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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**   |  | | --- | |  |   \*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 |
| **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 .  =========================================== | | |