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

**LESSON PLAN**

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

**UNIT 10: PLANET EARTH**

**Lesson 1: Getting started – In a science club**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the words and phrases related to planet Earth, habitats, and flora and fauna;

- Gain vocabulary to talk about *planet Earth.*

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Actively participate in class;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 10, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

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| **Language analysis Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. outer space (n) | /ˌaʊtə ˈspeɪs/ | the part of space that is very far away from Earth | ngoài vũ trụ |
| 1. habitat (n) | /ˈhæbɪtæt/ | the natural environment in which an animal or plant usually lives | môi trường sống của động thực vật |
| 3. landform (n) | /ˈlændfɔːm/ | a natural shape on the earth’s surface, such as mountain or a valley | dạng địa hình,  địa mạo |
| 4. essential (adj) | /ɪˈsenʃl/ | necessary or needed | vô cùng quan trọng |
| 1. preserve (v) | /prɪˈzɜːv/ | to keep something as it is, especially in order to prevent it from being damaged | bảo tồn |
| 1. grassland (n) | /ˈɡrɑːslænd/ | a large area of land covered with grass | khu vực đồng cỏ |

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

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

- To lead into the unit.

**b. Content:**

**-** Think!

- Making a Solar System picture.

**c. Expected outcomes:**

**-** Students can have some ideas about Natural Wonders.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  **-** Have class play a game with two groups.  - Give two groups two sets of names of planets.  - Draw a picture of the Solar System without the names of planets.  - Set the time and ask the two groups to stick the names of planets in the position from the Sun outward.  - When time is up, teacher stops the game and checks the answers.  - The team with the most correct answers wins.  - Lead into the new unit. Ask Ss *Where is Earth in the Solar System? What do you know about it?* | - Students listen to the teacher’s instruction.  - Students work in 2 groups to stick the names of planets to the picture of the Solar System.  - Students answer questions to share their knowledge of the Solar System. | **Name of the planets:**  Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune |
| **Option 2: Making a Solar System picture**  - Provide large sheets of paper and art supplies.  - Ask Ss to work together to create a picture about the solar system.  - Encourage them to show their creativity and understanding of planetary features. | - Students listen and follow the teacher’s direction.  - Students make pictures of the solar system. |  |

**e. Assessment**

**-** T checks Ss’ answers and gives feedback

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

**a. Objectives:**

- To provide students with vocabulary;

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

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words related to *Planet Earth.*

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meanings of the new vocabulary by showing pictures or giving explanations. | - Students guess the meanings of words. | **New words:**   1. outer space (n) 2. habitat (n) 3. landform (n) 4. essential (adj) 5. preserve (v) 6. grassland (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

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

**a. Objectives:**

- To help Ss read for specific information about the topic *In a cience club*;

- To help Ss learn words and phrases related to the topic *In a science club*;

- To help Ss use the words and phrases in context.

**b. Content:**

-Task 1: Listen and read.

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

- Task 3: Write a word or phrase from the box under the correct picture.

- Task 4: Complete each sentence with a word or phrase from 3.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | | |
| - Set the context: Have Ss look at the heading ***In a science club,*** the conversation and the pictures, and answer some questions, e.g. *What can you see in the pictures? What do you think Mr An, Nick and Lan are talking about?* Encourage Ss to answer, but do not confirm whether their answers are right.  - Play the recording twice for Ss to listen and read along. Then invite 3 Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers:  *We can see the giraffes, a globe, plants and sea / ocean.*  *They are talking about Earth, it’s another name, its living things and non-living things.* | - Students look at the heading, pictures and answer the questions.  - Students listen to the recording and read along.  - Three students role-play to act out the conversation.  - Students listen to check answers from the teacher. | **Picture:**    The dialogue on page 104 |
| **Task 2:** **Read the conversation again and tick (√) T (True) or F (False) for each sentence.** (7 mins) | | | |
| - Ask Ss to work in pairs to read the conversation to underline the keywords in the statements.  For example:   1. The students are asking about the Solar System. 2. Another name for Earth is the Blue Planet. 3. Water covers four fifths of Earth. 4. Water bodies and landforms are essential habitats for plants and animals.   5. Mr An thinks pollution is threatening the habitats of plants and animals.  - Then have pairs work together for one or two minutes to check if the statements are True or False.  - Have Ss read out the statements and say if they are true or false.  - Make sure they pronounce the words correctly.  - Check the answers as a class. | - Students work in pairs to read the conversation and do the activity.  - Students say their answers, then check as a class. | ***Answer key:***   1. F   2. T  3. F  4. T  5. T |
| **Task 3: Write a word or phrase from the box under the correct picture.** (7 mins) | | | |
| - Ask Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.  - Ask Ss to work in pairs to label the pictures with the appropriate words and phrases.  - Check the answers as a class. | - Students read aloud.  - Students do the task in pairs.  - Students listen and check. | ***Answer key:***   1. landforms   2. flora and fauna 3. liquid water  4. outer space  5. water bodies  6. Solar System |
| **Task 4: Complete each sentence with a word or phrase from 3.** (7 mins) | | | |
| - Ask Ss to work independently to complete each sentence with a word or phrase from the box. Allow Ss to refer to the pictures and phrases in **3** or the conversation if needed.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences. Correct Ss’ pronunciation if needed. | - Students work independently to do the task.  - Students check the answers as a class, then read out the full sentences. | ***Answer key:***   1. Flora and fauna 2. water bodies   3. Solar System  4. outer space  5. landforms |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To help Ss know more about the planet Earth.

- To help Ss improve group work skills.

**b. Content**

- Task 5: Quiz: Work in groups. Answer the following questions.

**c. Expected outcomes:**

- Ss can answer some information about the Earth.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Quiz: Work in groups. Answer the following questions.** (10 mins) | | |
| - Ask Ss to work in groups to read the information to answer the questions. Encourage Ss to guess as many answers as possible.  - Ask some Ss to report the answers they have thought of / worked out. | - Students work in groups to do the quiz.  - Students report the answers they have thought of / worked out. | ***Suggested Answer:***   1. 7 (Asia, Africa, North America, South America, Europe, Australia, and Antarctica) 2. 5 (Arctic, Atlantic, Indian, Pacific, and Southern Oceans) 3. 1   1. Oxygen (O2), medical use  2. Nitrogen (N2): fire suppression, provides an inert atmosphere  3. Helium (He): balloons, medical equipment  4. Argon (Ar): welding, provides an inert atmosphere for materials  5. Carbon dioxide (CO2): carbonated soft drinks, …   1. Mars |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Refer to the unit title again thentogether with Ss, orally list the issues that Mr An and the students discuss in their science club.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book to p.113, look at the picture and say what the topic of the project is (*Our flora and fauna*). They will design a poster and present it at the end of this Unit.

- Explain the project requirements: In groups, Ss think about their area and the flora and fauna of the area. Otherwise, they can choose an area they know. Remind Ss to use these guiding questions to prepare:

*+ What area with special plants and animals do they like to talk about?*

*+ What animals and plants does the area have?*

*+ Are the plants special in any way? (for wood, for medicine, for the fresh air or for the beauty of the area …?)*

*+ Are the animals special in any way? (Are they rare? Do they need protection? Are they hunted for food/ fur/ ivory… or killed to produce medicine?)*

*+ What do you think local people should do to protect them? (stop cutting trees, stop hunting these animals, building nature reserve, etc.)*

- Tell Ss that they can use a poster or PowerPoint slides to present the flora and fauna they choose to talk about. In this case, their slides or posters should include a mixture of texts and pictures or photos of plants and animals of the area they choose to illustrate.

- It is advisable for them to choose their group leader. Ask the leader to make a timeline for the group and help report the progress of the group to the teacher as well as assign tasks to the group members if needed during their preparation period. Ask group members to work together to brainstorm the topic and support each other during the time they prepare for the project.

- In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any vocabulary and grammar related to the project (nouns and phrases to name plants and animals, their benefits or importance, the problems the plants and animals are facing, verbs to talk about measures to protect them or functional language they need to discuss, to ask and answer to do the project), and solving any other problems that may arise with their projects.

**Board plan**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**   1. outer space (n) 2. habitat (n) 3. landform (n) 4. essential (adj) 5. preserve (v) 6. grassland (n)   **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and tick (√) T (True) or F (False) for each sentence.  Task 3: Write a word or phrase from the box under the correct picture.  Task 4: Complete each sentence with a word or phrase from 3.  **III. Production**  Task 5: Quiz: Work in groups. Answer the following questions.  **\*Homework** |

**UNIT 10: PLANET EARTH**

**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 *Planet Earth*;

- Have the right rhythm in sentences.

**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 10, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. nature reserve (n) | /ˈneɪtʃə rɪzɜːv/ | an area of land that is protected in order to keep safe the animals and plants that live there because they are rare | khu bảo tồn  thiên nhiên |
| 2. food chain (n) | /ˈfuːd tʃeɪn/ | a sequence of organism where one eats another | chuỗi thức ăn |
| 3. pole (n) | /pəʊl/ | either of two points at the most northern and most southern ends of the earth around which the earth turns | cực (Bắc / Nam) |
| 4. ecological balance | /ˌiːkəˈlɒdʒɪkl ˈbæləns/ | a term describing how ecosystems are organized in a state of stability where species coexist with other species and with their environment | cân bằng sinh thái |
| 1. climate change (n) | /ˈklaɪmət tʃeɪndʒ/ | changes in the world’s weather, particularly and increase in temperature | biến đổi khí hậu |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in saying sentences with correct rhythm. | Provide students some tips by identifying the stressed words that help create rhythm in sentences. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Brainstorming

- Wordly word chain

**c. Expected outcomes:**

-Students can recall some words and phrases about planet Earth.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorming**  - Give Ss a few minutes to play a game. Have Ss form two groups.  - Give Ss pictures of things and strips of paper with words / phrases.  *-* Ask the groups to stick the words / phrases to the right pictures.  - The group with more correct answers wins.  - Ask Ss to open their books to page 106. | - Students listen to the teacher’s instruction.  - Students stick the words / phrases to the right pictures as quickly as possible. | **Words / phrases:**  *Solar System, outer space, landforms, water bodies, flora and fauna, liquid water, glacier* |
| **Option 2: Wordly word chain**  - Start with a nature-related word like “Earth”.  - Ask Ss write another word related to it (E.g. water), the next one writes something connected to that (E.g. wave).  - Continue creating a chain of words linked to Earth’s elements and processes. | - Students listen and follow the instruction to play them game. | Example:  Earth -> water -> wave |

**e. Assessment**

- Teacher’s feedback

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

**a. Objectives:**

- To provide students new vocabulary;

- To help students to use some vocabulary related to planet Earth in contexts.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Write a word or phrase from the box under each picture.

- Task 2: Complete each sentence with a word or phrase from 1.

- Task 3: Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

**-** Students can identify some vocabulary about planet Earthand use them in different contexts.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the words. | - Students see the pictures and guess the meanings of words and phrases. | **New words:**   1. nature reserve (n) 2. food chain (n) 3. pole (n) 4. ecological balance 5. climate change (n) |
| **Task 1: Write a word or phrase from the box under each picture.** (5 mins) | | |
| - Have Ss read aloud the words and phrases in the box.  - Ask Ss to work in pairs to look at the pictures and describe them.  - Have pairs write the correct words / phrases under the pictures.  - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.  - Check the answers as a class. | - Students read the words and phrases, then do the task in pairs.  - Students listen and check their answers. | ***Answer key:***   1. flora and fauna 2. habitats   3. poles  4. grassland  5. nature reserves  6. food chain |
| **Task 2: Complete each sentence with a word or phrase from 1.** (5 mins) | | |
| - Ask Ss to work individually to complete the sentences.  - Ask some Ss to read aloud their sentences.  - Check the answers as a class.  - Correct Ss’ pronunciation if necessary. | - Students work individually to do the task.  - Students read aloud the completed sentences.  - Students check their answers. | ***Answer key:***   1. food chain   2. grassland  3. nature reserves  4. poles  5. habitats |
| **Task 3: Choose the correct answer A, B, C, or D.** (5 mins) | | |
| - Ask Ss to work in pairs to choose the correct answer for each sentence.  - Ask some Ss to read out their answers or write their answers on the board.  - Check the answers as a class. Then have Ss read the sentences aloud.  - Correct Ss’ pronunciation if necessary.  **EXTRA ACTIVITY**  - Have Ss play a word game. Have Ss work in two groups. Show pictures with initial letter (s) of the words / phrases describing the things in the pictures. The group with more correct answers wins. | - Students work in pairs to do the task.  - Students read out their answers.  - Students check the answers as a class. Some Ss read the sentences aloud.  - Students work in two groups to play the game. | ***Answer key:***   1. C   2. B  3. C  4. A  5. D  **Pictures:**    ***Answer key for Extra activity:***   1. habitat loss 2. nature reserve 3. ecological balance 4. polluted   5. global warming  6. climate change |

**e. Assessment**

- Teacher’s observation and feedback

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

**a. Objectives:**

**-** To help Ss become aware of the stressed words in a sentence;

- To help Ss practise stressing the correct words in a sentence that create rhythm in sentences.

**b. Content:**

- Task 4: Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?

- Task 5: Circle the stressed syllables in the sentences. Listen, check, and repeat.

**c. Expected outcomes:**

- Students can stress the correct words in a sentence that create a rhythm in sentences.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?** (7 mins) | | |
| - Have Ss read the **Remember!**box first. Remind them of the sentence stress in Unit 11 of Tieng Anh 7 and Tieng Anh 8.  - Ask Ss to listen the recording once.  - Then play the recording again and have Ss repeat after each sentence as a class and as individuals. Ask them to pay attention to the stressed words.  - Play the recording as many times as necessary. Correct Ss’ pronunciation if needed. | - Students read the **Remember!**box, listen to the teacher’s instruction.  - Students listen and repeat the recording. | ***Audio script:***   1. **Earth** is the **third** **pla**net from the **Sun**. 2. **O**ceans, s**eas**, **ri**vers, and **lakes** are **wa**ter **bo**dies. 3. The **North** and **South** **poles** are ex**treme**ly **cold** and **i**cy. 4. Do **moon**quakes **last** up to **half** an **hour**? 5. Pre**ser**ving **na**tural re**sour**ces is very im**por**tant. |
| **Task 5: Circle the stressed syllables in the sentences. Listen, check, and repeat.** (7 mins) | | |
| * Have Ss read the sentences and circle the stressed syllables in the sentences. * Ask Ss to count the number of stressed syllables in each sentence, then share their answers with their partners.   - Check if Ss have counted enough stresses in each of the sentences.  - Play the recording again for Ss to listen and repeat each sentence after the recording. Correct Ss pronunciation if necessary.  - Call on some Ss to read the sentences. Play the recording again and again if necessary. | - Students read and circle the stressed syllables.  - Students count the number of stressed syllables in each sentence, then share their answers with a partner.  - Students listen and check their answers as a class, then listen and repeat the sentences.   * Some Ss read the sentences aloud. | ***Audio script:***   1. We’re **do**ing a **stu**dy on **cli**mate **change**. 2. **What** is the **dis**tance from **Earth** to **Mars**? 3. They’ll **have** a di**scu**ssion on **nat**ural **ha**bitats. 4. **Plants** pro**vide** us with **food**, **ox**ygen, and **e**nergy. 5. Our **school** **or**ganized **va**rious ac**ti**vities on **Earth Day**.   How many stressed syllables are there in each sentence?  1. 4  2. 4  3. 4  4. 5  5. 6 |

**e. Assessment**

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

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask the class what words, phrases they have learnt and how to say sentences with the correct rhythm.

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

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching …*  **UNIT 10: PLANET EARTH**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**   1. nature reserve (n) 2. food chain (n) 3. pole (n) 4. ecological balance 5. climate change (n)   Task 1: Write a word or phrase from the box under each picture.  Task 2: Complete each sentence with a word or phrase from 1.  Task 3: Choose the correct answer A, B, C, or D.  **\* Pronunciation**  Task 4: Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?  Task 5: Circle the stressed syllables in the sentences. Listen, check, and repeat.  **\*Homework** |

**UNIT 10: PLANET EARTH**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

1. **Knowledge**

- Use non-defining relative clauses.

**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 10, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Non-defining relative clauses** | |
| **Usage** | **Example** |
| - Add extra information.  - Have a comma when usingnon-defining relative clauses. | - Earth**, which is the third planet from the Sun,** depends much on the Sun for its energy. |

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

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

**-** To lead Ss into the new unit.

**b. Content:**

**-** Quiz!

**-** Planet Earth Pictionary

**c. Expected outcomes:**

**-** Students can answer teacher’s questions using non-defining relative clauses.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Quiz**  - Divide the class into two big groups.  - Show the questions on the board.  - The questions can be multiple choice questions, and the two groups just say A, B, C, or D.  - The one with the most correct answers wins.  - Declare the winner and lead into the new lesson.  - Ask Ss to look at **A CLOSER LOOK 2** on page 107. | - Students work in groups to read and answer the questions. | ***Quiz:***    ***Answer key:***  1. D  2. C  3. B  4. C  5. D |
| **Option 2: Planet Earth Pictionary**  - Divide Ss into pairs.  - One student in each pair secretly draws a picture of a natural phenomenon or geographical feature related to Earth.  - The other student, using relative clauses, must describe the picture to their partner without explicitly naming it.  - The partner guesses the phenomenon or feature within the set time limit.  - The most correct guess within the time limit wins!  - Lead into new lesson. | - Students work in pairs.  - Students use relative clauses to describe picture.  - Students guess. | ***Example:***  Draw pictures about coral reefs, volcanic eruption.  **Sentences:**  **-** It’s an [area](https://dictionary.cambridge.org/vi/dictionary/english/area) of [coral](https://dictionary.cambridge.org/vi/dictionary/english/coral), the [top](https://dictionary.cambridge.org/vi/dictionary/english/top) of **which can sometimes be**[**seen**](https://dictionary.cambridge.org/vi/dictionary/english/seen)**just above the**[**sea**](https://dictionary.cambridge.org/vi/dictionary/english/sea).  - It’s a tall, sleeping mountain **that is covered in green forests and dotted with fluffy white clouds**. But sometimes, this mountain wakes up in a very dramatic way! |

**e. Assessment**

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

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use of non-defining relative clause.

**b. Content:**

- Grammar Explanation

- Task 1: Complete the sentences with correct relative pronouns.

- Task 2: Underline the relative clauses. Tick (√) if the relative clause can be omitted.

- Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).

**c. Expected outcomes:**

- Students know how to use the non-defining relative clause.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Grammar Explanation** | | |
| - Ask Ss to work individually to read the **Remember!**box.  - Write examples of a sentence with a non-defining relative clause and one with a defining relative clause on the board.  - Ask some Ss to underline the relative clauses in the two examples. Ask them to point out the differences between pairs of relative clauses.  - Explain the differences in (1) sentence punctuation (,), (2) the position of the clause, (3) use/ function of each type of relative clause, and (4) whether they can be omitted or not, (5) whether the relative pronouns can be omitted or replaced with ***that***. | - Students follow instructions.  - Students read the **Remember!** box carefully and listen to the teacher. |  |
| **Task 1: Complete the sentences with correct relative pronouns.** (7 mins) | | |
| - Have Ss work independently to look at **Remember!** box to fill in the blanks.  - Check the answers as a class.  - Ask if these pronouns can be replaced with ***that*** or not.  - Ask several Ss to read aloud the full sentences. Correct their pronunciation if necessary. | - Students do the task independently.  - Students listen and check their answers as a class.  - Students answer the teacher’s questions.  - Students read aloud the full sentences. | ***Answer key:***   1. which   2. who  3. whose  4. which  5. which |
| **Task 2: Underline the relative clauses. Tick (√) if the relative clause can be omitted.** (7 mins) | | |
| - Remind Ss that a non-defining relative clause cannot be omitted from a sentence. It is used to give more information about the noun in front of it.  - Have Ss work in pairs to underline the relative clauses and tick if the relative clauses can be omitted.  - Write Sentences **2** and **3** on the board and ask one student to go to the board to do the task.  - Check the student’s answers. Correct any mistakes and re-explain the rule if necessary.  - Check the other sentences as a class.  - Have Ss read out loud sentences and correct pronunciation if necessary. | - Students listen to the teacher’s explanation.  - Students work in pairs to do the task.  - Students listen and check. | ***Answer key:***  1. \_**√**\_ The second planet from the Sun is Venus, which is sometimes called Earth’s sister.  2. \_**√**\_The Ocean, which is the body of salt water, contains 97% of Earth’s water.  3. \_\_ Landforms make up the areas which include mountains, hills, plains, and plateaus.  4. \_**√**\_ One of the world’s most famous earth scientists is James Hutton, who is a British geologist.  5. \_**√**\_ Arctic Ocean ice and water make up a habitat for polar bears, whose main food is seals. |
| **Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).** (7 mins) | | |
| - Have Ss work individually to complete the sentences using the non-defining relative clauses.  - Remind them of which relative pronoun (*which, who, whose*) used to replace the nouns before it.  - Also remind them of the meaning of the full sentence after they have completed them.  - Ask some Ss to read out their completed sentences. Correct pronunciation if necessary.  - Check the answers as a class. | - Students work individually to do the task.  - Students listen to the teacher’s instruction.  - Students listen and check their answers. | ***Answer key:***   1. B   2. C  3. A  4. E  5. D |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To have Ss practice combining two sentences into one, using non-defining relative clauses.

**b. Content:**

- Task 4: Combine the two sentences into one, using a non-defining relative clause.

**c. Expected outcomes:**

- Students can combine two sentences into one using non-defining relative clauses.

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Combine the two sentences into one, using a non-defining relative clause.** (6 mins) | | |
| - Have Ss work individually for five minutes to write their combined sentences.  - Remind Ss of the position of the non-defining relative clause in a sentence.  - Then ask them to work in pairs to swap their answers.  - Ask some Ss to write their combined sentences on the board, then check the answers as a class.  - Have the class read out their sentences. Correct pronunciation when necessary.  **EXTRA ACTIVITIES**  Teacher can also ask Ss to do an extra activity below.  Each of the following sentences has ONE mistake. Find the mistakes in the sentences and correct them.  1. Earth Day is the day where people celebrate the wonder of Earth.  2. Polar habitats, what include the North and the South Poles, are extremely cold.  3. The Pacific Ocean, that is the largest and deepest one on Earth, is being polluted.  4. Planet Earth, where has a solid and active surface, has various habitat types.  5. Climate change has caused changes in the colour of the Oceans, what is so worrying. | **-** Students work individually to do the task.  - Students listen to the teacher’s instruction.  - Students exchange answers.  - Students listen and check their answers as a class.  - Students read out the sentences.  - Students do the extra activity.  - Students find and correct mistakes. | ***Answer key:***   1. The Moon, whose surface is dark, is Earth's only natural satellite.   2. Moonquakes, which can last up to half an hour, are much weaker than Earthquakes.  3. Mar, which is a rocky planet like Earth, has mountains and canyons on its surface.  4. Venus, which has similar size and structure as Earth, is considered the twin sister of Earth.  5. We should protect rivers and lakes, which provide humans with their main sources of fresh water.  ***Answer key:***   1. where -> when 2. what -> which 3. that -> which 4. where -> which 5. what -> which |

**e. Assessment**

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

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To have Ss practise using non-defining relative clauses.

**b. Content:**

- Task 5: Work in two groups. Take turns to say aloud one of the places in the table. The other group explains or gives more information about it. The team that has the most correct sentences wins.

**c. Expected outcomes:**

- Students can practise using non-defining relative clauses.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in two groups. Take turns to say aloud one of the places in the table. The other group explains or gives more information about it. The team that has the most correct sentences wins.**  (10 mins) | | |
| - Divide the class into groups.  - Instruct Ss to take turns to say aloud one of the places *(the Nile, Pacific Ocean, Viet Nam, the Sahara, Mount Fansipan*) and the other members explain or give more information about the places.  - Give groups two minutes to prepare. Tell them that groups can write down their group’s sentences.  - Invite one group to say one name from the list, then the other reads out or says their sentence using a non-defining relative clause.  - Remind them that the group that has the correct sentence with a non-defining relative clause has the right to read out next name on the list for the other group to make a sentence with a non-defining relative clause.  - Correct any grammar and pronunciation mistakes if necessary.  - The group with the most correct sentence wins. | - Students work in groups.  - Students take turns to say aloud one of the places.  - Students work in groups in 2 minutes.  - Students say the names from the list. Then the other Ss read out their sentences using a non-defining relative clause. | **Example:**  The Nile, which is the longest river, flows into the Mediterranean Sea. |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

- Have them say out loud the things they should remember about a non-defining relative clause.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Presentation**  Grammar Explanation  Task 1: Complete the sentences with correct relative pronouns.  Task 2: Underline the relative clauses. Tick (√) if the relative clause can be omitted.  Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).  **II. Practice**  Task 4: Combine the two sentences into one, using a non-defining relative clause.  **III. Production**  Task 5: Work in two groups. Take turns to say aloud one of the places in the table. The other group explains or gives more information about it. The team that has the most correct sentences wins.  **\* Homework** |

**UNIT 10: PLANET EARTH**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

1. **Knowledge**

- Persuade someone to do something and responding to persuasions;

- Read for general and specific information about flora and fauna.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Know about flora and fauna;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 10, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |
| --- | --- |
| **Persuading** | **Responding** |
| *Why don’t you give it a go?*  *How would you feel about contributing…?*  *Your contribution would really help us out.* | *Ok, I’ll think about that.*  *Alright. I’ll make a contribution.* |

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

- To introduce the topic of the lesson;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Brainstorming

- Headline Hysteria

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorming**  - Divide the class into groups.  - Stick slips of paper (with a sentence on each slip) on the board. Give each group pieces of paper with different colours for them to write their answers.  - Groups add an appropriate non-defining relative clause to each of the sentence on the board by writing their answers on a piece of paper, then stick to the given sentences. The group that has the most sentences with correct non-defining relative clause embedded within the time limit wins.  - T declares the winner then leads into the new lesson. | - Students listen to the teacher’s explanation, then play the game. | ***Example:***  The Mekong River, which is the longest river in Southeast Asia, has a length of about 4900km. |
| **Option 2: Headline Hysteria**  - Write down a hot-button issue or a controversial statement on the board.  - Divide Ss into groups and task them with creating **compelling headlines** that take opposing stances on the issue.  - Encourage them to use strong verbs, evocative language, and attention-grabbing wordplay.  - Discuss the impact of headlines on shaping public opinion and how word choice can influence readers' perspectives. | - Students listen and follow instructions  - Students work in groups. | ***Topic***  Should homework be banned?  **Example headlines:**  Homework: Friend or Foe?  The Amazing Tale You've Never Heard. |

**e. Assessment**

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

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

**a. Objectives:**

- To introduce ways to persuade someone to do something and respond to it.

**b. Content:**

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

- Task 2: Work in pairs. Make similar conversations with the following situations.

**c. Expected outcomes:**

- Students can use the structures to persuade and respond.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | |
| - Play the recording for Ss to listen to and read the conversations. Ask Ss to pay attention to the highlighted parts. Emphasise the ways to persuade someone to do something and respond to persuasion.  - Tell Ss *Why don’t you give it a go? How would you feel about contributing …, Your contribution would really be helping us out are* different ways to persuade someone in different contexts.  - Tell them that *Why don’t you give it a go?* is used to persuade someone to do something, and the response can be general by saying *Ok, I’ll think about that.* When the persuasion is more specific with a specific verb like *contributing* in *How would you feel about contributing …,* the respond can be more specific with verb *contribute* like in *Alright. I’ll contribute some. /* *I’ll make a contribution.*  - Have Ss practise the conversations. | - Students listen and read.  - Students look at the highlighted parts.  - Students listen.  - Students act out. | ***Audio script:***  1.  Mi: Have you read this book about the Solar System?  Tom: Not yet. I don’t feel like reading it.  Mi: Why don’t you give it a go? You will like it.  Tom: Ok, I’ll think about that.  2.  Lan: How would you feel about contributing to the fund to protect our wildlife?  Local resident: Contribute to a fund?  Lan: Yes, your contribution would really help us out.  Local resident: Alright. I’ll make a contribution.  **Structures:**  *- Why don’t you give it a go?*  *- Ok, I’ll think about that*  *- How would you feel about contributing …*  *- Your contribution would really be helping us out.*  *- Alright. I’ll contribute some.* |
| **Task 2: Work in pairs. Make similar conversations with the following situations.** (7 mins) | | |
| **–** Ask Ss to work in pairs to make similar conversations. Tell them to use the situations given and the sample expressions. Give feedback on their conversations.  **–** Have Ss practise the conversations in front of the class.  **Transition from *Everyday English* to *Earth’s habitats*?**  - Give Ss a situation as follows: *You persuade your peer to read about the Earth’s habitats.* Ask Ss to make a short dialogue between Mi and Tom to practise persuading people.  - Tell the class that they will have a chance to read about some of the Earth’s habitats. | - Students work in pairs to do the task.   * Some Ss practise the conversations in front of the class.   - Students follow the teacher’s direction. | **Suggested answers:**  **1.**  *A:* Have you watched ‘Blue Planet” yet?  *B:* Not yet. I don’t like watching it much.  *A:* Why don’t you give it a go? You will like it.  *B:* OK, I’ll think about that.  **2.**  *A:* How would you feel about contributing to the fund to build a nature reserve?  *B:* Contribute to a fund?  *A:* Yes, your contribution would really help us out.  *B:* Alright. I’ll make a contribution.  ***Suggested answer for Transition:***  Mi: Have you read this book about the Earth’s habitats?  Tom: Not yet. I don’t feel like reading it.  Mi: Why don’t you give it a go? You will like it.  Tom: Ok, I’ll think about that. |

**e. Assessment**

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

**3. ACTIVITY 2: EARTH’S HABITATS** (20 mins)

**a. Objectives:**

- To helps Ss learn about Earth’s habitats;

- To practice scanning skills;

- To give Ss practice of reporting the habitats they have chosen to discuss and compare.

**b. Content:**

- Task 3: Read the short descriptions of various habitats and match them with their features.

- Task 4: Work in pairs. Choose two habitats and compare them.

- Task 5: Report the results of your comparison to the class.

**c. Expected outcomes:**

- Students can report the habitats they have chosen to discuss and compare.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read the short descriptions of various habitats and match them with their features.** (5 mins) | | |
| - Have Ss work in pairs to read the posts to match the main idea of each post with the name of the habitat. Ask some pairs to read out their answers. Correct their pronunciation if necessary.  - Check the answers as a class.  - If time allows, ask some Ss to retell information from the posts or to role play the four friends to tell class about the Earth’s habitats.  **EXTRA ACTIVITY:**  For more able Ss, T can show two pictures of two other types of habitats (deserts and freshwater habitats), then ask Ss to name them. Then provide them some major facts (as in **3**) about the habitats T chooses to add. Have Ss to ask and answer questions about these additional habitats, the types of flora and fauna, the special features and roles of them. | - Students work in pairs to do the task.  - Students check the answers. | ***Answer key:***   1. Polar regions - c 2. Forests - d 3. Oceans - b   4. Grasslands - a   |  |  | | --- | --- | | **SAHARA** | **BAIKAL** | | - largest one in the world  - located in northern Africa  - few plants and animals.  - little rain fall (<25 cm per year)  - very hot and dry  - average temperature: 360 C, highest in summer: 560 C | - largest, oldest and deepest freshwater  - located in Russia  - home to approximately 1,700 to 1,800 plant and animal species  - holds 20% of world fresh water.  - cold (-210 C in winter and 110 C in summer) | |
| **Task 4: Work in pairs. Choose two habitats and compare them.** (7 mins) | | |
| - Have Ss work in pairs to choose two habitats to describe and then compare them.  - Ask them to think of suggested features:  + their specific types / examples  + their importance  + plants / animals living there  + other special features  - Tell them that they can make notes about similarities and differences of the two types they have chosen.  - Invite some Ss to talk about a habitat they have chosen. Correct any grammar or pronunciation mistakes if necessary. | - Students work in pairs to do the task.   * Students brainstorm similarities and differences of the two types of habitats they have chosen. | **Suggested answers:**  **Specific types:**  Ha Long Bay: Limestone cliffs, turquoise waters, schools of fish, playful dolphins, coral reefs  Da Lat highlands: Lush tea plantations, crisp mountain air, wild orchids, colorful birds, misty valleys  **Importance:**  Ha Long Bay: Cleans air, shields coast, cradles marine life  Da Lat highlands: Purifies water, offers respite from heat, contributes to scenic beauty  **Plants / animals:**  Ha Long Bay: Coral reefs, fish, dolphins  Da Lat highlands: Tea plants, orchids, birds  **Special features:**  Ha Long Bay: Mist, ancient legends, sun-dappled depths  Da Lat highlands: Cool temperature, vibrant colors, bird songs |
| **Task 5: Report the results of your comparison to the class.** (8 mins) | | |
| - Have some representatives of some pairs report the comparison of the two habitats they have chosen.  - Tell them that they can use ideas from the posts in **3** and the notes or talk to the class using the suggested features in **4**.  - Invite feedback from peers. Give more feedback on Ss’ reports. | - Students listen and follow instructions. | ***Suggested answer:***  – Both Polar regions are found at the top and bottom of Earth while grasslands are found in the middle part of the world.  – While the temperatures in Polar regions are extremely low / While Polar regions are extremely cold all year round, grasslands have hot summers and cold winters.  – Both grasslands and forests have rainfall, various soil types and can catch fire.  – Rainforests have high density of plants with diﬀerent heights while grasslands rarely have trees. They only have bushes which are usually short.  Report:  Imagine two colorful regions of our dear Viet Nam: Da Lat and Ha Long Bay. In Ha Long Bay, limestone giants rise from turquoise waters, shrouded in mist and whispering ancient legends while schools of silver fish dance in the sun-dappled depths. This watery wonderland cleans the air, shields the coast, and cradles a symphony of life, from playful dolphins to coral castles hidden beneath the waves. In stark contrast, Da Lat's highlands burst with vibrant life. Lush tea plantations blanket the hills, their scent mingling with the crisp mountain air. Wild orchids cling to ancient trees, while colorful birds flit through the canopy, their songs echoing through the valleys. This misty paradise purifies the water we drink, offers refuge from the scorching sun, and paints Viet Nam's canvas with a touch of cool magic. Though worlds apart, both Ha Long Bay and Da Lat, with their unique beauty and ecological roles, remind us of Vietnam's rich tapestry of life and the importance of protecting it. |

**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**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Make similar conversations with the following situations.  **\* Earth’s Habitats**  Task 3: Read the short descriptions of various habitats and match them with their features.  Task 4: Work in pairs. Choose two habitats and compare them.  Task 5: Report the results of your comparison to the class.  **\*Homework** |

**UNIT 10: PLANET EARTH**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for main idea and specific about roles of plants and animals;

- Talk about threats to flora and fauna and how to protect them.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

- Understand more about roles of plants and animals;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 10, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **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 help Ss understand and activate their knowledge of the topic.

**b. Content:**

- Brainstorming

- Predator-Prey Chain Challenge

**c. Expected outcomes:**

- Students gain knowledge about the topic.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorming**  - Let Ss play a game in two groups of four or five. Group 1 shouts out the name of a habitat and the other groups should say a sentence, talking about the feature of that habitat. A habitat name can be reused, but the features mentioned later must be different from the one(s) previously mentioned. The group that can name a correct feature gets one point and the right to shout another habitat name or lose turn if this group cannot mention any feature.  - Stop the game when time is up.  - The group that has the most correct answers wins.  - Declare the winner. | - Students listen to the instruction.  - Students work in groups to play the game. | **Examples:**  **Habitat:** Desert  **Feature:** Limited water |
| **Option 2: Predator-Prey Chain Challenge.**  - Divide Ss into groups representing different organisms in a food chain. Explain the predator-prey relationships within the chain. Each group acts out their role (standing, crouching, etc.) and moves according to who would consume or be consumed by others. Discuss the roles each organism plays in the chain and how disruptions can affect the ecosystem. | - Students work in groups.  - Students listen to and follow the teacher’s instruction. | **Example:**  grass, grasshopper, frog, snake  Overall, each organism plays a vital role in maintaining the balance of the ecosystem. Any disruption can have cascading effects, impacting the populations of other organisms and potentially causing widespread damage. Understanding these interconnected relationships is crucial for conservation efforts and maintaining healthy ecosystems. |

**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).

**b. Content:**

- Task 1: Tick (√) the things that show the roles of plants and animals.

- Task 2: Read the passage and choose the correct answer A, B, C, or D.

- Task 3: Read the passage again and fill in the diagram.

**c. Expected outcomes:**

- Students improve their reading skills.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Tick (√) the things that show the roles of plants and animals.** (3 mins) | | |
| - Have the class work in pairs to discuss which one(s) shows the role(s) of plants and animals.  - Ask Ss to give a simple explanation / example if possible. | - Students work in pairs to do the task.  - Students give example/ explanation. | ***Answer key:***  1, 3 and 4 |
| **Task 2: Read the passage and choose the correct answer A, B, C, or D.** (5 mins) | | |
| - Ask Ss to read paragraph 1 to guess what the next paragraphs are about.  - Ask Ss to work individually to read the questions and to underline the keywords in each one, then read the passage to choose the correct answer. Remind them to underline the evidence for each option they choose.  - Tell them that the first question is about the main idea of the passage and can be answered after they have read and answered questions 2-5.  - Have Ss to work in pairs to swap answers or check the answers together.  - Ask some Ss to read out loud the answers.  - Check the answers as a class.  **EXTRA ACTIVITY:** T can have an extra activity for Ss to understand more about the vocabulary and the main ideas of the reading text by asking them to do an exercise as follows. | - Students follow the teacher’s instruction.  - Students read questions and underline key words.  - Students work in pairs to check answers before checking as a class.  - Students practise more through an extra activity. | ***Answer key:***   1. C   2. B  3. A  4. A  5. B |
| **Task 3: Read the passage again and fill in the diagram.** (7 mins) | | |
| - Have Ss work in pairs to read the diagram first. Ask them to follow the diagram by looking at *animals (prey)* in the diagram to work out what will come before and after the words.  - Ask them to re-read the passage, search for needed information and underline the keywords / the evidence for the answers.  - Ask some pairs to give the answers. Ask them to show the parts in the reading where they find the answers.  - Check the answers as a class.    **Transition from *Reading* to *Speaking***  - Tell Ss that the habitats are under threats and thus we have to take actions soon.  - Tell them to read the passage in 2 again and find two threats to plants and animals, and two solutions.  - After they have finished the activity, tell them that in Activity 4 in SPEAKING, they will discuss the threats to plants and animals and what people should do to protect them. | - Students work in pairs.  - Students underline key words / evidence.  - Students give answers.  - Students check | ***Answer key:***  1. plants  2. animals (prey)  3. droppings |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions

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

**a. Objectives:**

- To help students practise reporting threats to plants and animals and solutions to deal with;

- To improve their speaking skill.

**b. Content:**

- Task 4: Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.

- Task 5: Report the results of your discussion to the class.

**c. Expected outcomes:**

**-** Students can report threats to plants and animals and solutions to deal with the threats.

**d. Organisation:**

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

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| --- | --- | --- |
| **Task 4: Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.** (7 mins) | | |
| - Have Ss work in pairs to fill the table.  - Remind Students A and B to ask and answer questions while filling in the table like in the example below:  *- What do you think is the first / second / third most significant threat to the plants and animals?*  *- I think the first / second / third threat is ….*  *- What do you think humans should do to deal with the situation?*  *- The first thing humans can / should do is…….*  *-* Assist Ss to make full questions and answers. Remind them to use ideas from the reading if they want; and they can make notes.  - Call on some pairs to role-play and fill the table.  - Ask the class to give feedback on the ideas, questions, answers and pronunciation. | - Students work in pairs.  - Students see and follow the example given to ask and answer questions while filling in the table.  - Students make full sentences.  - Students can demonstrate the ideas from the reading.  - Some Ss role-play. | ***Suggested answer:***   |  |  | | --- | --- | | **Threats** | **Actions** | | - habitat loss  -deforestation  - pollution  - climate change  - global warming | - build natural reserves  - stop hunting  - stop cutting down forests  - plant more trees  - raise people’s awareness | |
| **Task 5: Report the result of your discussion to the class.** (8 mins) | | |
| **–** Have Ss work in groups to practice reporting. Remind Ss to use the sample in their books to report the threats and solutions. Tell them that they can use the notes they made in **4**.  **–** Invite two representatives of each group to report their group’s answers, with one reporting the threats and the other reporting suggested solutions to the class.  **–** Give feedback on their reports in terms of language, ideas and pronunciation. | - Students listen and follow instructions.  - Students report their discussion.  - Students listen. | ***Sample answer:***  - There are many threats to the flora and fauna. First, they face habitat loss. For example, when a river is polluted, the water habitat cannot be suitable for water species. Many other animals and plants suffer from deforestation because people cut down trees and clear the forests. Global warming is another threat to a large number of animals because when the temperature is too extreme, many animals may die out.  - We can do several things to preserve their habitats. We should build natural reserves to preserve endangered animals and plants. People should also stop hunting and cutting down forests. If possible, people should start planting more trees. Above all, governments should have policies to raise people’s awareness of the protection of natural habitats. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson.

- Have Ss recall some things they can remember.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 5: Skills 1**  **\*Warm-up**  **\* Reading**  Task 1: Tick (√) the things that show the roles of plants and animals.  Task 2: Read the passage and choose the correct answer A, B, C, or D.  Task 3: Read the passage again and fill in the diagram.  **\* Speaking**  Task 4: Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.  Task 5: Report the results of your discussion to the class.  **\*Homework** |

**UNIT 10: PLANET EARTH**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

1. **Knowledge**

- Listen about the effects of living things on the environment;

- Write a summary.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to express opinion about the effects of living things on the environment;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 10, 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:**

**-** Brainstorming

**c. Expected outcomes:**

- Students can review about the roles of plants and animals.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  **–** Let Ss play a game in two groups. Give each group a set of phrases on slips of paper about the roles of plants and animals.  **–** Each group has to choose the correct slips about plants and the correct ones about animals and stick them in the right column (Plants / Animals) on the board. Tell them if one is suitable for both columns, they can stick it between the two columns.  **–** Stop the game when time is up.  **–** Ask each group to read out their answers.  **–** The group that has the most correct or appropriate answers wins.  **–** Declare the winner. | - Students listen and follow the instruction.  - Students choose the correct slips about plants and the correct ones about animals and stick them in the right column (Plants / Animals) on the board.  - Each group to read out their answers. | **Phrases:**  keeping ecological balance, releasing oxygen for humans, droppings of animals becoming fertilizer for plants, providing food to humans, beautifying Earth.   |  |  | | --- | --- | | **PLANTS** | **ANIMALS** | |  |  | |

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

- Task 1: Look at the pictures and answer the questions below.

- Task 2: Listen to a conversation and choose the correct answer A, B, or C.

- Task 3: Listen again and fill in each blank in the summary with ONE word.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Look at the pictures and answer the questions below.** | | | |
| - Ask Ss to work in pairs to describe the two pictures and answer the three questions.  **–** Tell Ss that they are going to listen to a conversation between Mr An and Mi. | - Students work in pairs to describe two pictures and answer three questions.  - Students listen | ***Suggested answers:***  *-* A beaver.  - It is gathering dead plants and tree branches.  - A small / large pond which is divided into two by dead plants and branches. |
| **Task 2: Listen to a conversation and choose the correct answer A, B, or C.** | | | |
| - Ask Ss to work in pairs to read the questions and underline keywords.  - Play the recording once for Ss to choose A, B, or C.  - Check Ss’ answers and play the recording again for them to better understand the conversation between Mr An and Mi*.* Stop or rewind the recording where necessary. | - Students work in pairs to read the questions and underline keywords.  - Students listen and choose A, B, or C.  - Students check their answers. | ***Answer key:***  1. C  2. B |
| **Task 3: Listen again and fill in each blank in the summary with ONE word.** | | | |
| - Have Ss work individually to read the table and guess the possible words to fill in each blank.  - Remind them to think of the part of speech of that word (noun, verb, adjective, adverb or number). Remind them of the possible plural and singular forms of nouns.  - Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.  - Ask Ss to work in pairs to swap answers for peer-checks.  - Check Ss’ answers and play the recording again for them to better understand the conversation*.* Stop or rewind the recording where necessary.  **EXTRA ACTIVITY**  Have Ss work in pairs to ask and answer questions about one of the aspects in **3**:   1. the effects of plants on the environment 2. the effects of animals on the environment 3. the possible threats to the environment 4. the possible activities to deal with the threats to the environment.   **Transition from *Listening* to *Writing***  - Tell Ss that in the next part, they will write a summary of the listening.  - Ask Ss to look at the summary in **3** to orally list the effects from plants, and animals on the habitats. Help them with any new vocabulary they need.  - Tell them to move to Activity **4**. | - Students work individually to read the table and guess the words.  - Students listen and fill in the blanks with One word.  - Students compare answers in pairs.  - Students check their answers.  - Students work in pairs to ask and answer questions.  - Students listen to the teacher’s instruction. | ***Answer key:***   1. harm   2. take  3. improve  4. flood  5. Preserve  6. pesticides  ***Audio script:***  Mr An: As you see, habitats affect their flora and fauna, but the flora and fauna also affect their habitats.  Mi: Can you be more specific, Mr An?  Mr An: Well, plants can help or harm their environment. For example, when someone brings a plant to a new place, the plant can make the area more beautiful.  Mi: Yes, it can.  Mr An: But that plant can also grow so fast that it takes over the resources of local plants. And these local plants may die out.  Mi: How about animals? Do they affect the environment too?  Mr An: That’s a good question. Similarly, animals can cause harm to or improve a habitat. Beavers, for example, build dams and ponds and this helps plants and animals which need water.  Mi: How do beavers harm the environment?  Mr An: These dams may flood the homes of other plants and animals.  Mi: Ah, yes. So what should we do, Mr An? Mr An: We should preserve habitats by not bringing plants and animals from different places. We shouldn’t cut down forests because that destroys the habitats of many species, or use pesticides which pollute the environment …  **Example:**  *A:* What are the eﬀects of plants on the environment?  *B:* Plants can beautify a place.  *A:* Exactly. Is there any other way they can aﬀect a habitat?  *B:* They can take over the resources of local plants.  *A:* What do you mean?  *B:* They grow very fast and use the soil and space of surrounding plants. |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

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

**a. Objectives:**

- To help Ss write summary about plants and animals’ effects on their habitats.

**b. Content:**

- Task 4: Work in pairs. Ask and answer the questions below.

- Task 5: Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.

**c. Expected outcomes:**

**-** Students can write summary about plants and animals’ effects on their habitats.

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer the questions below.** | | |
| - Ask Ss to work in pairs to ask and answer the questions.  *- What is the main topic of Mr An’s talk?*  *- How do plants affect their habitats?*  *- How do animals affect their habitats?*  *- What should humans do?*  *-* Ask Ss to get ideas from the listening by looking back at the Questions 1, 2 in **2** and the table in **3**.  - Ask some pairs of Ss to role-play the questions and answers.  - Correct their pronunciation where necessary. | - Students ask and answer the given questions in pairs.  - Students get ideas from the listening by looking back at the questions 1, 2 in **2** and the table in **3**.  - Students role-play. | **Suggested answers:**  1. Mr An and Mi are talking / Mr An’s talk is about the effects of plants and animals on the habitats.  2. Plants can help or harm the environment. Plants can make places more beautiful, ~~and~~ but they can harm the environment by taking over the natural resources of the local plants.  3. Animal can harm or improve the environment. An example is beavers. Beavers can build dams and ponds which helps other plants and animals. But they can cause floods to the homes of other plants and animals.  4. Humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides. |
| **Task 5: Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.** | | |
| - Show the ideas Ss have answered in **4** on the board.  - Ask Ss to work individually to write a summary of the listening for 15 minutes. Tell them to use the information in **4.** Remind Ss to start with the beginning given in the box.  - Ask one student to read out his / her summary.  - If time allows, T can also ask Ss to work in groups to write on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers’ writing.  - Feedback on Ss’ writing in terms of ideas, grammar and connectors. | - Students listen to the teacher’s instruction.  - Students work individually to write a summary of the listening for 15 minutes.  - Students use information in 4.  - Students read out.  - Students work in groups to write. | ***Suggested answer:***  Mr An talked about the eﬀects of plants and animals on their habitats and the things people should do. Firstly, plants help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of local plants. He also said that animals can harm or improve the environment as well. He gave an example of beavers. Beavers can build dams and ponds which helps some plants and animals. But they can cause flood to the homes of other plants and animals. He concluded that humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides. |

**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 summary in the notebooks.

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 6: Skills 2**  **\*Warm-up**  **\*Listening**  Task 1: Look at the pictures and answer the questions below.  Task 2: Listen to a conversation and choose the correct answer A, B, or C.  Task 3: Listen again and fill in each blank in the summary with ONE word.  **\*Writing**  Task 4: Work in pairs. Ask and answer the questions below.  Task 5: Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.  **\*Homework** |

**UNIT 10: PLANET EARTH**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 10;

- 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 10, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many Unit 10 vocabulary as possible.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  - Have Ss play in two groups.  - Give each group slips of paper with words / phrases / short sentences to stick to either of the columns (Habitats / Actions to protect habitats). Give them more phrases than needed.  - Set a time limit for the game. Stop the game when the time is up.  - Check Ss’ answers and declare the winner. | - Students work in groups to play the games. | - Examples of words and phrases: *flora and fauna, oceans, landforms, water bodies, grasslands, forests, animals, stop cutting down forests, bring home more new plants and animals, change climate, preserve habitats, habitat loss, maintain ecological balance.*   |  |  | | --- | --- | | *Habitats* | *Actions to protect habitats* | |  |  | |

**e. Assessment**

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

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

**a. Objectives:**

- To help Ss review the vocabulary of Unit 10.

**b. Content:**

- Task 1: Fill in the table with words and phrases about habitats.

- Task 2: Complete the passage, using the words and phrases in the box.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Fill in the table with words and phrases about habitats.** (5 mins) | | |
| **-** Have Ss work individually to write down the words and phrases in the columns. Remind them of the words / phrases they have just used in the game. Have Ss read out their words and phrases.  - Check answers as a class.  - Correct Ss’ pronunciation if necessary. | - Students do activity individually.  - Students read out the words and phrases.  - Students check their answers. | ***Answer key:***   |  |  | | --- | --- | | **Types of habitats** | **Things in a habitat** | | poles,  grassland,  water bodies  landforms,  forests, oceans,  seas, rivers, lakes, ponds, etc. | flora and fauna,  plants and animals, humans, air, light, heat, water, etc. | |
| **Task 2: Complete the passage, using the words and phrases in the box.** (5 mins) | | |
| - Have Ss work individually to fill in each blank with the correct words /phrases from the box. Check answers as a class.  - Ask some Ss to read aloud the passage. Correct Ss’ pronunciation if necessary. | - Students do the task individually.  - Students read aloud the passage. | ***Answer key:***   1. Climate change 2. food chain   3. ecological balance  4. natural reserves  5. habitat loss |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

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

**a. Objectives:**

- To help Ss revise non-defining relative clauses;

- To have Ss combine sentences from pairs of sentences.

**b. Content:**

- Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).

- Task 4: Combine the two sentences into one, using a non-defining relative clause.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (non-defining relative clause).

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).** (5 mins) | | |
| - Have Ss work individually to match the clauses 1-5 with non-defining relative clauses A-F. Remind them to pay attention to the nouns before the commas (,) if the noun refers to persons, possessions or something or somebody. Then choose the appropriate clauses A- F.  - Then ask Ss to work in pairs to swap and check their answers.  - Check answers as a class.  - Ask one or two Ss to read out the sentences. Correct their pronunciation if necessary. | - Students work individually to do the task.  - Students work in pairs to swap and check answers.  - Students read out the sentences. | ***Answer key:***  1. E  2. B  3. A  4. D  5. C |
| **Task 4: Combine the two sentences into one, using a non-defining relative clause.** (5 mins) | | |
| - Ask Ss to work individually to combine the pairs of sentences as requested in their book.  - Then ask the class to work in pairs. - Tell them to swap their writing and check their partner’s answers.  - Ask one or two Ss to go to the board, then check their answers as a class.  - Ask some Ss to read out their sentences. Correct Ss’ language and pronunciation if necessary. | - Students work individually to do the task.  - Students work in pairs to swap and check answers.  - Some students write their answers on the board.  - Students read out the sentences. | ***Answer key:***  1. Boreal forests, which are also called Taiga, cover vast areas in Canada, Alaska, and Russia.  2. Polar bears, whose natural habitat is the Arctic, are endangered animals.  3. Julie Arblaster, who is an Australian scientist, focuses on studying climate change.  4. Antarctica, which is surrounded by the Southern Ocean, is Earth’s least populated continent.  5. The natural world is the world of living things, which include plants and animals. |

**e. Assessment**

**-** Teacher gives corrections and feedback.

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

**a. Objectives:**

- To provide Ss a chance to develop their research and collaboration skills and to practice giving an oral presentation.

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about the flora and fauna of their neighbourhood or of a place they like.

**d. Organisation:**

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

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| --- | --- | --- |
| * As Ss have been assigned the project at the beginning of the unit and have prepared it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of the flora and fauna that Ss have chosen to talk about.   - Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  - Give Ss checklists for peer and self-assessment. Explain that they will 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.  **NOW I CAN …**  Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice if needed. | - Students work in groups to prepare the presentation.  - Students tick in the checklists. | Presentation  **Self-assessment:**    **Peer assessment:** |

**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**

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| *Date of teaching*  **UNIT 10: PLANET EARTH**  **Lesson 7: Looking back and Project**  **\*Warm-up**  **\*Vocabulary**  Task 1: Fill in the table with words and phrases about habitats.  Task 2: Complete the passage, using the words and phrases in the box.  **\*Grammar**  Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E).  Task 4: Combine the two sentences into one, using a non-defining relative clause.  **\*Project**  **\* Homework** |