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| Date of planning: 03/ 02/ 2025  Date of teaching:  Period 62: | **UNIT 8: TOURISM**  **Lesson 1: GETTING STARTED**  ***YOU’VE GOT A NICE TAN*** |

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

**a. Vocabulary:**

- Use the words and phrases related to tourism;

- Use stress in words **ending in** -**ic and -ious** correctly;

**b. Grammar:**

- Recognise and use ***relative pronouns*** correctly;

- Expressing obligations;

- Talk about their travel experience;

**2. Competence:**

- Develop communication skills and cultural awareness.

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

**3. Personal qualities:**

- Develop communication skills and creativity

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

- Actively join in class activities

**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** | **Contents** |
| - T divides the class into 2 teams.  - T shows 7 different pictures  - Ss are shown different pictures, and they need to take the first letter from each picture to form the mystery word.  - Which team finds the mystery word first will become the winner.  - T leads into the new unit. Write the key word *Tourism* on the board. Ask Ss to guess what they are going to learn about in this unit. | **Game: I.N.I.T.I.A.L GAME**  **Mystery word:** TOURISM  1. TOURIST  2. OCCUR  3. URGENT  4. RAINFOREST  5. ISLAND  6. SUSTAINABLE  7. MAGESTIC |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **\* Objectives:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| **1. Listen and read** | |
| - Teacher introduces the vocabulary by:providing the pictures and eliciting the definition of the words  - Teacher does the checking technique.  - Have Ss look at the pictures on pages 82 - 83 and answer some questions.  - Introduce the two characters in the conversation. Ask Ss what the relation between them is, and what they think the characters are talking about.  - Elicit answers from Ss.  - Play the recording for Ss to listen and read along. Have Ss underline the words and phrases that are related to the topic while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  + Have Ss say the words and phrases that they have underlined in the conversation. Quickly write the words and phrases on the board.  + Refer to the questions previously asked. Confirm the answers where relevant, e.g. the pictures are of popular places (pagoda, beach, the Dragon Bridge) and foods (banh beo) for tourists; and *An and Tom are talking about the places they have visited.*  + Share with Ss the objectives of the lesson.  + Have Ss open their books and start the lesson.  It is a good idea to write the objectives of the lesson in a corner of the board and leave them there or put on a slide to show Ss. | \*Vocabulary:  **1.** tan (n) /tæn/: màu da rám nắng  **2.** holidaymaker (n) /ˈhɒlədeɪmeɪkə(r)/: người đi nghỉ  **3.** accommodation (n) /əˌkɒm.əˈdeɪ.ʃən/: chỗ ở  **4.** app (n) /æp/: phần mềm, ứng dụng  **5.** domestic (a) /dəˈmes.tɪk/: trong nước  ***\* Questions:***  + *What do you see in the pictures?*  *+ Can you recognize any place in them?*  *+ What are the characters talking about?*  *\** ***Suggested answers:***  e.g: the pictures are of popular places (pagoda, beach, the Dragon Bridge) and foods (*banh beo*) for tourists; and Ann and Tom are talking about the places they have visited. |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To help Ss understand the conversation.**  **-** **To help Ss focus on some keywords related to tourism**.  **- To give Ss further practice with some keywords related to tourism.**  *\* Content:*  - Task 2: Read the conversation again and write T (true) or F (False).  - Task 3: Match a word in A with a word in B as in the conversation.  - Task 4: Complete the sentences with the words in the box.  *\* Expected outcomes*:  + Students understand the conversation and topic of the lesson and can complete the tasks successfully  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and tick (**✓**) T (True) or F (False).** | |
| - Have Ss work individually.  \  - Ask Ss to read each statement and decide if it is true (T) or false (F) according to the information from the conversation. If there are any statements that Ss cannot answer, let them refer to the conversation.  - Ask Ss to share their answers. Ask them to explain where they find the answers. Quickly write their answers on the board.  - Discuss each answer as a class. Explain why an answer is true / false.  - Confirm the correct answers as a class. | **\* *Answer key:***  **1**. T  **2**. F  **3.** T  **4**. F  **5**. T |
| TASK 3: **Match a word in A with a word in B as in the conversation.** | |
| - Ask Ss to do the task individually or in pairs.  - Ask Ss to look at the words in column A first, then column B. Allow them one minute to match the words.  - Let them refer to the conversation if needed while doing the task or to check their answers.  - Invite some Ss to share their answers.  - Check the answers as a class. Explain if needed. | \* ***Answer key:***  **1.** c  **2**. d  **3.** a  **4**. e  **5**. b |
| TASK 4: **Complete the sentences with the words and phrases from the box.** | |
| - Ask Ss to work individually or in pairs.  - Ask Ss to read the words and phrases in the box first (four words and phrases from the conversation and one word - safari - Ss have learnt in the previous lessons). Check if they understand the meanings before allowing Ss to do the task.  - Ask Ss to read the sentences carefully and complete them with the words and phrases from the box.  - Invite some Ss to share their answers.  - Check the answers as a class. | **\* *Answer key:***  **1.** safari  **2**. domestic  **3.** online apps  **4**. sport tourism  **5**. destination |
| **ACTIVITY 3: PRODUCTION/ FURTHER PRACTICE (8’)** | |
| **\* Objectives: To give Ss an opportunity to find out how much they know about tourism in Viet Nam.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 5: **QUIZ: How much do you know about tourism in Viet Nam?** | |
| - Ask Ss to work in pairs. Discuss and write the names of the places next to the sentences.  - Students work in pairs to do the quiz.  - Set time (3-4 minutes) for Ss to take the quiz.  - Invite some Ss to share their answers.  - Check the answers as a class.  - Provide some information to explain the answers. If time allows, ask Ss to tell the class any facts they know about the places. | **\* Key:** **1.** Hue **2.** Can Tho  **3.** Da Lat **4.** Cao Bang  **5**. Quang Ninh |
| **\* PROJECT PREPARATION:**  *+ Although the project is at the end of the unit, Ss can 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 books to the last page of Unit 8, the Project section. Ask Ss to look at the topic of the project and say what the product of the project is {Making a plan for a two-day trip).*  *+ Explain the project requirements. Each group will choose a place for a two-day visit. They can then work out a plan for the visit (how to travel, where to stay, what to do and see). Then each group will present their plan to the class. The plan should include a mixture of text/ table and pictures so that T and other classmates can easily follow and clearly understand the trip.*  *Guide Ss throughout the plan. Here are the steps T can follow:* ***(See TEACHER’S BOOK)***  **\* PROJECT PREPARATION:**  ***Step 1.*** *Have Ss form groups of four or five. Ask them to discuss and decide on the criteria of priorities for the place they would like to visit. They may consider:*  *+ the distance (from home to the place).*  *+ the cost (travel, accommodation, entrance fee, etc.).*  *+ activities and attractions that place offers.*  *Only after agreeing on the criteria should Ss discuss and choose a place for their visit. T may call on one group of Ss and discuss the priorities. This way T can teach Ss how to conduct a discussion*  ***Step 2.*** *Instruct Ss to create a form to take notes of their discussion. The form may look like this: Time: two days*  *Date:*  *Place of visit: .*  *Estimated costs:*  *Detailed plan:*  ***Step 3.*** *Instruct Ss how to make the plan for presentation.*  *- For the text: Ss revise all the notes in their note form and keep only the key information to present. It must be in short form. The information should be grouped and presented in a logical way.*  *- For visual aids: Ss may get pictures or video clips of the place from the Internet. They must illustrate the main features of the place.*  ***Step 4.*** *Model how to present the plan to the class. Ss may open their presentation with We would like to present the plan for our two-day trip to .*  *+ 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)***  **4. HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1.  ***===========================================*** | |

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| Date of planning: 04/02/2025  Date of teaching:  Period 63: | **UNIT 8: TOURISM**  **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 and phrases related to tourism;

- Use stress in words ending in -ic and -ious correctly;

**b. Grammar:**

- Recognise and use ***relative pronouns*** correctly;

- Expressing obligations;

- Talk about their travel experience;

**2. Competence:**

- Develop communication skills and cultural awareness.

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

**3. Personal qualities:**

- Develop communication skills and creativity

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

- Actively join in class activities

**II. TEACHING AIDS:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

**Notes:**

# I. Định nghĩa về trọng âm

Trong Tiếng Anh, những từ có hai âm tiết trở lên luôn có một âm tiết phát âm khác biệt hẳn so với những âm tiết còn lại về độ dài, độ lớn và độ cao. Âm tiết nào được phát âm to hơn, giọng cao hơn và kéo dài hơn các âm khác trong cùng một từ thì ta nói âm tiết đó được nhấn trọng âm. Hay nói cách khác, trọng âm rơi vào âm tiết đó.

+ Khi nhìn vào phiên âm của một từ thì trọng âm của từ đó được kí hiệu bằng dấu (') ở phía trước, bên trên âm tiết đó.

# E.g: - happy /'hæpi/: trọng âm rơi vào âm tiết thứ nhất; father /ˈfɑːðər/; curious /ˈkjʊriəs/.

- clever / ‘klevər /: trọng âm rơi vào âm tiết thứ nhất; public /ˈpʌblɪk/ ….

**II. CÁCH NHẬN BIẾT TRỌNG ÂM TỪ.**

**1) Đối với các từ có 2 âm tiết (TWO-SYLLABLE WORDS)**

**- Đa số các động từ 2 âm tiết , trọng âm rơi vào âm tiết thứ 2**

for'get , re'lax Ngoại lệ : 'enter , 'happen , 'open , 'listen

**- Đa số danh từ và tính từ 2 âm tiết trọng âm rơi vào âm rơi vào âm tiết thứnhất :**

'butcher , 'standard , 'porter ( trừ mis'take , ma'chine )

**2) Đối với các từ có 2 âm tiết trở lên (THREE - SYLLABLE WORDS OR MORE THAN THREE-SYLLABLE ONES)**

**- Những từ tận cùng bằng các đuôi sau có trọng âm chính rơi vào âm tiết ngay trước âm tiết chứa đuôi đó**

a) -**TION** pro'tection ; appli'cation

b) -**SION:** de'cision ; permission **trừ** 'television

c) -**IC** , -**ICAL**: ar'tistic e'lectric 'musical scien'tific po'litical

**\* Ngoại lệ: a'rithmetic : số học 'politics**

d) -**ITY**: a'bility, ac'tivity, possi'bility

e) - **IAL** , -**IALLY**: artificially, official, es'sential, social

f) - **ITIVE**: com'petitive , 'sensitive

g) - **LOGY**: tech'nology, e'cology,physi'ology

h) - **GRAPHY**: ge'ography

**3) Những từ có đuôi là những từ sau thì trọng âm rơi vào chính nó**

a) **EE**: refu'gee, nomi'nee (trừ com'mittee, 'coffee)

b) **EER**: pio'neer, mountai'neer, engi'neer

c) **ESE**: Vietna’mese, Portu'gese, Chi'nese

d) **AIRE**: million'naire, question'naire

e) **IQUE**: tech'nique, u'nique, an'tique

f) **ESQUE**: pictu'resque *……* ***(SEE BELOW THE PAGE )***

**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** | **Contents** |
| - T divides Ss into 2 teams.  - The teams have to race to write words on the topic *Tourism* on the board. Each student writes one word at a time, before passing the chalk to the next student  - After 2 minutes, the team with more correct answers is the winner.  - Share with Ss the lesson objectives and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss. | **\*** **Game Board Race:**  ***Expected answer:***  tourism, specialty, tan, safari, online app, holidaymaker. |
| **2. PRESENTATION (15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives: To teach Ss some words and phrases related to tourism.** | | |
| **Teacher’s & Student’s activities** | **Contents** |
| TASK 1: **Match the words and phrases with the explanations.** | | |
| - T presents 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 “Rub out and remember” checking technique. + Ss have encountered three of these five words and phrases in previous lessons. Self-guided tour and package holiday may be new to them. T may focus on these words.  - Ask Ss to read the words and phrases in the left-hand column first, then the explanations in the right-hand column. Then do the matching individually or in pairs.  - Invite some Ss to share their answers.  - Check the answers as a class.  - Ask Ss to read the words and phrases aloud. Correct them if needed.  - Ask Ss for the Vietnamese equivalents of these words and phrases if needed. | |  | | --- | |  |   \*Vocabulary  **1.** package tour (n) /ˈpæk.ɪdʒ ˌtʊər/: chuyến đi trọn gói  **2.** self-guided (a) /ˌselfˈɡaɪ.dɪd/: tự dẫn đường; tự điều khiển  **3**. itinerary (n) /aɪˈtɪn.ə.rer.i/: kế hoạch chi tiết của chuyến đi  **4**. ruinous (a) /ˈruːɪnəs/: bị phá hủy  **\* *New words:***  **1.** package tour (n)  **2**. self-guided (a)  **3.** itinerary (n)  **4.** ruinous (a) |
| **\* PRACTICE (15’)** | | |
| **\* Objectives:**  **- To teach Ss some other words and phrases related to tourism.**  **- To give further practice with the vocabulary they have learnt in 1 and 2.** | | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 2: **Write a phrase from the box next to the sentence to replace “it”.** | | |
| - Of the five phrases in this task, Ss have encountered three in the previous lessons, except ruinous site and fixed itinerary. T should spend more time looking at these two phrases.  - Ask Ss to read the phrases in the box first.  - Make sure they understand their meanings. For the two new phrases, ask Ss to separate the two words in each phrase and refer to its meaning. In this way, Ss can guess the meaning of the phrase.  - Ask Ss to read each sentence and decide what phrase in the box the pronoun 'it' refers to. Allow them some time to do the task.  - Invite some Ss to share their answers.  - Check the answers as a class.  - Ask Ss to read the phrases aloud. Correct them If needed.  - Ask Ss for the Vietnamese equivalents of these phrases if needed. | **\* *Answer key:***  **1.** entrance ticket  **2**. ruinous site  **3.** travel agency  **4**. fixed itinerary  **5**. smooth trip |
| TASK 3: **Complete the sentences with the words from the box.** | | |
| - Ask Ss to work individually.  - Ask Ss to read the words in the box and the sentences.  - Then have them choose the correct words to complete the sentences - Invite some Ss to share their answers.  - Check Ss' answers as a class. | \* ***Answer key:***  **1**. self-guided  **2**. itinerary  **3.** entrance  **4**. package  **5**. apps |
| \* EXTRA ACTIVITY:  **Choose the correct answer A, B, or C to complete each sentence. 1.** The bus dropped us at the square and gave us two hours to do a \_\_\_ tour of the ancient town.  A. disastrous B. self-guided C. sport  **2.** We've booked a(n) \_\_\_\_\_ for our holiday because we want to learn more about the life of the locals. A. homestay B. expensive hotel C. resort **3.** Sorry, I don't know any \_\_\_\_ since we have always planned our trips on our own.  A. travel agencies B. tours C. places of attraction **4.** My son usually uses \_\_\_\_\_\_ apps to buy tickets and book accommodation. A. educational B. social media C. travel **5.** The agency sent us a detailed \_\_\_\_\_\_ , so we know the activities and their times for each day of our trip. A. description B. itinerary C. timetable **Key:** **1**. B  **2**. A **3**. A **4**. C **5**. B | | |
| **B. ACTIVITY 2: PRONUNCIATION: ( 8’)**  Stress in words ending in -ic and -ious | | |
| **\* Objectives:**  **- To help Ss pronounce correctly words ending in -ic and -ious.**  **- To help Ss identify the stress in words ending in -ic and -ious;**  **- To help Ss practise pronouncing these words with correct stress** | | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 4: **Listen and repeat the words. Pay attention to the word stress.** | | |
| - Write two words on the board, one with the -ic and the other with the -ious ending.  - Read the words aloud with stress clearly pronounced on the correct syllables. Ask Ss to read the **Remember! box.**  ***\* Teacher gives corrections and feedbacks to students’ pronunciation*** | **\* *Key + audio script:***  - `basic, `public, c`lassic, do`mestic, his`toric  - `curious, `serious, de`licious, hi`larious, re`ligious |
| TASK 5**: Mark the stress in the underlined words. Then listen and repeat the sentences.** | | |
| - Have Ss work individually  - Have Ss read the sentences and stress the underlined words.  - Invite some Ss to share their answers. Confirm the correct ones.  - Ask Ss to read the sentences, paying attention to the stressed words.  - Play the recording for Ss to listen and repeat each sentence.  - Call on some Ss to read the sentences individually.  - Correct them if needed. | **\*** ***Key + audio script:***  **1.** The visitors are `curious about the history of the old `public building.  **2.** They have an am`bitious goal which is to go on a cruise across the Pa`cific.  **3.** We watched a c`lassic movies here on our p`revious holiday.  **4.** We stayed at a lu`xurious hotel near a te`rrific beach.  **5.** The village has a ro`mantic landscape with `various flower beds. |

**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: 04/02/2025  Date of teaching:  Period 64: | **UNIT 8: TOURISM**  **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 and phrases related to tourism;

- Use stress in words ending in -ic and -ious correctly;

- Expressing obligations;

**b. Grammar:** Recognise and use ***relative pronouns*** correctly;

- Grammar notes:

|  |  |
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| RELATIVE PRONOUNS | Use |
| Who | to show which person is talked about  ***Eg:*** *The tour guide* ***who*** *show us around the city had a nice voice* |
| Which | to show which thing is talked about  ***Eg:*** *My sister sent me a postcard which she bought in Paris.* |
| Whose | to show possession by people and things  ***Eg:*** *The woman whose son is a tour guide likes travelling very much.* |

**2. Competence:**

- Develop communication skills.

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

**3. Personal qualities:**

- Develop communication skills and creativity

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

- Actively join in class activities

**II. TEACHING AIDS:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **\* Remember! Relative pronouns: Who, who, and whose**  **a) Who and which** are relative pronouns.  *(Who và Which là những đại từ quan hệ.)*  - They are used after a noun to show which person/thing we are talking about.  *(Chúng được dùng sau một danh từ để chỉ người/vật mà chúng ta đang nói tới.)*  - Who refers to a person, and which refers to a thing. *(Who chỉ người, which chỉ vật.)*  **Example:**  + I know a girl **who** works as a tour guide in Singapore.  *(Tôi quen một cô gái làm hướng dẫn viên du lịch ở Singapore.)*  + I'm reading a travel brochure **which** I picked up in Japan.  *(Tôi đang đọc một cuốn sách quảng cáo du lịch mà tôi mua được ở Nhật Bản.)*  **b) Whose** là đại từ quan hệ. Nó được dùng để thể hiện sự sở hữu của người và đồ vật. Sau **whose** luôn là một danh từ hoặc cụm danh từ.  **Example:**  **+** The man **whose book** you are reading is my friend.  + We visited a city **whose houses** are painted in different bright colours. |

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| **1. WARM UP(5’)** | |
| **\* Objectives:**  **- To activate students’ prior knowledge related to the targeted grammar of relative pronouns**  **- To enhance students’ skills of cooperating with deskmates** | |
| **Teacher’s and Student’s activities** | **Contents** |
| - T divides the class into pairs  - T delivers a set of word cards which are halves of sentences containing relative pronouns to each pair.  - Ss will have to work in pairs to join two slips of paper together to make meaningful sentences  - SS say “Bingo” when finish  - The SS who are the fastest with more correct answers will be the winner  - T shares with Ss the lesson objectives.  - T writes the objectives in a corner of the board and leave them there till the end of the lesson.  - T asks Ss to look at A CLOSER LOOK 2 on page 85. | **\* Game:** B.I.N.G.O  ***\* Answer key:***  **1.** *Tourists who are interested in architecture often visit Hoi An.*  **2.** *The beach which we discovered during our road trip was pristine.*  **3.** *That is the chef whose restaurant has earned a Michelin star.*  **4.** *We explored a historic castle whose walls were damaged by the tornado.* |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **\* Objectives:**  - To help Ss focus on the use of relative pronouns who and which | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 1: **Underline the noun or noun phrase in each sentence that *which* or *who* refers to.** | |
| - T reminds Ss of the relative pronouns which Ss have already encountered in previous lessons like *who*, *whose*, and *which*.  - T writes sentences containing these pronouns on board with the pronouns underlined. Ask Ss if they know what each pronoun refers to. Translate the sentences if needed.  **Example:**  + That’s *the book* ***which*** you recommended to you yesterday.  + Let’s find some *classmates* ***who*** will be your partners in the project.  - T leaves the examples on the board as a reminder to Ss.  - T shares with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson.  - T allows Ss 2 minutes to read the **Remember box**.  - Ask Ss to do the activity individually  - Have Ss read the sentences and decide what noun or noun phrase *which* or *who* in each sentence refers to.  - Call on some Ss to share their answers with the class.  - Check the answers as a class. Explain if needed. | |  | | --- | | **\* Relative pronouns: *which*, *who*, and *whose*** |   **1.** *Tourists who are interested in architecture often visit Hoi An.*  **2.** *The beach which we discovered during our road trip was pristine.*  **3***. That is the chef whose restaurant has earned a Michelin star.*  **4.** *We explored a historic castle whose walls were damaged by the tornado.*  *\*\** ***Answer key:***  **1***. people*  **2***. brochure*  **3***. video*  **4***. tour guide*  **5***. Boston* |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To give Ss further practice in the use of which and who.**  **- To introduce Ss to the relative pronoun whose.**  **- To provide Ss with more demanding practice with the use of which, who, and whose.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 2: **Underline the correct relative pronoun for each sentence.** | |
| - Have Ss do this activity in pairs.  - Guide Ss to look at the noun or noun phrase just before *which* and *who*. If it is a thing, use *which*. If it is a person, use *who*.  - Call on some Ss to share their answers by reading the sentences aloud.  - Confirm the correct answers as a class.  **Notes**: T may ask Ss to circle the noun or noun phrase which helps them decide the use of *which* or *who*. This is to help them to focus on the relation between the noun / noun phrase and the relative pronoun. | **\* Answer key:**  **1.** which  **2**. which  **3**. who  **4**. which  **5**. Who |
| TASK 3**: Complete each sentence with *who* or *whose*.** | |
| \* Write this example on the board.  *+ The writer is my aunt. You are reading her best- selling book*  => *The writer* ***whose best- selling book*** *you are reading is my aunt.*  => Explain to Ss: *whose* replaces *the writer’s*  \* Ask Ss to read the Remember box. Ask them to do decide what pronoun who in each example refers to (answers: the man’s and the city’s). Highlight to Ss: *whose stands for both things and people and it stands before the noun it possesses.*  - Ask Ss to do the activity in pairs.  - Have Ss read each sentence carefully and decide if who or whose is needed. Encourage discussion.  - Call on some Ss to share their answers.  - Check the answers as a class. Explain if needed. | \* **Answer key:**  **1.** who  **2.** whose  **3**. who  **4**. whose  **5**. whose |
| TASK 4: **Match a clause in A with a clause in B to make a complete sentence.** | |
| - Have Ss do this activity individually or in pairs.  Tip: Ask Ss to underline the last noun / noun phrase in the first clauses and decide if it is a thing or a person. If it is a thing, refer to the clauses in B with *which* or *whose*. If it is a person, refer to the clauses in B with *who* or *whose*.  - Allow Ss some time to exchange their answers.  - Call on some Ss to share their answers.  - Confirm the correct answers as a class. Explain if needed | **\* Answer key:**  **1**. d  **2**. e  **3**. c  **4.** b  **5.** a |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives: To provide Ss with real-life partially-open-ended practice with** which, who, **and** whose. | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 5: **Work in pairs. Discuss and finish the sentences.** | |
| - Have Ss work in pairs.  - Ask Ss to read the beginnings carefully and take turns to complete the sentences in the way they want.  - T walks around and offers help if needed.  - Call on some pairs to share their answers. Correct them if needed.  ***\* Teacher gives corrections and feedbacks.*** | ***\* Answer key:***  **1.** *Son Dong is a world-famous destination for travellers who look for adventures / who love exploring caves.*  **2***. I’m personally against tours which use animals for entertainment.*  **3***. We shared a holiday home with two Germans whose English was easy to understand.*  **4***. I bought a city map which has attractions clearly marked and directions how to get there.*  **5***. Most travellers prefer working with tour guides who are friendly and helpful.* |
| \* EXTRA ACTIVITY: **Circle the extra word in each sentence:**  **1.** The girl who **she** wore a pink dress at the party is my cousin.  **2.** The book which I lent you **it** is my brother’s.  **3.** The song which I was listening to **it** when you came in is my favourite.  **4.** This is the photo of the heroes whose **their** actions we admired so much.  **5.** Students whose test results **they** were over eight will go to class A. | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson: COMMUNICATION.  ============================================== | |

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| Date of planning: 04/02/2025  Date of teaching:  Period 65: | **UNIT 8: TOURISM**  **Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

**a. Vocabulary:**

- Use the words and phrases related to tourism;

- Use stress in words ending in -ic and -ious correctly;

**b. Grammar:**

- Learn how to use ***relative pronouns*** correctly;

- Talk about their travel experience;

**2. Competence:**

- Develop communication skills.

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

**3. Personal qualities:**

- Develop communication skills and creativity

- Actively join in class activities

**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** | **Contents** |
| - T gives ss a situation: Supposing your team was preparing for the school field trip and as a team leader, you needed to assign tasks to your teammates.  What would you say in that case?  - T leads in the new lesson: To make sure the trip goes smoothly; your teammates need to fulfil their duty and as a leader, you need to express obligation. There are two ways to express obligation that we will learn in Lesson 4. Communication.  - Ask Ss to look at COMMUNICATION on page 86 | ***\**Chatting**  ***\* Expected answer:***  - It is necessary for us to bring suncream.  - Everyone must arrive on time.  …..  => *Expressing obligation* |
| **2. PRESENTATION (15’)** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Expressing obligation**  **\* Objectives:** **To teach Ss how to express obligation, and provide Ss with some practice.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| - Teacher introduces the vocabulary by: providing the pictures and eliciting the definition of the words.  - Teacher does the checking technique.  **-** Play the recording for Ss to listen and read along where the mother and Nick express obligation and Lan and the stranger respond. Ask Ss to pay attention to the highlighted parts.  - Elicit the structures expressing obligation. Write them on the board:  *+ You must...*  *+ It's necessary that you /we...*  - Instruct Ss how to respond appropriately.  *+ Yes, I will.*  *+ I got It.*  *+ I'm sorry.*  - Have Ss practise the conversations in pairs.  *\* Teacher checks students’ understanding by asking some checking questions.* | **\* Vocabulary:**  **1.** low season (n) /ˈləʊ ˌsiː.zən/:  mùa ít khách  **2.** cruise (n) /kruːz/: cuộc đi chơi biển (bằng tàu thuỷ)  **3.** historical (a) /hɪˈstɔːr.ɪ.kəl/: có liên quan đến sự kiện của quá khứ.  **4**. loft (n) /lɒft/: gác xép  **\* *Audio script:***  **1) Mother*:*** *Lan, you must hurry up or we’ll miss the train.*  **Lan*:*** *Yes, Mum. I’m coming.*  **2) Nick*:*** *Is it necessary for us to wait in the queue?*  **Stranger:***I’m sorry, it is.* |
| TASK 2: **Work in pairs. Express obligation in the following situations.** | |
| - Ask Ss to work in pairs to express obligation in certain situations.  - Comment on their performance. | *\** ***Suggested answers:***  *1. A. It’s necessary that you make a list of the things you will pack for your holiday.*  *B. Yes, I’ve done it already.*  *2. A. You must strictly follow the factory regulations while visiting.*  *B. Got it. I won’t break the regulations.* |
| \* EXTRA ACTIVITY  Work in pairs. Take turns to say obligations and respond in the following situations.  1. Tell your brother to turn off the TV when he finishes watching the cartoon.  2. Tell your friends that you all must finish the project by Tuesday.  3. Tell your friend Mark not to be late again for class.  4. Tell your sister to put the toys back on the shelf.  ***\*\* Suggested answers:***  ***1****. - You must turn off the TV when you finish watching the cartoon.*  *- Yes, I will.*  ***2****.- It's necessary that we finish the project byTuesday.*  *- We got it. Don't worry.*  ***3****. - Mark, you must not be late again for class.*  *- I'm sorry. I won't be late again.*  ***4****. - You must put the toys back on the shelf after playing with them.*  *- Yes, bro. I won't forget.*  \*\*\* **Transition from Everyday English to My travel**  + Ask Ss to think about places they have travelled to (an ancient town, a handicraft village, a new city, etc.). Invite Ss to share their answers.  + Ask Ss what information they include when they talk about these places (time, transport, activities, feelings, etc..) | |
| **ACTIVITY 2: My travel**  **\* Objectives: To introduce Ss how to talk about their travels and to summarise the information in a table.** | |
| TASK 3: **Read what people say about their travels. Then complete the table.** | |
| - Ask Ss to work individually or in pairs.  - Ask Ss questions so that they can have an overall idea of what they are going to read.  - How many people are talking about their travels?  - Who are they?  - Have Ss read quickly three people's talks and complete the table.  - Call on some Ss to share their answers.  - Confirm the correct answers as a class. | ***\* Suggested questions:***  *- How many people are talking about their travels?*  - *Who are they?*  ***\* Expected answer:*** |
| TASK 4: **To give Ss an opportunity to talk about their travels.** | |
| - Allow Ss some time to recall a holiday they would like to share and arrange their ideas.  - Tell Ss that they may refer to the three talks in 3, paying attention travels and how to organise the talk. Encourage Ss to think further of the things which might not appear in the three talks.  - Then ask Ss to form groups and start sharing their holiday experience.  - Go round and offer help if needed.  - Let Ss talk without stopping them to correct mistakes. Do it later if needed. | **\**Suggested answer:***  *Last month, my class visited the Pottery Museum in the popular handicraft village of Bat Trang, Ha Noi. We left for Bat Trang at 8 o'clock. Entrance fee to the museum was normally 50,000 VND for a person. Since we were students and travelled in a large group, we got a discount of 20%. This pottery museum has displays of many generations' work, which retells the history of the village. There we also learnt about the different materials and techniques used in pottery-making.*  *I highly appreciated the opportunity to learn about a traditional handicraft village of my country.* |
| TASK 5: **Report their partners’ travel to the class.** | |
| - T calls on a student from each group to give a presentation of their partners’ travel  - T lets the class vote for the best presentation, and T can give them marks. If the class size is small and time allows, all the groups can give the presentation. | **\*** *This helps create a stronger connection in your brain and makes the words easier to remember.* |

**4. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS 1.

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| Date of planning: 04/02/2025  Date of teaching:  Period 66: | **UNIT 8: TOURISM**  **Lesson 5: SKILLS 1** |

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

**1. Knowledge:**

**a. Grammar:**

- Learn how to use ***relative pronouns*** correctly;

**b. Grammar:**

- Learn how to use ***relative pronouns*** correctly;

- Talk about their travel experience;

**2. Competence:**

- Develop communication skills and creativity

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

- Develop presentation skill

**3. Personal qualities:**

- Develop communication skills and creativity

- Actively join in class activities

**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** | **Contents** |
| - T asks Ss to work in pairs and answer the following questions:  *+ What are different types of tours? Give some information about them.*  *+ What types of tours have you been on?*  *+ Were they positive/negative experiences??*  - T calls some Ss to share their ideas | *\* Ss’ own answers* |
| **ACTIVITY 1: PRESENTATION (5’)** | |
| **A. READING**  **Pre-reading**  **\* Objectives: To draw Ss' focus on some keywords in the reading passage.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Write the words under their correct pictures.** | |
| - Teacher introduces the vocabulary by:providing the picturesandeliciting the definition of the words  - Teacher does the “Rub out and remember” checking technique.  \*\* Have Ss work individually.  - Call on some Ss to share their answers with the class.  - Check the answers as a class. | \*Vocabulary:  **1.** cost (n) /kɒst/: chi phí  **2.** fixed (a) /fɪkst/: cố định  **3.** work out (ph.v) /ˈwɜː.kaʊt/:  suy nghĩ, lên kế hoạch  **4.** estimate (v) /ˈes.tɪ.meɪt/:  đánh giá, ước lượng  **5.** hunt (v) /hʌnt/: săn lùng  **6.** smooth (a) /smuːð/:  trôi chảy, suôn sẻ  **\*\* Answer key:**  **1.** traveller  **2.** destination  **3.** itinerary |
| **WHILE READING** | |
| **\* Objectives:**  **- To help Ss learn to guess the meaning of the words in context.**  **- To help Ss develop their reading skill for specific information (scanning) through answering open questions.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 2: **Read the passage and match the words and phrases in A with the definitions in B.** | |
| - Have Ss work individually.  - T may ask Ss to look quickly at the passage and decide how many types of tours the passage mentions and what they are. Write the two types on the board in columns (Package tour and Self-guided tour).  - Allow Ss some time to read the whole text first. Then ask them to focus on each word / phrase in column A and look for the sentence which contains the word / phrase. (Sometimes Ss may have to read the sentence before or after it as well).  - Remind them that they can get the meaning of a word / phrase as it is used in the passage through a particular context.  - Call on some Ss to share their answers.  - Confirm the correct answers as a class. Explain if needed. | **\* *Suggested answer:***  ***1. b 2. c 3. d 4. a*** |
| TASK 3: **Read the passage again and answer the questions.** | |
| - Have Ss work individually or in pairs.  - Ask Ss to read the questions carefully and decide what information they are asking for. Ask them to refer to the passage and look for the answer. Encourage them to answer briefly.  - Have Ss swap their answers with a partner and discuss if there are any differences in their answers.  - Call on some Ss to share their answers with the class. Ask them where they found the information for their answers.  - Confirm the correct answers as a class. | \* ***Answer key:***  **1***. Time.*  **2***. Travellers have to follow a fixed itinerary.*  **3***. They have to do everything on their own.*  **4***. It’s cheap and flexible*  **5***. Using online apps.* |
| **\* Transition from Reading to Speaking**  + Tell Ss that they are going to apply the information and knowledge they get from the reading to talk about their partner's travel, in this task, they will have an opportunity to talk about their partner's travel experience.  + Ask Ss 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 an opportunity to practise interviewing (asking and answering questions) about a tour.**  **- To provide Ss with an open opportunity to present the findings of an interview in 4.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 4: **Work in pairs. Take turns interviewing your partner about his / her recent tour. Take notes of your partner’s answers.** | |
| - Have Ss work in pairs.  - Ask Ss to read the clues for the questions and think of any other aspects of a recent tour they want to ask about.  - Ask Ss to start interviewing each other. Ask them to take notes of their partner's answers.  - Go around and offer support if needed.  ***\*\* Clues:***  **1.** *where he / she went*  **2.** *which tour he / she took:*  *package or self-guided*  **3.** *how he / she travelled*  **4.** *where he / she stayed*  **5.** *what he / she did / saw* | **\*\* Suggested answer:**  Tom: Where did you go last summer, Mai?  Mai: I went to Hue with my parents.  Tom: Did you go on a tour?  Mai: Yes, we took a four-day package tour.  Tom: How did you travel?  Mai: We flew to Hue and travelled around by mini bus.  Tom: Where did you stay?  Mai: We stayed in a hotel by the Huong River.  Tom: Did you see and do much?  Mai: A lot. We visited Thien Mu Pagoda, The Imperial Citadel, The Tomb of Tu Due. We took a cruise  on the Huong River and ate special kinds of Hue cakes. |
| TASK 5: **Share with the class your partner’s travel experience. You can then share what you think about it.** | |
| - Have Ss work individually. Allow Ss some time to arrange the notes they have taken during the interview.  - Call on some Ss to share with the class what they have found out about their partner's travel experience. They can also share their comments about the experience.  - Comment on the presentations.  *\* Teacher gives corrections and feedback*  *\* EXTRA ACTIVITY*  Read some notices at holiday attractions and match them with the explanations. There is one extra answer (Teacher’s book) | **\* Suggested answer:**  Last summer, Mai's family went to Hue. Since her parents did not have much time to organise a tour by themselves, they booked a four-day package tour. The travel agency arranged everything for them: the air tickets, accommodation, meals, the places to visit, and transportation. The tour was trouble-free as Mai's father said. They had to follow a fixed schedule, but they felt fine with it. The tour guide was friendly and helpful. Coming home, everybody was satisfied with the service the agency offered. |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6: A SKILLS 2.  ========================================= | |

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| Date of planning: 04/02/2025  Date of teaching:  Period 67: | **UNIT 8: TOURISM**  **Lesson 5: SKILLS 2** |

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

**1. Knowledge:**

**a. Vocabulary:**

- Use the words and phrases related to tourism;

- Use stress in words ending in -ic and -ious correctly;

**b. Grammar:**

- Learn how to use ***relative pronouns*** correctly;

**2. Competence:**

- Develop communication skills and creativity

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

- Develop presentation skill

**3. Personal qualities:**

- Develop communication skills and creativity

- Actively join in class activities

**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** | **Contents** |
| - T divides the class into 2 teams.  - T asks Ss to unscramble words using given hints  - The group having more correct answers is the winner.  - Introduce the objectives of the lesson: Listening to the schedule of a visit to the famous Brontes' village, and Writing about a schedule of a half day tour in Hue.  - Ask Ss what information they think the schedule of a visit offers.  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | ***\** Game:** UNSCRAMBLED WORDS  ***Answer key:***  **1.** ruinous  **2**. graveyard  **3.** high street  **4.** wander  **5.** cottage  **6**. accompany |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **A. LISTENING**  **Pre-listening**  **\* Objectives: To help Ss get some information / ideas about the Brontes.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 1: **Work in pairs. Discuss the following question.** | |
| - Have Ss work in pairs.  - Ask Ss to read the statements and discuss if they are true.  - Call on some pairs to share their answers. | *\* Students’ own answers*   |  | | --- | | **1.** T **3**. T | |
| **WHILE LISTENING (15’)** | |
| **\* Objectives:**  - To help Ss develop their skill of listening for specific information through a filling-in-the blank task.  **- To help Ss relate the information from the listening to pictures.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 2: **A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information,** | |
| - Have Ss work individually. Have Ss read the table carefully first so that they can have some ideas of what information they need to fill in the blanks.  - Play the recording for Ss to listen and do 2.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers. | **\* *Answer key:***  1. 9/nine 2. world-famous  3. graveyard 4. entrance  **5**. 150 **6.** change |
| TASK 3: **Look at the pictures, listen again and tick (**✓**) the two which illustrate the ideas of listening passage.** | |
| - Have Ss do the task individually.  - Have Ss look at the pictures first and see what they illustrate.  - Play the recording again for Ss to listen and do the activity.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers.  **Notes:**  + Some proper names appearing in the listening are:  Clapham /klaepam/  Wycoller /wai'k Dla(r)/  Haworth / 'hauaB /  Bronte / 'brontei /  - T may write these names on the board and guide Ss how to pronounce them to make it easier for Ss to follow the listening. | **-**  \* **Answer key:**  **1 and 2**  **Explanation:** the listening mentions 'ruinous cottage' (the building in Jane Eyre book) and 'two-storey house' (The Brontes' original home). It doesn't mention any bridge. |
| **Transition from Listening to Writing**  + Tell Ss that in the upcoming writing tasks, they are going to write the same thing as in the listening: schedule of a visit.  + Ask Ss to refer to the listening (Activities 1,2,3) for any vocabulary, ideas, or structures they may need. | |
| **ACTIVITY 2: WRITING**  **\* Objectives:**  **- To help Ss reflect on the listening and focus on the main points of an itinerary** **points of an itinerary.**  - To help Ss write an introduction to a tour from given clues. | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 4: **Work in pairs. Discuss and tick () the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.** | |
| - Have Ss work in pairs. Ask Ss to read the list and tick the thing(s) that the tour guide mentions in the tour schedule.  - Invite some Ss to share their answers with the class.  - Check the correct answers as a class. | **+ Key: 1, 3, 4** |
| TASK 5: **Write a paragraph (100- 120 words) introducing this half day tour in Hue. Use the clues below.** | |
| - Have Ss work individually. Allow them to discuss in pairs  if needed.  - Ask Ss to read the clues about the tour in Hue.  - Allow them some time to arrange the ideas and write the paragraph. Go around and offer help if needed.  - Call on some Ss to read aloud their passage to the class. Comment on them. | ***\* Suggested answer:***  *Hi, my name is Nam and I'm going to be with you on a five-hour tour of Hue City. Our first visit is Thien Mu Pagoda. It's the oldest pagoda in central and south Viet Nam and was built in 1602.Then we drive on to the Citadel, where we can see the palace ruins, learn about the history of the Nguyen Dynasty, and visit the altars of the Kings. The last visit is to Dong Ba Market. It's the biggest market in the city, where you'll see local products and chat with the locals. You can have lunch in or around the market before the tour end.* |
| EXTRA ACTIVITY:  **Make complete sentences from the clues given to write a complete text.**  **1**. One day / I / visit / Mount Fuji, / which / Japan's / most iconic natural wonder.  **2**. It / famous / place / scenic beauty / historic site.  **3**. It / rise / 3,776 metres tall / reflects beautifully / five lakes / around / it.  **4**. Ancient samurai / use / base / mountain / remote training area.  **5**. Today, / Mount Fuji / international destination / tourism / mountain climbers.  **Key:**  **1**. One day, I will visit Mount Fuji, which is Japan's most iconic natural wonder.  **2.** It Is a famous place for its scenic beauty and historic site.  **3.** It rises 3,776 metres tall and reflects beautifully on the five lakes around it.  **4.** Ancient samurai used the base of the mountain as a remote training area.  **5.** Today, Mount Fuji is an international destination for tourism and mountain climbers. | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7: LOOKING BACK. | |

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| Date of planning: 04/02/2025  Date of teaching:  Period 67: | **UNIT 8: TOURISM**  **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 and phrases related to tourism;

**b. Grammar:**

- Learn how to use ***relative pronouns*** correctly;

**2. Competence:**

- Develop communication skills and creativity

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

- Develop presentation skill

**3. Personal qualities:**

- Develop communication skills and creativity

- Actively join in class activities

**II. TEACHING AIDS:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| --- | --- |
| **I. 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** | **Contents** |
| **-** T asks Ss to work in groups of three or four Ss  - T gets them look at the pictures related to tourism on the screen.  - T tells Ss that the pictures will disappear after 2 seconds, so they should try to remember all the pictures without writing them down.  - After all the pictures disappear, ss have 1 minute to write them down (2 points for each correct answer)  - T gets ss to swap the posters among groups and give corrections after T shows the answers.  - Ss give marks to their friends’ answers.  - T leads in the lesson. | **\* Kim’s game** |
| **II. PRESENTATION (15’)** | |
| **ACTIVITY 1.** **VOCABULARY**  **\* Objectives:**  **- To help Ss revise the vocabulary items they have learnt in the unit.**  **- To give Ss further practice in using the vocabulary items in new context.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 1**: Choose the correct answer A, B, C, or D to complete each sentence.** | |
| - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully, then refer to the four options and choose the correct answer.  - Allow Ss to compare their answers with their partners.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | |  | | --- | |  |   \***Key:**  **1.** B  **2.** C  **3.** C  **4.** D  **5.** A |
| TASK 2**: Fill in each blank with a suitable word or phrase. The first letter has been given.** | |
| - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully and decide what word is needed to complete the sentence.  - Note that the first letter has already been provided. Alternatively, encourage Ss to look for the word without looking at the suggested initial letter. Then they can look at the letter and see if they have found the correct answer.  - Ask Ss to compare their answers with their partners.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | **\*Answer key:**  **1.** domestic  **2**. fixed  **3**. apps  **4**. self-guided  **5.** natural |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **- To help Ss correctly use relative pronouns which, who, or whose in sentences.**  **- To provide Ss with a more demanding task, using relative pronouns to combine two sentences into one.** | |
| **Teacher’s and Student’s activities** | **Contents** |
| TASK 3**: Use a relative pronoun which, who, or whose to complete each sentence.** | |
| - Have Ss do this activity individually.  - Ask Ss to read the sentences carefully and decide which relative pronoun is correct for each sentence.  **\* Tips:** ask Ss to look at the word before the blank to see if it is a person {who) or a thing (which); then look at the word after it to see if it is a verb (who and which) or a noun (whose).  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | \* **Answer key:**  **1**. which  **2**. who  **3**. which  **4**. whose  **5**. whose |
| TASK 4**: Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.** | |
| - Have Ss work individually or in pairs.  - Ask Ss to read each pair of sentences carefully and decide what relative pronoun is needed to combine them, and how to form the new sentence (what to keep, what to omit).  - Allow Ss some time to write the sentences. Go round and offer help if needed.  - Call on some Ss to read their answers to the class.  - Confirm the correct answers as a class. Explain if needed. | **\* Key:**  **1.** My family spent four days in India, **whose** culture is unique.  **2.** Organising self-guided tours helps develop personal skills **which** are important for everybody.  **3.** Rusel stayed in a hotel in Bui Vien Street, **which** is one of the best streets for foreign tourists.  **4.** After the Muay Thai Show, my sons talked to the artists **whose** performance they admired so much.  **5.** We participated in a lot of activities with the local people, **who** were friendly and helpful. |
| **ACTIVITY 3. PRODUCTION/ PROJECT (8’)** | |
| **\* Objectives: Making a plan for a two-day trip**  - To give Ss an opportunity to plan their own trip. | |
| **Teacher’s and Student’s activities** | **Contents** |
| \* Since Ss have had time to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is a plan for a two-day trip.  - Have Ss work in groups. Give them a few minutes to prepare for their presentations.  - Give Ss checklists for self and peer assessment. + Explain that they will have to check appropriate items while listening to their classmates' presentations and write comments if they have any. + The presenters should complete their self-assessment checklists in the same way after completing their presentations.  + Invite two or three groups to present their plans. + Encourage the rest of the class to ask questions at the end.  + Give feedback after each presentation.  + T can also give marks as part of Ss' continuous assessment.  + FEEDBACK FORM FOR TRIP PLAN PRESENTATION  *(SEE TEACHER’S BOOK)* | **+ *Ss’ presentations.*** |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Unit 9: Getting started    ============================================== | |