**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

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

**REVIEW 3**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- review the stress patterns in Units 7 - 9 and how to pronounce these words with correct stress

- review the use of some key words and phrases in sentences.- revise how to change Yes / No questions into reported speech and use relative pronouns in sentences

**2. Competences**

- Develop communication skills and creativity

- 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, Review 3, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may find the lesson boring due to a large number of language exercises. | - Encourage students to work in pairs, in groups so that they can help each other.  - Design as many exercises as games as possible.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To remind students of the knowledge that they have learnt in Units 7 - 8 - 9.

**b. Content:**

**-** Keywords game

**c. Expected outcomes:**

**-** Students recall what they have learnt in Units 7 - 8 - 9.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Keywords game**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.  - Students raise their hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | - Students work individually and follow teacher’s instruction to play the game | ***Suggested answer:***  *- tourism*  *- world Englishes*  *- natural wonders of the world* |

**e. Assessment**

**-** Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss review the stress patterns in Units 7 - 9, and how to pronounce these words with correct stress.

**b. Content:**

**-** Task 1: Listen and repeat the sentences. Mark the stress in the underlined words.

**c. Expected outcomes:**

**-** Students can identify stress patterns of the given words and repeat the sentences correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat the sentences. Mark the stress in the underlined words.** (3 mins) | | |
| – T asks Ss to read the sentences first. Correct their pronunciation if needed.  – T allows Ss some time to do the exercise.  – T plays the recording for Ss to listen and mark the stressed syllable in each underlined word.  – T calls on some Ss to share their answers.  – T confirms the correct answers as a class.  – T plays the recording again for Ss to listen and repeat in chorus and then do it individually.  – T has Ss review the common rules for stress patterns of words containing the –ic, -ious, –ion and -ity suffixes. | - Students do the task individually and then check the answers as a whole class. | ***Answer key:***  1. This snack is nu`tritious and easy to prepare.  2. He is a bit slow, but he’s am`bitious.  3. Seafood is a local speci`ality, but I’m a`llergic to it.  4. The elec`tronic dictionary includes some ani`mations.  5. The cele`bration continued with a fan`tastic ac`tivity. |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

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

**a. Objectives:**

- To help Ss review the use of some key words and phrases in sentences.

**b. Content:**

- Task 2: Choose the correct answer A, B, C, or D to complete each sentence.

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

**c. Expected outcomes:**

**-** Students recall vocabulary related to tourism, natural wonders of the world and world englishes

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2:** **Choose the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| – T has Ss do the task individually  – T asks Ss to read each sentence and decide which answer (A, B, C or D) best completes the sentence.  – T calls on some Ss to share their answers with the class.  – T confirms the correct answers as a class. Explain if necessary. | - Students work independently to do the activity.  - Students check the answer as a whole class. | ***Answer key:***  *1. D*  *2. A*  *3. B*  *4. C*  *5. A* |
| **Task 3: Complete the sentences with the words and phrases from the box.** (5 mins) | | |
| – T has Ss do this exercise in pairs.  – T asks Ss to read the words in the box first and see if they remember their uses and meanings.  – T asks Ss to read each sentence and decide which word or phrase from the box best fits each blank.  – T checks the answers as a class. Highlight the key word(s) in each sentence which help(s) Ss do the task. | - Students work in pairs to do the activity.  - Students check the answers as a class | ***Answer key:***  *1. promotes*  *2. native speaker*  *3. package tour*  *4.varieties*  *5. flora and fauna* |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: GRAMMAR** (17 mins)

**a. Objectives:**

- To help Ss revise how to change Yes / No questions into reported speech.

- To provide Ss with more practice on relative pronouns and relative clauses.

**b. Content:**

- Task 4: Rewrite the sentences in reported questions.

- Task 5: Join each pair of sentences, using a relative pronoun.

**c. Expected outcomes:**

- Ss can use what they have just revised to do the exercises well.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Rewrite the sentences in reported questions.** (8 mins) | | |
| – T quickly reviews the rules of changing Yes / No questions into reported speech (using if / whether, changing tenses, time, places …).  – T has Ss do this exercise individually.  – T calls on some Ss to share their answers with the class.  – T confirms the correct answers as a class. | - Students work independently to do the activity.  - Students check the answers as a class | ***Answer key:***  *1. They asked Jane if / whether the plane was arriving soon.*  *2. The teacher wanted to know/ asked me if / whether I could write a report after my visit to the Dolomites.*  *3. She asked me if / whether the tour guide had my telephone number.*  *4. I asked Kate if / whether anybody would meet her at the airport the next day.*  *5. I asked them if / whether they were sure about the quality of those English courses.* |
| **Task 5: Join each pair of sentences, using a relative pronoun.** (9 mins) | | |
| – T helps Ss revise the use of the relative pronouns *who*, *which*, and *whose* in relative clauses.  – T has Ss work individually  – T calls on some Ss to share their answers with the class.  – T confirms the correct answers. Explain if necessary. T may then call on some Ss to read aloud the correct combinations. | - Students work independently to do the activity.  - 1-2 students come to the board to write the answer.  - Some Ss give explanation | ***Answer key:***  *1. The path was made by walkers who cross the mountains each summer.*  *2. I know an English restaurant which serves excellent fish and chips.*  *3. The local people who we met last week were very friendly and helpful.*  *4. Ms Linda teaches a class of students whose native language is not English.*  *5. The English dictionary which I can’t afford to buy is very useful.* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (8 mins)

**a. Wrap-up**

- Teacher asks Ss to summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for Review 3 – Skills.

**Board plan**

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| *Date of teaching*  **Review 3**  **Lesson 1: Language**  **\* Warm-up**  **\* Pronunciation**  Task 1: Listen and repeat the sentences. Mark the stress in the underlined words.  **\* Vocabulary**  Task 2: Choose A, B, C or D.  Task 3: Fill in the blanks.  **\* Grammar**  Task 4: Rewrite the sentences.  Task 5: Join each pair of sentences.  **\*Homework** |

**REVIEW 3**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- Practise reading for specific information about ways to learn English through reading

- revise and talk about the world’s natural wonders

- Practise listening for specific information about some tips for travellers to follow to reduce their impact on a natural wonder

- Practise writing sentences from words and phrases given.

**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, Review 3, Skills

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
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| **Anticipated difficulties** | **Solutions** |
| Students may find the lesson boring due to a large number of skills exercises. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

**-** Board Race

**c. Expected outcomes:**

**-** Students can revise vocabulary related to learning languages.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Board race**  - T divides the class into four teams. One representative from each team comes to the board.  - T asks a question, and the first person to write the correct answer on the board wins a point for their team.  - Note: the students on the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand.  - The team with the most points becomes the winner  - T leads in the reading part of the lesson. | - Students play in teams and listen to teacher’s instruction | ***Suggested answer:***  *1. hard copy (n)*  *2. revise (v)*  *3. dictionary (n)*  *4. phrase (n)* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: READING** (8 mins)

**a. Objectives:**

- To help Ss practise reading for specific information.

**b. Content:**

**-** Task 1: Read the following passage and choose the correct answer A, B, C, or D

to each question.

**c. Expected outcomes:**

**-** Students can understand the text to do the tasks successfully.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the following passage and choose the correct answer A, B, C, or D**  **to each question.** (8 mins) | | |
| – T asks Ss to do the task individually first. Tell them to read the passage two or three times, then read each question.  – T explains the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully.  – T calls on some Ss to share their answers with the class.  – T confirms the correct answers as a class. | - Students work independently to complete the task.  - Students check their answers as a whole class | ***Answer key:***  *1. C*  *2. A*  *3. B*  *4. D*  *5. D* |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: SPEAKING** (9 mins)

**a. Objectives:**

- To help Ss revise and talk about the world’s natural wonders.

**b. Content:**

-Task 2: Work in pairs. Look at the list of the natural wonders below. Rank them from 1 (most interesting) to 5 (least interesting), based on how interesting the places are for you.

**c. Expected outcomes:**

**-** Students can rank given natural wonders according to their preferences and give explanations.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in pairs. Look at the list of the natural wonders below. Rank them from 1 (most interesting) to 5 (least interesting), based on how interesting the places are for you. .**(9 mins) | | |
| – T has Ss work in pairs.  – T asks Ss to read the list, discuss and rank the natural wonders from 1 - most interesting to 5 - least interesting, based on how interesting the places are for them.  – T allows Ss some time to talk. Give help when necessary.  – T calls on some pairs to talk in front of the class. T and other Ss listen and comment. | - Students work in pairs to complete the task.  - Some pairs present their ideas to the whole class. | ***Students’ own ideas*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: LISTENING** (6 mins)

**a. Objectives:**

- To help Ss practice listening for specific information

**b. Content:**

- Task 3: Listen to the passage and fill in each blank with no more than TWO words.

**c. Expected outcomes:**

- Ss can listen for specific information and fill in the blanks.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Listen to the passage and fill in each blank with no more than TWO words.**  (6 mins) | | |
| – T has Ss read the sentences first to get an overall idea of what they are going to listen and to decide what information they need to fill in each blank.  – T plays the recording and allows Ss some time to complete their answers.  – T checks the answers as a class. If needed, play the recording again and pause when an answer comes. | - Students read the statements and guess the possible answers.  - Students do the task individually then listen again to the recording to check the answers. | ***Answer key:***  *1. some tips*  *2. material*  *3. throw rubbish*  *4. plants*  *5. preserve* |

**e. Assessment**

- Teacher corrects the students' answers as a whole class.

**5. ACTIVITY 4: WRITING** (15 mins)

**a. Objectives:**

- To practise writing sentences from words and phrases given.

**b. Content:**

- Task 4: Make sentences using the words and phrases given.

**c. Expected outcomes:**

- Ss can make sentences using suggested words.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Make sentences using the words and phrases given.** (15 mins) | | |
| – T asks Ss to read all the words and phrases to have a general idea about the content of each sentence they are going to write.  – T asks Ss to determine what is most suitable tense for each word and phrase.  – T has Ss work individually. Allow Ss some time to write the sentences.  – T calls on some Ss to read aloud their sentences. Give comments.  – T provides correct sentences. Explain if needed. | - Students work in pairs first to figure out the general ideas of the sentences and determine the suitable tenses, then write the sentences individually.  - One/two students come to write their sentences on the board.  - Other students give comments. | ***Answer key:***  *1. The village is nearly inaccessible by cars on rainy days.*  *2. In what countries do people speak English as a first language?*  *3. You should learn to speak English fluently with a native speaker.*  *4. We will stay at the hotel which my friend has recommended to us. /*  *We stayed at the hotel which my friend recommended to us.*  *5. Many foreign tourists like Viet Nam because the accommodation and food are affordable.* |

**e. Assessment**

- Teacher observes and gives feedback.

**6. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for Unit 10 – Getting started

**Board plan**

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| *Date of teaching*  **Review 3**  **Lesson 2: Skills**  **\* Warm-up**  Board Race  **\* Reading**  Task 1: Choose A, B, C or B.  **\* Speaking**  Task 2: Rank and give explanations.  **\* Listening**  Task 4: Fill in the blanks.  **\* Writing**  Task 5: Write sentences.  **\* Homework** |