questions, and other Ss change them into reported speech.  - Introduce the objectives of the lesson: learning how to ask for and respond to permission, and talk about natural wonders and tourism. | - Listen and follow instructions. | **Yes / No questions:**  *Is it possible to travel around the world in 80 days?*  *Is it possible to travel the world without flying?*  *Is the Amazon rainforest the largest rainforest in the world?*  *Is it possible to protect the world’s natural wonders for future generations?* |
| **Option 2: *Can I?* game**  - Divide the class into two teams. One team takes turn to asking the questions on the board, while the other team responds.  - Each team receives points for asking and responding politely and respectfully. The team with the most points will win. | - Listen and follow instructions. | **Questions:**  *Can I borrow your pen?*  *Can I use your phone to make a call?*  *Can I use your computer?*  *Can I try your jacket?*  *Can I take a picture of you?*  *Can I visit you this weekend?*  *Can I ……………..?* |

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways of asking for permission and responding.

**b. Content:**

- Task 1: Listen and read the conversations. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Make similar conversations to ask for permission and respond in the following situations.

**c. Expected outcomes:**

- Students can use the structures to ask for permission and respond.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | |
| - Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts.  - Elicit the two ways of asking for permission and responding.  - Ask them to act out the conversations in pairs. Go around and offer help if necessary. Check their pronunciation. | - Listen and read.  - Look at the highlighted parts.  - Listen to the teacher.  - Act out the conversations in pairs. | ***Audio script:***  1.  *Anne: Can I watch a horror film, Mum? Anne’s Mum: No, dear, you can’t. It’s late now.*  *2.*  *Tourist: May we come in and have a look around the temple?*  *Guard: Sure. But be careful. It’s very dark inside.*  **Structures:**  *Can I + bare V……………..?*  *May we + bare V……………?*  *No, dear, you can’t.*  *Sure.* |
| **Task 2: Work in pairs. Make similar conversations to ask for permission and respond in the following situations.** (7 mins) | | |
| - Ask Ss to study the instructions.  - Have Ss work in pairs, one asks for permission, and the other responds. Then have them swap roles.  - Go round to observe and give assistance when necessary.  - Comment on Ss’ performance.  **Transition from *Everyday English* to *Natural wonders and tourism***  - Ask them to name some natural wonders / tourist attractions of Viet Nam.  - Ask Ss how they can ask for permission and respond when they want to enter one of these tourist attractions.  - Lead to the topic-based communication part. | - Listen and follow instructions.  - Work in pairs. Ask for permission and respond.  - Listen and follow instructions. | ***Suggested answers:***  1. *You:* Can I borrow / Can you lend me a book on the Galápagos Islands?  *Your friend:* Sure. But please look after it carefully.  *You:* Thanks, dear!  2. *You:* May I submit my project after the deadline, Miss?  *Your teacher:* I’m afraid you can’t.  ***Suggested answers:***  Ha Long Bay, Cuc Phuong National Park, Dong Van Plateau, Ban Gioc Waterfall, Son Doong Cave, Cu Lao Cham Island, Con Dao Island, etc. |

**e. Assessment:**

- Teacher checks students’ understanding by asking some checking questions.

**3. ACTIVITY 2: NATURAL WONDERS AND TOURISM** (20 mins)

**a. Objectives:**

- To helps student learn about some natural wonders around the world;

- To practise scanning skills;

- To give Ss practice in talking about some famous natural wonders of the world.

**b. Content:**

- Task 3: Write each natural wonder under the correct picture.

- Task 4: Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in **3** each of them is talking about.

- Task 5: Work in groups. Discuss and decide which place in **3** and **4** your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.

**c. Expected outcomes:**

- Students can talk about where they want to visit.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Write each natural wonder under the correct picture.** (5 mins) | | |
| - Tell Ss to look at the pictures.  - Ask some questions.  - Have Ss work in pairs and do the task.  - Check their answers as a class. | - Look at the pictures.  - Answer questions.  - Work in pairs to do the task.  - Listen and check. | **Questions:**  *What is it in each picture?*  *Where is it?*  *What is special about it?*  ***Answer key:***   1. Grand Canyon   2. Jeju Island  3. Ha Long Bay  4. Sahara Desert |
| **Task 4: Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.** (7 mins) | | |
| - Have Ss read the passages for a few minutes. Make sure they understand the main ideas and offer explanations if needed.  - Have Ss work in groups and do the task.  - Go round the class to monitor.  - Correct Ss’ mistakes only when it is really necessary. | - Read the passages.  - Work in groups to do the task. | ***Answer key:***  Mai: Jeju Island  Phong: Sahara Desert  Mark: Grand Canyon |
| **Task 5: Work in groups. Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there. (**8 mins) | | |
| - Have Ss work in groups.  - Give Ss a minute to refer back to the places in **3** and **4**.  - Have them discuss and decide on the place they want to visit.  - Ask them to explain the reasons why they want to visit it.  - Encourage them to say what they would like to do there.  - Go round giving help when necessary.  - Have some groups report their decision to the class. | - Work in groups.  - Discuss and decide the place.  - Listen and follow instructions.  - Report the decision. | ***Facts:***  **Ha Long Bay:**  - Location: Quang Ninh Province  - World Natural Heritage Site (1994)  - Main features: About 2,000 islands and islets, beautiful caves, blue water …  - Visitors’ activities: exploring floating villages, cruising the bay, kayaking, enjoying delicious seafood …  **Jeju Island**  - Location: Korea  - Created by a series of volcanic activities  - Contains a natural World Heritage Site: the Jeju Volcanic Island and Lava Tubes  - Contains Mount Hallasan, the tallest mountain in Korea  **Sahara Desert**  - Location: Africa  - Largest desert on Earth (9 million km2)  - Sand dunes of different colours  - Natural oases – diversified flora  **Grand Canyon**  - Location: Arizona, USA  - 446 km long, 29 km wide  - Carved by the Colorado River  - First national park in the USA  ***Sample paragraph:***  Hey everyone, I’m super excited to tell you why I’m keen on visiting Ha Long Bay. It’s in Quang Ninh Province, and not only it’s beautiful but it’s also a World Natural Heritage Site!  Imagine over 2,000 islands and islets rising from crystal-clear blue water, like giants in the sea. Caves filled with secrets and history await exploration.  There’s even more! Floating villages where people live their lives right on the water, and incredibly fresh seafood that practically jumps onto your plate.  Seriously, Ha Long Bay sounds like an adventure playground, and I can’t wait to experience it all for myself! Who’s with me? |

**e. Assessment:**

**-** Teacher corrects students while going round to help when students are practising.

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Make similar conversations to ask for permission and respond in the following situations.  **\* Natural Wonders and Tourism**  Task 3: Write each natural wonder under the correct picture.  Task 4: Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in **3** each of them is talking about.  Task 5: Work in groups. Discuss and decide which place in **3** and **4** your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.  **\*Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for specific information about the Dolomites - a travel destination;

- Talk about the Great Barrier Reef.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills.

**3. Personal qualities**

- Understand more about the travel destinations: the Dolomites and the Great Barrier Reef;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. majestic (adj) | /məˈdʒestɪk/ | beautiful, powerful | uy nghi, tráng lệ |
| 2. occur (v) | /əˈkɜː/ | happen (especially unexpected events) | xảy ra |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help students understand and activate their knowledge of the topic.

**b. Content:**

- Brainstorming

- Mountain Chain Reaction

**c. Expected outcomes:**

- Students gain knowledge about the topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Brainstorming**  – Ask Ss what beauty spots / landscapes / natural wonders in the world and in Viet Nam they have been to or know of. Elicit answers from Ss.  - Ask them if they have ever heard of or read about the Dolomites and the Great Barrier Reef.  - Lead into the new lesson: Reading about a World Heritage Site – the Dolomites, and Speaking about the Great Barrier Reef.  – Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | - Listen and answer.  - Look and answer.  - Listen to the teacher. | **Questions:**  *- What beauty spots/ landscapes/ natural wonders in the world and in Viet Nam have you been to or know of?*  *- Have you ever heard of or read about the Dolomites and the Great Barrier Reef?* |
| **Option 2: Mountain Chain Reaction**  - Show an image of the mountain.  - Ask Ss to shout out words associated with mountains, building a chain reaction of ideas.  - Encourage diverse vocabulary related to the landscape, weather activities, and emotions. | - Listen and follow instructions. | **Picture:**  img_8821  ***Suggested answer:***  **Landscape:** peak, valley, cliff, …  **Weather:** cold, windy, sunny, foggy, …  **Activities:** hiking, climbing, camping, bird watching, taking photos, …  **Emotions:** peace, excitement, adventure, freedom, … |

**e. Assessment:**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text;

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Work in groups. Look at the picture and answer the questions.

- Task 2: Read the text and match the highlighted words with their meanings or explanations.

- Task 3: Read the text again and choose the correct answer to each question.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students guess the meaning of words. | **New words:**   1. majestic (adj) 2. occur (v) |
| **Task 1: Work in groups. Look at the picture and answer the questions.** (3 mins) | | |
| - Tell Ss to look at the picture first.  - Have them work in groups. Tell them to imagine what activities visitors can do when they go there.  Encourage them to talk as much as possible. | - Work in groups.  - Listen and follow instructions. | ***Possible answer:***  1. Beautiful nature: snow-covered mountains, forests, green grass, nice houses at the foot of the mountain, …  2. Cycling, walking, climbing mountains, skiing, trekking, taking pictures, camping, … |
| **Task 2: Read the text and match the highlighted words with their meanings or explanations.** (5 mins) | | |
| - Have Ss read the text quickly and find the places where the  words in the left column appear.  - Tell them to use the context in which these words appear to  choose the right meanings / explanations.  - Check the answers as a class. Confirm Ss’ correct answers. | - Read the text quickly and find the highlighted words.  - Do the task.  - Listen and check. | ***Answer key:***   1. c 2. d   3. a 4. b |
| **Task 3: Read the text again and choose the correct answer to each question.** (7 mins) | | |
| - Ask Ss to do the task individually. Tell them to read the passage  two or three times, then read each question, pause to identify  where it appears in the text, read that part carefully to choose  the correct answer.  - Ask Ss to exchange their answers with a partner.  - Check the answers as a class.  - Call on some Ss to read the sentences aloud. Check their  pronunciation and intonation.  - Explain the new words and clarify any issues. Ask some questions  to see if they understand the passage fully.    **EXTRA ACTIVITY**  Put Ss into pairs. Tell them to look at the text, then one asks two comprehension questions about the text, and the other answers. Then they swap roles. After some time, invite some pairs to say out loud their questions and answers before the class. | - Do the task individually.  - Compare answers in pairs.  - Listen and check.  - Read the sentences aloud.  - Listen to the teacher’s explanation and answer the questions.  - Work in pairs. Ask two comprehension questions about the text and answer. | ***Answer key:***   1. C 2. B   3. D 4. A  Questions:  *Where are the Dolomites? When did the Dolomites become a UNESCO World Heritage Site?* |
| **Transition from *Reading* to *Speaking***  Wrap up the **Reading** section by asking Ss what to include when they talk about a natural wonder.  Here are some points:  – Name of the natural wonder  – Its location  – Its special features / interesting things  – What you can do there  Tell Ss that they are going to talk about the Great Barrier Reef. Ask them to refer to the reading for any  vocabulary, ideas, or structures they may need for their speaking. |  |  |

**e. Assessment:**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about the Great Barrier Reef;

- To improve their speaking skill.

**b. Content:**

- Task 4: Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.

- Task 5: Work in groups. Introduce the Great Barrier Reef to the class.

**c. Expected outcomes:**

**-** Students can talk about the Great Barrier Reef.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |

| **Task 4:**  **Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.** (7 mins) | | |
| --- | --- | --- |
| - Give Ss some time to study the facts about the Great Barrier Reef.  - Have Ss work in pairs: one asks questions, and the other answers, then ask them to swap roles.  - Go round to monitor and give help when necessary.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and comment. | - Listen and follow instructions.  - Work in pairs. Ask questions and answer.  - Some pairs perform the task. | **Examples:**  A: When did the Great Barrier Reef become a World Heritage Site?  B: In 1981.  A: Where is it located?  B: In the Coral Sea, Australia.  … |
| **Task 5: Work in groups. Introduce the Great Barrier Reef to the class**. (8 mins) | | |
| - Have Ss work in groups. Ask them to use the answers in **4** and the vocabulary learnt in the unit to talk about the Great Barrier Reef.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to talk before the class. T and other Ss listen and comment. | - Work in groups. Talk about the Great Barrier Reef.  - Present the talk before the class. | ***Suggested answer:***  The Great Barrier Reef is a World Heritage Site. It was recognised by UNESCO in 1981. It’s located in the Coral Sea, Australia. The total area of this reef is about 334,400 km2. There are over 400 different types of corals living in the site. When you come here, you can take part in a lot of activities: coral watching, sailing, scuba diving, and so on. The Great Barrier Reef is the world's biggest single living structure. But this natural wonder is now in danger, and it needs much effort to protect it from damage. |

**e. Assessment:**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson.

- Have Ss recall some things they can remember.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 5: Skills 1**  **\*Warm-up**  **\* Reading**  Task 1: Work in groups. Look at the picture and answer the questions.  Task 2: Read the text and match the highlighted words with their meanings or explanations.  Task 3: Read the text again and choose the correct answer to each question.  **\* Speaking**  Task 4: Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.  Task 5: Work in groups. Introduce the Great Barrier Reef to the class.  **\*Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about the Amazon Rainforest;

- Write about a natural wonder / beautiful landscape in their area.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Understanding about a natural wonder / beautiful landscape in their area;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Brainstorming

**c. Expected outcomes:**

- Students can answer the questions about beautiful places or landscapes in their neighbourhood.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - Ask Ss whether there are beautiful places or landscapes in their neighbourhood.  - Lead into the new lesson: Listening about Amazon Rainforest, and Writing about a natural wonder in their area.  - Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | - Listen and follow instructions. | **Questions:**  *1. Are there any beautiful places in your neighbourhood?*  *2. Is there a beautiful park with many colourful flowers and tranquil ponds in your neighbourhood? If so, what are your favourite things about it?*  *3. Does your neighbourhood have a view of the towering skyscrapers and twinkling lights?* |

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information.

**b. Content:**

- Task 1: Write a word from the box under the correct picture.

- Task 2: Listen to the passage and tick (√) the things you hear.

- Task 3: Listen again and choose the correct answers.

**c. Expected outcomes:**

- Ss can listen for specific information to do the learning tasks.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1:**  **Write a word from the box under the correct picture.** | | |
| - Tell Ss to look at the pictures and the words given.  - Have Ss work in groups to do the task.  - Correct Ss’ answers as a class. | - Work in groups to do the exercise. | ***Answer key:***   1. fauna 2. rainforest   3. flora |
| **Task 2:**  **Listen to the passage and tick (√) the things you hear.** | | |
| - Tell Ss that they are going to listen to a passage about the Amazon Rainforest.  - Play the recording. Tell Ss to listen carefully and tick the things they hear.  - Check their answers.  - Confirm the correct answers as a class.  - Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers. | - Listen to the recording.  - Listen and do the exercise.  - Listen and check. | ***Answer key:***  - Green lung of the world √  - Causing climate change  - Threats to biodiversity √  - Planting trees √  - Exploring ecosystems  - Protecting wildlife √ |
| **Task 3: Listen again and choose the correct answers.** | | |
| - Have Ss read the questions carefully.  - Play the recording once or twice. Ask Ss to listen carefully and choose the correct answers.  - Play the recording again for them to check their answers. Pause where needed and correct their mistakes. | - Follow the teacher’s instruction.  - Listen and do the task.  - Listen and check. | ***Answer key:***   1. B 2. C   3. B 4. A  ***Audio script:***  *The Amazon Rainforest is a magnificent area. It is the largest tropical forest on earth. The Amazon possesses more than half of our world’s tropical forest areas. It is very rich in flora and fauna.*  *The Amazon Rainforest is home to the most biological diversity, serving as the green lung of the world. It contributes to the production of one-fifth of the oxygen in our atmosphere. The Amazon also helps to slow climate change. For these reasons, the Amazon ranks among seven natural wonders of the world. It has so many things which are especially important for our earth and our future.*  *Today the biodiversity of this region is threatened. These threats include illegal logging, deforestation, fires, and rare animal species extinction. Protecting wild species and the wild places where they live is so urgent for us. Governments and the communities living in the area are doing a lot to restore damaged ecosystems. They plant trees and establish parks to protect rainforests and wildlife. They also encourage people to live in a way that doesn't hurt the environment.* |
| **Transition from *Listening* to *Writing***  – Tell Ss that in the following writing task, they are going to write about a natural wonder in their area.  – Ask Ss to refer to the Listening section for any vocabulary, ideas, or structures they may need for their  writing.  – Remind Ss of the steps of the writing process: outline, draft, and check. |  |  |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help students practise asking and answering about a natural wonder/beautiful landscape in their area;

- To help students write a paragraph about the natural wonder/beautiful landscape in their area.

**b. Content:**

- Task 4: Work in pairs. Brainstorm ideas about a natural wonder/beautiful landscape in your area. Ask and answer about it, using the following prompts.

- Task 5: Write a paragraph (100 - 120 words) about the natural wonder/ beautiful landscape you have talked about in **4**.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about the natural wonder/beautiful landscape in their area.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Brainstorm ideas about a natural wonder/beautiful landscape in your area. Ask and answer about it, using the following prompts.** | | |
| - Tell Ss to think of a natural wonder / beauty spot / landscape in their area.  - Have Ss work in pairs. One asks questions and one answers, based on the following cues: | - Think of a natural wonder / beauty spot / landscape in the area.  - Work in pairs. Ask questions and answer. | ***Suggested answer:***  Name of the natural wonder: *What is it / is its name?*  Location: *Where is it located?*  Natural features: *What are its natural features?*  Activities:  *What (activities) can visitors do there?*  Ways to protect it:  *What are the ways to protect it?* |
| **Task 5: Write a paragraph (100 - 120 words) about the natural wonder/ beautiful landscape you have talked about in 4.** | | |
| - Have Ss work independently.  - Set a time limit for Ss to do the writing. Tell them to refer to **4** for  more information to help them.  - Monitor Ss’ work and give assistance when necessary.  - Collect some Ss’ papers and mark them, and later share comments with the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework. | - Work independently.  - Listen and follow instructions. | ***Suggested answer:***  There is a beautiful river near my home. It is called Dong Son River. It is not very large, but it is nice and peaceful. On the right bank of the river near my village, there are rice fields and patches of green grass. There are also bushes and a lot of wild flowers. At weekends, a lot of people gather here for entertainment. Young people go camping and have a picnic. Old people may spend their time fishing or playing chess. Many swim in the river or row a boat on it. This place is becoming more and more popular, so it is more and more crowded. I think the authorities need to do something to protect this natural beauty. |

**e. Assessment:**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 6: Skills 2**  **\*Warm-up**  **\*Listening**  Task 1: Write a word from the box under the correct picture.  Task 2: Listen to the passage and tick (√) the things you hear.  Task 3: Listen again and choose the correct answers.  **\*Writing**  Task 4: Work in pairs. Brainstorm ideas about a natural wonder/beautiful landscape in your area. Ask and answer about it, using the following prompts.  Task 5: Write a paragraph (100 - 120 words) about the natural wonder/ beautiful landscape you have talked about in **4.**  **\*Homework** |
| --- |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 7;

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many Unit 7 vocabulary as possible.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as many vocabulary in Unit 7 as possible in 2 minutes.  - The group having more correct answers is the winner. | - Work in teams. Follow the teacher’s instruction. | ***Suggested answers:***  peak, majestic, paradise, tourism, travel destination, natural wonder, … |

**e. Assessment:**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help students review the vocabulary of Unit 7.

**b. Content:**

- Task 1: Choose A, B, C, or D to indicate the correct answer to each question.

- Task 2: Give the correct forms of the words in brackets to complete the sentences.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Choose A, B, C, or D to indicate the correct answer to each question.** (5 mins) | | |
| - Have Ss do this task individually to choose the correct answer to  each question. Then correct their mistakes if necessary.  - Go round and monitor the class, giving support if necessary. | - Do activity individually. | ***Answer key:***   1. A 2. C   3. D 4. B 5. A |
| **Task 2: Give the correct forms of the words in brackets to complete the sentences.** (5 mins) | | |
| - Ask Ss to read the sentences. Tell them to pay attention to the words given in brackets, and what derivatives they need to fill in the gaps.  - Have Ss write the answers in their notebooks. Ask some of them to write the words on the board. T corrects the mistakes if necessary. | - Listen and follow the teacher’s instruction.  - Do the task individually. | ***Answer key:***   1. possessions   2. charming  3. located  4. explorer  5. permission |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise reported *Yes / No* questions;

- To give Ss more practice in rewriting *Yes / No* questions in reported speech.

**b. Content:**

- Task 3: Underline the correct answers to complete the sentences.

- Task 4: Rewrite the sentences in reported questions.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (reported *Yes / No* questions).

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Underline the correct answers to complete the sentences.** (5 mins) | | |
| - Allow Ss some time to do the task individually.  - Then ask them to compare their answers in pairs.  - Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary. | - Do the task individually.  - Compare answers in pairs.  - Listen and check. | ***Answer key:***   1. if I knew   2. he was living  3. wanted to know  4. asked  5. whether he wanted |
| **Task 4: Rewrite the sentences in reported questions.** (5 mins) | | |
| - Have Ss review the rules of rewriting *Yes / No* questions in reported speech.  - Have Ss work independently or in pairs to rewrite the sentences.  - Have Ss write their answers in their notebooks.  - Give corrections and explanations if necessary. | - Listen to the teacher’s instruction.  - Work independently or in pairs to do the task. | ***Answer key:***  1. She asked me / wanted to know if / whether I knew about the Shilin Stone Forest in China.  2. Mi asked Nam / wanted to know if / whether he enjoyed having virtual tours of those natural wonders.  3. David asked me / wanted to know if / whether I was interested in the natural wonders of my country.  4. I asked Linh / wanted to know if / whether she could manage to meet the deadline for the project.  5. She asked me / wanted to know if / whether I would visit some natural wonders overseas that summer. |

**e. Assessment:**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (18 mins)

**a. Objectives:**

- To give Ss practice in finding information about a natural wonder of the world;

- To improve their speaking and presentation skills.

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about natural wonders of the world.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |

| **Task 1: Find a natural wonder.** | | |
| --- | --- | --- |
| - Explain to Ss what they have to do. Ask them to work in groups and decide on the natural wonder they want to talk about. | - Listen and choose the natural wonder. | ***List of Natural Wonder:*** - Ha Long Bay, Viet Nam- The Great Barrier Reef, Australia - The Grand Canyon, USA - The Sahara Desert, Africa- Mount Everest, border of Nepal and China- Galapagos Islands, Ecuador- Komodo Island, Indonesia- Niagara Falls, Canada ... |
| **Task 2: Collect pictures of it.** | | |
| - Have Ss work in groups.  - Tell them to collect pictures of the wonder they have chosen. | - Work in groups to collect pictures of the wonder they have chosen. | Pictures of a natural wonder |
| **Task 3: Look for information about it.** | | |
| - Have Ss find information about the wonder. | - Find information. | ***Information:***  + Its location  + Its special features / attractions  + Threats to its existence  + Ways / Plans to preserve it  ... |
| **Task 4: Make a poster** | | |
| - Each group makes a poster. Tell them to decorate their poster and arrange the information in a way that it is informative and attractive. | - Work in groups to make a poster. | A poster |
| **Task 5: Give a presentation about it to the class.** | | |
| - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.  - It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and checks their progress after each lesson. In the last lesson (Looking Back), ask Ss to give their presentation.  **NOW I CAN…**  Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice if need be. | - Present the work. | Presentation |

**e. Assessment:**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 7: NATURAL WONDERS OF THE WORLD**  **Lesson 7: Looking back and Project**  **\*Warm-up**  **\*Vocabulary**  Task 1: Choose A, B, C, or D to indicate the correct answer to each question.  Task 2: Give the correct forms of the words in brackets to complete the sentences.  **\*Grammar**  Task 3: Underline the correct answers to complete the sentences  Task 4: Rewrite the sentences in reported questions  **\*Project**  **\* Homework** |
| --- |