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| ***Date of planning***:………..***Date of teaching*:** ……….**WEEK: 21** |  **Period 61: UNIT 7: NATURAL WONDERS**  **OF THE WORLD**  **Lesson 7: LOOKING BACK & PROJECT**  |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 7; Practice doing exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

+ Students can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed and which areas need further practice.

**+ Integrated skills:***Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to *natural wonders of the world;*

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

**\* Grammar:**

- Use the reported Yes/No questions;

+ Ask for permission and respond;

+ Talk about the Great Barrier Reef;

**2. Competence:**

- Develop communication skills and creativity

- Develop presentation skill

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Be encouraged to attend school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students: Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes:* Ss can list as many Unit 7 vocabulary as possible. Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** ***+* Brainstorming**- Teacher divides the board, and divides the class into teams.- Members of each team take turns and write as many vocabulary in Unit 7 as possible in 2 minutes.- The group having more correct answers is the winner.\*\* Write the unit title on the board. Ask Ss to open their books and start the lesson. | **+ Greeting** ***+* Brainstorming****+ *Suggested answers:***peak, majestic, paradise, tourism, travel destination, natural wonder, **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)**  |
|  **I.** **VOCABULARY****\* Objectives:** **1. To help Ss revise the vocabulary items they have learnt in the unit.****2. To help Ss revise question words before to- infinitive.***\* Content:*Task 1: Choose the correct answer A, B, C, or D.- Task 2: Complete the sentences with the correct forms of the words in brackets.*\* Expected outcomes:*Students can use the knowledge they have learnt in this unit to complete the tasks successfully. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer A, B, C, or D to indicate the correct answer to each questions**.  |
| - Have Ss do this task individually by choosing the correct answer to each of the questions. T corrects their mistakes.- Goes round, monitors the class, and give support if necessary. | **- T\_Ss**

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\****Answer key:*****1.** A **2.** C **3.** D **4.** B **5.** A |
| TASK 2 **: Give the correct forms of the words in brackets to complete sentences.**  |
| - Ask Ss to read the sentences. Tell them to pay attention to the words given, and what derivatives they need to fill in the gaps. - Have Ss write the answers in their notebooks. Ask some of them to write the words on the board. T corrects the mistakes if necessary | **- T\_Ss****\* *Answer key:*****1**. possessions **2**. charming**3**. located **4**. explorer**5**. permission |
| **ACTIVITY 2: GRAMMAR**  |
| **\* Objectives:** **3. To help ss revise the form of the verbs after verbs of liking / disliking***.* **4. To help ss revise the form of the verbs after verbs of liking I disliking.***\* Content:*- Task 3: Underline the correct answers to complete the sentences- Task 4: Rewrite the sentences in reported questions*\* Expected outcomes:* + Recall the uses of the grammar that they have learnt in this unit (reported Yes/No questions)*\* Organasation:* Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 3**: Underline the correct answers to complete the sentences.**  |
| - Allow Ss some time to do the task individually.- Then ask them to compare their answers in pairs.- Call on some Ss to write their answers on the board, other Ss give comments.- Correct mistakes only when really necessary. |  **- T\_ Ss**\* ***Answer key:*****1**. if I knew **2**. if he was living**3.** wanted to know **4**. asked **5**. whether he wanted |
| TASK 4**: Rewrite the sentences in reported questions.**  |
| - Have Ss review the rules of rewriting Yes / No questions in reported speech. - Have Ss work independently or in pairs to rewrite the sentences.- Have Ss write their answers in their notebooks.- Give corrections and explanations if necessary.**\* Notes:**+ The Gobi (Desert) : a large, cold desert and grassland region in northern China and southern Mongolia, the sixth largest desert in the world (1,295,000 km2)+ Mongolia : a country in East Asia, bordered by Russia to the north and China to the south+ Shilin Stone Forest: a set of limestone formations about 500 km2 located in Shilin, Yunnan Province, China.  | **- T\_ Ss.** **\* *Answer key:*****1.** **She asked me / wanted to know if / whether I knew** about the Shilin Stone Forest in China.**2.** **Mi asked Nam / wanted to know if / whether he enjoyed** having virtual tours of those natural wonders.**3.** **David asked me / wanted to know if / whether I was** interested in the natural wonders of my country.**4.** **I asked Linh / wanted to know if / whether she / Linh could manage** to meet the deadline for the project.**5.** **She asked me / wanted to know if / whether I would visit** some natural wonders overseas that summer.  |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)**  |
| **\* Objectives:** **- To give Ss practice in finding information about a natural wonder of the world;****To improve their speaking and presentation skills.***\* Content:*Poster presentation *- Ss’ presentations.**\* Expected outcomes:**-* Students are able to present their posters about Natural Wonders of the world.*\* Organization:*   |
| **Teacher’s Student’s activities** | **Content** |
| **+** As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation about a natural wonder of the world.+ Have Ss work in their groups. Give them a few minutes to prepare for the presentation.+ Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.+ The presenters should complete their self-assessment checklists after completing their presentation.+ If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.+ Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.+ Give praise and feedback after each presentation. + T can summarise the feedback given by other Ss and add any other comments. - T can also give Ss marks for their presentation as part of their continuous assessment. **+ Task 1: Find a natural wonder. (See teacher’s book)****Task 2: Collect pictures of it.****Task 3: Look for information****Task 4: Make a poster****Task 5: Give a presentation about it to the class.****\*\* FEEDBACK FORM FOR SURVEY*.(See teacher’s book)*** |

**4. WRAP-UP & HOME WORK (2’)**

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

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit 8: TOURISM

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