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

**LESSON PLAN**

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

**UNIT 8: TOURISM**

**Lesson 1: Getting started – You’ve got a nice tan.**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Tourism*;

- Gain vocabulary to talk about travel experience.

**2. Competences**

- Develop communication skills;

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

**3. Personal qualities**

- Develop communication skills and creativity;

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 8, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. tan (n) | /tæn/ | brown skin caused by being in the Sun | màu da rám nắng |
| 2. holidaymaker (n) | /ˈhɒlədeɪmeɪkə(r)/ | a person who is on holiday away from where they usually live | người đi nghỉ |
| 3. accommodation (n) | /əˌkɒm.əˈdeɪ.ʃən/ | a place to stay or live | chỗ ở |
| 4. app (n) | /æp/ | abbreviation for application: a computer program that is designed for a particular purpose | phần mềm, ứng dụng |
| 5. domestic (a) | /dəˈmes.tɪk/ | relating to a person's own country | trong nước |

**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 create an active atmosphere in the class before the lesson;

– To review the previous units;  
– To lead into the new unit.

**b. Content:**

**-** Game:I.N.I.T.I.A.L GAME

**c. Expected outcomes:**

**-** Students have a chance to speak English and focus on the topic of the lesson.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: I.N.I.T.I.A.L GAME**  - T divides the class into 2 teams.  - T shows 7 different pictures.  - Ss are shown different pictures, and they need to take the first letter from each picture to form the mystery word.  - Which team finds the mystery word first will become the winner.  - T leads to the new unit. Write the keyword *Tourism* on the board. Ask Ss to guess what they are going to learn about in this unit. | - Ss work in 2 teams and follow the teacher's instruction to play the game.  - Ss answer the questions individually. | **Mystery word:** TOURISM  1. TOURIST  2. OCCUR  3. URGENT  4. RAINFOREST  5. ISLAND  6. SUSTAINABLE  7. MAGESTIC |

**e. Assessment:**

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

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

– To set the context for the introductory dialogue;

– To introduce the topic of the unit.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can know more new words;

- Students can understand the conversation; topic of the lesson, …

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures.  - T reveals that these five words will appear in the reading text and asks Ss to open their textbooks to discover further. | - Students guess the meaning of words. | **New words:**  1. tan (n)  2. holidaymaker (n)  3. accommodation (n)  4. app (n)  5. domestic (adj) |

**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 travel experience;

- To help students learn words and phrases related to tourism;

- 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).

- Task 3: Match a word in A with a word in B as in the conversation.

- Task 4: Complete the sentences with the words and phrases from the box.

**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) | | | |
| - T asks Ss to look at the pictures in the book. T introduces the two characters and asks the questions.  - T plays the recording for Ss to listen and read along. Have Ss underline the words that are related to the topic while they are reading and listening.  - T invites some pairs of Ss to read the conversation aloud.  - T has Ss say the words / phrases that they have underlined in the conversation. Quickly write the words / phrases on the board.  - T refers to the questions previously asked. Confirm the answers where relevant. | - Students answer the questions individually.  - Students listen to the recording and read along.  - Students underline the words that are related to the topic.  - Some pairs of students read the conversation aloud.  - Students say the words / phrases that they have underlined in the conversation. | ***Questions:***  + *What do you see in the pictures?*  *+ Can you recognize any places in them?*  *+ How are the pictures related to the topic?*  ***Suggested answers:***  e.g: the pictures are of popular places (pagoda, beach, the Dragon Bridge) and foods (*banh beo*) for tourists; and Ann and Tom are talking about the places they have visited. |
| **Task 2: Read the conversation again and tick T (True) or F (False).** (7 mins) | | | |
| - T asks Ss to work in pairs to read the conversation again.  - T asks Ss to underline the key words/ phrases in the statements and find answers.  - T has pairs work together for one minute to compare answers.  - T has Ss read out the statements and say if the statements are true or false.  - T makes sure they pronounce the words correctly.  - T checks the answers as a class and gives feedback. | - Students work in pairs to read the conversation again.  - Students underline key words/phrases in the statements and find answers.  - Students work in pairs to compare answers.  - Students read out the statements and say if the statements are true or false. | ***Answer key:***  1. T  2. F  3. T  4. F  5. T |
| **Task 3: Match a word in A with a word in B as in the conversation.** (7 mins) | | | |
| - T asks Ss to work individually to match the words.  - T asks Ss to say the words aloud and share their answers with one or more partners.  - T checks the answers as a class and gives feedback.  - With a stronger class, T can ask Ss to make some example sentences with the words they have learnt. If there is enough time, T can ask some Ss to write their answers on the board. | - Students work individually to do the activity.  - Students share answers with one or more partners. | ***Answer key:***  1. c  2. d  3. a  4. e  5. b |
| **Task 4: Complete the sentences with the words and phrases from the box.** (7 mins) | | | |
| - Ask Ss to do the exercise individually and then check with the whole class.  - For a more able class, have Ss work in groups. Each group makes sentences with the words/phrases. Then they read aloud these sentences. | - Ss work independently to complete the task.  - Students work in groups and make sentences with the words/phrases. Then they read aloud these sentences. | ***Answer key:***  1. safari  2. domestic  3. online apps  4. sport tourism  5. destination |

**e. Assessment:**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To give students an opportunity to find out how much they know about tourism in Viet Nam.

**b. Content:**

- Task 5: Quiz: How much do you know about tourism in Viet Nam?

**c. Expected outcomes:**

- Students can learn some facts about famous places in Viet Nam.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game: Mario. Answer questions about popular places in Viet Nam.** (10 mins) | | |
| - T asks Ss to play in two teams.  - Each team takes turns to choose a mystery box and answer one question.  - The team which can earn more points becomes the winner. | - Ss work in teams and follow the teacher's instruction. | 1. Hue  2. Can Tho  3. Da Lat  4. Cao Bang  5. Quang Ninh |

**e. Assessment:**

- Teacher and other students listen to the answers and give feedback.

**5. CONSOLIDATION**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:  
+ Ask Ss to open their books to the last page of Unit 8, the **Project** section. Ask Ss to look at the topic of the project and say what the product of the project is. (*Making a plan for a two-day trip*).  
+ Explain the project requirements: this is a group project. Each group will choose a place for a two-day visit. They can then work out a plan for the visit (how to travel, where to stay, what to do and see). Then each group will present their plan to the class. The plan should include a mixture of text / table and pictures so that T and other classmates can easily follow and get to know clearly about the trip.

+ Guide Ss throughout the plan. Here are the steps T can follow:

**Step 1.** Have Ss form groups of four or five students. Ask them to discuss and decide on the criteria of priorities for the place they would like to visit. They may consider:

- the distance (home to the place).

- the cost (travel, accommodation, entrance fee, …).

- activities and attractions that place offers.

Only after agreeing on the criteria should Ss discuss and choose a place for their visit. T may call on one group of Ss and discuss the priorities. This way T can teach Ss how to conduct a discussion.

**Step 2.** Instruct Ss to create a form to take notes of their discussion. The form may look like this:

Time: two days

Date: \_\_\_\_\_\_

Place of visit: \_\_\_\_\_\_

Estimated costs: \_\_\_\_\_\_

Detailed plan:

| **Time** | **Activity** | **Notes** |
| --- | --- | --- |
| 7.00 | Leave for \_\_\_\_\_\_ |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Step 3.** Instruct Ss how to make the plan for presentation.

For the text: Ss revise all the notes in their note form and keep only the key information to present. They must be in short form. The information should be grouped and presented in a logical way.

For the visual aids: Ss may get pictures or video clips of the place from the Internet. They must illustrate the main features of the place.

**Step 4.** Model how to present the plan to the class. Ss may open their presentation with “*We would like to present the plan for our two-day trip to \_\_\_\_\_\_.”*

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

**Board plan**

| *Date of teaching*  **Unit 8: Tourism**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. tan (n)  2. holidaymaker (n)  3. accommodation (n)  4. app (n)  5. domestic (adj)  Task 1: Listen and read.  Task 2: Read the conversation again and tick T (True) or F (False).  Task 3: Match a word in A with a word in B as in the conversation.  Task 4: Complete the sentences with the words and phrases from the box.  Task 5: How much do you know about tourism in Viet Nam?  **\*Homework** |
| --- |

**UNIT 8: TOURISM**

**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 *Tourism*;

- Pronounce endings *-ic* and *-ious* in words and in 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 8, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. package holiday (n) | /ˈpæk.ɪdʒ ˈhɒl.ə.deɪ/ | a holiday at a fixed price in which the travel company arranges your travel, hotels, and sometimes meals for you | chuyến đi trọn gói |
| 2. self-guided (adj) | /ˌselfˈɡaɪ.dɪd/ | a self-guided activity is one which you lead or control yourself, without any direct help from other people | tự dẫn đường; tự điều khiển |
| 3. itinerary (n) | /aɪˈtɪn.ə.rer.i/ | a detailed plan or route of a journey | kế hoạch chi tiết của chuyến đi |
| 4. ruinous (a) | /ˈruːɪnəs/ | destroyed or severely damaged | bị phá hủy |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack vocabulary related to the topic, so they may have difficulty completing the tasks. | Provide them with enough vocabulary related to the topic. |
| Some Ss will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative Ss 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.

- To lead into the new lesson.

**b. Content:**

**-** Game: Board Race

**c. Expected outcomes:**

**-** Students can recall some phrases about the topic *Tourism.*

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Board Race**  - T divides Ss into 2 teams.  - The teams have to race to write words on the topic *Tourism* on the board. Each student writes one word at a time, before passing the chalk to the next student.  - After 2 minutes, the team with more correct answers is the winner. | - Ss work in 2 teams and follow the teacher's instruction to play the game. | ***Expected answer:***  tourism, specialty, tan, safari, online app, holidaymaker, etc. |

**e. Assessment:**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (15 mins)

**a. Objectives:**

- To provide students with new words and phrases related to tourism;

- To revise some words related to tourism that Ss have learned;

- To help Ss use words and phrases related to tourism in specific contexts.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the words and phrases with the explanations.

- Task 2: Write a phrase from the box next to the sentence to replace ‘it’.

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

**c. Expected outcomes:**

**-** Students can identify some lexical items related to tourism and use them in different contexts.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (3 mins) | | |
| - T introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the words. | - Ss guess the meaning of words. | ***New words:***  1. package holiday (n)  2. self-guided (adj)  3. itinerary (n)  4. ruinous (adj) |
| **Task 1: Match the words and phrases with the explanations.** (4 mins) | | |
| - Ss have encountered three of these five words and phrases in  previous lessons. *Self-guided tour* and *package holiday* may be  new to them. T may focus on these words.  - T asks Ss to read the words and phrases in the left-hand column first, then the explanations in the right-hand column. Then do the matching individually or in pairs.  - T invites some Ss to share their answers.  - T checks the answers as a class.  - T asks Ss to read the words and phrases aloud. Correct them if needed.  - T asks Ss for the Vietnamese equivalents of these words and phrases if needed. | - Ss do the task independently, then share the answers. | ***Answer key:***  1. e  2. c  3. a  4. b  5. d |
| **Task 2: Write a phrase from the box next to the sentence to replace ‘it’.** (4 mins) | | |
| - Of the five phrases in this task, Ss have encountered three in the  previous lessons, except *ruinous site* and *fixed itinerary*. T should  spend more time looking at these two phrases.  - T asks Ss to read the phrases in the box first. Make sure they understand their meanings. For the two new phrases, ask Ss to separate the two words in each phrase and refer to its meaning. In this way, Ss can guess the meaning of the phrase.  - T asks Ss to read each sentence and decide what phrase in the box the pronoun **‘it’** refers to. Allow them some time to do the task.  - T invite some Ss to share their answers.  - T checks the answers as a class. read the phrases aloud  - Ask Ss to. Correct them if needed. | - Ss do the task independently, then share the answers and discuss as a class.  - Ss read the phrases aloud. | ***Answer key:***  1. entrance ticket  2. ruinous site  3. travel agency  4. fixed itinerary  5. smooth trip |
| **Task 3: Complete the sentences with the words from the box.** (4 mins) | | |
| - T asks Ss to work individually.  - T asks Ss to read the words in the box and the sentences. Then choose the correct words to complete the sentences.  - T invites some Ss to share their answers.  - T checks Ss’ answers as a class. | - Ss do the task independently, then share the answers and discuss as a class. | ***Answer key:***  1. self-guided  2. itinerary  3. entrance  4. package  5. apps |

**e. Assessment:**

- Teacher’s observation and feedback.

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

**a. Objectives:**

- To help Ss pronounce correctly words ending in *-ic* and *-ious*;

- To help Ss say the words endings in -ic and -ious correctly in sentences.

**b. Content:**

Task 4: Listen and repeat the words. Pay attention to the word stress.

Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences.

**c. Expected outcomes:**

- Students can pronounce endings -*ic* and -*ious* 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 word stress.** (7 mins) | | |
| - T has Ss work individually.  - T has Ss stress the words first, applying the rules in the **Remember!** box.  - T plays the recording once or twice for Ss to listen and check if they have stressed the words correctly.  - T has Ss listen again and repeat the words as a class, in groups, and individually. | - Ss work individually.  - Ss stress the words first, then Ss listen to the recording and check if they have stressed the words correctly.  - Ss listen again and repeat the words as a class, in groups, and individually. | ***Audio script:*** |
| **Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences.** (7 mins) | | |
| - T has Ss work individually.  - T has Ss read the sentences and stress the underlined words.  - T invites some Ss to share their answers. Confirm the correct ones.  - T asks Ss to read the sentences, paying attention to the stressed words.  - T plays the recording for Ss to listen and repeat each sentence.  - T calls on some Ss to read the sentences individually. Correct them if needed. | - Ss discuss and find the words endings in -*ic* and -*ious* and mark the stress.  - Some Ss share their answers.  - Ss read the sentences, paying attention to the stressed words.  - Ss listen to the recording, check and repeat the sentences. | ***Key:***  1. 'curious, 'public  2. am'bitious, Pa'cific  3. 'classic, 'previous  4. lu'xurious, te'rrific  5. ro'mantic, 'various  ***Audio script:***  1. The visitors are 'curious about the history of the old 'public building.  2. They have an am'bitious goal which is to go on a cruise across the Pa'cific.  3. We watched some 'classic movies while we were here on our 'previous holiday.  4. We stayed at a lu'xurious hotel near a te'rrific beach.  5. The village has a ro'mantic landscape with 'various flower beds. |

**e. Assessment:**

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

**4. ACTIVITY 3: FURTHER PRACTICE** (5 mins)

**a. Objectives:**

- To give students further practice with the vocabulary they have learnt.

**b. Content:**

- Game: TYPHOON

**c. Expected outcomes:**

- Students can identify some lexical items related to tourism and use them in different contexts.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: TYPHOON** (5 mins) | | |
| - T divides Ss into 2 teams.  - Each team takes turns choosing one number and answer an MCQ.  - The team with more correct answers will be the winner.  - Ss play the game.  - T gives feedback. | - Ss work in 2 teams and follow the teacher’s instruction to play the game. | **Choose the correct answer A, B, or C to complete each sentence.**  1. The bus dropped us at the square and gave us two hours to do a \_\_\_\_\_\_ tour of the ancient town.  A. disastrous  B. self-guided  C. sport  2. We’ve booked a(n) \_\_\_\_\_\_ for our holiday because we want to learn more about the life of the  locals.  A. homestay  B. expensive hotel  C. resort  3. Sorry, I don’t know any \_\_\_\_\_\_ since we have always planned our trips on our own.  A. travel agencies  B. tours  C. places of attraction  4. My son usually uses \_\_\_\_\_\_ apps to buy tickets and book accommodation.  A. educational  B. social media  C. travel  5. The agency sent us a detailed \_\_\_\_\_\_, so we know the activities and their times for each day of our trip.  A. description  B. itinerary  C. timetable  ***Key:***  1. B 2. A 3. A 4. C 5. B |

**e. Assessment:**

- Teacher’s observation and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask Ss to summarise what they have learned in the lesson.

- Ask them to list some phrases learned in the lesson.

- Ask them to list some other learned words/ phrases related to tourism, paying attention to their pronunciation.

- Ask Ss to give 2 words ending endings -*ic* and -*ious* and mark their stress.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching ……..*  **Unit 8: Tourism**  **Lesson 2: A closer look 1**  **\* Warm-up**    **\* Vocabulary**  1. package holiday (n)  2. self-guided (adj)  3. itinerary (n)  4. ruinous (adj)  Task 1: Match the words and phrases with the explanations.  Task 2: Write a phrase from the box next to the sentence to replace ‘it’.  Task 3: Complete the sentences with the words from the box.  **\* Pronunciation**  Task 4: Listen and repeat the words. Pay attention to the word stress.  Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences.  **\* Further practice**  **\* Homework** |
| --- |

**UNIT 8: TOURISM**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use relative pronouns: *which*, *who*, and *whose* in sentences in real-life situations.

**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 8, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| RELATIVE PRONOUNS | NOTE |
| --- | --- |
| WHO | to show which person is talked about |
| WHICH | to show which thing is talked about |
| WHOSE | to show possession by people and things |

**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 pairs/groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To activate students’ prior knowledge related to the targeted grammar of relative pronouns;

- To enhance students’ skills of cooperating with deskmates.

**b. Content:**

**-** Game: B.I.N.G.O

**c. Expected outcomes:**

- Students can join two slips of paper together to make meaningful sentences.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game:** B.I.N.G.O  - T divides the class into pairs.  - T delivers a set of word cards which are halves of sentences containing relative pronouns to each pair.  - Ss will have to work in pairs to join two slips of paper together to make meaningful sentences  - Ss say “Bingo” when finish.  - Ss who are the fastest with more correct answers will be the winner.  - T asks Ss to look at A CLOSER LOOK 2 on page 85. | - Ss work in pairs and follow the teacher's instruction to play the game. | ***Answer key:***  1. Tourists who are interested in architecture often visit Hoi An.  2. The beach which we discovered during our road trip was pristine.  3. That is the chef whose restaurant has earned a Michelin star.  4. We explored a historic castle whose walls were damaged by the tornado. |

**e. Assessment:**

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

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

**a. Objectives:**

- To activate students’ knowledge of sentences containing relative pronouns;

- To learn how to form a conditional sentence with relative pronouns.

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

- Students identify the uses and how to use relative pronouns in sentences.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Relative pronouns: *which*, *who*, and *whose*** | | |
| - T reminds Ss of the relative pronouns which Ss have already encountered in previous lessons like *who*, *whose*, and *which*.  - T writes sentences containing these pronouns on the board with the pronouns underlined. Ask Ss if they know what each pronoun refers to. Translate the sentences if needed.  - T leaves the examples on the board as a reminder to Ss.  - T shares with Ss the lesson objectives.  - T writes the objectives in a corner of the board and leaves them there till the end of the lesson. | - Ss follow T’s instruction.  - Ss work independently and answer the questions. | 1. Tourists who are interested in architecture often visit Hoi An.  2. The beach which we discovered during our road trip was pristine.  3. That is the chef whose restaurant has earned a Michelin star.  4. We explored a historic castle whose walls were damaged by the tornado. |

**e. Assessment:**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss focus on the use of relative pronouns *which*, *who* and *whose*;

- To help Ss practise the use of *which*, *who* and *whose*;

- To provide Ss with real-life partially-open-ended practice with *which*, *who*, and *whose*.

**b. Content:**

Task 1: Underline the noun or noun phrase in each sentence that *which* or *who* refers to.

Task 2: Underline the correct relative pronoun for each sentence.

Task 3: Complete each sentence with *who* or *whose*.

Task 4: Match a clause in A with a clause in B to make a complete sentence.

Task 5: Work in pairs. Discuss and finish the sentences.

**c. Expected outcomes:**

- Students know how to use relative pronouns in sentences for different uses.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Underline the noun or noun phrase in each sentence that *which* or *who* refers to.** (4 mins) | | |
| - T allows Ss 2 minutes to read the **Remember!** box.  - T asks Ss to do the activity individually  - T has Ss read the sentences and decide what noun or noun phrase *which* or *who* in each sentence refers to.  - T calls on some Ss to share their answers with the class.  - T checks the answers as a class. Explain if needed. | - Ss work independently to do Task 1.  - Ss check the answers as a class. | ***Answer key:***  1. People  2. brochure  3. video  4. tour guide  5. city |
| **Task 2: Underline the correct relative pronoun for each sentence.** (4 mins) | | |
| - T has Ss do this activity in pairs.  - T guides Ss to look at the noun or noun phrase just before *which* and *who*. If it is a thing, use *which*. If it is a person, use *who*.  - T calls on some Ss to share their answers by reading the sentences aloud.  - T confirms the correct answers as a class.  **Notes:** T may ask Ss to circle the noun or noun phrase which helps them decide the use of *which* or *who*. This is to help them to focus on the relation between the noun / noun phrase and the relative pronoun. | - Ss work in pairs to do Task 2.  - Ss check the answers as the class. | ***Answer key:***  1. which  2. which  3. who  4. which  5. who |
| **Task 3: Complete each sentence with *who* or *whose*.** (3 mins) | | |
| - T asks Ss to read the **Remember!** box. Ask them to decide what pronoun *whose* in each example refers to (answers: *the man’s* and *the city’s*). Highlight to Ss: *whose* stands for both things and people and it stands before the noun it possesses.  - T asks Ss to do the activity in pairs.  - T has Ss read each sentence carefully and decide if *who* or *whose* is needed. Encourage discussion.  - T calls on some Ss to share their answers.  - T checks the answers as a class. Explain if needed. | - Ss do the task in pairs.  - Ss check the answer as a class. | ***Answer key:***  1. who  2. whose  3. who  4. whose  5. whose |
| **Task 4: Match a clause in A with a clause in B to make a complete sentence.** (4 mins) | | |
| - T has Ss do this activity individually.  Tip: Ask Ss to underline the last noun / noun phrase in the first clauses and decide if it is a thing or a person. If it is a thing, refer to the clauses in B with *which* or *whose*. If it is a person, refer to the clauses in B with *who* or *whose*.  - T allows Ss some time to exchange their answers.  - T calls on some Ss to share their answers.  - T confirms the correct answers as a class. Explain if needed. | - Ss work independently to do the task.  - Ss exchange textbooks to check their friends’ answers.  - Ss check the answer as a class. | ***Answer key:***  1. d  2. e  3. c  4. b  5. a |
| **Task 5: Work in pairs. Discuss and finish the sentences.** (5 mins) | | |
| - T has Ss work in pairs.  - T asks Ss to read the beginnings carefully and take turns to complete the sentences in the way they want.  - T walks around and offers help if needed.  - T calls on some pairs to share their answers. Correct them if needed. | - Ss do the task in pairs.  - Ss check the answers as a class. | ***Answer key:***  1. Son Dong is now a world-famous destination for travellers who look for adventures / who love exploring caves.  2. I’m personally against tours which use animals for entertainment.  3. We shared a holiday home with two Germans whose English was easy to understand.  4. I bought a city map which has attractions clearly marked and directions how to get there.  5. Most travellers prefer working with tour guides who are friendly and helpful. |

**e. Assessment:**

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

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- To provide students with a more demanding task practice with the use of *which*, *who*, and *whose*.

**b. Content:**

- Game: LUCKY NUMBERS

**c. Expected outcomes:**

- Students are able to avoid common mistakes when using relative pronouns in sentences.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game:** LUCKY NUMBERS  - T divides the class into two groups.  - Each group takes turns to find the extra word in each sentence.  + If they answer the question correctly, they will get 1 point.  + If they choose the lucky number, they don’t need to answer the question and get 2 points.  - The groups with more points will become the winner. | - Ss work in groups and follow the teacher's instruction to play the game. | ***Answer key:***  1. The girl who she wore a pink dress at the party is my cousin.  2. The book which I lent you it is my brother’s.  3. The song which I was listening to it when you came in is my favourite.  4. This is the photo of the heroes whose their actions we admired so much.  5. Students whose test results they were over eight will go to class A. |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

– Summarise the main points of the lesson.

– Ask Ss to make sentences containing relative pronouns about their travel experience.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

| *Date of teaching*  **Unit 8: Tourism**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: B.I.N.G.O  **I. Grammar**  Relative pronouns: *which*, *who*, and *whose*.  **II. Practice**  Task 1: Underline the noun or noun phrase in each sentence that *which* or *who* refers to.  Task 2: Underline the correct relative pronoun for each sentence.  Task 3: Complete each sentence with *who* or *whose*.  Task 4: Match a clause in A with a clause in B to make a complete sentence.  Task 5: Work in pairs. Discuss and finish the sentences.  **\* Further practice:** Game: LUCKY NUMBERS  **\* Homework** |
| --- |

**UNIT 8: TOURISM**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Express obligation and respond;

- Talk about travels;

- Practise reading for specific information.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Apply ways to express obligation and respond to do exercises and practise them in real situations in daily life.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 8, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **EXPRESSING OBLIGATION** | **RESPONDING** |
| --- | --- |
| - You must ...  - It’s necessary that you ... | - I got it.  - Yes, I will.  - I’m sorry. |

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. low season (n) | /ˈləʊ ˌsiː.zən/ | the period in the year when the fewest people visit a place and when the prices are at their lowest level | mùa ít khách |
| 2. cruise (n) | /kruːz/ | a journey on a large ship for pleasure, during which you visit several places | cuộc đi chơi biển (bằng tàu thuỷ) |
| 3. historical (adj) | /hɪˈstɔːr.ɪ.kəl/ | connected with studying or representing things from the past | có liên quan đến sự kiện của quá khứ |
| 4. loft (n) | /lɒft/ | a space at the top of a building under the roof used for storing things and usually entered by a ladder, or sometimes made into a room for living in | gác xép |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking and co-operating skills. | - 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 practise listening for specific information.

**b. Content:**

**-** Chatting

**c. Expected outcomes:**

- Students know ways to express obligation.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Chatting**  - T gives Ss a situation:  *Supposing your team was preparing for the school field trip and as a team leader, you needed to assign tasks to your teammates.*  *What would you say in that case?*  *-* T leads in the new lesson*: To make sure the trip goes smoothly; your teammates need to fulfil their duty and as a leader, you need to express obligation. There are two ways to express obligation that we will learn in Lesson 4. Communication.*  - Ask Ss to look at COMMUNICATION on page 86. | - Ss work individually to do the task and then check the answers with the whole class. | ***Expected answer:***  - It is necessary for us to bring suncream.  - Everyone must arrive on time.  …..  => *expressing obligation* |

**e. Assessment:**

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

**2. ACTIVITY 1: EVERYDAY ENGLISH** (12 mins)

**a. Objectives:**

- To introduce two ways to express obligation;

- To help Ss practise expressing obligation and responding.

**b. Content:**

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

- Task 2: Work in pairs. Express obligation in the following situations.

**c. Expected outcomes:**

- Students can express obligation 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) | | |
| - T lets Ss listen and read the conversations and asks Ss to pay attention to the highlighted parts and find out their uses.  - T calls on some Ss to share their opinions.  - T gives more explanations and writes down the ways to express obligation and respond. | - Ss listen to the conversations and pay attention to the highlighted parts and find out their uses.  - Some Ss share their opinions with the class. | ***Audio script:***  **- Mother:** Lan, you must hurry up or we’ll miss the train.  **Lan:** Yes, Mum. I’m coming.  **- Nick:** Is it necessary for us to wait in the queue?  **Stranger:** I’m sorry, it is. |
| **Task 2: Work in pairs. Express obligation in the following situations.** (7 mins) | | |
| - T asks Ss to work in pairs to express obligation in certain situations.  - T moves around to observe and provides help.  - T calls on some pairs to practise in front of the class. Comment on their performance.  **EXTRA ACTIVITY**  ***Work in pairs. Take turns to say obligations and respond in the following situations.***  1. Tell your brother to turn off the TV when he finishes watching the cartoon.  2. Tell your friends that you all must finish the project by Tuesday.  3. Tell your friend Mark not to be late again for class.  4. Tell your sister to put the toys back on the shelf.  **Transition from *Everyday English* to *My travel***  – Ask Ss to think about places they have travelled to (an ancient town, a handicraft village, a new city,  etc.). Invite Ss to share their answers.  – Ask Ss what information they include when they talk about these places (time, transport, activities,  feelings, etc.).  – Tell Ss they are going to read what people talk about their travels. | - Ss work in pairs to do the tasks.  - Some pairs practise in front of the class. | ***Suggested answers:***  1. It’s necessary that you make a list of the things you will pack for your holiday.  2. You must strictly follow the factory regulations while visiting.  ***Suggested answers:***  1. – You must turn off the TV when you finish watching the cartoon.  – Yes, I will.  2. – It’s necessary that we finish the project by Tuesday.  – We got it. Don’t worry.  3. – Mark, you must not be late again for class.  – I’m sorry. I won’t be late again.  4. – You must put the toys back on the shelf after playing with them.  – Yes, bro. I won’t forget. |

**e. Assessment:**

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

**3. ACTIVITY 2: ﻿MY TRAVEL** (23 mins)

**a. Objectives:**

- To introduce Ss how to talk about their travel;

- To help Ss further develop their reading skill for specific information (scanning);

- To provide Ss with an opportunity to report their partners’ travel to the class.

**b. Content:**

- Task 3: Read what people say about their travels. Then complete the table.

- Task 4: Work in groups. Share with your partners an unforgettable holiday you’ve taken.

- Task 5: Report partner’s travel.

**c. Expected outcomes:**

- Students can develop their reading skill for specific information.

- Students can report their partners’ travel to the class.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (3 mins) | | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation | - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks. | ***New words:***  1. low season (n)  2. cruise (n)  3. historical (adj)  4. loft (n) |
| **Task 3: Read what people say about their travels. Then complete the table.** (5 mins) | | |
| - T asks Ss to work individually.  - T asks Ss questions so that they can have an overall idea of what they are going to read.  - T has Ss quickly read three people’s talks and complete the table.  - T calls on some Ss to share their answers.  - T confirms the correct answers as a class. | - Ss work individually to do the task, exchange answers with a partner and then check the answers with the whole class. | ***Suggested questions:***  *- How many people are talking about their travels?*  - *Who are they?*  ***Expected answer:*** |
| **Task 4: Work in groups. Share with your partners an unforgettable holiday you’ve taken.** (5 mins) | | |
| - T has Ss work in groups.  - T tells Ss to refer to the three talks in **3**, paying attention to the information related to the travel including *holiday destination, travel transportation, accommodation, activities*  - T encourages Ss to think further of the things which might not appear in the three talks. | - Ss work in groups to complete the task. |  |
| **Task 5: Report their partners’ travel to the class.** (10 mins) | | |
| - T calls on a student from each group to give a presentation of their partners’ travel.  - T lets the class vote for the best presentation, and T can give them marks. If the class size is small and time allows, all the groups can give the presentation. | - Each group sends a presenter.  - Other groups listen and make comments.  - The class votes for the best presentation. |  |

**e. Assessment:**

**-** Teacher corrects students while going around 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 8: Tourism**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Expressing obligation and responding  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Express obligation in the following situations.  **\* My travel**  Task 3: Read what people say about their travels. Then complete the table.  Task 4: Work in groups. Share with your partners an unforgettable holiday you’ve taken.  Task 5: Report partner’s travel.  **\*Homework** |
| --- |

**UNIT 8: TOURISM**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for specific information about two popular types of tours and their advantages and disadvantages;

- Talk about their partner’s travel experience and share their opinion about it.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 8, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. cost (n) | UK /kɒst/,  US /kɑːst/ | the amount of money needed to buy, do, or make something | chi phí |
| 2. fixed (adj) | /fɪkst/ | arranged or decided already and not able to be changed | cố định |
| 3. work out (ph.v) | /ˈwɜː.kaʊt/ | plan or think of something | suy nghĩ, lên kế hoạch |
| 4. estimate (v) | /ˈes.tɪ.meɪt/ | guess or calculate the cost, size, value, etc. of something | đánh giá, ước lượng |
| 5. hunt (v) | /hʌnt/ | look for something that is difficult to find | săn lùng |
| 6. smooth (adj) | /smuːð/ | happening or continuing without any problems | trôi chảy, suôn sẻ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and  pronunciation of words. |
| 2. 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. |
| 3. 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 are able to speak English and focus on the topic of the lesson.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - T asks Ss to work in pairs and answer the following questions:  *+ What are different types of tours? Give some information about them.*  *+ What types of tours have you been on?*  *+ Were they positive/negative experiences??*  - T calls on some Ss to share their ideas. | - Ss follow the teacher's instruction and brainstorm.  - Ss share ideas with a partner and then check their ideas as a whole class. | *Ss’ own answers* |

**e. Assessment:**

**-** Teacher corrects 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);

- To read for specific information about two popular types of tours and their advantages and disadvantages.

**b. Content:**

- Task 1: Write the words under their correct pictures.

- Task 2: Read the passage and match the words and phrases in A with the definitions in B.

- Task 3: Read the passage again and answer the questions.

**c. Expected outcomes:**

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

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the words under their correct pictures.** (2 mins) | | |
| - T has Ss work individually.  - T calls on some Ss to share their answers with the class.  - T checks the answers as a class. | - Ss do the task independently.  - Some Ss give the answer and check as a class. | ***Answer key:***  1. traveller  2. destination  3. itinerary |
| **Task 2: Read the passage and match the words and phrases in A with the definitions in B.** (5 mins) | | |
| - T asks Ss to work individually to read the passage and find the meaning of highlighted words.  - T has Ss read aloud the highlighted words. Correct their pronunciation if needed.  - T allows Ss some time to read the whole text first. Then ask them  to focus on each word / phrase in column A and look for the  sentence which contains the word / phrase. (Sometimes Ss may  have to read the sentence before or after it as well). Remind  them that they can get the meaning of a word / phrase as it is  used in the passage through a particular context.  - T checks the answers as a class. | - Ss work individually to complete the task and check the answers as a class. | ***Suggested answer:***  1. b 2. c 3. d 4. a |
| **Vocabulary teaching** (5 mins) | | |
| - T introduces the vocabulary by:  + giving pictures  + giving explanation/definition | - Ss use the given hints to find out the words.  - Ss write the new words in their notebooks. | ***New words:***  *1. cost (n)*  *2. fixed (adj)*  *3. work out (ph.v)*  *4. estimate (v)*  *5. hunt (v)*  *6. smooth (adj)* |
| **Task 3: Read the passage again and answer the questions.** (7 mins) | | |
| - T has Ss read the text in detail to answer the questions.  - T asks Ss how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the keywords in the questions, locating the keywords in the text, and then reading that part and answering the questions).  - T tells Ss to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  - T tells Ss to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers.  **Transition from *Reading* to *Speaking***  - Tell Ss that they are going to apply the information and knowledge they get from the reading to talk about their partner’s travel. In this task, they will have an opportunity to talk about their partner’s travel experience.  - Ask Ss to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking. | - Ss apply scanning techniques to do the task independently.  - Ss pair up to check their answers and then check with the class. | ***Answer key:***  1. Time.  2. Travellers have to follow a fixed itinerary.  3. They have to do everything on their own.  4. It’s cheap and convenient.  5. Using online apps*.* |

**e. Assessment:**

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

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

**a. Objectives:**

- To provide students with an opportunity to practise interviewing (asking and answering questions) about a tour;

- To help students use what they have learnt so far to talk about their travel experience.

**b. Content:**

- Task 4: Work in pairs. Take turns to interview your partner about his / her recent tour. Take notes of your partner’s answers.

- Task 5: Share with the class your partner’s travel experience. You can then share what you think about it.

**c. Expected outcomes:**

**-** Students can talk about their travel experience.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Take turns to interview your partner about his / her recent tour. Take notes of your partner’s answers.** (5 mins) | | |
| - T has Ss work in pairs.  - T asks Ss to read the clues for the questions and think of any other aspects of a holiday they want to ask about.  - T asks Ss to start interviewing each other. Ask them to take notes of their partner’s answers.  - T goes round and offers support if needed.  - T calls on some pairs to ask and answer. Each pair may perform just one question to allow room for more pairs or groups.  - T checks the answers and adds more information if necessary. If time allows, call 1-2 pairs to present the answers to all five questions. | - Ss read the clues and think about the question/answer. They can revise what they have learnt so far in Unit 8.  - Ss work in pairs to ask and answer.  - Ss take notes of their friend’s answers.  - Some pairs report their answers to the class. | ***Clues:***  1. where he / she went  2. which tour he / she took:  package or self-guided  3. how he / she travelled  4. where he / she stayed  5. what he / she did / saw |
| **Task 5: Share with the class your partner’s travel experience. You can then share what you think about it.** (10 mins) | | |
| - T has Ss work individually.  - T allows Ss some time to arrange the notes they have taken during the interview.  - T asks a strong student to model this activity in front of the class.  - T calls on some Ss to share with the class what they have found out about their partner’s travel experience. They can also share their comments about the experience.  - T comments on the presentations.  **EXTRA ACTIVITY**  ***Read some notices at holiday attractions and match them with the explanations. There is one extra answer.***    a. It’s necessary that you keep this place clean.  b. It shows the way to different places.  c. There is a restaurant nearby.  d. Collect all the containers and put them here.  e. You cannot visit this place since some work is being done to make it better. | - Ss use the ideas they have prepared in Activity 4.  - Some Ss talk before the whole class and receive comments from the teacher and classmates. | ***Suggested answers:***  Last summer, Mai’s family went to Hue. Since her parents did not have much time to organize a tour by themselves, they booked a four-day package tour. The travel agency arranged everything for them: the air tickets, accommodation, the meals, the places to visit, and transportation. The tour was trouble-free as Mai’s father said. They had to follow a fixed schedule, but they felt fine with it. The tour guide was friendly and helpful. Coming home, everybody was satisfied with the service the agency offered.  ***Key:***  1. c 2. a 3. e 4. b |

**e. Assessment:**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 8: Tourism**  **Lesson 5: Skills 1**  **\*Warm-up**  Brainstorming  **\* Reading**  Task 1: Write the words under their correct pictures.  Task 2: Read the passage and match the words and phrases in A with the  definitions in B.  Vocabulary:  *1. cost (n)*  *2. fixed (adj)*  *3. work out (ph.v)*  *4. estimate (v)*  *5. hunt (v)*  *6. smooth (adj)*  Task 3: Read the passage again and answer the questions.  **\* Speaking**  Task 4: Work in pairs. Take turns to interview your partner about his / her recent tour. Take notes of your partner’s answers.  Task 5: Share with the class your partner’s travel experience. You can then share what you think about it.  **\*Homework** |
| --- |

**UNIT 8: TOURISM**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for general and specific information about a one-day trip to the home of the Brontes;

- Write a paragraph introducing a half day tour in Hue.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 8, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. 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. |
| 2. 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:**

- Game: Unscrambled words

**c. Expected outcomes:**

- Students can revise some words learnt in previous lessons.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Unscrambled words**  - T divides the class into 2 teams.  - T asks Ss to unscramble words using given hints.  - The group having more correct answers is the winner. | - Ss play in 2 teams.  - Ss look at the hints to unscramble the words.  - Ss write unscrambled words in notebooks. | ***Answer key:***  1. ruinous  2. graveyard  3. high street  4. wander  5. cottage  6. accompany |

**e. Assessment:**

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

**2. ACTIVITY 1: LISTENING** (15 mins)

**a. Objectives:**

- To help students develop their skill of listening for general and specific information about a one-day trip to the home of the Brontes.

**b. Content:**

Task 1: Work in pairs. Discuss if these statements are true.

Task 2: A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information.

Task 3: Look at the pictures, listen again and tick (✔) the two which illustrate the ideas of the

listening passage.

**c. Expected outcomes:**

- Students can listen for general and specific information to do the learning tasks.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Work in pairs. Discuss if these statements are true.** (5 mins) | | |
| - T has Ss work in pairs.  - T asks Ss to read the statements and discuss if they are true.  - T calls on some pairs to share their answers. | - Ss work in pairs to read the statements and discuss if they are true.  - Some Ss share their answers in front of the class. | ***Answer key:***  1. True  3. True  **Notes:**  The Bronte sisters refer to the three sisters from The Brontes in England. They are famous writers: Charlotte Bronte (1816 –1855), Emily Bronte (1818 –1848), and Anne Bronte (1820 –1849). Their novels *Jane Eyre, Wuthering Heights*, and *The Tenant of Wildfell Hall* are worldwide recognised as masterpieces of English literature. These books have been turned into movies. They were first translated into  Vietnamese in the 1960s and are still being republished today. |
| **Task 2: A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information.** (5 mins) | | |
| - T has Ss work individually. T has Ss read the table carefully first  so that they can have some ideas of what information they need to fill in the blanks.  - T plays the recording for Ss to listen and do **2**.  - T invites some Ss to share their answers with the class.  - T confirms the correct answers as a class.  - T plays the recording again if needed. T pauses at places where Ss have difficulties and shows them how to find the answers. | - Ss work individually to read the table carefully first  so that they can have some ideas of what information they need to fill in the blanks.  - Ss listen to the recording and do the task.  - Some Ss share answers with the class and check as a class. | ***Answer key:***  1. 9 / nine  2. world-famous  3. graveyard  4. entrance  5. 150  6. change  ***Audio script:***  Hello everyone. Welcome to the Brontes tour. My name’s Gillian and I’ll be accompanying you on our nine-hour tour. We’ll drive through the beautiful Yorkshire countryside with its  vast green hills and fields. We’ll stop at the villages of Clapham and Wycoller. There you can see the original school and ruinous cottage, which appear in Charlotte’s world-famous book, Jane Eyre. We’ll then drive on to Haworth, the home of the Brontes. We’ll visit their two-storey house and the school they set up for the children in the village. The entrance ticket to the house  is included in the tour, so you don’t have to pay extra. We will also visit the graveyard where the members of the Brontes rest in peace. After that we have an hour for lunch. There are cafés and restaurants nearby. Our tour continues at one thirty. We’ll wander  down the main high street where the Brontes walked 150 years ago. It has hardly changed since then. You’ll see many places that the members of the Bronte sisters used to visit. Next, … |
| **Task 3: Look at the pictures, listen again and tick (✔) the two which illustrate the ideas of the**  **listening passage.** (5 mins) | | |
| - T has Ss do the task individually.  - T has Ss look at the pictures first and see what they illustrate.  - T plays the recording again for Ss to listen and do the activity.  - T invites some Ss to share their answers with the class.  - T confirms the correct answers as a class.  - T plays the recording again if needed. Pause at places where Ss  have difficulties and show them how to find the answers.  **Transition from *Listening* to *Writing***  - Tell Ss that in the upcoming writing tasks, they are going to write the same thing as in the listening:  schedule of a visit.  -Ask Ss to refer to the listening (Activities 1, 2, 3) for any vocabulary, ideas, or structures they may need for their writing. | - Ss work individually to look at the pictures first and see what they illustrate.  - Ss listen to the recording again and do the task  - Ss check the answer as a whole class. | ***Answer key:***  1 and 3  Explanation: the listening mentions ‘ruinous cottage’ (the  building in Jane Eyre book) and ‘two-storey house’ (The Brontes’ original home). It doesn’t mention any bridge. |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (20 mins)

**a. Objectives:**

- To help students practise writing a paragraph introducing a half day tour in Hue.

**b. Content:**

Task 4: Work in pairs. Discuss and tick (✔) the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.

Task 5: Write a paragraph (100 - 120 words) introducing this half day tour in Hue. Use the clues below.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph introducing a half day tour in Hue.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Discuss and tick (✔) the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.** (3 mins) | | |
| - T has Ss work in pairs. T asks Ss to read the list and tick the thing(s)  that the tour guide mentions in the tour schedule.  - T invites some Ss to share their answers with the class.  - T checks the correct answers as a class. | - Ss work in pairs to read the list and tick the thing(s)  that the tour guide mentions in the tour schedule.  - Some Ss share their answers with the class and check them as a class. | ***Answer key:***  1, 3, 4 |
| **Task 5: Write a paragraph (100 - 120 words) introducing this half day tour in Hue. Use the clues below.** (17 mins) | | |
| - T has Ss work individually. T allows them to discuss in pairs if needed.  - T asks Ss to read the clues about the tour in Hue.  - T allows them some time to arrange the ideas and write the  paragraph. T goes around and offers help if needed.  - T calls on some Ss to read aloud their passage to the class. T comments on them.  **EXTRA ACTIVITY**  ***Make complete sentences from the clues given to write a complete text.***  1. One day / I / visit / Mount Fuji, / which / Japan’s / most iconic natural wonder.  2. It / famous / place / scenic beauty / historic site.  3. It / rise / 3,776 metres tall / reflects beautifully / five lakes / around / it.  4. Ancient samurai / use / base / mountain / remote training area.  5. Today, / Mount Fuji / international destination / tourism / mountain climbers. | - Ss read the clues about the tour in Hue.  - Ss work individually to write their full paragraph.  - Ss read aloud their passage to the class. | ***Suggested answer:***  Hi, my name is Nam and I’m going to be with you on a five-hour tour of Hue City. Our first visit is Thien Mu Pagoda. It’s the oldest pagoda in central and south Viet Nam and was built in 1602. Then we drive on to the Citadel, where we can see the palace ruins, learn about the history of the Nguyen Dynasty, and visit the altars of the Kings. The last visit is to Dong Ba Market. It’s the biggest market in the city, where you’ll see local products and chat with  the locals. You can have lunch in or around the market before the tour ends.  ***Answer key:***  1. One day, I will visit Mount Fuji, which is Japan’s most iconic natural wonder.  2. It is a famous place for its scenic beauty and historic site.  3. It rises 3,776 metres tall and reflects beautifully on the five lakes around it.  4. Ancient samurai used the base of the mountain as a remote training area.  5. Today, Mount Fuji is an international destination for tourism and mountain climbers. |

**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 3: Healthy living for teens**  **Lesson 6: Skills 2**  **\*Warm-up**  Game: Unscrambled words  **\*Listening**  Task 1: Work in pairs. Discuss if these statements are true.  Task 2: A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information.  Task 3: Look at the pictures, listen again and tick (✔) the two which illustrate the ideas of the listening passage.  **\*Writing**  Task 4: Work in pairs. Discuss and tick (✔) the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.  Task 5: Write a paragraph (100 - 120 words) introducing this half day tour in Hue. Use the clues below.  **\*Homework** |
| --- |

**UNIT 8: TOURISM**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise vocabulary items related to the topic *Tourism*;

- Use vocabulary items in new context;

- Correctly use relative pronouns *which, who*, or *whose* in sentences;

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

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- 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 8, 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** (5 mins)

**a. Objectives:**

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

- To recall vocabulary learnt in previous lessons.

**b. Content:**

- Game: Kim’s game

**c. Expected outcomes:**

- Ss can recall words related to tourism through given pictures.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Kim’s game**  **-** T asks Ss to work in groups of three or four Ss.  - T gets them look at the pictures related to tourism on the screen.  - T tells Ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down.  - After all the pictures disappear, Ss have 1 minute to write them down (2 points for each correct answer).  - T gets ss to swap the posters among groups and give corrections after T shows the answers.  - Ss give marks to their friends’ answers.  - T leads in the lesson. | - Ss works in groups and listen to the teacher’s instructions to play the game. |  |

**e. Assessment:**

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

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

**a. Objectives:**

- To help Ss review the vocabulary of Unit 8.

**b. Content:**

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

- Task 2: Fill in each blank with a suitable word or phrase. The first letter has been given.

**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 the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| - T has Ss do this activity individually.  - T asks Ss to read each sentence carefully, then refer to the four options and choose the correct answer.  - T allows Ss to compare their answers with their partners.  - T calls on some Ss to share their answers with the class.  - T confirms the correct answers as a class. Explain if needed. | - Ss do the task independently.  - Ss exchange their textbook to compare the answers.  - Some Ss share their answers with the class. | ***Answer key:***  1. B  2. C  3. C  4. D  5. A |
| **Task 2: ﻿** **Fill in each blank with a suitable word or phrase. The first letter has been given.** (5 mins) | | |
| - T has Ss do this activity individually.  - T asks Ss to read each sentence carefully and decide what word is needed to complete the sentence. Note that the first letter has already been provided. Alternatively, encourage Ss to look for the word without looking at the suggested initial letter. Then they can look at the letter and see if they have found the correct answer.  - T asks Ss to compare their answers with their partners.  - T calls on some Ss to share their answers with the class.  - T confirms the correct answers as a class. Explain if needed. | - Ss do the task independently.  - Ss exchange their textbook to compare the answers.  - Some Ss share their answers with the class. | ***Answer key:***  1. domestic  2. fixed  3. apps  4. self-guided  5. natural |

**e. Assessment:**

- Teacher checks students’ answers as a whole class.

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

**a. Objectives:**

- To help Ss revise the uses of relative pronouns in sentences.

**b. Content:**

- Task 3: Use a relative pronoun *which*, *who*, or *whose* to complete each sentence.

- Task 4: Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.

**c. Expected outcomes:**

- Students can recall the uses of relative pronouns in sentences**.**

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Use a relative pronoun *which, who,* or *whose* to complete each sentence.** (5 mins) | | |
| - T has Ss do this activity individually.  - T asks Ss to read the sentences carefully and decide which relative pronoun is correct for each sentence. Give them a tip: look at the word before the blank to see if it is a person (*who*) or a thing (*which*); then look at the word after it to see if it is a verb (*who* and *which*) or a noun (*whose*).  - T calls on some Ss to share their answers with the class.  - T confirms the correct answers as a class. Explain if needed. | - Ss do the task individually.  - Ss exchange their textbooks and give feedback to each other.  - Ss check the answers as a class. | ***Answer key:***  1. which  2. who  3, which  4. whose  5. whose |
| **Task 4: Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.** (5 mins) | | |
| - T has Ss work in pairs.  - T asks Ss to read each pair of sentences carefully and decide what relative pronoun is needed to combine them, and how to form the new sentence (what to keep, what to omit).  - T allows Ss some time to write the sentences. Go round and offer help if needed.  - T calls on some Ss to read their answers to the class.  - T confirms the correct answers as a class. Explain if needed. | - Ss work in pairs.  - Ss complete the task and discuss the answers. | ***Answer key:***  1. My family spent four days in India, whose culture is unique.  2. Organising self-guided tours helps develop personal skills which are important for everybody.  3. Russel stayed in a hotel in Bui Vien Street, which is one of the best streets for foreign tourists.  4. After the Muay Thai Show, my sons talked to the artists whose performance they admired so much.  5. We participated in a lot of activities with the local people, who were friendly and helpful. |

**e. Assessment:**

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

**4. ACTIVITY 3: PROJECT** (20 mins)

**a. Objectives:**

- To help students improve their creativity and teamwork;

- To improve their speaking and presentation skills;

- To provide an opportunity for students to develop their research and collaboration skills and to practise giving an oral presentation.

**b. Content:**

**-** Making a plan for a two-day trip

**c. Expected outcomes:**

**-** Students are able to give an oral presentation of their plan.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Making a plan for a two-day trip**  - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of their plan.  - T has Ss work in groups of 5-6 Ss. Give them a few minutes to prepare for the presentation.  - Give Ss checklists for peer and self-assessment.  - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  - Invite two or three groups to give their presentations.  - Give praise and give feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment. | - Ss work in groups of 5-6 Ss.  - Ss have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation. | ***Suggested outcome:***  Students’presentations |

**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 8: Tourism**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Kim’s game  **\*Vocabulary**  ﻿Task 1: Choose the correct answer A, B, C, or D to complete each sentence.  Task 2: Fill in each blank with a suitable word or phrase. The first letter has been given.  **\*Grammar**  ﻿Task 3: Use a relative pronoun *which*, *who*, or *whose* to complete each sentence.  Task 4: Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.  **\*Project**  **\* Homework** |
| --- |