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| **LESSON PLAN**  **TEXTBOOK: TIẾNG ANH 9 - GLOBAL SUCCESS**  **UNIT 8: TOURISM**  **LESSON 5: SKILLS 1 (Page 87,88)** |

**Period: Date:**

**A. OBJECTIVES:**

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

-Read for specific information about two popular types of tours, identifying their advantages and disadvantages.

-Talk about their partner’s travel experiences and share personal opinions about them.

-Develop communication skills through interviews and presentations.

-Work collaboratively and supportively in pair and group activities.

-Organize and present information effectively, showcasing creativity during the presentation.

-Actively engage in class activities, contributing to a positive and dynamic learning environment.

**B. LANGUAGE FOCUS:**

**\* Vocabulary:**

cost (n), fixed (adj), work out (ph.v),estimate (v),hunt (v),smooth (adj)

**\* Grammar:** Simple past tense (revision), previously learned grammar.

**C. TEACHING AIDS:**

-Grade 9 textbook: Unit 8, *Skills 1* (87,88)

-Computer with Internet connection.

-Projector or TV.

*-hoclieu.vn* platform.

**D. TEACHING APPROACH:** CLT

**E. PROCEDURES:**

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| **TEACHER’S AND STUDENTS’ACTIVITIES** | **CONTENT** |
| **1.WARM-UP (2 mins)**  **Brainstorming**  **\*Objectives:**  -To create an engaging and positive atmosphere in the classroom.  -To activate students' prior knowledge and introduce the topic of the lesson.  **\*Organization:**  -The teacher asks students to work in pairs to discuss the following questions:   * *Have you ever been on a tour? If yes, what type of tour was it?* * *If not, what type of tour would you like to go on? Why?*   -Students brainstorm ideas in pairs for 2-3 minutes.  -The teacher invites a few pairs to share their answers with the whole class.  **2. PRE-READING: (10ms)**  **-Task 1: Write the Words Under the Pictures.**   * Students work **individually** to match the vocabulary words with the correct pictures. * After completing the task, students compare answers in **pairs** before sharing with the class. * The teacher checks the answers and provides feedback.   **-Task 2: Vocabulary Pre-teach.**  **\*Objectives:**  -To help students understand and use new vocabulary from the reading text.  **\*Organization:**   * **Step 1:** The teacher introduces 5-6 key vocabulary words from the reading text by:   + Showing related **pictures** to provide context.   + Providing **simple explanations** or definitions of each word.   + Using the words in **example sentences** to clarify their meaning. * **Step 2:** The teacher asks students to guess the words based on the hints provided.   **3. WHILE-READING: (15ms)**  **-Task 3: Match the Words and Phrases in Column A with Their Definitions in Column B**  **\*Objectives:**  -To improve students' reading skill by scanning for details.  -To enhance vocabulary comprehension through contextual understanding.  **\*Organization:**  **-**T briefly reviews the words and phrases in Column A and explains that students will match them with the appropriate definitions in Column B.  -Ss read the passage carefully to find the context in which the words/phrases are used. Ss match the items individually.  -T asks volunteers to share their answers and justify their choices by referring to the passage. T confirms the correct answers and provides clarification if needed.  **-Task 4: Read the Passage Again and Answer the Questions**  **\*Objectives:**   * To develop students’ ability to locate specific information in the text. * To encourage understanding of the content by answering comprehension questions.   **\*Organization:**  **-**T explains key strategies for finding answers:  **+Underline keywords** in the questions.  **+Scan for related information** in the passage.  **-**Ss read the passage again, locate relevant information, and write their answers.  -Ss compare their answers with a partner, discussing any differences.  **-**T elicits answers from pairs and checks with the whole class. T provides additional explanations or corrections as necessary.  **4. POST-READING: (15m)**  **Task 4: Interview Your Partner About His/Her Recent Tour**  **\*Objectives:**  -To provide students with an opportunity to practice interviewing skills through asking and answering questions about a recent tour.  -To enable students to apply newly learned vocabulary and phrases to discuss travel experiences.  **\*Organization:**  -T explains the task: Ss will take turns interviewing their partner about their recent tour and taking notes.  -T provides question clues on the board, such as:  *Where did you go?*  *Who did you travel with?*  *How did you get there?*  *What did you do there?*  *What was the best/worst part of the trip?*  *Would you recommend this tour to others? Why or why not?*  -Ss can add their own questions to make the interview more personalized.  -Ss work in pairs. One student interviews while the other answers, then they switch roles.  -Ss take brief notes on their partner’s answers to use for the next task.  -T monitors the activity, providing support with vocabulary, grammar, or sentence structure as needed.  **Task 5: Share Your Partner’s Travel Experience**  **\*Objectives:**  -To help students organize and present information effectively.  -To develop Ss’ confidence in speaking in front of the class.  **\*Organization:**  -T gives Ss time to review their notes and arrange them into a short, coherent presentation.  -T models a brief example.  -Ss take turns presenting their partner’s travel experiences to the class.  -T encourages the audience to listen actively and ask follow-up questions (e.g., *What type of food did they try? Did they buy any souvenirs?*).  -T provides feedback on students’ presentations, focusing on pronunciation, fluency, and use of vocabulary.  -T encourages Ss to reflect on the activity and how it helped improve their speaking and listening skills.  **5. ASSIGNMENT (3 mins)**  a. Wrap-up  EXTRA ACTIVITY: Match holiday attraction notices with their meanings.  b. Homework  Learn by heart the new words.  Complete related exercises in the workbook. | * *Have you ever been on a tour? If yes, what type of tour was it?* * *If not, what type of tour would you like to go on? Why?*   Ss’ own answers  **UNIT 8: TOURISM**  **LESSON 5: SKILLS 1 (Page 87,88)**  **I. READING:**  **1.EX1/ 87**  1.traveller  2.destination  3.itinerary  **2.Vocabulary:**  1. cost (n): chi phí  2. fixed (adj): cố định  3. work out (ph.v): suy nghĩ, lên kế hoạch  4. estimate (v): đánh giá, ước lượng  5. hunt (v): săn lùng  6. smooth (adj): trôi chảy, suôn sẻ  **3. EX2/87**  1. b  2. c  3. d  4. a  **4.EX 3/87**  1. Time.  2.Travellers have to follow a fixed itinerary.  3. They have to do everything on their own.  4. It’s cheap and convenient.  5. Using online apps.  **II. SPEAKING:**  **1. EX 4/88**  1. Where he/she went  2. Which tour he/she took: package or self-guided  3. How he/she travelled  4. Where he/she stayed  5. What he/she did/saw  **2. EX 5/88:**  Suggested answers:  *My partner, Mai, went to Da Nang last summer. She traveled with her family by plane. They visited the beach, enjoyed local seafood, and went to Ba Na Hills. Mai’s favorite part of the trip was the Golden Bridge because it was so beautiful. She highly recommends this tour to anyone who loves nature and relaxation.*  **III. ASSIGNMENT:**  -Match   | Key: | | --- | | 1. c | | 2. a | | 3. e | | 4. b |   -Prepare Skills 2 |