*Date of preparation: 07/01/2025*

**UNIT 8: TOURISM**

***Total numbers of periods: 7 periods; from period 62 to period 68***

**LESSON 2: A CLOSER LOOK 1**

***Period: 63 Class(es): 9A2***

**I. OBJECTIVES:**

**1. Knowledge:**

**Vocabulary:** package tour (n), self-guided (a), itinerary (n) …….

**Pronunciation:** Stress in words ending in -ic and -ious

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

- Use the lexical items related to the topic tourism.

- Pronounce endings -ic and -ious in words and in sentences correctly.

**2. Competences:**

***- General competence:***

+ Self-controlled and self-learning competence (Students develop the ability to set personal goals for learning about tourism.)

+ Communicative and cooperative competence (Students enhance their communication skills by discussing and presenting information about tourism and travel experience to peers and teachers.)

***- Distinctive competence:***

+ Linguistic competence (Students expand their vocabulary related to tourism, including terms for places, people, and cultural practices.)

**3. Values:**

+ Responsibility (Students understand the importance of tourism, recognizing their roles in introducing their beautiful homeland.)

+ Patriotism (Students expand their knowledge about culture, customs, cuisine of Vietnam and countries around the world and develop the love for the homeland.)

**II. TEACHING AIDS AND MATERIALS:**

**1. Materials:** Grade 9 textbook, workbook, lesson plan, the teacher’s book, reference books, hoclieu.vn

**2. Equipment:** TV, cassettes, pictures, cards, handouts, extra boards.

III. PROCEDURES:

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

**a. Aims:**

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

– To lead into the new lesson.

**b. Content:**

**-** Game: Board Race

**c. Expected products:**

**-** Ss can recall some phrases about the topic *tourism*

***Suggested answers:*** *tourism, specialty, tan, safari, online app, holidaymaker, .*

**d. Organization of activities:**

**Game: Hot seat**

- T divides Ss into 2 teams.

- The teams have to race to write words on the topic *Tourism* on the board. Each student writes one word at a time, before passing the chalk to the next student

- After 2 minutes, the team with more correct answers is the winner.

**2. KNOWLEDGE FORMATION ACTIVITIES (5 ms)**

**a. Aims:**

- To provide students with new words and phrases related to tourism.

- To revise some words related to tourism that Ss have learned.

- To help Ss use words and phrases related to tourism in specific contexts.

**b. Content:**

**-** Introduce the vocabulary

**c. Expected products:**

- Students know how to use the target vocabulary.

**d. Organization of activities:**

- T introduces the vocabulary by:

+ providing explanations of the words

+ showing pictures illustrating the word.

***New words:***

1. package tour (n)

2. self-guided (a)

3. itinerary (n)

4. ruinous (a)

**3. PRACTICE ACTIVITIES (25 ms)**

**I. VOCABULARY**

**Task 1:** (5 ms)

**a. Aims:**

- To teach some vocabulary about community helpers and their responsibilities.

**b. Content:**

Match the words and phrases with the explanations.

**c. Expected products:**

**-** Ss do the task independently, and then share the answers.

***Suggested answers:***

1. e 2. c 3. a 4. b 5. d

**d. Organization of activities:**

- T asks Ss to read the words and phrases in the right-hand column first, then the explanations in the left-hand column. Then do the matching individually.

- T invites some Ss to share their answers.

- T checks the answers as a class.

- T asks Ss to read the words and phrases aloud. Correct them if needed.

- T asks Ss for the Vietnamese equivalents of these words and phrases if needed.

**Task 2:** (5 ms)

**a. Aims:**

- To revise some words related to tourism that Ss have learned.

- To help Ss use words and phrases related to tourism in specific contexts.

**b. Content:**

Write a phrase from the box next to the sentence to replace ‘it’.

**c. Expected products:**

***Suggested answers:***

1. entrance ticket

2. ruinous site

3. travel agency

4. fixed itinerary

5. smooth trip

**d. Organization of activities:**

- T asks Ss to read the phrases in the box first. Make sure they understand their meanings. For the new phrases, ask Ss to separate the two words in each phrase and refer to its meaning. In this way, Ss can guess the meaning of the phrase.

- T asks Ss to read each sentence and decide what phrase in the box the pronoun ‘it’ refers to. Allow them some time to do the matching.

- T invite some Ss to share their answers.

- T checks the answers as a class.

**Task 3:** (5 ms)

**a. Aims:**

- To give Ss further practice with the vocabulary items they have learnt.

**b. Content:**

- Fill in each blank with a word or phrase from the box.

**c. Expected products:**

***Suggested answers:***

1. self-guided

2. itinerary

3. entrance

4. package

5. apps

**d. Organization of activities:**

- T asks Ss to work individually.

- T asks Ss to read the words in the box and the sentences. Then choose the correct words to complete the sentences.

- T invites some Ss to share their answers.

- T checks Ss’ answers as a class.

**II. PRONUNCIATION**

**Task 4:** (5 ms)

**a. Aims:**

- To help Ss pronounce correctly words ending in -ic and -ious;

- To help Ss say the words endings in -ic and -ious correctly in sentences.

**b. Content:**

Listen and repeat the words. Pay attention to the word stress.

**c. Expected products:**

***Key + audio script:***

- ‘basic, ‘public, c’lassic, do’mestic, his’toric

- ‘curious, ‘serious, de’licious, hi’larious, re’ligious

**d. Organization of activities:**

- T has Ss work individually.

- T has Ss stress the words first, applying the rules in the **Remember box**.

- T plays the recording once or twice for Ss to listen to and check if they have stressed the words correctly.

- T has Ss listen again and repeat the words as a class, in groups, and individually.

**Task 5:** (5 ms)

**a. Aims:**

- To help Ss say the words endings in -ic and -ious correctly in sentences.

**b. Content:**

Mark the stress in the underlined words. Then listen and repeat the sentences.

**c. Expected products:**

***Key + audio script:***

1. The visitors are ‘curious about the history of the old ‘public building.

2. They have an am’bitious goal which is to go on a cruise across the Pa’cific.

3. We watched a c’lassic movies here on our p’revious holiday.

4. We stayed at a lu’xurious hotel near a te’rrific beach.

5. The village has a ro’mantic landscape with ‘various flower beds.

**d. Organization of activities:**

- T has Ss work individually.

- T has Ss read the sentences and stress the underlined words.

- T asks Ss to read the sentences, paying attention to the stressed words.

- T plays the recording for Ss to listen and repeat each sentence.

- T calls on some Ss to read the sentences individually. Correct them if needed.

**4. APPLICATION ACTIVITIES (10 ms)**

**a. Aims:**

- To give further practice with the vocabulary they have learnt.

**b. Content:**

- Game: TYPHOON

**c. Expected products:**

- Students can identify some lexical items related to tourism and use them in different contexts.

***Suggested answers:***

1. self-guided

2. homestay

3. travel agency

4. travel

5. itinerary

**d. Organization of activities:**

- T divides Ss into 2 teams.

- Each team takes turns choosing one number and answer an MCQ.

- The team with more correct answers will be the winner.

- Ss play the game.

- T gives feedback.

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| **HANDOUT** |
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