|  |  |
| --- | --- |
| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK:….** |  **Period … : UNIT 10 : PLANET EARTH** **Lesson 5 : SKILLS 2/ Listening and writing**  |

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

**1. Knowledge:**

+ To practice listening and writing.

+ Listen about about the effects of living things on the environment;

+ Write a summary

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

**1. Knowledge:** Relative clause (review)

- To teach grammar notes: **Non-defining relative clauses.**

**\* Vocabulary:**

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

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

**\* Grammar:**

- 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:**

|  |
| --- |
| **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:* **Brainstorm**- 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 can review about the roles of plants and animals. - Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting** **+ Brainstorm****–** Let Ss play a game in two groups. Give each group a set of phrases on slips of paper about the roles plants and animals. **–** Each group has to choose the correct slips about plants and the correct ones about animals and stick them in the right column (Plants / Animals) on the board. Tell them if one is suitable for both columns, they can stick it between the two columns.**–** Stop the game when time is up. **–** Ask each group to read out their answers. **–** The group that has the most correct or appropriate answers wins.\* Ask Ss to open their books to page 110. \* Share with Ss the objectives of the lesson and have them open their books and start the lesson | **+ Greeting** **+ Brainstorm**+ Students **(Ss)** listen and learn how to do the tasks.**\* Phrases:***keeping ecological balance, releasing oxygen for humans, droppings become fertilizer for plants, providing food to humans, beautifying Earth.*

|  |  |
| --- | --- |
| **PLANTS** | **ANIMALS** |
|  |  |

**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **ACTIVITY 1 : A. LISTENING** **\* Pre-listening****\* Objectives:** **+ To help Ss brainstorm some ideas for listening.***\* Content:*- Task 1: Look at the pictures and answer the questions below.*\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Look at the pictures and answer the questions below.** |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have - Have Ss answer the questions in the book.- Elicit answers from ss. This is an open activity, so accept all answers provided they make sense.\*\* Ask Ss to work in pairs to describe the two pictures and answer the three questions.+ Tell Ss that they are going to listen to a conversation between Mr An and Mi. | **- T\_Ss**

|  |
| --- |
|  |

***\* Suggested answers****- A beaver.**- It is gathering dead plants and tree branches.**- A small / large pond which is divided in two by dead plants and branches.* |
| **B. WHILE LISTENING ( 15’)** |
| **\* Objectives:** **+ To improve Ss'skill of listening for general information.****+ To improve Ss' skill of listening for details.***\* Content:* - Task 2: Listen to a conversation and choose the correct answer A, B, or C.- Task 3: Listen again and fill in each blank in the summary with ONE word.*\* Expected outcomes*: - Ss can listen for general and specific information to do the learning tasks.*\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **:**  **Listen to a conversation and choose the correct answer A, B, or C.**  |
| + Ask Ss to work in pairs to read the questions and underline the keywords.- Play the recording once for Ss to choose A, B, or C.- Check Ss' answers and play the recording again for them to better understand the conversation between Mr An and Mi. Stop or rewind the recording where necessary. | **- T\_Ss****\* Key:** **1. C** **2. B** |
| TASK 3: **Listen again and fill in each blank in the summary with ONE word.**  |
| + Have Ss work individually to read the table and guess the possible words to fill in each blank.- Remind them to think about the part of speech of that word (noun, verb, adjective, adverb, or number). Remind them of the possible plural and singular forms of nouns.- Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.- Ask Ss to work in pairs to swap answers.- Check Ss' answers and play the recording again for them to better understand the conversation. + Stop or rewind the recording where necessary. |  **- T\_ Ss**\****Answer key:*****1.** harm **2**. take **3**. improve **4.** flood **5.** preserve **6.** pesticides**\* Audio script \_ Track 65-66.** |
| EXTRA ACTIVITY+ Have Ss work in pairs to ask and answer questions about one of the aspects in 3:1. the effects of plants on the environment2. the effects of animals on the environment3. the possible threats to the environment4. the possible activities to deal with the threats to the environment **\* For example:**A: What are the effects of plants on the environment?B: Plants can beautify a place.A: Exactly. Is there any other way they can affect a habitat?B: They can take over the resources of local plants.A: What do you mean?B: They grow very fast and use the soil and space of surrounding plants.  |
| **\* Transition from Listening to Writing**- Tell Ss that in the next part, they will write a summary of the listening.-Ask Ss to look at the summary in 3 to orally list the effects of plants and animals on the habitats. Help them with any new vocabulary they need.Tell them to move to 4. |
| **ACTIVITY 2 : WRITING****\* Objectives:** **+ To provide Ss with an opportunity to recall information from the listening;****- To prepare Ss for the opinion writing in 5.****+ To improve Ss' writing skills.****- T shows the ideas T and Ss have answered in 4 on the board.***\* Content:* - Task 4: Work in pairs. Ask and answer the following questions.- Task 5: Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.*\* Expected outcomes*: Students can write summary about plants and animals affect habitat. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Ask and answer the following questions.** |
| - Ask Ss to work in pairs to ask and answer the given questions.- AskSs to get ideas from the listening by looking back at the questions 1,2 in 2 and the table in 3.- Ask some pairs of Ss to demonstrate the questions and answers.- Correct their pronunciation where necessary. | **- T\_ Ss.** ***\* Suggested answers:*****1.** Mr An and Mi are talking / Mr An's talk is about the effects of plants and animals on their habitats.**2.** Plants can help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of the local plants.**3.** Animals can harm or improve the environment. An example is beavers. Beavers can build dams and ponds which helps some plants and animals. But they can cause floods to the homes of other plants and animals.**4.** Humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides. |
| TASK 5 : **Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.**  |
| + Ask Ss to work individually to write a summary of the listening for 15 minutes.Tell them to use the information in 4. + Remind Ss to start with the beginning given in the box.- T asks one student to read out his / her summary.- If time allows, T can also ask Ss to work in groups to write a summary on an A1 / AO size piece of paper, then T organises a gallery walk. + Ss walk round and offer feedback on their classmates' writing+ Give feedback on Ss' writing in terms of ideas, grammar, and connectors. | ***\**** ***Suggested answer:****Mr An talked about the effects of plants and animals on their habitats and the things people should do. Firstly, plants help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of local plants. He also said that animals can harm or improve the environment as well. He gave an example of beavers. Beavers can build dams and ponds which helps some plants and animals. But they can cause flood to the homes of other plants and animals. He concluded that humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides.* |
|  **4. WRAP-UP & HOME WORK (2’)** - Ask ss to summarise what they have learnt in the lesson. - Have ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 7 : LOOKING BACK. ================================================================= |