***Date of preparation:* *January 10th, 2025 Teacher: Nguyen Thi Viet***

***Professional Group: Gifted Group***

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

**Period 56 - Lesson 2: A CLOSER LOOK 1**

Subject: English, Class: 9

Time: 1 period

**I. OBJECTIVES:**

**1. Knowledge:** By the end of this lesson, students will be able to gain:

- Vocabulary: Use the lexical items related to the topic *NATURAL WONDERS*

- Pronunciation: Correctly pronounce words that contain the sounds: /sl/ and /sn/

**2. Competences**:

- General competences: Communicative and cooperative competence (students know how to be collaborative and supportive in pair work and teamwork); Resolving problems and creative competence

(students know how to participate in class and school activities actively), Self- controlled and self- learning competence

- Distinctive competences: Linguistic competence (students know how to use their native language and foreign language to access and consolidate information from a variety of sources); Linguistic competence, Aesthetic competence, Natural and social inquiry.

**3. Attributes:** Students will form and develop some attributes (benevolence, hard work, honesty and responsibility).

**II. TEACHING AIDS:**

**1. Teacher**: Textbook, lesson plans, Smart TV and cards, Sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES:**

**1. ACTIVITY 1. WARM -UP** (2’)

**a. Aims of the activity:** - To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**b. Contents:** Brainstorm



**c. Products:** Students can recall some phrases about Natural Wonders and be ready for the lesson.

*1. Hoi An 2. Bau Trang, Mui Ne*

*3. Fuji, Japan 4. Victoria Falls, between Zambia and Zimbabwe*

**d. Organization of implementation: Brainstorm**

- 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.

**2. ACTIVITY 2. KNOWLEDGE FORMATION** (10’)

**a. Aims of the activity:** To introduce the new words, some words that contain the sounds /sl/ and /sn/

**b. Contents:** Teaches new words using techniques (translation, pictures, mime, explanation)

- Students will listen to the teacher, guess the meaning of the new words then repeat words by word in individual, groups and choral.

- Students will play the game to remember the words they learned.

**c. Products:** Students master some new worrds.

|  |  |  |  |
| --- | --- | --- | --- |
| **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) hàng 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 |

**d. Organization of implementation:**

- Teach word by word according to steps and principles of teaching new words(pictures, mime, …)

- Ask students to listen and repeat the words. Students master the new words and know how to use them.

- Check students’ understanding with the “Rub out and remember” technique.

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

**A. VOCABULARY** (18 mins)

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

**a. Aims of the activity:** - To help students know the definitions/explanations of some new words related to the topic of the unit.

**b. Contents:** Match the words in A with their definitions/ explanations in B.

|  |  |
| --- | --- |
| **A** | **B** |
| 1. permit | a. happening once every year |
| 2. paradise | b. a way of entering or reaching a place |
| 3. annual | c. a range of many things that are very different from each other |
| 4. diversity | d. that needs to be done or happen immediately |
| 5. access | e. to allow or make something possible |
| 6. urgent | f. a place that is extremely beautiful and that seems perfect |

**c. Products:** Students can match the words with their definitions/ explanations.

***Answer key:*** *1.**e 2. f 3. a 4. c 5. b 6.d*

**d. Organization of implementation: Jumbled words:**

- 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.

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

**a. Aims of the activity: -**To provide students with some noun derivatives from verbs.

**b. Contents:** Complete the following table. There is one example.

|  |  |
| --- | --- |
| **Verb** | **Noun** |
| *discover* | *discovery* |
| 1. locate |  |
| 2. hesitate |  |
| 3. explore |  |
| 4. possess |  |
| 5. admire |  |

**c. Products:** **-** Students can find some noun derivatives from verbs

***Answer key:***

|  |  |
| --- | --- |
| **Verb** | **Noun** |
| *discover* | *discovery* |
| 1. locate | location |
| 2. hesitate | hesitation |
| 3. explore | exploration |
| 4. possess | possession |
| 5. admire | admiration |

**d. Organization of implementation:**

- 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.

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

**a. Aims of the activity:** - To give students practice in how to use some words related to the topic of the unit in context.

**b. Contents:** Complete the following sentences with the words from the box.

|  |
| --- |
| **located                 hesitation                          permit                   urgent                     diversity** |

1. The government encourages people to protect the \_\_\_\_\_\_\_ of their communities.

2. There is a(n) \_\_\_\_\_\_\_ need to preserve biological diversity of our national parks.

3. \_\_\_\_\_\_\_ between Israel and Jordan, the Dead Sea is the lowest place on Earth.

4. When I asked her to go to Lan Ha Bay with me, she agreed without \_\_\_\_\_\_\_.

5. They do not \_\_\_\_\_\_\_ visitors to take photographs of the palace.

**c. Products:** Students can use some words in different contexts

***Answer key:*** *1. diversity 2. urgent 3. located 4. hesitation 5. permit*

**d. Organization of implementation:**

- 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 Ss write the words on the board. Confirm the correct answers.

- Call on some Ss to read the sentences.

**B. PRONUNCIATION** (7 mins)

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

**a. Aims of the activity:** - To teach students how to pronounce the sounds /sl/ and /sn/

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

**b. Content:** Listen and repeat. Pay attention to the sounds /sl/ and /sn//

***Script:***

|  |  |
| --- | --- |
| **/sl/** | **/sn/** |
| sleepy  slice  slippery  slogan  slope | snack  snowy  sneeze  sneaker  snake |

**c. Products:** Ss can pronounce the sounds /sl/ and /sn/correctly.

**d. Organisation of implementation:**

- First, give examples of the sounds /sl/ and /sn/ in words.

- 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.

**4. ACTIVITY 4: APPLICATION AND EXTENSION ACTIVITIES (7’)**

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

**a. Aims of the activity: -** To help Ss pronounce the sounds /sl/ and /sn/ correctly in context.

**b. Content:** Listen and repeat the sentences. Pay attention to the underlined words.

***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

**c. Products:** Ss can pronounce the sounds /sl/ and /sn/ correctly in context.

**d. Organisation of implementation:**

- Play the recording for Ss to listen.

- 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.

**\* HOMEWORK (1’)**

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

- Prepare for Lesson 3 - A closer look 2

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