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| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: …** |  **Period …. : UNIT 10 : PLANET EARTH** **Lesson 2 : A CLOSER LOOK 1**  |

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

**1. Knowledge:**

- Use the lexical items related to the topic *“ Planet Earth”.*

- Have the right rhythm in sentences;

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

**\* Vocabulary:**

- Use the words and phrases related to *planet Earth, habitats, and flora and fauna;*

+ Say sentences with correct rhythm;

+ Talk about threats to flora and fauna and how to protect them;

**\* Grammar:** **Relative clause (2)**

- Use non-defining relative clauses;

**2. Competence:**

- Access and consolidate information from a variety of sources

- Develop communication skills

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

**3. Personal qualities:**

- Actively participate in class and 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*: - Students get some vocabulary from the lesson and be ready for the lesson. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting** **\*\* Brainstorming**- Give Ss a few minutes to play a game. Have Ss form two groups. - Give Ss pictures of things and strips of paper with words / phrases including *Solar System, outer space, landforms, water bodies, flora and fauna, liquid water, glacier**-* Ask the groups to stick the words / phrases to the right pictures.- The group with most correct answers wins.- Ask Ss to open their books to page 106. \* Share with Ss the objectives of the lesson and have them open their books and start the lesson.  | **+ Greeting** **+ Brainstorming****Words/phrases:***Solar System, outer space, landforms, water bodies, flora and fauna, liquid water, glacier***-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)****A. ACTIVITY 1: VOCABULARY** |
| **\* Objectives:** **+ To introduce new words and phrases that are related to Earth.*****\* Content:*** - Teach vocabulary.- Task 1: Write a word or phrase from the box under each picture.*\* Expected outcomes*: Students can identify some vocabulary about *the planet Earth.* *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write a word or phrase from the box under each picture.** |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)\* Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words\*\* T may focus on presenting the words.**+ To present each word, follow the steps:***+ Show the picture and elicit the word.+ Read aloud the word several times and ask Ss to repeat.+ Invite some Ss to read the word aloud.**+ Write the word on the board and highlight its phonological features (e.g. show the location of the main stress).+ Teacher does* ***the checking technique.***\* Have Ss read aloud the words and phrases in the box.+ Ask Ss to work in pairs to look at the pictures and describe them.- Ss may choose to write habitats under Picture 1. Remind them that the word habitats is in plural, so it is not the right answer in 1 here. For the word poles, T may remind them that we have the North Pole and South Pole, thus Ss can guess the meaning of the word and match this word with the correct picture. - Ss may also have difficulty with food chain and nature reserves. - T can explain difficult words for Ss to guess the meaning of phrases: *a chain* means *"a series of many things that connect together".*+ *reserve is a place to protect rare plants and animals.*+ T can also use Vietnamese to explain the meanings of the new words.- Have pairs write the correct words and phrases under the pictures.- Invite Ss to take turns to read out their answers. - Correct their pronunciation if needed. | **- T\_Ss**

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\*Vocabulary**1.** nature reserve (n)/ˈneɪtʃə rɪzɜːv/ khu bảo tồn thiên nhiên**2.** food chain (n) /ˈfuːd tʃeɪn/chuỗi thức ăn**3.** pole (n) /pəʊl/ cực (Bắc/Nam)**4.** ecological balance /ˌiːkəˈlɒdʒɪkl ˈbæləns/ cân bằng sinh thái**5.** climate change (n) /ˈklaɪmət tʃeɪndʒ/ biến đổi khí hậu**\* *Answer key:***1. flora and fauna
2. habitats

**3.** poles **4**. grassland **5**. nature reserves **6.** food chain |
| **3. PRACTICE ( 15’)** |
| **\* Objectives:** **+ To help Ss to use words and phrases in 1 in context.****+ To help Ss to use more words and phrases related to Earth, Earth's problems, and Earth's protection in context.***\* Content:*- Task 2: Complete each sentence with a word or phrase from 1.- Task 3: Choose the correct answer A, B, C, or D**-** Students can identify some vocabulary about *the planet Earth* and use them in different contexts*\* Expected outcomes*: **-** Students can identify some vocabulary about *the planet Earth* and use them in different contexts*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Complete each sentence with a word or phrase from 1.**  |
| + Ask Ss to work individually to complete the sentences.- Ask some Ss to read aloud their sentences.- Check the answers as a class.- Correct Ss' pronunciation if necessary | **+ T\_Ss** **\* *Answer key:***1. food chain

**2.** grassland **3.** nature reserves **4**. poles **5**. habitats  |
| TASK 3: **Choose the correct answer A, B, C, or D**  |
| + Ask Ss to work in pairs to choose the correct answer for each sentence.- T can also ask some Ss to read out their answers or write them on the board.- Check the answers as a class. Then have Ss read the sentences aloud as a class.- Correct Ss' pronunciation if necessary.EXTRA ACTIVITY- Have Ss play a word game. Have Ss work in two groups. - Show a picture with initial letter (s) of the word/ phrase describing the things in the pictures. - Call on groups to read out the words and phrases. - The group with more correct answers wins.***\* Answer key:*****1.** habitat loss **2.** nature reserve **3.** ecological balan **4**. polluted **5.** global warming **6.** climate change | \* ***Answer key:*****1**. C **2**. B **3**. C **4.** A **5.** B ***\* Answer key:*****1.** habitat loss **2.** nature reserve **3.** ecological balance **4**. polluted **5.** global warming **6.** climate change |
| **B. ACTIVITY 2: PRONUNCIATION: ( 8’-12’ )** Rhym in sentences |
| **\* Objectives:** **+ To help Ss be aware of the stressed words in a sentence;****+ To help Ss be aware of the stressed syllables in words in sentences;****- To help Ss recognise the stressed syllables that help create rhythm in sentences.***\* Content:*- Task 4: Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them? - Task 5: Circle the stressed syllables in the sentences. Listen, check, and repeat.*\* Expected outcomes*: *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?**  |
| + Have Ss read the Remember! box first. Remind them of the sentence stress in Unit 11 of Tieng Anh 7 and Tieng Anh 8.- Ask Ss to listen to the recording once.- Then play the recording again and have Ss repeat after each sentence as a class, then as individuals. Ask them to pay attention to the stressed words.+ Play the recording as many times as necessary. Then ask Ss to read out the sentences. - Correct Ss' pronunciation if needed | **- T\_ Ss.** **\* Key:** ***\* Audio Script:***1. **Earth** is the **third** **pla**net from the **Sun**.
2. **O**ceans, **seas**, **ri**vers, and **lakes** are **wa**ter **bo**dies.
3. The **North** and **South** **poles** are ex**tre**mely **cold** and **i**cy.
4. Do **moon**quakes **last** up to **half** an **hour**?

Pre**serv**ing **na**tural **re**sources is very im**por**tant.  |
| TASK 5**: Circle the stressed syllables in the sentences. Listen, check, and repeat.**  |
| - Have Ss read the sentences and circle the stressed syllables In the sentences. - Ask them to share their answers with their partners. Play the recording for Ss to check. Show them the correct answers.+ Play the recording again for Ss to listen and repeat each sentence after the recording. + Correct Ss'pronunciation if necessary.+ Call on some Ss to read the sentences. Play the recording again if necessary. | **\* *Answer key + Audio script.***1. We’re **do**ing a **stu**dy on **cli**mate **change**.
2. **What** is the **dis**tance from **Earth** to **Mars**?
3. They’ll **have** a dis**cu**ssion on **na**tural **ha**bitats.
4. **Plants** pro**vide** us with **food**, **o**xygen, and **e**nergy.
5. Our **school** **or**ganised **va**rious ac**ti**vities on **Earth Day**.

+ **How many stressed syllables are there in each sentence?**1. 4 **2**. 4  **3**. 4 **4.** 5 **5.** 6
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| **5. WRAP-UP & HOME WORK (2’)**- Ask Ss summarise ưhat they have learnt in the lesson.- Ask them them to list some other learnt words/ phrases related to Earth . \* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .===========================================  |