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| ***Date of planning***:1/2/2025***Date of teaching*:** 6/2/2025 **WEEK: 21** |  **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 gain the following items:
1. Knowledge:**

- To introduce the an overview about the topic *Tourism.*

- To use vocabulary to talk about travel experience.

- To practice listening and reading skills .

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

**\* Vocabulary:**

+ Use the words and phrases related to tourism;

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

*\* New words: tan, holidaymaker, accommodation, app , domestic, ideal, natural beauty, terrace fields, be able to + V , food tourism, shopping tourism, sports tourism, destination….*

**\* 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:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives: - To create an active atmosphere in the class before the lesson;** **- To lead into the new lesson.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Having a chance to speak English.*\* Organization :* Teacher’s instructions … |
| **Teacher’s and Student’s activities**  | **Content** |
| **+ Greeting** **+ Game: I.N.I.T.I.A.L GAME**- 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. | **+ Greeting** **- T\_Ss.****Mystery word:** TOURISM1. TOURIST2. OCCUR3. URGENT4. RAINFOREST5. ISLAND6. SUSTAINABLE7. MAGESTIC**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** **- To set the context for the introductory conversation;****- To introduce the topic of the unit.***\* Content:*Vocabulary pre-teaching. - Task 1: Listen and read.**+** Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… *\* Expected outcomes*: Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 82**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by:- providing the pictures- eliciting the definition of the words+ Teacher does the checking technique.\*\* Have Ss look at the pictures on pages 82 - 83 and answer some questions like:*+ What do you see in the pictures? Can you recognise any places in them?**+ How are the pictures related to the topic?*+ 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.  | **- T\_Ss**

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\*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. | **- T\_Ss****\* *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. | **- T\_ Ss**\* ***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. | **- T\_ Ss.** **\* *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.***\* Content:* Task 5: Quiz: How much do you know about tourism in Viet Nam?*\* Expected outcomes*: Do the quiz correctly. Ss can learn some facts about famous places in Vietnam*\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| 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.- 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.  | - Students work in pairs to do the quiz.**\* Key:****1.** Hue **2.** Can Tho **3.** Da Lat **4.** Cao Bang **5**. Quang Ninh |
| **4. WRAP-UP & HOME WORK (2’)** + Ask one or more Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.+ Ask Ss to say aloud some words or phrases they remember from the lesson.*+ If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights the sentences with relative pronouns and the words ending in -ic and -ious.* *+ Tell Ss that they will learn these language points in the upcoming lessons.***\* HOME WORK:***- Do more exercises in workbook.**- Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .* **\* 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 )*** ***Step 1.*** *Have Ssform 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.*  |

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| ***Date of planning***: 34/2/2025***Date of teaching*:** 10/2/2025 **WEEK: 21** |  **Period 63 UNIT 8 : TOURISM** **Lesson 2 : A CLOSER LOOK 1**  |

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

**1. Knowledge:**

- Use the lexical items related to the topic tourism;

- Pronounce endings -ic and -ious in words and in sentences correctly.

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

**\* Vocabulary:**

+ Use the words and phrases related to tourism;

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

*\* New words: package holiday; self-guideed tour, trip itinerary, homestay, Google Maps, travel agency, entrance ticket.*

**\* 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:**

- Teacher: Grade 9 text book; smart TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

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**III. PROCEDURES:**

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| **1. WARM UP & INTRODUCTION** ( 5’) |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:* - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*:- Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** + **Game Board Race**- 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. | **+ Greeting** + **Game Board Race*****Expected answer:***tourism, specialty, tan, safari, online app, holidaymaker, .**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 10’)****A. ACTIVITY 1: VOCABULARY** |
| **\* Objectives:** **- To teach Ss some words and phrases related to tourism.*****\* Content:*** **-** Vocabulary pre-teaching- Task 1: Match the words and phrases with the explanations. - To provide students with vocabulary;*\* Expected outcomes*: *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the words and phrases with the explanations.**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ T may focus on presenting the words.+ To present each word, follow the steps:+ Show the picture and elicit the word.+ Read aloud the word several times and ask Ss to repeat.+ Invite some Ss to read the word aloud.+ Write the word on the board and highlight its phonological features (e.g. show the location of the main stress).+ Teacher do 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. | **- T\_Ss**

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**\*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 **5**. smooth (a) /smu:ð/ : trôi chảy, suôn sẻ**6.** agency (n) /eidʒənsi/: hãng, đại lí**7.** fixed (a) /fikst/: cố định**8**. homestay (n) /ˈhəʊmsteɪ/: nhà trọ**\* *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.***\* Content:*- Task 2: Write a phrase from the box next to the sentence to replace ‘it’. - Task 3: Complete the sentences with the words from the box. *\* Expected outcomes*: Students can identify some lexical items related to tourism and use them in different contexts*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| 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.  | **+ T\_Ss** **\* *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 |
| **B. ACTIVITY 2: PRONUNCIATION: ( 7’)** **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.***\* Content:*Task 4: Listen and repeat the words. Pay attention to the word stress.Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences.*\* Expected outcomes*: Students can pronounce endings -ic and -ious in words and in sentences correctly*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| 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***  | **- T\_ Ss.** **\* *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. ACTIVITY 4: PRODUCTION** (5 mins)

**a. Objectives:**

- To give students further practice with the vocabulary they have learnt.

**b. Content:**

- Game: TYPHOON

**c. Expected outcomes:**

- Students can identify some lexical items related to tourism and use them in different contexts.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: TYPHOON**  |
|  - T divides Ss into 2 teams. - Each team takes turns choosing one number and answer an MCQ.- The team with more correct answers will be the winner.- Ss play the game.- Ss work in 2 teams and follow the teacher’s instruction to play the game.- T gives feedback.***\* Key:***1. B 2. A 3. A 4. C 5. B | **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. sport2. 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. travel5. 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 |

**4. WRAP-UP & HOME WORK (3’)**

+ Ask Ss to summarise what they have learnt in the lesson.

+ Draw Ss'attention to the vocabulary and the stress in words ending in -/ic/ and / -ious/ by quickly

writing them on the board.

\* HOME WORK:

- Do more exercises in workbook.

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

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| *Date of planning*: 6/2/2025 *Date of teaching*: 13/2/2025 WEEK: 22 |  Period 64 UNIT 8 : TOURISM Lesson 2 : A CLOSER LOOK 2 |

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

- To teach grammar notes: Relative Clause; Relative pronouns: *which*, *who*, and *whose*

- Use relative pronouns: *which*, *who*, and *whose* in sentences in real-life situations

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

**\* Vocabulary:**

+ Use the words and phrases related to tourism;

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

+ Expressing obligations;

**\* 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:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

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**III. PROCEDURE:**

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| \* Remember! Relative pronouns: Who, who, and whosea) 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.Eg:+ The man whose book you are reading is my friend. + We visited a city whose houses are painted in different bright colours.  |

**III. PROCEDURE:**

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| 1. WARM UP & INTRODUCTION ( 3’- 5’)  |
| \* Objectives: - To activate students’ prior knowledge related to the targeted grammar of relative pronouns- To enhance students’ skills of cooperating with deskmates*\* Content:* Game: B.I.N.G.O - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| Teacher’s Student’s activities | Content |
| + Greeting + Game: B.I.N.G.O - 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.   | + Greeting ; T\_Ss.+ 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.*- Open the book and write the tittle of the lesson.  |
| ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’) |
| \* Objectives: + To help Ss focus on the use of relative pronouns who and which*\* Content:* - Grammar explanation.- Task 1: Underline the noun or noun phrase in each sentence that *which* or *who* refers to.*\* Expected outcomes*: Students identify the uses and how to use relative pronouns in sentences*\* Organisation* : Teacher’s instructions.  |
| Teacher’s and Student’s activities | Content |
| 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.Eg: + 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. | - T\_Ss

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| \* 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.*\* Content:* Task 2: Underline the correct relative pronoun for each sentence. Task 3: Complete each sentence with *who* or *whose*.Task 4: Match a clause in A with a clause in B to make a complete sentence.*\* Expected outcomes*: Know how to use relative pronouns in sentences for different uses. *\* Organisation :*  |
| Teacher’s and Student’s activities | Content |
| 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. | - T\_Ss\* 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. |  - T\_ Ss*\** 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 | - T\_ Ss. \* 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.**\* Content*: Task 5: Work in pairs. Discuss and finish the sentences. *\* Expected outcome*: Know how to use relative pronouns in sentences for different uses. *\* Organisation :*  |
| Teacher’s and Student’s activities | Content |
| 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. WRAP-UP & HOME WORK (2’) - T summarise what they have learnt in the leson- Ask Ss to say make some sentences with *who, which, whose* they remember from the lesson. \* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson : COMMUNICATION.==============================================  |

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| ***Date of planning***: 7/2/2025***Date of teaching*:** 14/2/2025**WEEK: 22** |  **Period 65 UNIT 8 : TOURISM** **Lesson 4 : COMMUNICATION**  |

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

**1. Knowledge:**

- To introduce Everyday English.

- Expressing obligation.

+ Practise reading for specific information.

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

**\* Vocabulary:**

+ Use the words and phrases related to tourism;

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

**\* 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:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:****- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting** ***+* Chatting**- 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 | **+ Greeting** ***+* Chatting*****\* Expected answer:***- It is necessary for us to bring suncream.- Everyone must arrive on time.…..=> *Expressing obligation***-** Open the book and write the tittle of the lesson. |
|  **2. PRESENTATION/ NEW LESSON ( 12’- 15’)**  |
| **ACTIVITY 1: EVERYDAY ENGLISH****Expressing obligation****\* Objectives:** **+** **To teach Ss how to express obligation, and provide Ss with some practice.***\* Content:*- Task 1: Listen and read the conversations. Pay attention to the highlighted parts.- Task 2: Work in pairs. Express obligation in the following situations. *\* Expected outcomes :* Students can express obligation and respond.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts.**   |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by:- providing the pictures- eliciting the definition of the words.+ 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.  | **- T\_Ss***\** ***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 byTuesday.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.***\* Content:*- Task 3: Read what people say about their travels. Then complete the table. - Task 4: Work in groups. Share with your partners an unforgettable holiday you’ve taken. *\* Expected outcomes:* - Students can develop their reading skill for specific information. *\* Organisation :*  |
| 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. |  **- T\_ Ss*****\* 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. | **- T\_ Ss.** **\**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. WRAP-UP & HOME WORK (2’)**

- Ask Ss to summarise what they have learnt in the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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