Date of planning: 12/01/ 2025

Date of teaching: 14/01/2025

# Period 55: UNIT 7: NATURAL WONDERS OF THE WORLD

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|  | **Lesson 1: GETTING STARTED**  ***Meeting on the corridor*** |

**I. OBJECTIVES: By the end of this lesson, Ss will be able to:  
1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

- Ask for permission and respond;

**2. Competence:**

**-** Students will be able to practice listening, speaking, reading and writing skills.

- Develop communication skills and cultural awareness.

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

**3. Qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s activities and Student’s activities** | **Content** |
| - Begin the lesson by talking about the beauty around us. Ask students to identify/ talk about the most beautiful places in their own community.  - T introduces the topic *natural wonders of the world*. Show Ss some photos of famous natural wonders, such as Ha Long Bay, Sahara Desert, Great Barrier Reef, ...  - Ask Ss to open their books.  - Draw their attention to the box and introduce what they are going to learn in this unit**.**  **-** Write the unit title on the board. Ask Ss to open their books and start the lesson.  - Share with Ss the objectives of the lesson by displaying them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objective off when the class finishes with them. | **Think!**  **Lady-Musgrave-Island-Great-Barrier-Reeffbby1h_1**  **tour-ha-long** |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead Ss into the new unit**. | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read/ Page 72** | |
| **-**Teacher introduces the vocabulary by: providing the pictures and eliciting the definition of the words  - Teacher does the “Rub out and remember” checking technique.  - To begin with, ask Ss some questions: *Have you ever been to Ha Long Bay? Do you know that it is a famous natural wonder? Have you heard of/read about other wonders: Mount Everest, the Dead Sea, etc.*  - Set the context for the listening and reading by asking Ss to look at the picture.  - Then ask Ss to look at the title and guess what the conversation between Lan and Tom is about.  - Play the recording for Ss to listen and read along. - Then have some Ss read the conversation aloud.  - Ask Ss some questions about the conversation.  - Confirm the correct answer. (*They are talking about famous natural wonders.)*  - Have Ss say the words in the text that they think are related to the topic of the unit.  - Have them pronounce the words containing the sounds /sl/ and /sn/. | \*Vocabulary:  **1**. crazy (adj) about sb/sth /ˈkreɪzi/ thích mê  **2.** coral (n,adj) /ˈkɒrəl/ san hô  **3**. landscape (n)/ˈlænd.skeɪp/ phong cảnh  **4**. peak (n) /piːk/ đỉnh, đỉnh núi  **5**. charming (adj) /ˈtʃɑː.mɪŋ/ đẹp  **6.** sustainable (adj) /səˈsteɪnəbl/ bền vững  **7**. location (n) /ləʊˈkeɪʃn/ địa điểm, nơi chốn  **8**. possess (v) /pəˈzes/ có, sở hữu |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To help Ss understand the text.**  **- To help Ss learn the new vocabulary of the unit.**  - To help Ss revise and learn the vocabulary related to the topic of the unit | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and tick (√) T (True) of F (False) for each sentence.** | |
| - Have Ss work individually. Tell them to read the statements and decide whether they are true (T) or false (F) without reading the conversation again.  - If Ss find the task difficult, ask them to read the conversation again and find the information in it.  - Check their answers and explain if necessary. | **\* *Answer key:***  **1**. T.  **2**. F  **3**. T  **4**. F |
| TASK 3: **Complete each sentence with a word or a phrase from the box.** | |
| - Ask Ss to read the sentences and find the words from the box to fill in the gaps.  - Have Ss share answers before discussing it as a class.  - Have some Ss write the correct answers on the board. If there's time, call on some Ss to read the sentences. | \* ***Answer key:***  **1.** landscape  **2**. couldn’t help  **3**. explore  **4.** support  **5.** development |
| TASK 4: **Underline the correct answer to complete each sentence**. | |
| - Have Ss work independently. Ask them to read the sentences, paying attention to the words given in brackets and their collocations.  - Tell Ss that most of these words appear in the conversation, so they can look back and find the words.  - Have Ss share answers before discussing it as a class.  - For more able Ss, have them make up sentences with these words. | **\* *Answer key:***  **1.** crazy  **2**. landscape  **3.** explore  **4.** suggest  **5.** contributes |
| **ACTIVITY 3: PRODUCTION (8’)** | |
| **\* Objectives: To help Ss learn about some famous natural wonders of the world.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **GAME: Natural Wonders Knowledge** | |
| - Ss work in groups of three or four. Explain to them what they are going to do.  - Give Ss some time (3-4 minutes) to do the task.  - T may call on some groups to write their answers on the board.  - The group that has the most correct answers wins. | \* ***Suggested answers:***  - The Grand Canyon, USA  - The Great Barrier Reef, Australia  - Ha Long Bay, Vietnam  - Northern Lights, Arctic and Antartic. |
| **B. PROJECT PREPARATION**  - The project is at the end of the unit, but it is recommended that T assigns tasks, and instructs Ss to start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.  - Ask Ss to open their book to the last page of the unit, the Project section, look at the pictures and say what the topic of the project is (Natural wonders of the world).  - Explain the project requirements: In groups, Ss will have to design a poster of a natural wonder of the world, and then give an oral presentation of their posters in the last lesson of the unit. Explain that poster presentations are a way to communicate ideas, research, or understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures or tables / graphs. Ss will display their posters around the classroom in advance. One representative from each group will stand next to the poster. The rest will walk round the classroom, study the posters, and talk to group representatives if they want to learn more about the natural wonders. Then the class will sit down and vote for the best poster.  - Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.  - T may suggest some steps for Ss to follow:  **+ Step 1.** Collecting information and pictures (searching the Internet, reading books / magazines, brainstorming ideas, etc. about a natural wonder: its location, its special features / attractions, threats to its existence, and ways / plans to preserve it)  **+ Step 2**. Organising ideas and visuals, and designing the posters  **+ Step 3.** Practising explaining their posters and answering questions about the content  - Help Ss set a deadline for each task and support them throughout the process.  - In each of the next lessons, spend a few minutes checking Ss' progress, helping them with  any topic-related or functional language they need, and solving any other problems that may arise with their projects. (SEE TEACHER’S BOOK)  **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1  **==========================================** | |

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| Date of planning: 12/01/2025  Date of teaching: 14/01/2024  Period 56: | **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 2: A CLOSER LOOK 1** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

**2. Competence:**

- Access and consolidate information from a variety of sources

- Develop communication skills and cultural awareness.

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

**3. Qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP** (5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - Bring to class some posters / pictures or show on the screen some images of famous landscapes in Viet Nam and in the world.  - Lead into this lesson which focuses on the new words / phrases and the sounds **/**sl/ and /sn/  - Share with Ss the lesson objectives and have them open their books and start the lesson.  **\* Answer:**   1. Hoi An 2. Bau Trang, Mui Ne 3. Fuji, Japan   4. Victoria Falls, between Zambia and Zimbabwe | **\* Brainstorm:**  **mui nehoi an**  **Victoria FallsFuji** |
| **2. PRESENTATION (15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  - **To help Ss know the definitions / explanations of some new words related to the topic of the unit.** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the words in A with their definitions/explanations in B.** | | |
| - To present each word, follow the steps to teach vocab. - 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 “Rub out and remember” checking technique.  \*\* Tell Ss to read the words given in column A, then study their definitions / explanations in column B.  Have Ss work in pairs to do the matching. Check their answers as a class.  - Have Ss read the words aloud. Correct their pronunciation if necessary. | \*Vocabulary  **1.** permit (v)/pəˈmɪt/: cho phép  **2.** paradise (n) /ˈpærədaɪs/: thiên đường, nơi đẹp tuyệt trần  **3.** annual (adj) /ˈænjuəl/: (xảy ra) hàng năm  **4.** access (n) /ˈækses/: tiếp cận, đến được  **5.** urgent (adj) /ˈɜːdʒənt/: gấp, cấp bách  **6.** hesitate (v) /ˈhez.ɪ.teɪt/: do dự  **\* *Answer key:***  **1.** e **2.** f **3**. a  **4.** c **5.** b **6**.d |
| **3. PRACTICE (15’)** | | |
| **\* Objectives:**  **- To provide Ss with some noun derivatives from verbs.**  **- To give Ss practice in how to use some words related to the topic of the unit in context.** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Complete the following table. There is one example.** | | |
| - Have Ss work in pairs. Tell them to look at the verbs given in the left column and write their equivalent nouns in the right column.  - Check their answers as a class.  - Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary. | **\* *Answer key:***   |  |  | | --- | --- | | **Verb** | **Noun** | | *discover* | *discovery* | | 1. locate | location | | 2. hesitate | hesitation | | 3. explore | exploration | | 4. possess | possession | | 5. admire | admiration | |
| TASK 3: **Complete the following sentences with the words from the box.** | | |
| - Have Ss read the words in the box.  - Have them read the sentences carefully and lookfor clues so that they can choose the correct words to complete the sentences.  - Have one student write the words on the board.  - Confirm the correct answers.  - Call on some Ss to read the sentences. | \* ***Answer key:***  1. diversity 2. urgent  3. located 4. hesitation  5. permit |
| **EXTRA ACTIVITY**  - Ask Ss to close their books, and tell each of them to try to recall at least a word they have learnt in this unit (in Getting Started and A Closer Look 1), then make up a sentence with it. Other Ss listen and give comments. T corrects their sentences as a class. | | |
| **B. ACTIVITY 2: PRONUNCIATION ( 8’)**  /sl / and /sn/ | | |
| **\* Objectives:**  **- To teach Ss how to pronounce the sounds /sl/ and /sn/ and practise pronouncing these sounds in words correctly.**  **- To help Ss pronounce the sounds /sl/ and /sn/ correctly in sentences.** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/** | | |
| - First, give examples of the sounds/sl/and /sn/in words.  - Then let Ss practise the sounds /sl/ and /sn/ together.  - Play the recording and ask Ss to listen to these words and repeat.  - Correct their pronunciation. - Play the recording as many times as necessary.  ***\* Teacher gives corrections and feedbacks to students’ pronunciation*** | **\* *Audio-Script Track 42:***   |  |  | | --- | --- | | **/sl/** | **/sn/** | | **sl**eepy  **sl**ice  **sl**ippery  **sl**ogan  **sl**ope | **sn**ack  **sn**owy  **sn**eeze  **sn**eaker  **sn**atch | |
| TASK 5**: Listen and repeat the sentences. Pay attention the underlined words.** | | |
| - Play the recording for Ss to listen.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.  - If there is time, ask Ss to give the words they know that contain these two sounds. | **\* *Answer key:***  **1.** There are many snowstorms on Mount Everest.  **2.** He went down the slope, wearing a pair of sneakers.  **3.** She sneezed when I gave her a slice of pizza.  **4.** The way down the hill was slippery as it was covered in snow.  **5.** After eating a snack, she felt very sleepy |

**4. HOME WORK** (2’)

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 2

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| Date of planning: 12/01/2025  Date of teaching: 16/01/2025  Period 57: | **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 2: A CLOSER LOOK 2** |

**I. OBJECTIVES: By the end of this lesson, Ss will be able to:  
1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

**2. Competence:**

- Ss know how to form and use: “The reported Yes/No questions”

- Develop communication skills and cultural awareness.

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

**3. Qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s & Student’s activities** | **Content** |
| - Ask Ss to recall the rules of changing **statements and Wh-questions into reported speech.**  - Tell them that today they are going to learn how to change Yes / No questions into reported speech.  - Introduce the objectives of the lesson. Write the objectives on the top-left of the board | **\* Review**  ***\* Example:***  ***a) Statements:***  *‘I live in the countryside,’ I said to her.* -> *I told her* ***(that) I lived in the countryside***  ***b) Wh-questions:***  He aked me: 'What time does the film begin?' => He **wanted to know what time the films began.** |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **\* Objectives:**  **- To help Ss remember the rules of changing Yes /No questions into reported speech** | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Choose the correct answer A, B, C, or D to complete each question.** | |
| **\* Grammar Explanation**  - Ss have already learned reported speech for statements and Wh-questions. In this unit, we introduce the reported speech for Yes / No questions.  - Have Ss study the grammar box for a few minutes.  - Quickly review the rules when we change statements and Wh-questions into reported speech.  - Explain the rules when we change Yes/ No questions into reported speech.  \*\* In reporting Yes/No questions, we often use the verb ask or want to know, we use the word order of statements.  + In reporting Yes/No questions, we normally use if/whether + clause (S-V).  **Example:**  Anna: “Do you plan to climb any mountains this summer, Joe?”  → Anna **asked Joe if/whether** **he planned** to climb any mountains **that** summer. | ***\* Suggested answers:***    **\* *Answer key:***  **1.** C  **2.** B  **3**. C  **4**. A  **5**. D |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To help Ss apply the rules they have learnt to change Yes / No questions into reported speech**  **- To help Ss identify Yes/No questions in context;**  **- To give Ss more practice in rewriting Yes / No questions in reported speech.** | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Complete the following reported questions.** | |
| - Allow Ss some time to do the task individually.  - Tell them to read each sentence and apply the rules of changing Yes / No questions into reported speech, then complete the sentences.  - Ask them to compare their answers in pairs before checking as  a class. | ***\* Keys:***  **1**. He asked the children *if* they were excited about their upcoming trip to Mui Ne.  **2**. She asked us *whether* we often met Angela at school.  **3**. She wanted to know *if* Mark would visit Giang Dien Waterfall the following week.  **4**.I asked the teacher *if / whether* Con Dao National Park was rich in flora and fauna.  **5.** Arthur wanted to know *if / whether* they could go to the campsite by bike. |
| TASK 3**: Rewrite the sentences in reported questions.** | |
| - Have Ss work individually for some time to do the task.  - Ask Ss to exchange their answers in pairs.  - Have Ss read out their answers, sentence by sentence.  - Check their answers and explain if necessary. | \****Answer key:***  **1.** I asked my dad if / whether he was still working from home.  **2.** Mark asked Anne if / whether she had to pack her suitcase.  **3**. Lan asked / wanted to know if / whether Tom was interested in visiting Phu Quoc Island.  **4**. Kay asked her mum if / whether they could afford to go to Niagara Falls.  **5**. I asked / wanted to know if/ whether they would visit Sa Pa and climb Fansipan that summer. |
| TASK 4: **Read the passage and underline the Yes/No questions. Then write them in reported questions.** | |
| - Have Ss work in pairs.  - Have them read the passage carefully. Tell them to discuss and decide on the Yes / No questions in the passage, then rewrite them in reported speech.  - Call on some Ss to read the sentences aloud. Other Ss comment.  - Confirm the correct answers  ***\* Teacher corrects for students as a whole class.*** | **\* Possible answers:**  A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them:  1. “Is it your first time here?” Some said yes, and some said no. Olivia asked the guide:  2. “Do the people here live on fishing?” He said most of them did. Then Mark said:  “Do their children go to school on land?” “Yes, they do,” said the guide. ... |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| **\* Objectives:**  **- To help Ss practice in how to make Yes / No questions and how to change them into reported speech.** | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Work in two groups. Take turns to give and change the Yes/No questions into reported speech.** | |
| - Divide the class into two groups, A and B.  - Tell Ss to study the example.  - Group A gives three Yes /No questions, and Group B changes them into reported questions.  - The two groups swap roles, and the game continues.  - Give them some time to work independently and prepare their performance.  - Encourage them to ask questions on the topic of the unit (natural wonders / beauty spots).  ***\* Teacher gives corrections and feedbacks.*** | **\* Example:**  **+ Group A:**  “Is the Atacama Desert in Chile?”  **+ Group B:**  She asked **if** the Atacama Desert **was** in Chile.  **\*\*Notes:**  - Chile: a country in South America  - Atacama: a desert in north Chile  - Niagara Falls: a group of three waterfalls on the border between Canada and the United States  - Tonle Sap Lake: a lake in the northwest of Cambodia, the largest freshwater lake in Southeast Asia |
| EXTRA ACTIVITY  Reported questions into direct questions  + For a stronger class, T may give them some practice in making reported questions and then changing them into direct questions.  + Put Ss into pairs. One student makes a reported Yes/No question, and the other turns it into a direct question. Then have them swap roles. The questions should be about the beauty spots / natural landscapes in their area.  **Example:**  A: She asked me if / whether I lived near the sea.  B: Do you live near the sea?  + T gives comment and correction if necessary. | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson: COMMUNICATION.  ============================================== | |

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| Date of planning: 12/01/2025  Date of teaching: 21/01/2025  Period 58: | **UNIT 7: NATURAL WONDERS OF THE WORLD Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

- Ask for permission and respond.

**2. Competence:**

- Develop communication skills and cultural awareness.

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

**3. Qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |
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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - Ask some Ss to make Yes / No questions, and other Ss change them into reported speech.  - Introduce the objectives of the lesson: learning how to ask for and respond to permission, and talk about natural wonders and tourism. | ***\* Yes/no questions:***  *- Is it possible to travel around the world in 80 days?*  *- Is it possible to travel the world without flying?*  *- Is the Amazon rainforest the largest rainforest in the world?*  *- Is it possible to protect the world’s natural wonders for future generations?* |
| **2. PRESENTATION (15’** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Asking for permission and responding**  **\* Objectives: To provide Ss with the two ways of asking for permission and responding.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1. **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| - Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts.  - Elicit the two ways of asking for permission and responding.  - Ask them to act out the conversations in pairs. Go around and offer help if necessary. Check their pronunciation. | **1. Anne:** **Can I watch** a horror film, Mum? **Anne’s Mum**: **No, dear, you can’t.** It’s late now.  **2. Tourist:** **May we come** in and have a look around the temple?  **Guard: Sure.** But be careful. It’s very dark inside.  **\* Structures: Make permit**  *- Can I + bare V……………..?*  *- May we + bare V……………?*  **Respond**  *- No, dear, you can’t.*  *- Sure* |
| **3. PRACTICE (15’)** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Work in pairs. Make similar conversations to ask for permission and respond in the following situations.** | |
| - Ask Ss to study the instructions.  - Have Ss work in pairs, one asks questions, and the other gives the answers. Then they swap roles.  - Go round to observe and gives assistance when necessary.  - Comment on Ss’ performance. | ***Suggested dialogues:***  **1.** **You:** **Can I borrow you / Can you lend me a book** on the Galapagos Islands?  **Your friend: Sure**. But please look after it carefully.  **You:** Thanks, dear!  **2.** **You: May I submit** my project after the deadline, Miss?  **Your teacher:** **I’m afraid you can’t.** |
| **Transition from Everyday English to Natural wonders and tourism**  - Ask them to name some natural wonders / tourist attractions of our country  - Ask Ss how they can ask for permission and respond when they want to enter one of these tourist attractions.  - Lead to the topic-based communication part.  ***\* Suggested answers:***  Ha Long Bay, Cuc Phuong National Park, Dong Van Plateau, Ban Gioc Waterfall, Son Doong Cave, Cu Lao Cham Island, Con Dao Island, etc. | |
| **ACTIVITY 2: Natural wonders and tourism**  **\* Objectives:**  - To help Ss learn about some natural wonders around the world.  - To provide Ss with some famous natural wonders of the world;  - To give Ss reading practice for general information | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3: **Write each natural wonder under the correct picture.** | |
| - Tell Ss to look at the pictures.  T may ask some questions: What is it in each picture? Where is it? What is special about it?  - Then have Ss work in pairs and do the task.  - Check their answers as a class. | **\* Questions:**  - What is it in each picture?  - Where is it? What is special about it?  **Key:**  1.Grand Canyon  2. Jeju Island  3. Ha Long Bay  4. Sahara Desert |
| TASK 4: **Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.** | |
| - Have Ss read the passages for a few minutes. Make sure they understand the main ideas and offer explanations if needed.  - Have Ss work in groups and do the matching.  - Go round the class to monitor.  - Correct Ss’ mistakes. | **\* *Answer keys:***  Mai: Jeju Island  Phong: Sahara Desert  Mark: Grand Canyon |
| **4. PRODUCTION (8’)** | |
| **\* Objectives:**  **- To give Ss more practice in talking about some famous natural wonders of the world;**  **- To give them practice in giving reasons.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5**: Work in groups. Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.** | |
| - Have ss work in groups.  - Give Ss a minute to refer back to the places in 3 and 4.  - Have them discuss and decide on the place they want to visit.  - Ask them to explain the reasons why they want to visit it.  - Encourage them to say what they would like to do there.  - Go round giving help when necessary.  - Have some groups report their decision to the class.  ***Facts:***  **Ha Long Bay:**  - Location: Quang Ninh Province  - World Natural Heritage site (1994)  - Main features: About 2,000 islands and islets, beautiful caves, blue water …  - Visitors’ activities: exploring floating villages, cruising the bay, kayaking, enjoying delicious sea food …  **Sahara Desert**  - Location: Africa  - Largest desert on Earth (9 million km2)  - Sand dunes of different colours  - Natural oases – diversified flora | **\* Grand Canyon**  - Location: Arizona, USA  - 446 km long, 29 km wide  - Carved by the Colorado River  - First national park in the USA  **Jeju Island**  - Location: Korea  - Created by a series of volcanic activities  - Contains a natural World Heritage Site: the Jeju Volcanic Island and Lava Tubes  - Contains Mount Hallasan, the tallest mountain in Korea  ***\* Sample paragraph:***  Hey everyone, I’m super excited to tell you why I’m keen on visiting Ha Long Bay. It’s in Quang Ninh Province, and not only it’s beautiful but it’s also a World Natural Heritage site!  Imagine over 2,000 islands and islets rising from crystal-clear blue water, like giants in the sea. Caves filled with secrets and history await exploration.  There’s even more! Floating villages where people live their lives right on the water, and incredibly fresh seafood that practically jumps onto your plate.  Seriously, Ha Long Bay sounds like an adventure playground, and I can’t wait to experience it all for myself! Who’s with me? |
| \* EXTRA ACTIVITY:  Role-play: Have Ss work in pairs. One is a tour guide and the other is a tourist. Ask and answer about one of the four places. At the end, the tourist should decide whether to go to the place or not. | |

**5. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS 1.

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| Date of planning: 13/01/2025  Date of teaching: 21/01/2025  Period 59: | **UNIT 7: NATURAL WONDERS OF THE WORLD Lesson 5: SKILLS 1** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

- Ask for permission and respond.

**2. Competence:**

- Develop communication skills and creativity

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

**3. Qualities:**

- Understand more about *natural wonders of the world;*

- Actively join in class activities

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| – Ask Ss what beauty spots / landscapes / natural wonders in the world and in Viet Nam they have been to or know of. Elicit answers from Ss.  - Ask them if they have ever heard of or read about the Dolomites.  - Lead into the new lesson: Reading about a World Heritage Site – the Dolomites, and Speaking about the Great Barrier Reef.  – Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **\* Questions:**  What beauty spots/ landscapes/ natural wonders you know? |
| **ACTIVITY 1: PRESENTATION (15’)** | | |
| 1. **READING**   **PRE-READING**  **\* Objective****s: To activate Ss' knowledge of the topic of the reading text.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Work in groups. Look at the picture and answer the questions.** | | |
| - Teacher introduces the vocabulary by: providing the pictures and eliciting the definition of the words  - Teacher does the checking technique.  \*\* Tell Ss to look at the picture first.  - Have them work in groups. Tell them to imagine what activities visitors can do when they go there.  - Encourage them to talk as much as possible | \*Vocabulary  **1.** majestic (adj) /məˈdʒestɪk/:  uy nghi, tráng lệ  **2.** occur (v) /əˈkɜː/: xảy ra  **\* Possible answer:**  **1.** Beautiful nature: snow-covered mountains, forests, green grass, nice house at the foot of the mountain, …  **2.** Cycling, walking, climbing mountains, skiing, trekking, taking pictures, camping, … |
| **WHILE - READING** | | |
| **\* Objectives:**  **- To help Ss learn new vocabulary in context of the reading text.**  - To help Ss develop their reading skills for details. | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the text and match the highlighted words with their meanings or explanations.** | | |
| - Have Ss read the text quickly and find the places where the words in the left column appear.  - Tell them to use the context in which these words appear to choose the right meanings / explanations.  - Check the answers as a class. Confirm Ss' correct answers. | **\* *Answer key:***  **1.** c  **2**. d  **3.** a  **4**. b |
| TASK 3: **Read the text again and choose the correct answer to each question.** | | |
| - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully as to choose the correct answer.  - Ask Ss to exchange their answers with a partner.  - Check the answers as a class.  - Call on some Ss to read the sentences aloud. Check their pronunciation and intonation.  Explain the new words and clarify any issues. Ask some questions to see if they understand the passage fully. Example: Where are the Dolomites? When did the Dolomites become a UNESCO World Heritage Site? etc | \* ***Answer key***  **1**. C  **2**. B  **3**. D  **4**. A |
| EXTRA ACTIVITY  Put Ss into pairs. Tell them to look at the text, then one asks two comprehension questions about the text, and the other answers. Then they swap roles. After some time, invite some pairs to say out loud their questions and answers before the class. | | |
|  | | |
| **Transition from Reading to Speaking**  Wrap up the **Reading** section by asking Ss what to include when they talk about a natural wonder. Here are some points:  - Name of the natural wonder  - Its location  - Its special features / interesting things  - What you can do there  \* Tell Ss that they are going to talk about the Great Barrier Reef. Ask them to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking. | | |
| **ACTIVITY 2: SPEAKING**  **\* Objectives:**  **- To provide Ss with some facts about the Great Barrier Reef;**  **- To give Ss practice in asking and answering about the Great Barrier Reef.**  **- To give Ss practice in talking about the Great Barrier Reef, using the information in 4;**  **- To help Ss improve their speaking skills.** | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.** | | |
| - Give Ss some time to study the facts about the Great Barrier Reef.  - Have Ss work in pairs: one asks questions, and the other answers, then ask them to swap roles.  - Go round to monitor and give help when necessary.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and comment. | **\* Examples:**  **A**: When did the Great Barrier Reef become a World Heritage Site?  **B**: In 1981.  **A**: Where is it located?  **B**: In the Coral Sea, Australia.  … |
| TASK 5: **Work in groups. Introduce the Great Barrier Reef to the class** | | |
| - Have Ss work in groups. Ask them to use the answers in 4 and the vocabulary learnt in the unit to talk about the Great Barrier Reef.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to talk before the class.  - T and other Ss listen and comment  *\* Teacher gives corrections and feedback* | **\* *Sample answer:***  The Great Barrier Reef is a World Heritage Site. It was recognized by UNESCO in 1981. It’s located in the Coral Sea, Australia. The total area of this reef is about 334,400 km2 . There are over 400 different types of corals living in the site. When you come here, you can take part in a lot of activities: coral watching, sailing, scuba diving, and so on. The Great Barrier Reef is the world’s biggest single living structure. But this natural wonder is now in danger, and it needs much effort to protect it from damage. |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6: SKILLS 2. | | |

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| Date of planning: 13/01/2025  Date of teaching: 4/02/2025  Period 60: | **UNIT 7: NATURAL WONDERS OF THE WORLD**  **Lesson 5: SKILLS 2** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

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

**b. Grammar:**

- Use the reported Yes/No questions;

- Ask for permission and respond.

**2. Competence:**

- Develop communication skills and creativity

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

**3. Qualities:**

- Understand more about *natural wonders of the world;*

- Actively join in class activities

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s Student’s activities** | **Content** |
| - Ask Ss whether there are beautiful places or landscapes in their neighbourhood.  - Ask Ss what they know about rainforests  - Lead into the new lesson: Listening about Amazon Rainforest, and Writing about a natural wonder in their area.  - Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **\* Questions:**  1/ Are there any beautiful places in your neighbourhood?  2/ Is there a beautiful park with many colourful flowers and tranquil ponds in your neighbourhood? If so, what are your favorite things about it?  3/ Does your neighbourhood have a view of the towering skyscrapers and twinkling lights? |
| **ACTIVITY 1. PRESENTATION ( 15’)** | |
| **A. LISTENING**  **PRE - LISTENING**  **\* Objective****s: To help Ss get to know some new words about the topic of the listening text.** | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Write a word from the box under the correct picture.** | |
| - 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.  - Tell Ss to look at the pictures and the words given.  - Have Ss work in groups to do the task.  - Correct Ss' answers as a class. | ***\* Answer key:***  **1**. fauna  **2**. rainforest  **3**. flora |
| **WHILE - LISTENING ( 15’)** | |
| **\* Objectives: To help Ss practise listening for specific information** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Listen to the passage and tick (√) the things you hear.** | |
| - Tell Ss that they are going to listen to a passage about the Amazon Rainforest.  - Play the recording. Tell Ss to listen carefully and tick the things they hear.  - Check their answers as a class  . | **\* *Answer key:***  - Green lung of the world √  - Causing climate change  - Threats to biodiversity √  - Planting trees √  - Exploring ecosystems  - Protecting wildlife √ |
| TASK 3: **Listen again and choose the correct answers.** | |
| **-** Have Ss read the questions carefully.  - Play the recording once or twice. Ask Ss to listen carefully and  - Play the recording again for them to check their answers.  - Pause where needed and correct their mistakes.  ***\*\*Audio-script***  *The Amazon Rainforest is a magnificent area. It is the largest tropical forest on earth. The Amazon possesses more than half of our world’s tropical forest areas. It is very rich in flora and fauna.*  *The Amazon Rainforest is home to the most biological diversity, serving as the green lung of the world. It contributes to the production of one-fifth of the oxygen in our atmosphere. The Amazon also helps to slow climate change. For these reasons, the Amazon ranks among seven natural wonders of the world. It has so many things which are especially important for our earth and our future.*  *Today the biodiversity of this region is threatened. These threats include illegal logging, deforestation, fires, and species extinction. Protecting wild species and the wild places where they live is so urgent for us. Governments and the communities living in the area are doing a lot to restore damaged ecosystems. They plant trees and establish parks to protect rainforests and wildlife. They also encourage people to live in a way that doesn't hurt the environment.* | \* ***Answer key:***   1. B **2.** C   **3.** B **4.** A |
| **Transition from Listening to Writing**  - Tell Ss that in the following writing task, they are going to write about a natural wonder in their area.  - Ask Ss to refer to the Listening section for any vocabulary, ideas, or structures they may need for their writing. | |
| **ACTIVITY 2. WRITING**  **\* Objectives:**  **- To give Ss practice in asking and answering about a natural wonder in their area;**  **- To prepare them for the writing task in 5.**  - To help Ss write a paragraph about the natural wonder / beautiful landscape they have talked about in 4. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Brainstorm idea about a natural wonder/beautiful landscape in your area. Ask and answer about it, using the following prompts.** | |
| - Tell Ss to think of a natural wonder / beauty spot / landscape in their area.  - Have Ss work in pairs. One asks questions and one answers, based on the following cues:  - Name of the natural wonder: *What is it / is its name?*  - Location: *Where is it located?*  - Natural features: *What are its natural features?*  - Visitor activities: *What activities can visitors do there?*  - Things to do to protect it: *What can be done to protect it?* | **\* *Sample answer:***  Name of the natural wonder:  Location:  Natural features:  Visitor activities:  Things to do to protect it: |
| TASK 5: **Write a paragraph (100 - 120 words) about the natural wonder/ beautiful landscape you have talked about in 4.** | |
| - Have Ss work independently.  - Set a time limit for Ss to do the writing. Tell them to refer to Activity 4.  - Monitor Ss’ work and give assistance when necessary.  - Collect some Ss’ papers and mark them, and later share comments with the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework. | ***\* Sample answer:***  *There is a beautiful river near my home. It is called Dong Son River. It is not very large, but it is nice and peaceful. On the right bank of the river near my village, there are rice fields and patches of green grass. There are also bushes and a lot of wild flowers. At weekends a lot of people gather here for entertainment. Young people go camping and have a picnic. Old people may spend their time fishing or playing chess. Many swim in the river or row a boat on it. This place is becoming more and more popular, so it is more and more crowded. I think the authorities need to do something to protect this natural beauty.* |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: **Lesson 7: LOOKING BACK.**  ================================================================ | |

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| Date of planning: 13/01/2025  Date of teaching: 04/02/2025  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:**

**1. Knowledge:**

**a. Vocabulary:**

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

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

**b. 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. Qualities:**

- Be encouraged to attend school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s Student’s activities** | **Content** |
| - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as much 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. | **\*Brainstorming**  **+ *Suggested answers:***  peak, majestic, paradise, tourism, travel destination, natural wonder, |
| **ACTIVITY 1. PRESENTATION ( 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  **- To help Ss revise the vocabulary items they have learnt in the unit.**  **- To help Ss revise question words before to- infinitive.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer A, B, C, or D to indicate the correct answer to each question**. | |
| - 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. | \****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 | **\* *Answer key:***  **1**. possessions  **2**. charming  **3**. located  **4**. explorer  **5**. permission |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **- To help ss revise the form of the verbs after verbs of liking / disliking***.*  **- To help ss revise the form of the verbs after verbs of liking I disliking.** | |
| **Teacher’s and 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. | \* ***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. | **\* *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. PROJECT ( 8’)** | |
| **\* Objectives:**  **- To give Ss practice in finding information about a natural wonder of the world;**  **To improve their speaking and presentation skills.** | |
| **Teacher’s and 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. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Unit 8 : TOURISM

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