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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)*

**REVIEW 2**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise words related to life in the past, preserving values of the past, experiences, and changes in lifestyles;

- Revise the sounds /m/ and / l/; /j/ and /w/; /fl/ and /fr/;

- Revise the use of past continuous; *wish* + past simple; present prefect; verbs + *to*-infinitive and *V-ing.*

**2. Competences**

- Develop communication skills and creativity;

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

**3. Personal qualities**

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- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Review 2, 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 create an active atmosphere in the class before the lesson;

- To remind students of the knowledge that they have learnt in Units 4 – 5 – 6.

**b. Content:**

-Game: Chase the pictures, guess the words.

**c. Expected outcomes:**

-Students can recall the topics of three units through pictures.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chase the pictures, guess the words**  - Teacher shows 3 pictures (about Unit 4-5-6) and asks students to find a keyword for each picture.  - Have students work individually, look at the pictures and guess the topic.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | - Students work individually and follow the teacher's instruction to play the game. | Picture 1: Remembering the past  Picture 2: Our experiences  Picture 3: Vietnamese lifestyles: then and now |

**e. Assessment**

-T checks Ss’ answers and gives feedback.

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

**a. Objectives:**

- To help Ss review the sounds learnt in Units 4-5-6: /m/ and / l/; /j/ and /w/; /fl/ and /fr/.

**b. Content:**

- Task 1: Read the sentences. Pay attention to the underlined words. Then listen and repeat.

**c. Expected outcomes:**

- Ss can distinguish the sounds they have learnt.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the sentences. Pay attention to the underlined words. Then listen and repeat.** | | |
| - Write some words containing the sounds taught in Units 4-5-6 on board. Underline the letter(s) containing the sounds.  - Ask Ss to read the words on board aloud. Correct them if needed.  - Then allow Ss 1-2 minutes to read the sentences.  - Play the recording for Ss to listen and check. Ask them to pay attention to the underlined words.  - Call on some Ss to read the sentences aloud. | - Students work individually and follow the teacher's instruction to practice pronouncing the given words.  - Students listen to the recording and repeat.  -Some students stand up to read aloud the sentences. | ***Audio script:***  1. The water overflowed from the dam and flooded the area.  2. African American musicians created jazz about 100 years ago.  3. The children thought all the food at the party was yummy.  4. The presentation focused on the values of teamwork.  5. He sometimes remembers his younger days in the mountain village. |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: VOCABULARY** (12 mins)

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in Units 4-5-6 words related to life in the past, experiences, and changes in lifestyles;

- To provide Ss with more practice on the use of some keywords and phrases in a new context.

**b. Content:**

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

- Task 3: Write the correct form of the word in brackets to complete each sentence.

**c. Expected outcomes:**

- Students can use suitable words to fill in the gaps and find the correct form of the given words in each context.

**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) | | |
| - Have Ss do this exercise individually or in pairs.  - Ask Ss to read each sentence carefully and look for clues which can help them decide the correct option. For example: in Sentence **1**, all the words can combine with ‘Site’. However, when you see the words ‘World’ and ‘Site’ in capital letters, only the word ‘Heritage’ can fit in.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers. Explain the answers if needed. | - Students work individually or in pairs to complete the task.  - Students listen to the teacher’s instructions before doing the task, then raise hands to give the answers. | ***Answer key:***  1. C  2. A  3. B  4. A  5. D |
| **Task 3: Write the correct form of the word in brackets to complete each sentence.** (7 mins) | | |
| - Have Ss do this exercise in individually or in pairs.  - Ask Ss to read each sentence first and look for clues which help them decide what form of a word is needed to complete the sentence. For example: in Sentence **1**, we need an adjective to modify “memories”. In this case, the visit is past and the speaker still remembers, so it must be “unforgettable”.  - Call on some Ss to share their answers.  - Confirm the correct answers as a class. Explain if needed. | - Students work in pairs or individually to do the activity.  - Students compare the answers with other pairs.  - Students raise hands to give their answers. | ***Answer key:***  1. unforgettable  2. protection  3. tour  4. preserving  5. performance |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: GRAMMAR** (12 mins)

**a. Objectives:**

- To help Ss revise the grammar points they have learnt in Units 4-5-6: past continuous; *wish* + past simple; present prefect; verbs + *to*-infinitive and *V-ing*.

**b. Content:**

- Task 4: Choose the correct answer A, B, C, or D to complete each sentence.

- Task 5: Use the correct forms of the verbs in brackets to complete the sentences.

**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: Choose the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| - Have Ss do the task individually or in pairs. - Ask Ss to read each sentence carefully and look for clues to decide which answer (A, B, C, or D) best completes the sentence. For example: in Sentence **1**, the -ing form of ‘not showing’ guides that we need a verb which goes with *-ing* form. B is the only correct answer.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | - Students work individually or in pairs to follow the teacher's instructions.  - Students share the answers with the whole class. | ***Answer key:***  1. B  2. C  3. A  4. B  5. D |
| **Task 5: Use the correct forms of the verbs in brackets to complete the sentences.** (7 mins) | | |
| - Have Ss work in pairs or in individually.  - Ask Ss to read the sentences carefully and underline the clues that decide which form of a verb is needed.  - Call on some Ss to share their answers with the class. Ask them to explain their answers.  - Confirm the correct answers as a class. Explain if needed. T may then call on some Ss to read aloud the correct sentences. | - Students work in pairs or individually.  - Students follow the teacher's instructions.  - Students share the answers with the whole class. | ***Answer key:***  1. were walking  2. had  3. Have you ever made  4. to choose  5. searching |

**e. Assessment**

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

**5. CONSOLIDATION**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the Workbook;

- Prepare for Review 2 – Skills.

**Board plan**

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| *Date of teaching*  **REVIEW 2**  **Lesson 1: Language**  **\* Warm-up**  **\* Pronunciation**  Task 1: Read the sentences. Pay attention to the underlined words. Then listen and repeat.  **\* Vocabulary**  Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  Task 3: Write the correct form of the word in brackets to complete each sentence.  **\* Grammar**  Task 4: Choose the correct answer A, B, C, or D to complete each sentence.  Task 5: Use the correct forms of the verbs in brackets to complete the sentences.  **\*Homework** |

**REVIEW 2**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- practise reading for specific information about a place to shop in the past and now;

- practise talking about the changes of some objects over time;

- practise listening for specific information about entertainment for Vietnamese children in the past;

- practise writing correct sentences from clues.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work;

- Actively join in class activities.

**3. Personal qualities**

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- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Review 2 – 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;

- To lead into the new lesson.

**b. Content:**

-Chatting

**c. Expected outcomes:**

- Ss can talk about the differences between life in the past and at present.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting**  - Teacher asks Ss to work individually and think of some differences between life in the past and life at present  - Teacher calls on some Ss to give their ideas.  - Teacher gives comments and leads Ss to the new lesson. | - Students work individually to identify the differences between life in the past and life at present, then share their ideas with the class. | ***Students’ answers*** |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: READING** (9 mins)

**a. Objectives:**

- To help Ss practise reading for specific information through multiple choice questions.

**b. Content:**

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

**c. Expected outcomes:**

-Students can use reading techniques to identify the correct answers.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the passage and choose the correct answer A, B, C, or D.** (9 mins) | | |
| - Ask Ss to do the exercise individually.  - Ask Ss to have a quick glance at the reading and answer some questions: *What is the reading about?*  *How many types of market is mentioned?*  - Ask Ss to read the passage, then the questions and choose the correct answers. Alternatively, Ss read each question and refer to the reading and look for the answer. The latter way is quicker when you are doing a test.  - Call on some Ss to share their answers with the class. Ask them to explain where they find the answers.  - Confirm the correct answers as a class. Explain if needed. | - Students follow teacher’s instructions, apply reading techniques and complete the task individually.  - Students can exchange their answers with their partners, then share with the class and explain their answers as well. | ***Answer key:***  1. B  2. D  3. C  4. A  5. C |

**e. Assessment**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: SPEAKING** (7 mins)

**a. Objectives:**

- To provide Ss an opportunity to talk about the changes of some objects over time.

**b. Content:**

- Task 2: Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.

**c. Expected outcomes:**

- Students can talk about the changes of some objects and explain why they have those differences.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.** (7 mins) | | |
| - Have Ss work in groups of 4 to 5.  - Ask Ss to look at the pictures first and decide on the thing they will talk about.  - Allow Ss some time to discuss to get information. Tell them that they can base on the suggestions given or create their own content.  - Call on some pairs or groups to share their answers.  - Listen and comment. | - Students work in groups, choose one object from the list and discuss.  - Students raise their hands to share their answers. | ***Suggested answer:***  Our group will talk about the conical hat. It’s a symbol of Vietnamese women. They wear it to protect them from sunlight and rain whenever they go out, whether on foot or by bike. It was used in the past, is still in use at present, and will continue to exist in the future. The change is not in the hat itself. It’s still the same in shape, colour, and materials. The change is in the use. Since conical hats are not easy to carry around, especially when more and more women travel by bikes and motorbikes, they are now not as popular as they used to. More women change to cloth hats as they are more convenient to carry. However, you can still find conical hats in every corner of Viet Nam. |

**e. Assessment**

- Teacher’s observation and feedback.

**4. ACTIVITY 3: LISTENING** (8 mins)

**a. Objectives:**

- To provide Ss with more practice on listening for specific information about children’s entertainment in the past.

**b. Content:**

- Task 3: Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.

**c. Expected outcomes:**

- Ss can listen for specific information and fill in the gaps with the correct words.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.** (8 mins) | | |
| - Have Ss work individually.  - Have Ss read the sentences first to get an overall idea of what they are going to listen to and to decide what information they need to answer the questions.  - Play the recording and let Ss complete their answers. If Ss cannot complete the task after the first time, play the recording again and allow them some time to fill all the blanks.  - Call on some Ss to share their answers.  - Check the answers as a class. If needed, play the recording again and pause when an answer is presented. | - Students work individually to listen and complete the missing words.  - Students raise their hands to share their answers. | ***Answer key:***  1. equipment  2. rainwater  3. creative  4. groups  5. strong  ***Audio script:*** Entertainment for children in the past was very different from now. In my time, playing was cheap or cost nothing. We just chose a place suitable for our games: a smaller space for games like tug of war or hide-and-seek, and a bigger space for football and kite flying. Most of those games required little equipment. We also floated paper boats on imagined ‘rivers’ formed from rainwater, or played cooking with anything we found in and around our house. We collected natural materials like sticks and leaves or used things like paper and bottles to make toys and play games. This helped us become creative. Another amazing thing is we mostly played in groups outdoors. Therefore, we got to know one another well and developed strong bonds among us. We had more stories to share when we met again years later. |

**e. Assessment**

- Teacher’s observation and feedback.

**5. ACTIVITY 4: WRITING** (10 mins)

**a. Objectives:**

- To provide Ss with practice in writing correct sentences from clues.

**b. Content:**

- Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.

**c. Expected outcomes:**

- Ss can write complete sentences from the given clues.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.** (10 mins) | | |
| - Have Ss work individually.  - Ask Ss to read the clues of each group and get its meaning. Then ask them to decide how to construct a complete meaningful sentence from the clues.  - Allow Ss some time to complete the task.  - Call on some Ss to read aloud their sentences. Give comments.  - Provide correct sentences. Explain if needed. | - Students work individually, follow the instructions and complete the sentences.  - Students raise their hands to share their answers.  - Some Ss read aloud their sentences. | ***Answer key:***  1. I wish I could attend some traditional festivals of minority people in Viet Nam.  2. When we arrived at the fair, the rice-cooking competition was taking place.  3. He promised to help me with my PowerPoint presentation but he didn’t.  4. We have never seen a sight as beautiful as the mountain at sunset.  5. Did he fancy becoming a fashion designer when he was a child? |

**e. Assessment**

- Teacher’s observation and feedback.

**6. CONSOLIDATION** (5 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook;

- Prepare for Unit 7 – Getting started.

**Board Plan**

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| *Date of teaching*  **REVIEW 2**  **Lesson 2: Skills**  **\*Warm-up**    **\* Reading**  Task 1:Read the passage and choose the correct answer A, B, C or D.  **\* Speaking**  Task 2: Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.  **\* Listening**  Task 3:Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.  **\* Writing**  Task 4:Make complete sentences from the clues. Make any changes and add more words if necessary.  **\*Homework** |