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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 4 (UNITS 10 - 11 -12)**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise words related to planet earth, electronic devices, career choices.

- Revise the stress in all words in a sentence, and the tone in statement questions.

- Revise the use of relative clauses, some reporting verbs and some types of adverb clauses.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Review 4, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may not understand pronunciation, vocabulary and grammar clearly. | - Review before doing exercise.  - Provide feedback and help if necessary. |
| 2. 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 lead into the new unit.

**b. Content:**

- Game: Whisper

**c. Expected outcomes:**

**-** Students recall what they have learnt in Units 10-11-12

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Ask Ss to name what they have learnt in terms of topic and language in Units 10,11, 12.  - Write their answers in a corner of the board. Leave them there and tick the objective off when the class finish with them. | ***Vocabulary:***  words related to planet earth, electronic devices, career choices.  ***Pronunciation:***  - Stress in all words in a sentence  - The tone in statement questions.  ***Grammar:***  - The use of relative clauses  - Reporting verbs  - Types of adverb clauses. |

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

**a. Objectives:**

- To help Ss revise the stress in all words in a sentence and the tone in statement questions.

**b. Content:**

- Task 1a: Choose the word which has a different stress pattern from that of the others.

- Task 1b: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.

- Task 1c: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.

**c. Expected outcomes:**

**-** Ss can say words and sentences with correct stress and intonation

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat.** (5 mins) | |
| - Ask Ss to read aloud the sentences in 1b.  - Tell Ss that they are going to listen to the recording. Ask them to pay attention to the sentence stress in sentence 1 and the tone in sentences 2 and 3.  - Play the recording again and ask Ss to repeat in chorus and then in pairs. | 1. Don’t panic.  2. A. I want to travel to the Amazon.  B: You want to travel to the Amazon?  3. A: Jane went to the job fair this morning.  B: She went to the job fair this morning? |

**e. Assessment**

**-** Teacher checks students’ answers and pronunciation, then gives feedback.

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

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in unit 10, 11, 12.

**b. Content:**

**-** Task 2: Choose the correct answer A, B, C or D.

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

**c. Expected outcomes:**

**-** Ss are able to recall the vocabulary items and their form.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Choose the correct answer A, B, or C.** (4 mins) | |
| - Have Ss do this exercise individually and then share their answers with their partners.  - Check and confirm the correct answers. | ***Answer key:***  1. A  2. B  3. C  4. A  5. D |
| **Task 3:** Fill in each blank with the correct form of the given word. (6 mins) | |
| - Have Ss identify the part of speech of the word to fill in each blank.  - Tell Ss to do the exercise individually, then exchange their answers with a peer.  - Invite two Ss to go to the board and write their answers.  - Confirm the correct answers. Point out any spelling issues. | ***Answer key:***  1. surgeon  2. loss  3. ecological  4. privacy  5. repetitive |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To help Ss revise the grammar they have learnt in the unit 10, 11, 12.

**b. Content:**

**-** Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.

- Task 5: Rewrite each sentence. Use the given word in brackets.

**c. Expected outcomes:**

**-** Students are able to recall the learnt grammar points in Units 10, 11, 12

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.**(5 mins) | |
| - Elicit from Ss the grammar structures that they have learnt in Unit 10, 11, 12. Write the structures on the board.  - Tell Ss to read sentence 1 carefully, paying attention to the underlined word.  - Ask the whole class to identify the mistake in sentence 1 and suggest how to correct it. Confirm their answer.  - Tell Ss that they will do the same for the other sentences. Set a time limit for them to do the task individually.  - Check answers as a whole class. Explain or ask a student to explain the answers. | ***Answer key:***  1. B (such → so)  2. C (not carrying → shouldn’t carry/ not carry)  3. A (which → who)  4. A (so → such)  5. B (that **→** which) |
| **Task 5: Rewrite each sentence. Use the given word in brackets.** (7 mins) | |
| - Go over the grammar structures that have been written in the board in the previous activity with Ss.  - Ask Ss to work in pairs. Set time (3-5 minutes) for Ss to complete the exercise.  - Call on two Ss to go to the board to write their sentences. Other Ss comment.  - Confirm the correct sentences. Revise the structures if needed. | ***Answer key:***  1. Her cousin suggested (that) she (should) buy that music player. / Her cousin suggested buying that music player.  2. I can’t be a good surgeon because I don’t have good eye-hand coordination.  3. Since the smartboard was out of order, Ms Hoa couldn’t present interactive lessons.  4. The Taronga Zoo, which is located in Sydney, is home to over 4000 animals.  5. The boy was so lazy that he ordered his home robot to do homework for him. |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**  
- Teacher draw Ss’ attention to the language focus section that were written in the warm-up part. Tick off the ones they have revised.

- Summarise the lesson, reinforcing the language area(s) that Ss often confuse or still find difficult.

**b. Homework**

- Do the exercises in the workbook.

**Board Plan**

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| *Date of teaching* REVIEW 4Lesson 1: Language **\* Warm-up**  Name the learnt topic and language in Units 10 – 12.  **\* Pronunciation**  Task 1: Listen and repeat.  **\* Vocabulary**  Task 2: Choose A, B, C or D.  Task 3: Fill in each blank.  **\* Grammar**  Task 4:Find and correct mistakes.  Task 5: Rewrite each sentence.  **\*Homework** |

**REVIEW 4 (UNITS 10 - 11 -12)**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- reading for general and specific information about invasive species;

- talking about future job;

- listening for specific information about electronic devices;

- writing an email about an organisation;

**2. Competences**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Review 4, Skills

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. 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. |
| 2. Some students might excessively talk in the class. | - Define expectations in explicit detail.  - Have excessive talking-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:**

**-** Keyword game.

**c. Expected outcomes:**

- Students are able to recall the topic of 3 previous units.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Keywords game:**  **-** Teacher shows a set of pictures silver carp and Water hyacinth and asks students their Vietnamese names.  - Then ask them to find the key word for the pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class.  - Lead into the reading text. | ***Suggested answers:***  - Silver carp: cá ba sa  - Water hyacinth: vi bèo  golden apple snails, red ear slider turtle  => they are invasive species |

**e. Assessment**

**-** Teacher checks and corrects students’ answers (if needed).

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

**a. Objectives:**

- To improve the reading for main ideas and reading for specific information.

**b. Content:**

- Task 1: Read the article. Choose the best option A, B, C, or D.

**c. Expected outcomes:**

**-** Ss can tick the right answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the article. Choose the best option A, B, C, or D.** | |
| - Elicit the main idea of the article.  - Have Ss read questions 1 to 6 and underline keywords in each question.  - Set a time limit and tell Ss to do the reading task individually.  - Have Ss work in pairs to compare their answers.  - Check and confirm the correct answers with the whole class. Elicit from Ss the clue(s) that helps them to complete the task. | ***Answer key:***  1. B  2. C  3. A  4. D  5. A |

**e. Assessment**

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

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

**a. Objectives:**

- To talk about future jobs.

**b. Content:**

- Task 2: Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.

**c. Expected outcomes:**

- Students are able to use the learnt structures and vocabulary to talk about the given topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.** | |
| - Have Ss name some jobs they know. Write them on the board.  - Pick one of these jobs and draw a mind map with it. Elicit from Ss details about the job to fill in the mind map (types of training, skills needed, personal qualities needed).  - Ask Ss to work in groups. They choose a job that they think will be popular in the future and prepare a short talk about it, using the guiding questions in the text book. With a less strong class, allow them to use the mind map on the board when talking.  - Invite one or two groups to speak in front the class. Listen and provide comments. Ask other groups to comment, too. | ***Suggested answers:***  Hello everyone. We will talk about a promising future job: a drone operator. It is expected to rise due to their increasing use in agriculture, construction, and delivery services. To become a drone operator, one might need to obtain many certificates and gain experience through flight training programs or internships. Key skills include strong hand-eye coordination, spatial awareness, proficiency in drone technologies, problem-solving, and quick decision-making. Personal qualities such as responsibility, safety, detail-orientedness, and good communication are also essential for this job. Thanks for listening. |

**e. Assessment**

- Teacher checks students’ speaking and gives feedback.

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

**a. Objectives:**

- To provide Ss with more practice on listening for specific information.

**b. Content:**

- Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.

**c. Expected outcomes:**

- Students can listen for specific information to fill in the blanks.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Listen to a conversation between Trang and Tom. Fill in each blank with no more than TWo words.** | |
| - Tell Ss that they are listening to a conversation.  - Ask Ss to read sentences 1-5 and guess what the conversation is about. Confirm the answer.  - Have Ss underline key words in each sentence and make predictions about the words that fit each blank. Remind them that they can fill in each blank with no more than two words.  - Play the recording twice for Ss to listen and complete the task.  - Invite a student to write their answers on the board. Check and confirm the correct answers. Play the recording again where needed. | ***Answer key:***  1. electronic devices  2. pet robot  3. ocean view  4 music player  5. elegant |

**e. Assessment**

- Teacher’s observation and feedback.

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

**a. Objectives:**

- To provide Ss with practice in writing a paragraph about a means of communication.

**b. Content:**

- Task 5: Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below.

**c. Expected outcomes:**

- Ss can write a paragraph using suggested questions as cues.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below.** | |
| - Tell Ss that they are going to write an email to a friend and tell him/her about an organisation called Save the Oceans. Point to the given information and ask them to read through it.  - Put Ss into groups of three. In their groups, they write an email of about 100-120 words, using the given information. They don’t have to include all information.  - Set a time limit. When they finish, call a group to wrtie their email onto the board and give comments. | ***Suggested answers:***  Dear Peter,  It’s nice to hear from you again. I’ve read an article about Save the Oceans. Let me tell you about it.  The ocean habitats are very important because they produce half of the earth’s oxygen and create homes for plants and animals. However, there is serious habitat loss due to overfishing and pollution. Save the Oceans is helping oceans in many ways. It promotes smart fishing. It also encourages people to use fewer plastic bags. Besides, it organises campaigns to clean up beaches and seas.  I admire the actions of Save the Oceans. Hope that I can join them in the future.  Do you know other organizations which help the oceans?  Write to me soon.  Cheers, |

**e. Assessment**

- Teacher checks and gives feedback on Ss’ writing.

**6. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do the exercises in the workbook.

- Prepare for the final test.

**Board Plan**

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| *Date of teaching* REVIEW 4Lesson 2: SKILLS **\*Warm-up**  Game: Keywords game  **\* Reading**  Task 1: Read and choose A, B, C, or D.  **\* Speaking**  Task 2: Work in groups: discuss and report  **\* Listening**  Task 3: Listen and fil in the blanks.  **\* Writing**  Task 4: Write an email.  \* **Homework** |