**Week: 18**

# Period: 55

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| **Planning date:** | **19-01-2025** |  |  |
| **Teaching date:** | **20-01-2025** | **Class:** | **9A** |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 1: Getting started – Meeting on the corridor**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the words related to the topic *Natural wonders of the world;*

- Gain vocabulary to talk about natural wonders of the world*.*

**2. Competences**

- Develop communication skills;

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

**3. Personal qualities**

- Actively participate in class;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 7, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. crazy (adj)  about smb/sth | /ˈkreɪzi/ | like smb/sth very much | thích mê |
| 2. coral (n, adj) | /ˈkɒrəl/ | a substance like rock, formed in the sea by groups of particular types of small animal, often used in jewellery. | san hô |
| 3. landscape (n) | /ˈlændskeɪp/ | a view or picture of the countryside, or the art of making such pictures. | phong cảnh |
| 4. peak (n) | /piːk/ | the highest point | đỉnh, đỉnh núi |
| 5. charming (adj) | /ˈtʃɑːmɪŋ/ | pleasant and attractive | đẹp |
| 6. sustainable (adj) | /səˈsteɪnəbl/ | able to be maintained or continued | bền vững |
| 7. location (n) | /ləʊˈkeɪʃn/ | a place or position | địa điểm, nơi chốn |
| 8. possess (v) | /pəˈzes/ | to have or own sth | có, sở hữu |

**Assumption**

|  |  |
| --- | --- |
| **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!

- Create a Travel Brochure

**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!**  - Begin the lesson by talking about the beauty around us. Ask Ss to identify/ talk about the most beautiful places in their own community.  - T introduces the topic *Natural wonders of the world*. Show Ss some photos of famous natural wonders, such as Ha Long Bay, Sahara Desert, Great Barrier Reef, ...tour-ha-long  - Ask Ss to open their books.  - Draw their attention to the box and introduce what they are going to learn in this unit. | - Answer questions. | **Questions:**  What are the most beautiful places in your country?  Where are they?  Are they natural or man-made? …  **Pictures:**  tour-ha-longLady-Musgrave-Island-Great-Barrier-Reeffbby1h_1 |
| **Option 2: Create a Travel Brochure**  - Divide the class into groups.  - Each group chooses a beautiful place they like.  - Ask them to use the information they find to create a travel brochure for that place.  - The brochure should include some information about the location, climate and why someone should visit.  - After that, ask them to share their brochures with the class. | - Work in groups.  - Listen and follow the teacher’s direction.  - Share brochures. | **Information in brochures:**  - Location  - Climate  - Why someone should visit |

**e. Assessment:**

**-** Teacher checks students’ 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 about natural wonders.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students guess the meaning of words. | **New words:**  1. crazy (adj) about smb/sth  2. coral (n, adj)  3. landscape (n)  4. peak (n)  5. charming (adj)  6. sustainable (adj)  7. location (n)  8. possess (v) |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

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

**a. Objectives:**

- To help students read for specific information about natural wonders;

- To help students learn words and phrases related to natural wonders;

- To help students use the words 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: Complete each sentence with a word or a phrase from the box.

- Task 4: Underline the correct answer to complete each sentence.

**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) | | |
| - To begin with, ask Ss some questions:  - Set the context for the listening and reading by asking Ss to look at the picture.  - Then ask Ss to look at the title and guess what the conversation between Lan and Tom is about.  - Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.  - Ask Ss some questions about the conversation.  - Confirm the correct answer. (*They are talking about famous natural wonders*.)  - Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /sl/ and /sn/. | - Listen and answer questions.  - Look at the picture.  - Listen and follow instructions.  - Listen and read.  - Listen and answer. | **Questions:**  *Have you ever been to Ha Long Bay?*  *Do you know that it is a famous natural wonder of the world?*  *Have you heard of / read about other wonders: Mount Everest, the Dead Sea, …?*  *…*    **Questions:**  *1. Which prize did Tom win?*  *2. Which natural wonders did Tom talk about?*  *3. Which risks did Tom mention?*  *4. Where will Tom visit?*  The dialogue on page 72 |
| **Task 2**: **Read the conversation again and tick (√) T (True) or F (False) for each sentence.** (7 mins) | | |
| - Have Ss work individually. Tell them to read the statements and  decide whether they are true (T) or false (F) without reading the  conversation again.  - If Ss find the task difficult, ask them to read the conversation again and find the information in it.  - Check their answers and explain if necessary. | - Work individually to do the activity.  - Listen and check. | ***Answer key:***  1. T  2. F  3. T  4. F |
| **Task 3: Complete each sentence with a word or a phrase from the box.** (7 mins) | | |
| - Ask Ss to read the sentences and find the words from the box to fill in the gaps.  - Have Ss share answers before discussing it as a class. Have some Ss write the correct answers on the board. If there’s time, call on some Ss to read the sentences. | - Listen and follow instructions.  - Share answers and check. | ***Answer key:***  1. landscape  2. couldn’t help  3. explore  4. support  5. development |
| **Task 4:**  **Underline the correct answer to complete each sentence**. (7 mins) | | |
| - Have Ss work independently. Ask them to read the sentences, paying attention to the words given in brackets and their collocations.  - Tell Ss that most of these words appear in the conversation, so they can look back and find the words.  - Have Ss share answers before discussing it as a class.  - For more able Ss, have them make up sentences with these words. | - Work individually to do the task.  - Listen and follow instructions.  - Share answers and check.  - Make up sentences. | ***Answer key:***  1. crazy  2. landscape  3. explore  4. suggest  5. contributes |

**e. Assessment:**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To help students learn about some famous natural wonders of the world.

**b. Content:**

- Task 5: Natural Wonders Knowledge

**c. Expected outcomes:**

- Students can know more about natural wonders.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Natural Wonders Knowledge** (10 mins) | | |
| - Work in groups. Explain to them what they are going to do.  - Give Ss some time (3 - 4 minutes) to do the task.  - Call on some groups to write their answers on the board. | - Work in groups to do the task.  - Write the answers on the board. | ***Suggested answers:***  - The Grand Canyon, USA  - The Great Barrier Reef, Australia  - Ha Long Bay, Viet Nam  - Northern Lights, Arctic and Antarctic |

**e. Assessment:**

- Teacher and other students listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the upcoming lessons.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.81, look at the picture and say what the topic of the project is (*Natural wonders of the world*). They will design a poster and present it at the end of this unit.

- Explain the project requirements: In groups, Ss will have to design a poster of a natural wonder of the world, and then give an oral presentation of their posters in the last lesson of the unit. Explain that poster presentations are a way to communicate ideas, research, or understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures or tables / graphs. Ss will display their posters around the classroom in advance. One representative from each group will stand next to the poster. The rest will walk round the classroom, study the posters, and talk to group representatives if they want to learn more about natural wonders of the world. Then the class will sit down and vote for the best poster.

- Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.

- T may suggest some steps for Ss to follow:

**Step 1.** Collecting information and pictures (searching the Internet, reading books / magazines, brainstorming ideas, etc. about a natural wonder: its location, its special features / attractions, threats to its existence, and ways / plans to preserve it)

**Step 2.** Organising ideas and visuals, and designing the posters

**Step 3.** Practising explaining their posters and answering questions about the content

- Help Ss set a deadline for each task and support them throughout the process.

- In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

**Board plan**

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| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**  1. crazy (adj) about smb/sth  2. coral (n, adj)  3. landscape (n)  4. peak (n)  5. charming (adj)  6. sustainable (adj)  7. location (n)  8. possess (v)  **II. Practice**  Task 1: Listen and read.  Task 2: Read and tick T (True) or F (False).  Task 3: Complete each sentence.  Task 4: Underline the correct answer.  **III. Production**  Task 5: Natural Wonders Knowledge  **\*Homework** |

**Week: 18**

# Period: 56

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| **Planning date:** | **19-01-2025** |  |  |
| **Teaching date:** | **22-01-2025** | **Class:** | **9A** |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**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 *Natural wonders of the world*;

- Pronounce the sounds /sl/ and /sn/ in words and sentences correctly.

**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 7, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. permit (v) | /pəˈmɪt/ | to allow something | cho phép |
| 2. paradise (n) | /ˈpærədaɪs/ | an amazing place that seems perfect | thiên đường,  nơi đẹp tuyệt trần |
| 3. annual (adj) | /ˈænjuəl/ | happening once every year | (xảy ra) hằng năm |
| 4. access (n) | /ˈækses/ | the method or possibility of getting near to a place or person | tiếp cận, đến được |
| 5. urgent (adj) | /ˈɜːdʒənt/ | very important and needing attention immediately | gấp, cấp bách |
| 6. hesitate (v) | /ˈhez.ɪ.teɪt/ | to pause before you do or say something, often because you are uncertain or nervous about it | lưỡng lự |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in distinguishing the sounds /sl/ and /sn/. | Provide students with some tips by identifying the letters that may include each sound. |
| 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

- Would you rather?

**c. Expected outcomes:**

**-** Students can recall some phrases about natural wonders.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorming**  - Bring to class some posters / pictures or show on the screen some images of famous landscapes in Viet Nam and in the world.  - Lead into this lesson which focuses on the new words / phrases and the sounds **/**sl/ and /sn/.  – Share with Ss the lesson objectives and have them open their books and start the lesson. | - Listen and answer. | **Pictures:**  mui nehoi an  Victoria FallsFuji  **Answer:**  1. Hoi An  2. Bau Trang, Mui Ne  3. Fuji, Japan  4. Victoria Falls, between Zambia and Zimbabwe |
| **Option 2: Would you rather?**  **-** Have Ss watch a video “**Would you rather?**” about beautiful landscapes.  - Have Ss choose and explain why they like. | - Listen and follow the instruction. | **Link video:**  https://www.youtube.com/watch?v=KvshwrRNqDE |

**e. Assessment:**

Teacher’s feedback.

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

**a. Objectives:**

- To provide students with new vocabulary;

- To revise some vocabulary related to the topic *Natural wonders of the world.*

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the words in A with their definitions/explanations in B.

- Task 2: Complete the following table. There is one example.

- Task 3: Complete the following sentences with the words from the box.

**c. Expected outcomes:**

**-** Students can identify some vocabulary about natural wondersof the world and 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 guess the meaning of words. | **New words:**  1. permit (v)  2. paradise (n)  3. annual (adj)  4. access (n)  5. urgent (adj)  6. hesitate (v) |
| **Task 1: Match the words in A with their definitions/explanations in B.** (5 mins) | | |
| - Tell Ss to read the words given in column A, then study their definitions / explanations in column B.  - Have Ss work in pairs to do the matching. Check their answers as a class.  - Have Ss read the words aloud. Correct their pronunciation if necessary. | - Read the words.  - Work in pairs to do the task.  - Read the words aloud. | ***Answer key:***  1. e  2. f  3. a  4. c  5. b  6. d |
| **Task 2: Complete the following table. There is one example.** (5 mins) | | |
| - Have Ss work in pairs. Tell them to look at the verbs given in the left column and write their equivalent nouns in the right column.  - Check their answers as a class.  - Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary. | - Work in pairs to do the task.  - Listen and check.  - Read aloud. | ***Answer key:***   |  |  | | --- | --- | | **Verb** | **Noun** | | *discover* | *discovery* | | 1. locate | location | | 2. hesitate | hesitation | | 3. explore | exploration | | 4. possess | possession | | 5. admire | admiration | |
| **Task 3: Complete the following sentences with the words from the box.** (5 mins) | | |
| - Have Ss read the words in the box.  - Have them read the sentences carefully and look for clues so that they can choose the correct words to complete the sentences.  - Have one student write the words on the board. Confirm the correct answers.  - Call on some Ss to read the sentences.  **EXTRA ACTIVITY**  Ask Ss to close their books, and tell them to recall at least one word they have learnt in this unit (in **Getting Started** and **A Closer Look 1**), then make a sentence with it. Other Ss listen and give comments. T corrects their sentences as a class. | - Listen and follow instructions.  - Do the task.  - Look and check.  - Read the sentences.  - Listen and follow instructions. | ***Answer key:***  1. diversity  2. urgent  3. located  4. hesitation  5. permit |

**e. Assessment:**

- Teacher’s observation and feedback.

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

**a. Objectives:**

- To help students identify how to pronounce the sounds /sl/ and /sn/;

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.

- Task 5: Listen and repeat the sentences. Pay attention to the underlined words.

**c. Expected outcomes:**

- Students can pronounce the sounds /sl/ and /sn/ in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.** (7 mins) | | |
| - First, give examples of the sounds /sl/ and /sn/ in words.  - Teacher can show a video on how to pronounce the two sound if needed:  [HƯỚNG DẪN PHÁT ÂM LỚP 9 - Unit 7: Natural wonders of the world - /sl/ and /sn/](https://www.youtube.com/watch?v=ypwZkRXCvmU&list=PL8_ETpRL2xNa7hp3KtZP2F3VZpMbUUlXp&index=7)  - Then let Ss practise the sounds /sl/ and /sn/ together.  - Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation.  - Play the recording as many times as necessary. | - Listen to the teacher’s explanation.  - Practise the sounds.  - Listen and repeat. | ***Audio script:***   |  |  | | --- | --- | | **/sl/** | **/sn/** | | **sl**eepy  **sl**ice  **sl**ippery  **sl**ogan  **sl**ope | **sn**ack  **sn**owy  **sn**eeze  **sn**eaker  **sn**atch | |
| **Task 5: Listen and repeat the sentences. Pay attention to the underlined words.** (7 mins) | | |
| - Play the recording for Ss to listen to.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.  - If there is time, ask Ss to give the words they know that contain these two sounds.  **EXTRA ACTIVITY**  Ask each student to give at least one word having the sound /sl/ and one word having the sound /sn/. | - Listen to the recording.  - Listen and repeat.  - Give the words they know that contain two sounds.  - Give one word having the sound /sl/ and one word having the sound /sn/. | ***Audio script:***  1. There are many snowstorms on Mount Everest.  2. He went down the slope, wearing a pair of sneakers.  3. She sneezed when I gave her a slice of pizza.  4. The way down the hill was slippery as it was covered in snow.  5. After eating a snack, she felt very sleepy.  ***Suggested answers:***  (slide, slip, slow, sleeve, dogsled, mudslide, snake, snail, snorkel, snowball, …) |

**e. Assessment:**

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

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask the class what words, phrases and sounds they have learnt.

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

**b. Homework**

- Do exercises in the workbook.

- Find 3 more words that have the sounds /sl/ and /sn/.

**Board Plan**

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| *Date of teaching ……..*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**  1. permit (v)  2. paradise (n)  3. annual (adj)  4. access (n)  5. urgent (adj)  6. hesitate (v)  Task 1: Match.  Task 2: Complete the table.  Task 3: Complete the sentences.  **\* Pronunciation**  Task 4: Listen and repeat the words.  Task 5: Listen and repeat the sentences.  **\*Homework** |

**Week: 18**

# Period: 57

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| --- | --- | --- | --- |
| **Planning date:** | **19-01-2025** |  |  |
| **Teaching date:** | **25-01-2025** | **Class:** | **9A** |

**UNIT 7: NATURAL WONDERS OF THE WORLD**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Change *Yes / No* questions into reported speech.

**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 7, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |
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| **Reported speech (*Yes/No* questions)** | |
| **Structure** | **Example** |
| **S + ask/want to know + if/whether + clause** | Anna: “Do you plan to climb any mountains  this summer, Joe?”  → Anna **asked** Joe **if / whether** he planned  to climb any mountains that summer. |

**Assumption**

|  |  |
| --- | --- |
| **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:**

**-** Review

- Rumour Detective

**c. Expected outcomes:**

- Students can answer teacher’s questions using the structure of reported speech (*Yes/No* questions).

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Review**  - Ask Ss to recall the rules of changing statements and *Wh*-questions into reported speech.  - Tell them that they are going to learn how to change *Yes / No* questions into reported speech.  - Introduce the objectives of the lesson. Write the objectives on the top-left of the board. | - Look and answer. | ***Example:***  ***Statements:***  *‘I’m tired,’ I said.* -> *I told them* ***(that) I was tired.***  ***Wh-questions:***  He said, ‘What time does the film begin?’ => He **wanted to know what time the film began**. |
| **Option 2: Rumour Detective**  - Divide the class into two teams.  - One team prepares a short story with several characters and events.  - The other team acts as “rumour detectives” who listen to the story and then ask questions using *Wh*- questions to clarify the details.  - The storytelling team can only answer using reported speech.  - The rumour detectives win if they can correctly identify all the key elements of the story.  - Switch roles and play.  - Lead into the new lesson. | - Listen and follow instructions. | ***Example:***  He said that she had gone to the store. |

**e. Assessment:**

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

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use of *Yes / No* questions in reported speech.

**b. Content:**

- Grammar explanation

- Task 1: Choose the correct answer A, B, C, or D to complete each question.

**c. Expected outcomes:**

- Students know how to use *Yes/No* questions in reported speech.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Grammar Explanation** | | |
| Ss have already learned reported speech for statements and *Wh*-questions. In this unit, we introduce the reported speech for *Yes / No* questions.  - Quickly review the rules when we change statements and *Wh*-questions into reported speech.  - Have Ss study the **Remember!** box for a few minutes.  - Explain the rules when we change *Yes/ No* questions into reported speech. | - Follow instructions.  - Read the **Remember!** box carefully and listen to the teacher. |  |
| **Task 1: Choose the correct answer A, B, C, or D to complete each question.** (7 mins) | | |
| - Have Ss work independently.  - Give Ss some time to read the sentences and choose the correct answers.  - Tell them to refer back to the **Remember!** box if necessary.  - Check Ss’ answers as a class. | - Work independently to do the task.  - Listen and check. | ***Answer key:***  1. C 2. B  3. C 4. A  5. D |

**e. Assessment:**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To give Ss a chance to use the grammar learned in **1** and the **Remember!** box;

- To practise *Yes / No* questions in reported speech.

**b. Content:**

- Task 2: Complete the following reported questions.

- Task 3: Rewrite the sentences in reported questions

- Task 4: Read the passage and underline the *Yes / No* questions. Then write them in reported questions.

**c. Expected outcomes:**

- Students can understand and use *Yes / No* questions in reported speech.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Complete the following reported questions**. (6 mins) | | |
| - Allow Ss some time to do the task individually.  - Tell them to read each sentence and apply the rules of changing *Yes / No* questions into reported speech, then complete the sentences.  - Ask them to compare their answers in pairs before checking as a class. | **-** Do the activity individually.  - Follow instructions.  - Share answers.  - Listen and check. | ***Answer key:***  1. He asked the children if they were excited about their  upcoming trip to Mui Ne.  2. She asked us whether we often met Angela at school.  3. She wanted to know if Mark would visit Giang Dien Waterfall  the following week.  4. I asked the teacher if / whether Con Dao National Park was  rich in flora and fauna.  5. Arthur wanted to know if / whether they could go to the  campsite by bike. |
| **Task 3: Rewrite the sentences in reported questions.** (7 mins) | | |
| - Have Ss work individually for some time to do the task.  - Ask Ss to exchange their answers in pairs.  - Have Ss read out their answers, sentence by sentence.  - Check their answers and explain if necessary. | - Do the activity individually.  - Share answers in pairs.  - Listen and check. | ***Answer key:***  1. I asked my dad if / whether he was still working from home.  2. Mark asked Anne if / whether she had to pack her suitcase.  3. Lan asked Tom if / whether he was interested in visiting Phu Quoc Island.  4. Kay asked her mum if / whether they could afford to go to Niagara Falls.  5. I asked / wanted to know if/ whether they would visit Sa Pa and climb Mount Fansipan that summer. |
| **Task 4: Read the passage and underline the *Yes / No* questions. Then write them in reported questions.** (13 mins) | | |
| - Have Ss work in pairs.  - Have them read the passage carefully. Tell them to discuss and decide on the *Yes / No* questions in the passage, then rewrite them in reported speech.  - Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers. | - Do the exercise in pairs.  - Listen and follow instructions.  - Listen and check. | **Possible answers:**  A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: 1. “Is it your first time here?” Some said *yes*, and some said *no*. Olivia asked the guide: 2. “Do the people here live on fishing?” He said most of them did. Then Mark said: 3. “Do their children go to school on land?” “Yes, they do,” said the guide. ...  1. The guide asked them / wanted to know if / whether it was their first time there.  2. Olivia asked the guide / wanted to know if / whether the people there lived on fishing.  3. Mark asked the guide / wanted to know if / whether their children went to school on land. |

**e. Assessment:**

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

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with real-life practice with *Yes / No* questions in reported speech.

**b. Content:**

- Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions into reported questions.

**c. Expected outcomes:**

- Students can apply the grammar they have learned in practical situations.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions into reported questions.** (10 mins) | | |
| - Divide the class into two groups, A and B.  - Tell Ss to study the example.  - Group A gives three *Yes / No* questions, and Group B changes  them into reported questions.  - The two groups swap roles, and the game continues.  - Give them some time to work independently and prepare their performance.  - Encourage them to ask questions on the topic of the unit (natural wonders / beauty spots).  **EXTRA ACTIVITY**  *Reported questions into direct questions*  - For a stronger class, T may give them some practice in making reported questions and then change them into direct questions.  Put Ss into pairs. One student makes a reported Yes / No question, and the other turns it into a direct question. Then they swap roles. The questions should be about the beauty spots / natural landscapes in their area.  - T gives comment and correction if necessary. | - Work in groups.  - Listen to instructions.  - Give and change *Yes / No* questions into reported questions.  - Listen and follow instructions.  - Work in pairs. Make and change *Yes / No* questions into reported questions. | ***Example:***  **Group A:**  “Is the Atacama Desert in Chile?”  **Group B:**  She asked if the Atacama Desert was in Chile.  ***Example:***  **A:** She asked me if / whether I lived near the sea.  **B:** “Do you live near the sea?”  … |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences by using *Yes / No* questions in reported speech.

**Board Plan**

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| *Date of teaching*  **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Presentation**  Grammar explanation  Task 1: Choose the correct answer.  **II. Practice**  Task 2: Complete the reported questions.  Task 3: Rewrite the sentences.  Task 4: Read and underline the *Yes / No* questions.  **III. Production**  Task 5: Work in two groups. Take turns to give and change the *Yes / No* questions.  **\* Homework** |