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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …..** | **Period …: UNIT 10 : PLANET EARTH**  **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 10 ; Practice doing exercises.

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

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

**\* Vocabulary:**

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

**\* 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:**

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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:* \* Brainstorming  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:* Revision on the old lesson.Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  **\* Brainstorming**  - Have Ss play in two groups.  - Give each group slips of paper with words / phrases / short sentences to stick to either of the columns (habitats / actions to protect habitats). Give them more phrases than needed.  - Set a time limit for the game. Stop the game when the time is up.  - Check Ss’ answers and declare the winner.  \* Ask Ss to open their books to page 112.  \* Share with Ss the objectives of the lesson and have them open their books and start the lesson | **+ Greeting**  **- T\_Ss.**  **\* Brainstorming**  - Examples of words / phrases / short sentences can be: *flora and fauna, oceans, landforms, water bodies, grasslands, forests, animals, stop cutting down forests, bring home more new plants and animals, change climate, preserve habitats, habitat loss, maintain ecological balance.*   |  |  | | --- | --- | | *Habitats* | *Actions to protect habitats* | |  |  |   **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  **+ To help Ss revise the vocabulary learnt in the unit.**  **+ To help Ss revise the vocabulary that they have learnt in the unit in context.**  *\* Content:*  - Task 1: Fill in the table with words and phrases about habitats.  - Task 2: Complete the passage, using words/phrases in the box.  *\* 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**: Fill in the table with words and phrases about habitats.** | |
| + Have Ss work individually to write down the words and phrases in the columns.  - Have Ss read out their words and phrases.  - Check answers as a class.  - Correct Ss' pronunciation if necessary. | **- T\_Ss**  \****Answer key:***   |  |  | | --- | --- | | **Types of habitats** | **Things in a habitat** | | Poles  grassland  water bodies  landforms  forests  oceans  seas, rivers, lakes, ponds…. | flora and fauna  plants and animals  humans  air, light, heat, water… | |
| TASK 2 **: Complete the passage, using words/phrases in the box.** | |
| + Have Ss work individually to fill in each blank with the correct word / phrase from the box.  - Check answers as a class.  + Ask some Ss to read aloud the passage.  + Correct Ss' pronunciation if necessary. | **- T\_Ss**  **\* *Answer key:***  **1**. Climate change **2**. food chain  **3**. ecological balance **4**. natural reserves  **5**. habitat loss |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **+ To help Ss revise non-defining relative clauses.**  **+ To help Ss combine sentences from pairs of sentences**  *\* Content:*  - Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E)  - Task 4: Combine the two sentences into one, using a non-defining relative clause.  *\* Expected outcomes*  - Recall the uses of the grammar that they have learnt in this unit (non-defining relative clause.)  *\* Organasation:* Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 3**: Complete each sentence (1-5) with a non-defining relative clause (A-E).** | |
| + Have Ss work individually to match the sentences (1 - 5) with non-defining relative clauses (A - E).  - Remind them to pay attention to the nouns before the commas (,) if the noun refers to persons, possessions, something or somebody.  - Then choose the appropriate clauses.  - Then ask Ss to work in pairs to swap and check their answers.  + Check answers as a class.  + Ask some Ss to read out the sentences.  + Correct their pronunciation if necessary. | **- T\_ Ss**  \* ***Answer key:***  **1.** E  **2.** B  **3.** A  **4.** D **5.** C |
| TASK 4**: Combine the two sentences into one, using a non-defining relative clause.** | |
| + Ask Ss to work individually to combine the pairs of sentences as requested in their book.  - Then ask the class to work in pairs. Tell them to swap their writings and check their partner's answers.  - Ask some Ss to go to the board and write their sentences with non-defining relative clauses.  - Check the sentences on the board that some Ss have written.  + Have all Ss correct their partner's answers.  + Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary. | **- T\_ Ss.**  **\* Key:**  **1.** Boreal forests, which are also called Taiga, cover vast areas in Canada, Alaska, and Russia.  **2.** Polar bears, whose natural habitat is the Arctic, are endangered animals.  **3**. Julie Arblaster, who is an Australian scientist, focuses on studying climate change.  **4.** Antarctica, which is surrounded by the Southern Ocean, is Earth's least populated continent.  **5.** The natural world is the world of living things, which include plants and animals. |
| **ACTIVITY 3. PROJECT ( 8’)** | |
| **\* Objectives:**  **- To help Ss brainstorm ideas about the flora and fauna of their neighbourhood or of a place they like;**  **- To help Ss be more creative and observant;**  **- To improve Ss' teamwork and public speaking skills.**  *\* Content:* Poster presentation  *\* Expected outcomes:* Students are able to present their posters about the flora and fauna of their neighbourhood or of a place they like.  *\* Organization:* | |
| **Teacher’s Student’s activities** | **Content** |
| **+** As Ss have been assigned the project at the beginning of the unit and have prepared it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of the flora and fauna that Ss have chosen to talk about.  + 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.  **\*\* FEEDBACK FORM FOR POSTER PRESENTATIONS.**(See teacher’s book)  **\*\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), Ss to present their report to the class.*  *++ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.* | |

**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 2: LIFE IN THE CITY.

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