**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

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

**REVIEW 1**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise words related to community helpers, traditional handicrafts, city life and students’ life and schoolwork;

- Revise the vowels/diphthongs/sounds: /æ/, /ɑ:/, and /e/; /aʊ/, /əʊ/, and /eə/; /h/ and /r/;

- Revise the use of question words before *to*-infinitives, phrasal verbs, double comparatives and modal verbs in first conditional sentences.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Review 1, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

- To remind students of the knowledge that they have learnt in Units 1 - 2 - 3.

**b. Content:**

**-** Keywords game

**c. Expected outcomes:**

**-** Students recall what they have learnt in Units 1 - 2 - 3.

**d. Organisation:**

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

**e. Assessment:**

**-** Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss review the pronunciation of the vowels/diphthongs/sounds learnt in Units 1 – 3: /æ/, /ɑ:/, and /e/; /aʊ/, /əʊ/, and /eə/; /h/ and /r/ correctly.

**b. Content:**

**-** Task 1: Choose the word in which the underlined part is pronounced differently.

**c. Expected outcomes:**

**-** Students can distinguish the vowels/diphthongs/sounds they have learnt.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Choose the word in which the underlined part is pronounced differently.** (3 mins) | | |
| - Teacher asks students to do this exercise individually then share their answers with their partners.  - Teacher asks them to explain their answers by reading aloud the words to identify the word which has a different sound.  - Teacher gives feedback and confirms the answers. | - Students do the task individually and then check the answers. | ***Answer key:***  1. A  2. C  3. D  4. C  5. B |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

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

**a. Objectives:**

- To help students review the words and phrases learnt in the previous units;

- To help students review the form of the words they learnt in previous units.

**b. Content:**

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

- Task 3: Fill in each blank with the suitable form of the word given.

**c. Expected outcomes:**

**-** Students recall vocabulary related to community helpers, traditional handicrafts, city life and students’ life and schoolwork.

**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) | | |
| - Teacher asks students to do this task individually and then share their answers with their partners.  - Teacher calls on one or two students to write their answers on the board.  - Teacher checks and confirms the correct ones. | - Students work independently to do the activity.  - Students compare the answers in pairs.  - Students write the answers on the board. | ***Answer key:***  1. B  2. A  3. C  4. B  5. D |
| **Task 3: Fill in each blank with the suitable form of the word given.** (5 mins) | | |
| - Teacher asks Ss what kind of word can be filled in each blank (i.e. noun, verb, etc.).  - Teacher elicits answers.  - Teacher asks students to do the exercise and compare their answers with a classmate.  - Teacher checks and confirms the correct answers. | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. speciality  2. electrician  3. distract  4. construction  5. liveable |

**e. Assessment:**

- Teacher checks students’ exercises individually and gives feedback.

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

**a. Objectives:**

- To help Ss review grammar elements taught in Units 1 – 3: question words before *to*-infinitives, phrasal verbs, double comparatives and modal verbs in first conditional sentences. **b. Content:**

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

- Task 5: Write the correct form of each verb in brackets.

**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.** (7 mins) | | |
| - Teacher has Ss do this exercise on their own first.  - Teacher has Ss compare their answers with a classmate.  - Teacher invites Ss to share their answers. Ask them to explain their answers.  - Teacher confirms the correct answers.  - Teacher reviews the grammatical point Ss are not very good at based on their answers. | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. B  2. C  3. D  4. A  5. B |
| **Task 5: Write the correct form of each verb in brackets.** (10 mins) | | |
| - Teacher asks Ss to do this exercise individually and compare their answers with a partner.  - Teacher calls on some Ss to go to the board to write their sentences. Other Ss comment.  - Teacher confirms the correct sentences.  - Teacher revises the structure if needed. | - Students work independently to do the activity.  - 1-2 students come to the board to write the answers.  - Some Ss give explanation | ***Answer key:***  1. wants  2. to ask  3. continues  4. to buy  5. don’t use |

**e. Assessment:**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (8 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Review 1 – Skills.

**Board plan**

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| *Date of teaching*  **Review 1**  **Lesson 1: Language**  **\* Warm-up**  **\* Pronunciation**  Task 1: Choose the word in which the underlined part is pronounced differently.  **\* Vocabulary**  Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  Task 3: Fill in each blank with the suitable form of the word given.  **\* Grammar**  Task 4: Choose the correct answer A, B, C, or D to complete each sentence.  Task 5: Write the correct form of each verb in brackets.  **\*Homework** |

**REVIEW 1**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- Practise reading for specific information about different workshops for teens;

- Practise asking and answering about what kind of workshop they would like to have at their school;

- Practise listening for specific information about student’s life in the city and in the countryside;

- Practise completing a paragraph about things that make them proud of their community.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Review 1, Skills

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

**-** Board Race

**c. Expected outcomes:**

**-** Students can revise vocabulary they have learnt in Unit 1, 2, 3.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Board Race**  - Teacher divides the class into four teams. One representative from each team comes to the board.  - Teacher asks a question, and the first person to write the correct answer on the board wins a point for their team.  - Note: The students on the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand.  - The team with the most points will become the winner.  - Teacher leads in the reading part of the lesson. | - Students play in teams and listen to teacher’s instruction. | ***Suggested answer:***  1. professional (n)  2. workshop (n)  3. template (n)  4. priority (n)  5. feedback (n) |

**e. Assessment**

**-** Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss practise reading for specific information.

**b. Content:**

**-** Task 1: Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.** (8 mins) | | |
| - Teacher asks students to read the short texts quickly and tick the appropriate boxes.  - Teacher asks students to compare their answers in pairs before giving the answers to the teacher.  - Teacher confirms the correct answers. | - Students work independently to complete the task.  - Students check their answers with their partners.  - Students correct their answers. | ***Answer key:***  1. A, C  2. A, B, C  3. B  4. C  5. A |

**e. Assessment:**

- Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss practise asking and answering about the kind of workshop they would like to have in their school.

**b. Content:**

-Task 2: Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.

**c. Expected outcomes:**

**-** Students can ask and answer about the kind of workshop they would like to have in their school.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.** (9 mins) | | |
| - Teacher asks Ss if there are any workshops they have attended in and outside school.  - Teacher has Ss work in groups of three or four to ask and answer about the kind of workshop they would like to have in their school. Remind them to take notes of their answers.  - Teacher asks groups to report their answers to the class.  - Teacher has Ss vote for the best ideas. | - Students work in groups of three or four students to ask and answer.  - Some groups present their ideas to the whole class.  - Students vote for the best ideas. | ***Suggested answer:***  We would like to have a DIY workshop at our school because we want to know how to make new things from used items such as plastic bottles or old clothes. At the workshop, we can practise making  useful things from these items. By doing this, we can learn about the green lifestyle and ways to save our environment. We think we should invite Ms Mai Huong, our form teacher, to lead the workshop because she knows many creative ways to reuse old things. |

**e. Assessment:**

- Teacher observes and gives feedback.

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

**a. Objectives:**

- To help students review listening for specific information.

**b. Content:**

- Task 3: Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.** (6 mins) | | |
| – Have Ss read the incomplete sentences.  – Play the recording the first time. Ask Ss to listen and complete  the sentences.  – Ask for their answers and write them on the board.  – Play the recording a second time for Ss to check their answers. Check Ss’ answers.  – Play the recording the last time if necessary, stopping at diﬀerent places where Ss got the wrong answers. | - Students read the sentences and guess the possible answers.  - Students do the task individually then listen again to the recording to check the answers. | ***Answer key:***  1. three years  2. famous parks  3. most beautiful  4. sail round  5. museum  ***Audio script:***  Hello, I’m Demi, a student from the Netherlands. I used to live with my parents in London for three years before we moved back to Giethoorn Village in the Netherlands. Our life in London was quite  interesting. There are many attractions such as the London Eye, Buckingham Palace, etc., so at weekends we could visit them. We also went to famous parks like Hyde Park to enjoy the nature. However, in this city, we experienced traffic jams and air pollution.  Then we moved back to our Giethoorn Village. At first, I was a little bit sad but now I really love the life here. We live in one of the most beautiful villages in the world. Our village is special because we can only sail around, walk, or cycle. The place I like best is the museum because there I can learn how people lived more than 100 years ago. I also love the fresh air and the people here. |

**e. Assessment:**

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

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

**a. Objectives:**

- To help Ss complete a paragraph (about 100 words) about three things that make them

proud of their community.

**b. Content:**

- Task 4: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.

**c. Expected outcomes:**

- Ss can complete a paragraph (about 100 words) about three things that make them proud of their community using suggested questions.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.** (15 mins) | | |
| - Teacher asks Ss to discuss and answer the questions in pairs. Then have them write their paragraph individually.  - Teacher asks one or two students to write their paragraph on the board.  - Other Ss and T comment on the paragraph on the board.  - T collects some writings to give feedback at home. | - Students work in pairs first to discuss and answer the questions, then write their paragraphs individually.  - One/two students come to write their paragraphs on the board.  - Other students give comments. | ***Suggested answer:***  I feel proud of three things in my community. Firstly, it is spacious. There are not many people living in my community, and the streets and roads are wide. Therefore, I do not feel confined here. Secondly, my community has enough facilities for its people. Near my house there are two small parks with sport facilities for people of all ages. Also, there are good schools, hospitals and supermarkets nearby. Thirdly, the people here are very friendly and helpful. Neighbours greet each other whenever they meet. They are also willing to help each other in difficult situations. In short, I am proud of and love living in my community. |

**e. Assessment:**

- Teacher observes and gives feedback.

**6. CONSOLIDATION** (2 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Unit 4 – Getting started

**Board plan**

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| *Date of teaching*  **Review 1**  **Lesson 2: Skills**  **\* Warm-up**  Board Race  **\* Reading**  Task 1: Read parts of the notices about different workshops for teens. Tick the appropriate  box(es) to show which workshop has the following features.  **\* Speaking**  Task 2: Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. take notes of your  answers and report them to the class.  **\* Listening**  Task 4: Listen to demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.  **\* Writing**  Task 5: Write a paragraph (about 100 words) about three things that make you proud of your community. You may the following questions as cues.  **\* Homework** |