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| ***Date of planning***: 10/3/ 2025  ***Date of teaching*:** 17/3/ 2025  **WEEK: 27** | **Period 80: UNIT 10 : PLANET EARTH**  **Lesson 1: GETTING STARTED**  ***In a science club*** |

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

- To introduce an overview about the topic *planet Earth*

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

- To practice listening and reading skills .

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

**\* Vocabulary:**

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

*\* New words :outer space (n), habitat (n), landform (n), essential (adj), preserve (v), grassland…*

+ Say sentences with correct rhythm;

+ Persuade someone to do something and respond;

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

**\* Grammar:** **Relative clause (2)**

- Use non-defining relative clauses;

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**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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| **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:* **Think!**  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**  **+ Think!**  **-** Have class play a game with two groups.  - Give two groups two sets of names of planets.  - Draw a picture of the Solar System without the names of planets.  - Set the time and ask the two groups to stick the names of planets on the position from the Sun outward.  - When time is up, teacher stops the game and checks the answers.  - The team with the most correct answers wins.  - Lead to the new unit. Ask Ss where is Earth in the Solar System? What do you know about it?  \* Share with Ss the objectives of the lesson 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 ; T\_Ss.**  **+ Think!**  ***\* Names of the planets:***  **- Sun** /sʌn/ **mặt trời**  **- Mercury** /ˈmɜːrkjəri/ **: Sao Thủy**  **- Venus** /ˈviːnəs/: **Sao Kim**  **- Earth** /ɜːrθ/: **Trái đất**  **- Mars** /mɑːrz/ **: Sao Hoả**  **- Jupiter** /ˈdʒuːpɪtər/ **: Sao Mộc**  **- Saturn** /ˈsætɜːrn/: **Sao Thổ**  **- Uranus** /ˈjʊrənəs/ **: Sao Thiên Vương**  **- Neptune** /ˈneptuːn/ **: Sao Hải vương**    **-** 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.  - Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\* Expected outcomes*: Students can identify some new words related *The planet Earth*  - 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 104** | |
| **\* 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 “R& R” checking technique.  \*\* Set the context: Have Ss look at the heading In a science club, the conversation and the pictures, and answer some questions, *e.g. What can you see in the pictures? What do you think Mr An, Nick and Lan are talking about?*  + Encourage Ss to answer, but do not confirm whether their answers are right or not.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers:  *- We can see the giraffes, a glass globe, plants and sea/ocean.*  + They are talking about Earth, its another name, its living things and non-living things. | **- T\_Ss**   |  | | --- | | \*Vocabulary:  **1.** outer space (n) /ˌaʊtə ˈspeɪs/ ngoài vũ trụ  **2.** habitat (n) /ˈhæbɪtæt/  môi trường sống của động thực vật  **3.** landform (n) /ˈlændfɔːm/ dạng địa hình  **4.** essential (adj) /ɪˈsenʃl/ vô cùng quan trọng  **5.** preserve (v) /prɪˈzɜːv/ bảo tồn  **6.** grassland (n) /ˈɡrɑːslænd/ khu vực đồng cỏ | |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss understand the conversation**  **- To help Ss learn words / phrases related to different things on Earth.**  **- To help Ss use the vocabulary in 3 in the right context.**  *\* Content:*  - Task 2: Read the conversation again and tick (√) T (True) or F (False).  - Task 3: Write a word or phrase from the box under the correct picture.  - Task 4: Complete each sentence with a word or phrase from 3  *\* 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).** | |
| - Ask Ss to work in pairs to read the conversation.  - Ask them to underline the keywords and phrases in the statements.  **For example:**  1.The students are asking about the Solar System.  2. Another name for Earth is the Blue Planet.  3. Water covers four fifth of Earth.  4. Water bodies and landforms are essential habitats for plants and animals.  5. Mr An thinks pollution is threatening the habitats of plants and animals.  - Then have pairs work together for one or two minutes to check if the statements are true or false.  - Have Ss read out the statements and say if they are true or false.  - Make sure they pronounce the words correctly.  - Check the answers as a class. | **- T\_Ss**  **\**Answer key:***  **1.** F **2.** T  **3.** F **4.** T **5.** T |
| TASK 3: **Write a word or phrase from the box under the correct picture.** | |
| + Ask Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.  - Ask Ss to work in pairs to label the pictures with the appropriate words and phrases.  - Check the answers as a class. | **- T\_ Ss**  \* ***Answer key:***   1. landforms   **2.** flora and fauna  **3.** liquid water  **4.** outer space  **5.** water bodies  **6**. Solar system |
| TASK 4: **Complete each sentence with a word or phrase from 3** . | |
| + Ask Ss to work independently to complete each sentence with a word / phrase from the box in 3.  - Allow Ss to refer to the pictures and phrases in 3 or the conversation if needed.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences.  - Correct Ss' pronunciation if needed | **- T\_ Ss.**  **\* *Answer key:***  **1.** Flora and fauna  **2**. water bodies  **3**. Solar System  **4**. outer space  **5**. landforms |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **- To help Ss learn more about Earth;**  **- To create a fun atmosphere in the class.**  *\* Content:*Task 5: Quiz: Work in groups. Answer the following questions.  *\* Expected outcomes*: Ss can answer some information about the Earth  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **QUIZ: Work in groups. Answer the following questions.** | |
| + Ask Ss to say the words / phrases aloud.  - Make sure they pronounce the words and phrases correctly.  + Ask Ss to work in pairs to label the pictures with the appropriate words and phrases.  - Check the answers as a class. | **\* Suggested answer:**  **1.**7 (Asia, Africa, North America, South America, Europe, Australia, and Antarctica)  **2**.5 (Arctic, Atlantic, Indian, Pacific, and Southern Oceans)  **3.**1  **4.**1. Oxygen (02): medical use  2. Nitrogen (N2): fire suppression, provides an inert atmosphere  3. Helium (He): balloons, medical equipment  4. Argon (Ar): welding, provides an inert atmosphere for materials  5. Carbon dioxide (C02): carbonated soft drinks,...  **5.** Mars. |
| **\* 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 10, the Project section, look at the pictures and say what the topic of the project is *(****Our flora and fauna****). +* Explain the project requirements: Ss work in groups to think about their area and the flora and fauna of it. Otherwise, they can choose an area they know. Remind Ss to use these guiding questions to prepare:  *+ What area with special plants and animals do they like to talk about?*  *+ What animals and plants does the area have?*  *+ Are the plants special in any way? (for wood, for medicine, for the fresh air, or for the beauty of the area....?)*  *+ Are the animals special in any way? (Are they rare? Do they need protection? Are they hunted for food / fur/ivory,... or killed to produce medicine?)*  *+ What do you think local people should do to protect them? (stop cutting trees, stop hunting animals, building nature reserves, etc.)*  + Tell Ss that they can use a poster or PowerPoint slides to present the flora and fauna they choose to talk about. In this case, their slides or posters should include a mixture of texts and pictures or photos of plants and animals of the area they choose to illustrate.  + It is advisable for them to choose their group leader. Ask the group leaders to make a timeline for the group, and help report the progress of the group toT as well as assign tasks to the group members if needed during their preparation period. Ask group members to work together to brainstorm the topic and support each other while they are preparing for the project.  + In the next lessons, spend a few minutes checking Ss' progress, helping them with any vocabulary and grammar related to the project (nouns and phrases to name plants and animals, their benefits or importance, the problems the plants and animals are facing, measures to protect them). Or help them with functional language they need to discuss, to ask and answer to do the project, and solving any other problems that may arise with their projects.  +*Show them how to collect and analyse the answers. Here are the steps T can follow:* **(See TEACHER’S BOOK )   5. WRAP-UP & HOME WORK (2’)**  + Ask one or two 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.  + Refer to the unit title again then together with Ss, orally list the issues that Mr An and the students discuss in their science club.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 . | |

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| ***Date of planning***: 12/3/ 2025  ***Date of teaching*:** 19/3/ 2025  **WEEK: 27** | **Period : 81 : UNIT 10 : PLANET EARTH**  **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 *“ Planet Earth”.*

- Have the right rhythm in sentences;

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

**\* Vocabulary:**

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

+ Say sentences with correct rhythm;

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

**\* Grammar:** **Relative clause (2)**

- Use non-defining relative clauses;

**2. Competence:**

- Access and consolidate information from a variety of sources

- Develop communication skills

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

**3. Personal qualities:**

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

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

- Students : Text books, workbook…

- Computer connected to the Internet.

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**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*:  - Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **\*\* Brainstorming**  - Give Ss a few minutes to play a game. Have Ss form two groups.  - Give Ss pictures of things and strips of paper with words / phrases including *Solar System, outer space, landforms, water bodies, flora and fauna, liquid water, glacier*  *-* Ask the groups to stick the words / phrases to the right pictures.  - The group with most correct answers wins.  - Ask Ss to open their books to page 106.  \* Share with Ss the objectives of the lesson and have them open their books and start the lesson. | **+ Greeting**  **+ Brainstorming**  **Words/phrases:**  *Solar System, outer space, landforms, water bodies, flora and fauna, liquid water, glacier*  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  **+ To introduce new words and phrases that are related to Earth.**  ***\* Content:*** - Teach vocabulary.  - Task 1: Write a word or phrase from the box under each picture.  *\* Expected outcomes*: Students can identify some vocabulary about *the planet Earth.*  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Write a word or phrase from the box under each picture.** | | |
| **\* 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  \*\* 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 does* ***the checking technique.***  \* Have Ss read aloud the words and phrases in the box.  + Ask Ss to work in pairs to look at the pictures and describe them.  - Ss may choose to write habitats under Picture 1. Remind them that the word habitats is in plural, so it is not the right answer in 1 here. For the word poles, T may remind them that we have the North Pole and South Pole, thus Ss can guess the meaning of the word and match this word with the correct picture.  - Ss may also have difficulty with food chain and nature reserves.  - T can explain difficult words for Ss to guess the meaning of phrases: *a chain* means *"a series of many things that connect together".*  + *reserve is a place to protect rare plants and animals.*  + T can also use Vietnamese to explain the meanings of the new words.  - Have pairs write the correct words and phrases under the pictures.  - Invite Ss to take turns to read out their answers.  - Correct their pronunciation if needed. | **- T\_Ss**   |  | | --- | |  |   **\*Vocabulary**  **1.** nature reserve (n)/ˈneɪtʃə rɪzɜːv/ khu bảo tồn thiên nhiên  **2.** food chain (n) /ˈfuːd tʃeɪn/  chuỗi thức ăn  **3.** pole (n) /pəʊl/ cực (Bắc/Nam)  **4.** ecological balance /ˌiːkəˈlɒdʒɪkl ˈbæləns/ cân bằng sinh thái  **5.** climate change (n) /ˈklaɪmət tʃeɪndʒ/ biến đổi khí hậu  **\* *Answer key:***   1. flora and fauna 2. habitats   **3.** poles  **4**. grassland  **5**. nature reserves  **6.** food chain |
| **3. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To help Ss to use words and phrases in 1 in context.**  **+ To help Ss to use more words and phrases related to Earth, Earth's problems, and Earth's protection in context.**  *\* Content:*  - Task 2: Complete each sentence with a word or phrase from 1.  - Task 3: Choose the correct answer A, B, C, or D  **-** Students can identify some vocabulary about *the planet Earth* and use them in different contexts  *\* Expected outcomes*:  **-** Students can identify some vocabulary about *the planet Earth* and use them in different contexts  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Complete each sentence with a word or phrase from 1.** | | |
| + Ask Ss to work individually to complete the sentences.  - Ask some Ss to read aloud their sentences.  - Check the answers as a class.  - Correct Ss' pronunciation if necessary | **+ T\_Ss**  **\* *Answer key:***   1. food chain   **2.** grassland  **3.** nature reserves  **4**. poles  **5**. habitats |
| TASK 3: **Choose the correct answer A, B, C, or D** | | |
| + Ask Ss to work in pairs to choose the correct answer for each sentence.  - T can also ask some Ss to read out their answers or write them on the board.  - Check the answers as a class. Then have Ss read the sentences aloud as a class.  - Correct Ss' pronunciation if necessary.  EXTRA ACTIVITY  - Have Ss play a word game. Have Ss work in two groups.  - Show a picture with initial letter (s) of the word/ phrase describing the things in the pictures.  - Call on groups to read out the words and phrases.  - The group with more correct answers wins.  ***\* Answer key:***  **1.** habitat loss **2.** nature reserve **3.** ecological balan  **4**. polluted **5.** global warming **6.** climate change | ***\* Answer key:***  **1**. C **2**. B  **3**. C **4.** A  **5.** B    ***\* Answer key:***  **1.** habitat loss **2.** nature reserve  **3.** ecological balance **4**. polluted  **5.** global warming **6.** climate change |
| **B. ACTIVITY 2: PRONUNCIATION: ( 8’-12’ )**  **Rhym in sentences** | | |
| **\* Objectives:**  **+ To help Ss be aware of the stressed words in a sentence;**  **+ To help Ss be aware of the stressed syllables in words in sentences;**  **- To help Ss recognise the stressed syllables that help create rhythm in sentences.**  *\* Content:*  - Task 4: Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?  - Task 5: Circle the stressed syllables in the sentences. Listen, check, and repeat.  *\* Expected outcomes*:  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?** | | |
| + Have Ss read the Remember! box first. Remind them of the sentence stress in Unit 11 of Tieng Anh 7 and Tieng Anh 8.  - Ask Ss to listen to the recording once.  - Then play the recording again and have Ss repeat after each sentence as a class, then as individuals. Ask them to pay attention to the stressed words.  + Play the recording as many times as necessary. Then ask Ss to read out the sentences.  - Correct Ss' pronunciation if needed | **- T\_ Ss.**  **\* Key:**    ***\* Audio Script:***   1. **Earth** is the **third** **pla**net from the **Sun**. 2. **O**ceans, **seas**, **ri**vers, and **lakes** are **wa**ter **bo**dies. 3. The **North** and **South** **poles** are ex**tre**mely **cold** and **i**cy. 4. Do **moon**quakes **last** up to **half** an **hour**?   Pre**serv**ing **na**tural **re**sources is very im**por**tant. |
| TASK 5**: Circle the stressed syllables in the sentences. Listen, check, and repeat.** | | |
| - Have Ss read the sentences and circle the stressed syllables In the sentences.  - Ask them to share their answers with their partners. Play the recording for Ss to check. Show them the correct answers.  + Play the recording again for Ss to listen and repeat each sentence after the recording.  + Correct Ss'pronunciation if necessary.  + Call on some Ss to read the sentences. Play the recording again if necessary. | **\* *Answer key + Audio script.***   1. We’re **do**ing a **stu**dy on **cli**mate **change**. 2. **What** is the **dis**tance from **Earth** to **Mars**? 3. They’ll **have** a dis**cu**ssion on **na**tural **ha**bitats. 4. **Plants** pro**vide** us with **food**, **o**xygen, and **e**nergy. 5. Our **school** **or**ganised **va**rious ac**ti**vities on **Earth Day**.   + **How many stressed syllables are there in each sentence?**   1. 4 **2**. 4  **3**. 4 **4.** 5 **5.** 6 |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss summarise ưhat they have learnt in the lesson.  - Ask them them to list some other learnt words/ phrases related to Earth .  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .   |  |  | | --- | --- | | ***Date of planning***: 17/3/ 2025  ***Date of teaching*:** 24/3/ 2025  **WEEK: 28** | **Period : 82 : UNIT 10 : PLANET EARTH**  **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: **Non-defining relative clauses.**; Relative clause (review)  ***+ Integrated skills:*** *Listening, speaking, reading, writing.*  **\* Vocabulary:**  - Use the words and phrases related to planet Earth, habitats, and flora and fauna;  + Talk about threats to flora and fauna and how to protect them;  **\* Grammar:** **Relative clause (2)**  - Use non-defining relative clauses:  *( Add extra information ; Have a comma when using**non-defining relative clauses; Relative pronouns cannot be omitted in non-defining relative clauses.……*  **Eg:** Earth **, which is the third planet from the Sun,** depends much on the Sun for its energy )  **2. Competence:**  - Access and consolidate information from a variety of sources  - Develop communication skills  - Be co-operative and supportive in pair work and teamwork.  **3. Personal qualities:**  - Actively participate in class and school activities.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 9 text book; Projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  | | --- | | **\* Remember!**  - We use non-defining relative clauses to add extra information.  *(Chúng ta sử dụng mệnh đề quan hệ không xác định để bổ sung thêm thông tin.)*  **Example:** Earth, **which is the third planet from the Sun**, depends much on the Sun for its energy. *(Trái Đất, hành tinh thứ ba tính từ Mặt trời, phụ thuộc nhiều vào Mặt trời về năng lượng.)*  - If we remove the non-defining relative clause, the sentence still makes sense.  *(Nếu bỏ mệnh đề quan hệ không xác định thì câu vẫn có nghĩa.)*  **Example:** Earth depends much on the Sun for its energy. *(Trái Đất phụ thuộc nhiều vào Mặt trời về năng lượng.)*  + We use comma (s) with non-defining relative clauses.  *(Chúng ta sử dụng dấu phẩy (, ) với mệnh đề quan hệ không xác định.)*  + Relative pronouns cannot be omitted in non-defining relative clauses.  *(Đại từ quan hệ không được lược bỏ trong mệnh đề quan hệ không xác định.)* |   **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:*  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**  **+ QUIZ**  - Divide the class into two big groups.  - Show the questions on the board.  - The questions can be MCQ questions, and the two groups just say A, B, C, or D.  - The one with most correct answers wins.  - Declare the winner and lead into the new lesson.  - Ask Ss to look at **A CLOSER LOOK 2** on page 107  + Tell them that today they are going to learn non-defining relative clauses.  + Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  NON-DEFINING RELATIVE CLAUSES. | **+ Greeting**  **+ QUIZ**    **Key: 1.** D  **2.** C  **3.** B  **4.** C  **5.** D  **-** Open the book and write the tittle of the lesson. | | **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **+ To help Ss have some idea of what a non-defining relative clause is.**  *\* Content:*  - Grammar Explanation  - Task 1: Complete the sentences with correct relative pronouns.  *\* Expected outcomes*:  - Students know how to use the non-defining relative clause.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s & Student’s activities** | **Content** | | TASK 1: **Complete the sentences with correct relative pronouns.** | | | - Ask Ss to work individually to read the ***Remember*** box/ Page107  - Write examples of a sentence with a non-defining relative clause and one with a defining relative clause on the board.  - Ask some Ss to underline the relative clauses in the two examples. Ask them to point out the differences between pairs of relative clauses.  \* Explain the differences in (1) sentence punctuation (,), (2) the position of the clause, (3) use/ function of each type of relative clause, and (4) whether they can be omitted or not, (5) whether the relative pronouns can be omitted or replaced with ***that***.  \*\* Have Ss do the exercise individually.  - Check the answers as a class.  + T can also ask if these pronouns can be replaced with **that or not.**  + Ask several Ss to read aloud the full sentences.  - Correct their pronunciation if necessary. | **\* Examples:**  + She gave me the cupcake **that was red velvet flavoured.**  + She gave me a cupcake, **which was red velvet flavoured**.  ***\* Answer key:***  **1**. which **2**. who  **3**. whose. **4.** which  **5**. which | | **ACTIVITY 2. PRACTICE ( 15’)** | | | **\* Objectives:**  **+ To help Ss learn to recognise non-defining relative clauses in sentences;**  **- To help Ss become aware that non-defining relative clauses can be omitted from sentences.**  **+ To help Ss be aware of the position, the meaning of non-defining relative clauses, and the appropriate relative pronouns.**  *\* Content:*  - Task 2: Underline the relative clauses. Tick (√) if the relative clause can be omitted.  - Task 3: Complete each sentence with a non-defining relative clause (A-E).  *\* Expected outcomes*: Students know how to use the non-defining relative clause.  *\* Organisation :* | | | **Teacher’s & Student’s activities** | **Content** | | TASK 2: **Underline the relative clauses. Tick (**✓**) if the relative clause can be omitted.** | | | + Remind Ss that a non-defining relative clause can be omitted from a sentence. They are used to give extra information about the noun in front of it.  - Have Ss work in pairs to underline the relative clauses and tick if the relative clauses can be omitted.  - Write sentences 2 and 3 on the board and ask one student to go to the board and do the task.  - Check the student's answers. Correct any mistakes and re-explain the rule if necessary.  - Check the other sentences as a class.  - Have Ss read out loud sentences again and correct pronunciation if necessary. | **- T\_Ss**  ***\* Answer key:***  **1**. ✓\_\_\_\_\_\_ The second planet from the Sun is Venus, which is sometimes called Earth’s sister.  **2.** ✓\_\_\_\_\_\_ The Ocean, which is the body of salt water, contains 97% of Earth’s water.  **3.** \_\_\_\_\_\_ Landforms make up the areas which include mountains, hills, plains and plateau.  **4.** ✓\_\_\_\_\_\_ One of the world’s most famous earth scientists is James Hutton, who was a British geologist.  **5**. ✓\_\_\_\_\_\_Artic sea ice and water make up a habitat for polar bears, whose main food is seals. | | TASK 3 **: Complete each sentence (1-5) with a non-defining relative clause (A-E).** | | | + Have Ss work individually to complete the sentences using non­defining relative clauses.  - Remind them of which relative pronouns (which, who, or whose) are used for which kinds of nouns that come before them.  - Also remind them of the meaning of the full sentence after they have completed them.  + Ask some Ss to read out their completed sentences.  - Correct their pronunciation if necessary.  - Check the answers as a class. | **- T\_ Ss**  \* ***Answer key:***   1. B **2**. C **3**. A   **4**. E  **5.** D | | TASK 4: **Combine the two sentences into one, using a non-defining relative clause.** | | | - Have Ss work individually for five minutes to write their combined sentences.  - Remind students of the position of the non-defining relative clause in a sentence.  - Then ask them to work in pairs to swap their answers.  - Ask some Ss to write their combined sentences on the board.  - Check the answers as a class.  - Have the class read out their sentences. Correct pronunciation when necessary.  . | **- T\_ Ss.**  **\* *Answer key:***   1. *The Moon*, whose surface is dark, is Earth's only natural satellite.   **2.** Moonquakes, which can last up to half an hour, are much weaker than Earthquakes.  **3.** Like Earth, Mars is a rocky planet, which has mountains and canyons on its surface.  **4.** Venus, which has similar size and structure with Earth, is considered twin sister of Earth.  **5.** We should protect rivers and lakes, which provide humans with their main sources of fresh water. | | **\*** EXTRA ACTIVITIES:  - Teacher can also ask Ss to do an extra activity below.  - Each of the following sentences has **ONE mistake**. Find the mistakes in the sentences and correct them.  **1.** Earth Day is the day where people celebrate the wonder of Earth.  **2**. Polar habitats, what include the North and the South Poles, are extremely cold.  **3.** The Pacific Ocean, that is the largest and deepest one on Earth, is being polluted.  **4.** Earth planet, wherehas a solid and active surface, has various habitat types.  **5.** Climate change has caused the changes in the colour of the Oceans, what is so worrying.  **KEY:** 1. where => when ; 2. what => which ; 3. that => which  4. where => which 5. what => which | | | **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Objectives:**  **+ To enable Ss to practise using non-defining relative clauses;**  **- To create an atmosphere of playing and learning.**  *\* Content*:  - Task 5: Work in two groups. Take turns to say aloud one the places in the table. The other group explains or gives more information about it. The team that has the most corrected sentences wins.  *\* Expected* : Students can add more information by using non-defining relative clauses.  *\* Organisation :* | | | **Teacher’s & Student’s activities** | **Content** | | TASK 5:**Work in two groups. Take turns to say aloud one the places in the table. The other group explains or gives more information about it. The team that has the most corrected sentences wins.** | | | - Divide the class into groups.  - Instruct Ss to take turns to say aloud one of the places *(the Nile, Pacific Ocean, Viet Nam, the Sahara, Mount Fansipan*) and the other explains or gives more information about the places.  - Give groups two minutes to prepare. Tell them that groups can write down their group’s sentences.  - Invite one group to say one name from the list, then the other reads out or says their sentence using a non-defining relative clause.  - Remind them that the group that has the correct sentence with a non-defining relative clause has the right to read out next name on the list for the other group to make a sentence with a non-defining relative clause.  - Correct any grammar and pronunciation mistakes if necessary.  - The group with the most correct sentence wins  ***\* Teacher gives corrections and feedbacks.*** | **\* Example:**  ***\** Examples:**  The Nile, which is the longest river, flows into the Mediterranean Sea. | | **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt in the lesson.  - Have them say out loud what they should remember about non-defining relative clauses.  - Ask Ss to say make some sentences with words and phrases they remember from the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 20/3/2025  ***Date of teaching*:** 26/3/2025  **WEEK: 28** | **Period 83: UNIT 10 : PLANET EARTH**  **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.  - Persuade someone to do something and responding to persuasions;  - Read for general and specific information about new technology;  **\* Vocabulary:**  - Use the words and phrases related to planet Earth, habitats, and flora and fauna;  **\* Grammar:** Use non-defining relative clauses  ***\* Language notes:***  **A.****Persuading**  *- Why don’t you give it a go?*  *- How would you feel about contributing……….?*  *- Your contribution would really help us out.*  **B.****Responding :** *Ok, I’ll thing about that.*  *- Alright. I’ll make a contribution*  **2. Competence:**  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  **3. Personal qualities:**  - Actively participate in class and school activities.  - Be ready and confident in real life conversations  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 9 text book; Projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* Connection.  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Students can use their background knowledge to answer the questions.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Connection**  - Let Ss play a game.  - Have one student sticks slips of paper (with a sentence on each slip) on the board.  - Other Ss work in two different groups. Ss from each group take turns to add appropriate non-defining relative clause to each of the sentence on the board. The group that has a wrong sentence loses their turn. The group that has the most sentences with correct non-defining relative clause embedded wins.  - T declares the winner then leads to the new lesson. Introduce the objectives of the lesson: learning how to persuade someone to do something and respond and learning about Earth's habitats. | **+ Greeting**  **- T\_Ss.**  ***Example:***  The Mekong River, which is the longest river in Southeast Asia, has a length of about 4.900 km.  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **ACTIVITY 1: EVERYDAY ENGLISH**  **Persuading someone to do something and responding**  **\* Objectives:**  **+ To introduce ways to persuade someone to do something and respond;**  **+ To help Ss practise persuading someone to do something and responding.**  *\* Content:*  - Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  - Task 2: Work in pairs. Make similar conversations with the following situations.  *\* Expected outcomes :*  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s & Student’s activities** | **Content** | | TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts.** | | | **\*** T elicits the dialogues.  Play the recording for Ss to listen to and read the conversations. Ask Ss to pay attention to the highlighted parts. Emphasise the ways to persuade someone to do something and respond to persuasion.  - Tell Ss *Why don't you give it a go? How would you feel about contributing ...? Your contribution would realty* *help us out* are different ways to persuade someone in different contexts.  - Tell them that *Why don't you give it a go?* is used to persuade someone to do something in general, and the response can be general by saying *OK, I'll think about that.* When the persuasion is more specific with a specific verb like contributing in *How would you feel about contributing... ?,* the response can be more specific with verb contribute like in *Alright. I'll make a contribution*.  +Have Ss practise the conversations. | **- T\_Ss**   |  | | --- | | **1. Mi:** Have you read this book about the Solar System?  **Tom:** Not yet. I don’t feel like reading about it.  **Mi:** Why don’t you give it a go? You will like it.  **Tom:** Ok, I’ll think about that.  **2. Lan:** How would you feel about contributing to our fund to protect the wildlife?  **Local resident:** Contributing to a fund?  **Lan:** Yes, your contribution would really be helping us out.  **Local resident:** Alright. I’ll make a contribution.  **\*\* Structures:**  *- Why don’t you give it a go?*  *- Ok, I’ll think about that*  *- How would you feel about contributing ….*  *- Your contribution would really be helping us out.*  *- Alright. I’ll contribute some.* | | | TASK 2: **Work in pairs. Make similar conversations with the following situations.** | | | + Ask Ss to work in pairs to make similar conversations. Tell them to use the situations given and the sample expressions.  + Give feedback on their conversations. | **- T\_Ss**  ***\* Suggested answers:***  **1.**  A: Have you watched "Blue Planet" yet?  B: Not yet. I don't like watching it much.  A: Why don't you give it a go? You will like it.  B: OK, I'll think about that.  **2.**  A: How would you feel about contributing to the fund to build a nature reserve?  B: Contribute to a fund?  A: Yes, your contribution would really help us out.  B: Alright. I'll make a contribution. | | **Transition from Everyday English to Earth’s habitats?**  - Give Ss a situation as follows: You persuade your peer to read about the Earth’s habitats.  *\* Suggested answers:*  *Mi: Have you read this book about the Earth's habitats?*  *Tom: Not yet. I don't feel like reading it.*  *Mi: Why don't you give it a go? You will like it.*  *Tom: OK, I'll think about that.*  - Tell the class that they will have a chance to read about some of the Earth’s habitats. | | | **ACTIVITY 2: Earth’s habitats.**  **\* Objectives:**  **+****To help Ss learn more about Earth's habitats;**  **+ To help Ss practise finding main ideas.**  *\* Content:*  - Task 3: Read the short descriptions of various habitats and match them with their features.  - Task 4: Work in pairs. Choose two habitats and compare them.  *\* Expected outcomes :* Students can report the habitats they have chosen to discuss and compare.  *\* Organisation* **:** Teacher’s instructions. | | | TASK 3: **Read the short descriptions of various habitats and match them with their features.** | | | - Have Ss work in pairs to read the posts to match the main idea of each post with the name of the habitat. Ask some pairs to read out their answers. Correct if necessary.  - Check the answers as a class.  - If time allows, ask some students to retell information from the posts or to role play the four friends to tell class about the Earth’s habitats.  **\* EXTRA ACTIVITY:**  For more able Ss, T can show two pictures of two other types of habitats (deserts and freshwater habitats), then ask Ss to name them. Then provide them some major facts (as in 3) about the habitats T chooses to add. Have Ss to ask and answer questions about these additional habitats, the types of flora and fauna, the special features and roles of them | **- T\_ Ss**  - **Ss to work individually.**  ***\* Suggested answers:***   1. Polar regions--c 2. Forests—d 3. Oceans—b   4. Grasslands--a  \*\* SAHARA / BAIKAL  (Teacher’s book ) | | TASK 4: **Work in pairs. Choose two habitats and compare them** | | | - Have Ss work in pairs to choose two habitats to describe and then compare them.  - Ask them to think of suggested features:  *- their specific types / examples*  *- their importance*  *- plants /animals living there*  *- other special features*  - Tell them that they can make notes about similarities and differences of the two types they have chosen.  - Invite some Ss to tell about a habitat they have chosen. Correct any grammar or pronunciation mistakes if necessary. | ***Example:***  ***Specific types/examples:*** *Ha Long Bay: Limestone cliffs, turquoise waters, schools of fish, playful dolphins, coral reefs. Da Lat highlands: Lush tea plantations, crisp mountain air, wild orchids, colorful birds, misty valleys.*  ***Importance:*** *Ha Long Bay: Cleans air, shields coast, cradles marine life. Da Lat highlands: Purifies water, offers respite from heat, contributes to scenic beauty.*  ***Plants/animals:*** *Ha Long Bay: Coral reefs, fish, dolphins. Da Lat highlands: Tea plants, orchids, birds.*  ***Special features:*** *Ha Long Bay: Mist, ancient legends, sun-dappled depths. Da Lat highlands: Cool temperature, vibrant colors, bird songs.* | | **4. PRODUCTION ( 8’)** | | | **\* Objectives:**  **+ To help Ss practise reporting the habitats they have chosen to discuss and compare them;**  **- To help Ss develop confidence when speaking in front of the class.**  *\* Content:*  - Task 5: Report the results of your comparison to the class.  *\* Expected outcomes:* Students can report the habitats they have chosen to discuss and compare.  *\* Organisation :* | | | **Teacher’s & Student’s activities** | **Content** | | TASK 5: **Report the results of your comparison to the class.** | | | - Have some representatives of some pairs report the comparison of the two habitats they have chosen.  - Tell them that they can read the notes or talk to the class using the suggested features in 4.  - Ask them to use ideas from the posts in 3.  - Invite feedback from peers. Give more feedback on Ss’ reports. | **\* Suggested answer:**  *+ Both Polar regions are found at the top and bottom of Earth while grasslands are found in the middle part of the world.*  *+ While the temperatures in Polar regions are extremely low / While Polar regions are extremely cold all year round, grasslands have hot summers and cold winters.*  *+ Both grasslands and forests have rainfall, various soil types and can catch fire.*  *+ Rainforests have high density of plants with different heights while grasslands rarely have trees. They only have bushes which are usually short.* | | ***\* Suggested answer:***  *Imagine two colorful regions of our dear Vietnam: Da Lat and Ha Long Bay. In Ha Long Bay, limestone giants rise from turquoise waters, shrouded in mist and whispering ancient legends. while schools of silver fish dance in the sun-dappled depths. This watery wonderland cleans the air, shields the coast, and cradles a symphony of life, from playful dolphins to coral castles hidden beneath the waves. In stark contrast, Da Lat's highlands burst with vibrant life. Lush tea plantations blanket the hills, their scent mingling with the crisp mountain air. Wild orchids cling to ancient trees, while colorful birds flit through the canopy, their songs echoing through the valleys. This misty paradise purifies the water we drink, offers refuge from the scorching sun, and paints Vietnam's canvas with a touch of cool magic. Though worlds apart, both Ha Long Bay and Da Lat, with their unique beauty and ecological roles, remind us of Vietnam's rich tapestry of life and the importance of protecting it.* | |   **4. WRAP-UP & HOME WORK (2’)**  **- Ask Ss to summarise what they have learnt in the lesson.**  **- Ask them to list one way to persuade and respond.**  **- Ask Ss to list orally the types of habitats they know and some features of each habitat.**  **\* HOME WORK:**  **- Do more exercises in workbook.**  **- Prepare new lesson: Lesson 2: SKILLS\_1.**  **============================**   |  |  | | --- | --- | | *Date of planning*: 21/3/ 2025  *Date of teaching*: 28/3/ 2025  WEEK: 28 | Period 84 : UNIT 10 : PLANET EARTH  Lesson 5 : SKILLS 1/ Reading and speaking |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**  **1. Knowledge:**  - Read for main idea and specific about role of plant and animals.  - Talk about threats to flora and fauna and how to protect them.  ***+ Integrated skills:*** *Listening, speaking, reading, writing.*  **1. Knowledge:** Relative clause (review)  - Use: **Non-defining relative clauses.**  **\* Vocabulary:**  - Use the words and phrases related to planet Earth, habitats, and flora and fauna;  + Talk about threats to flora and fauna and how to protect them;  **\* Grammar:**  - Use non-defining relative clauses  **2. Competence:**  - Access and consolidate information from a variety of sources  - Develop communication skills  - Be co-operative and supportive in pair work and teamwork.  **3. Personal qualities:**  - Actively participate in class and school activities.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 9 text book; Projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | 1. WARM UP & INTRODUCTION ( 3’- 5’) | | | | \* Objectives:  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  *\* Content:* Brainstorm  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Students can review about the roles of plants and animals.  - Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | | Teacher’s Student’s activities | | Content | | + Greeting  + Brainstorm  + Put Ss in two groups of four or five. One group shouts out the name of a habitat and the other group should say a sentence about the feature of that habitat. A habitat name can be reused, but the features mentioned later must be different from the one(s) previously mentioned. The group that provides a correct feature gets one point and the right to shout another habitat name or they lose their turn if they cannot mention any features.  - Stop the game when time is up.  - The group that has the most correct answers wins.  - Declare the winner*.*  \* Ask Ss to open their books to page 109.  \* Share with Ss the objectives of the lesson and have them open their books and start the lesson. | | + Greeting  + Brainstorm  + Students (Ss) listen and learn how to do the tasks.  Examples:  Habitat: Desert  Feature: Limited water  - Open the book and write the tittle of the lesson. | | ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’) | | | | A. READING  \* Pre-reading  \* Objectives:  - To introduce Ss to some roles of plants and animals.  *\* Content:*  - Task 1: Tick (√) the things that show the roles of plants and animals.  *\* Expected outcomes*: Students improve their reading skills.  *\* Organisation* : Teacher’s instructions. | | | | Teacher’s Student’s activities | | Content | | TASK 1: Tick (√) the things that show the roles of plants and animals. | | | | \* Teach vocabulary:  + Teacher uses different techniques to teach vocab (situation, realia, translation.) IF HAVE  ( + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher does the checking technique.)  + Have the class work in pairs to discuss which one(s) shows the role(s) of plants and animals.  + Ask Ss to give a simple explanation / example if possible. | | - T\_Ss  *Answer key:*  1 and 3, 4 | | \*WHILE READING | | | | \* Objectives:  + To introduce Ss to some new roles of plants and animals;  - To improve Ss' skill of reading for main ideas and details.  + To improve Ss' skill of reading for details;  - To familiarise Ss with reading diagrams.  *\* Content:* - Task 2: Read the passage and choose the correct answer A, B, C, or D  - Task 3: Read the passage again and fill in the diagram.  *\* Expected outcomes*: Students improve their reading skills.  *\* Organisation :* | | | | Teacher’s Student’s activities | | Content | | TASK 2: Read the passage and choose the correct answer A, B, C, or D. | | | | + Ask Ss to work individually to read the questions and underline the keywords in each one, then read the passage to choose the correct answer. Remind them to underline the evidence for each option they choose.  Tell them that the first question is about the main idea of the passage and can be answered after they have read and answered questions 2-5.  + Have Ss work in pairs to swap answers or check them together.  - Ask some Ss to read out loud the answers.  - Check the answers as a class. | | - T\_Ss  \* *Answer key:*  1. C 2. B 3. A  4. D 5. B | | EXTRA ACTIVITY  T can provide an extra activity for Ss to understand more about the vocabulary and the main ideas of the reading text by asking them to answer these questions.  1. What is the word ‘fascinating’ in paragraph 1 closest in meaning to?  A. charming B. Interesting C. ideal  2. What is the word ‘significance’ in paragraph 1 closest in meaning to?  A. consequence B. threat C. importance  3. What is the word ‘release’ in paragraph 2 closest in meaning to?  A. let out B. set free C. throw  4. What does the word ‘their’ in paragraph 3 refer to?  A. of the flora and fauna B. of plants C. of animals | | | | 5. What do you think the paragraph after the last one would be about?  A. Problems wildlife face. B. Measures to protect wildlife. C. Importance of wildlife.  Key : 1. B 2. C 3. A 4. C 5. B . | | | | TASK 3: Read the passage again and fill in the diagram. | | | | + Have Ss work in pairs to read the diagram first. Ask them to follow the diagram by looking at animals (prey) in the diagram to work out what will come before and after the words.  - Ask them to re-read the passage, search for needed information and underline the keywords / the evidence for the answers.  - Ask some pairs to give the answers. Ask them to show the parts in the reading where they find the answers.  - Check the answers as a class. | | - T\_ Ss    *\* Key:*  1. plants 2. animals (prey)  3. droppings. | | TRANSITION FROM READING TO SPEAKING  - Tell Ss that the habitats are under threats and thus we have to take actions soon.  - Tell them to read the passage in 2 again and find two threats to plants and animals, and two actions  - After they have finished the activity, tell them that in activity 4 in SPEAKING, they will discuss the threats to plants and animals and what people should do to protect them. | | | | ACTIVITY 2: SPEAKING  \* Objectives:  + To have Ss practise asking and answering questions for information about the threats to plants and animals and possible human actions to deal with the situations;  - To prepare Ss for 5.  + To have Ss practise reporting the threats and actions to deal with the threats.  *\* Content:*  - Task 4: Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.  - Task 5: Report the results of your discussion to the class.  *\* Expected outcomes*:  - Students can report threats and solutions to deal with the threats.  *\* Organisation :* | | | | Teacher’s Student’s activities | | Content | | TASK 4: Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas. | | | | + Have Ss work in pairs to fill in the table.  + Remind Students A and B to ask and answer questions while filling in the table like in the example below:  *+ What do you think is the first/second /third most significant threat to the plants and animals?*  *+ I think the first/second / third threat is...*  *+ What do you think humans should do to deal with the situation?*  *+ The first thing humans can/should do is...*  + Assist Ss to make full questions and answers. Remind them to use ideas from the reading if they want; and they can make notes.  + Call on some pairs to demonstrate the questions and answers and then fill in the table on the board.  + Ask the class to give feedback on the ideas, questions, answers and pronunciation. | | *\* Suggested answer:*   |  |  | | --- | --- | | Threats | Actions | | - habitat loss  - deforestation  - pollution  - climate change  - global warming | - build natural reserves  - stop hunting  - stop cutting down forest  - plant more trees  - raise people’s awareness | | | TASK 5: Report the results of your discussion to the class. | | | | + Have Ss work in groups to practise reporting.  + Remind Ss to use the sample in their books to report the threats and solutions.  + Tell them that they can use the notes they made in 4.  - Invite two representatives of each group to report their group's answers, with one reporting the threats and the other reporting suggested actions.  + Give feedback on their reports in terms of language, ideas, and pronunciation.  *\* Teacher gives corrections and feedback* | | - Ss \_ Ss  *\* Suggested answer:*  *There are many threats to the flora and fauna. First, they face habitat loss. For example, when a river is polluted, the water habitat cannot be suitable for water species. Many other animals and plants suffer from deforestation because people cut down trees and clear the forests. Global warming is another threat to a large number of animals because when the temperature is too extreme, many animals may die out.*  *We can do several things to preserve their habitats. We should build nature reserves to preserve endangered animals and plants. People should also stop hunting and cutting down forests. If possible, they should start planting more trees. Above all, governments should create policies to raise people's awareness of the protection of natural habitats.* | | 5. WRAP-UP & HOME WORK (2’)  + Ask Ss to summarise what they have learnt in the lesson.  + Ask them to list the roles of plants and animals, the threats of the habitats, and the actions we should take.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS \_2. | | | | ***Date of planning***: 21/3/ 2025  ***Date of teaching*:** 28/3/ 2025  **WEEK: 29** | **Period: 85: UNIT 10 : PLANET EARTH**  **Lesson 60 : SKILLS 2/ Listening and writing** | | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**  **1. Knowledge:**  + To practice listening and writing.  + Listen about about the effects of living things on the environment;  + Write a summary  ***+ Integrated skills:*** *Listening, speaking, reading, writing.*  **1. Knowledge:** Relative clause (review)  - To teach grammar notes: **Non-defining relative clauses.**  **\* Vocabulary:**  - Use the words and phrases related to planet Earth, habitats, and flora and fauna;  + Talk about threats to flora and fauna and how to protect them;  **\* Grammar:**  - Use non-defining relative clauses  **2. Competence:**  - Access and consolidate information from a variety of sources  - Develop communication skills  - Be co-operative and supportive in pair work and teamwork.  **3. Personal qualities:**  - Actively participate in class and school activities.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 9 text book; Projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* **Brainstorm**  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Students can review about the roles of plants and animals.  - Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s and Student’s activities** | **Content** | | **+ Greeting**  **+ Brainstorm**  **–** Let Ss play a game in two groups. Give each group a set of phrases on slips of paper about the roles plants and animals.  **–** Each group has to choose the correct slips about plants and the correct ones about animals and stick them in the right column (Plants / Animals) on the board. Tell them if one is suitable for both columns, they can stick it between the two columns.  **–** Stop the game when time is up.  **–** Ask each group to read out their answers.  **–** The group that has the most correct or appropriate answers wins.  \* Ask Ss to open their books to page 110.  \* Share with Ss the objectives of the lesson and have them open their books and start the lesson | **+ Greeting**  **+ Brainstorm**  + Students **(Ss)** listen and learn how to do the tasks.  **\* Phrases:**  *keeping ecological balance, releasing oxygen for humans, droppings become fertilizer for plants, providing food to humans, beautifying Earth.*   |  |  | | --- | --- | | **PLANTS** | **ANIMALS** | |  |  |   **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **ACTIVITY 1 : A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **+ To help Ss brainstorm some ideas for listening.**  *\* Content:*  - Task 1: Look at the pictures and answer the questions below.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s and Student’s activities** | **Content** | | TASK 1: **Look at the pictures and answer the questions below.** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  - Have Ss answer the questions in the book.  - Elicit answers from ss. This is an open activity, so accept all answers provided they make sense.  \*\* Ask Ss to work in pairs to describe the two pictures and answer the three questions.  + Tell Ss that they are going to listen to a conversation between Mr An and Mi. | **- T\_Ss**     |  | | --- | |  |   ***\* Suggested answers***  *- A beaver.*  *- It is gathering dead plants and tree branches.*  *- A small / large pond which is divided in two by dead plants and branches.* | | **B. WHILE LISTENING ( 15’)** | | | **\* Objectives:**  **+ To improve Ss'skill of listening for general information.**  **+ To improve Ss' skill of listening for details.**  *\* Content:*  - Task 2: Listen to a conversation and choose the correct answer A, B, or C.  - Task 3: Listen again and fill in each blank in the summary with ONE word.  *\* Expected outcomes*:  - Ss can listen for general and specific information to do the learning tasks.  *\* Organisation :* | | | **Teacher’s and Student’s activities** | **Content** | | TASK 2: **:**  **Listen to a conversation and choose the correct answer A, B, or C.** | | | + Ask Ss to work in pairs to read the questions and underline the keywords.  - Play the recording once for Ss to choose A, B, or C.  - Check Ss' answers and play the recording again for them to better understand the conversation between Mr An and Mi. Stop or rewind the recording where necessary. | **- T\_Ss**  **\* Key:**  **1. C**  **2. B** | | TASK 3: **Listen again and fill in each blank in the summary with ONE word.** | | | + Have Ss work individually to read the table and guess the possible words to fill in each blank.  - Remind them to think about the part of speech of that word (noun, verb, adjective, adverb, or number). Remind them of the possible plural and singular forms of nouns.  - Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.  - Ask Ss to work in pairs to swap answers.  - Check Ss' answers and play the recording again for them to better understand the conversation.  + Stop or rewind the recording where necessary. | **- T\_ Ss**  ***\*Answer key:***  **1.** harm **2**. take  **3**. improve **4.** flood  **5.** preserve **6.** pesticides  **\* Audio script \_ Track 65-66.** | | EXTRA ACTIVITY  + Have Ss work in pairs to ask and answer questions about one of the aspects in 3:  1. the effects of plants on the environment  2. the effects of animals on the environment  3. the possible threats to the environment  4. the possible activities to deal with the threats to the environment  **\* For example:**  A: What are the effects of plants on the environment?  B: Plants can beautify a place.  A: Exactly. Is there any other way they can affect a habitat?  B: They can take over the resources of local plants.  A: What do you mean?  B: They grow very fast and use the soil and space of surrounding plants. | | | **\* Transition from Listening to Writing**  - Tell Ss that in the next part, they will write a summary of the listening.  -Ask Ss to look at the summary in 3 to orally list the effects of plants and animals on the habitats. Help them with any new vocabulary they need.  Tell them to move to 4. | | | **ACTIVITY 2 : WRITING**  **\* Objectives:**  **+ To provide Ss with an opportunity to recall information from the listening;**  **- To prepare Ss for the opinion writing in 5.**  **+ To improve Ss' writing skills.**  **- T shows the ideas T and Ss have answered in 4 on the board.**  *\* Content:*  - Task 4: Work in pairs. Ask and answer the following questions.  - Task 5: Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.  *\* Expected outcomes*: Students can write summary about plants and animals affect habitat.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | TASK 4: **Work in pairs. Ask and answer the following questions.** | | | - Ask Ss to work in pairs to ask and answer the given questions.  - AskSs to get ideas from the listening by looking back at the questions 1,2 in 2 and the table in 3.  - Ask some pairs of Ss to demonstrate the questions and answers.  - Correct their pronunciation where necessary. | **- T\_ Ss.**  ***\* Suggested answers:***  **1.** Mr An and Mi are talking / Mr An's talk is about the effects of plants and animals on their habitats.  **2.** Plants can help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of the local plants.  **3.** Animals can harm or improve the environment. An example is beavers. Beavers can build dams and ponds which helps some plants and animals. But they can cause floods to the homes of other plants and animals.  **4.** Humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides. | | TASK 5 : **Write a summary (100 - 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.** | | | + Ask Ss to work individually to write a summary of the listening for 15 minutes.Tell them to use the information in 4.  + Remind Ss to start with the beginning given in the box.  - T asks one student to read out his / her summary.  - If time allows, T can also ask Ss to work in groups to write a summary on an A1 / AO size piece of paper, then T organises a gallery walk.  + Ss walk round and offer feedback on their classmates' writing  + Give feedback on Ss' writing in terms of ideas, grammar, and connectors. | ***\**** ***Suggested answer:***  *Mr An talked about the effects of plants and animals on their habitats and the things people should do. Firstly, plants help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of local plants. He also said that animals can harm or improve the environment as well. He gave an example of beavers. Beavers can build dams and ponds which helps some plants and animals. But they can cause flood to the homes of other plants and animals. He concluded that humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides.* | | **4. WRAP-UP & HOME WORK (2’)**  - Ask ss to summarise what they have learnt in the lesson.  - Have ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ================================================================= | | | |  |  |  | | --- | --- | | *Date of planning*: 25/3/ 2025  *Date of teaching*: 2/4/ 2025  WEEK: 29. | Period: 86 UNIT 10 : PLANET EARTH  Lesson 7 : LOOKING BACK & PROJECT |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**  **1. Knowledge:**  - Review the vocabulary and grammar of Unit 10 ; Practice doing exercises.  - Apply what they have learnt (vocabulary and grammar) into practice through a project.  ***+ Integrated skills:*** *Listening, speaking, reading, writing.*  **\* Vocabulary:**  - Use the words and phrases related to planet Earth, habitats, and flora and fauna;  **\* Grammar:**  - Use non-defining relative clauses  **2. Competence:**  - Access and consolidate information from a variety of sources  - Develop communication skills  - Be co-operative and supportive in pair work and teamwork.  **3. Personal qualities:**  - Actively participate in class and school activities.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 9 text book; Projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | 1. WARM UP & INTRODUCTION ( 3’- 5’) | | | \* Objectives:  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  *\* Content:* \* Brainstorming  To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:* Revision on the old lesson.Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | Teacher’s Student’s activities | Content | | + Greeting  *+ Teacher (T) asks Ss some questions about the previous lessons,*  \* Brainstorming  - Have Ss play in two groups.  - Give each group slips of paper with words / phrases / short sentences to stick to either of the columns (habitats / actions to protect habitats). Give them more phrases than needed.  - Set a time limit for the game. Stop the game when the time is up.  - Check Ss’ answers and declare the winner.  \* Ask Ss to open their books to page 112.  \* Share with Ss the objectives of the lesson and have them open their books and start the lesson | + Greeting  - T\_Ss.  \* Brainstorming  - Examples of words / phrases / short sentences can be: *flora and fauna, oceans, landforms, water bodies, grasslands, forests, animals, stop cutting down forests, bring home more new plants and animals, change climate, preserve habitats, habitat loss, maintain ecological balance.*   |  |  | | --- | --- | | *Habitats* | *Actions to protect habitats* | |  |  |   - Open the book and write the tittle of the lesson. | | ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’) | | | I. VOCABULARY  \* Objectives:  + To help Ss revise the vocabulary learnt in the unit.  + To help Ss revise the vocabulary that they have learnt in the unit in context.  *\* Content:*  - Task 1: Fill in the table with words and phrases about habitats.  - Task 2: Complete the passage, using words/phrases in the box.  *\* Expected outcomes:*  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* : Teacher’s instructions. | | | Teacher’s Student’s activities | Content | | TASK 1: Fill in the table with words and phrases about habitats. | | | + Have Ss work individually to write down the words and phrases in the columns.  - Have Ss read out their words and phrases.  - Check answers as a class.  - Correct Ss' pronunciation if necessary. | - T\_Ss  \**Answer key:*   |  |  | | --- | --- | | Types of habitats | Things in a habitat | | Poles  grassland  water bodies  landforms  forests  oceans  seas, rivers, lakes, ponds…. | flora and fauna  plants and animals  humans  air, light, heat, water… | | | TASK 2 : Complete the passage, using words/phrases in the box. | | | + Have Ss work individually to fill in each blank with the correct word / phrase from the box.  - Check answers as a class.  + Ask some Ss to read aloud the passage.  + Correct Ss' pronunciation if necessary. | - T\_Ss  \* *Answer key:*  1. Climate change 2. food chain  3. ecological balance 4. natural reserves  5. habitat loss | | ACTIVITY 2: GRAMMAR | | | \* Objectives:  + To help Ss revise non-defining relative clauses.  + To help Ss combine sentences from pairs of sentences  *\* Content:*  - Task 3: Complete each sentence (1-5) with a non-defining relative clause (A-E)  - Task 4: Combine the two sentences into one, using a non-defining relative clause.  *\* Expected outcomes*  - Recall the uses of the grammar that they have learnt in this unit (non-defining relative clause.)  *\* Organasation:* Teacher’s instructions. | | | Teacher’s Student’s activities | Content | | TASK 3: Complete each sentence (1-5) with a non-defining relative clause (A-E). | | | + Have Ss work individually to match the sentences (1 - 5) with non-defining relative clauses (A - E).  - Remind them to pay attention to the nouns before the commas (,) if the noun refers to persons, possessions, something or somebody.  - Then choose the appropriate clauses.  - Then ask Ss to work in pairs to swap and check their answers.  + Check answers as a class.  + Ask some Ss to read out the sentences.  + Correct their pronunciation if necessary. | - T\_ Ss  *\* Answer key:*  1. E 2. B 3. A 4. D 5. C | | TASK 4: Combine the two sentences into one, using a non-defining relative clause. | | | + Ask Ss to work individually to combine the pairs of sentences as requested in their book.  - Then ask the class to work in pairs. Tell them to swap their writings and check their partner's answers.  - Ask some Ss to go to the board and write their sentences with non-defining relative clauses.  - Check the sentences on the board that some Ss have written.  + Have all Ss correct their partner's answers.  + Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary. | - T\_ Ss.  \* Key:  1. Boreal forests, which are also called Taiga, cover vast areas in Canada, Alaska, and Russia.  2. Polar bears, whose natural habitat is the Arctic, are endangered animals.  3. Julie Arblaster, who is an Australian scientist, focuses on studying climate change.  4. Antarctica, which is surrounded by the Southern Ocean, is Earth's least populated continent.  5. The natural world is the world of living things, which include plants and animals. | | ACTIVITY 3. PROJECT ( 8’) | | | \* Objectives:  - To help Ss brainstorm ideas about the flora and fauna of their neighbourhood or of a place they like;  - To help Ss be more creative and observant;  - To improve Ss' teamwork and public speaking skills.  *\* Content:* Poster presentation  *\* Expected outcomes:* Students are able to present their posters about the flora and fauna of their neighbourhood or of a place they like.  *\* Organization:* | | | Teacher’s Student’s activities | Content | | + As Ss have been assigned the project at the beginning of the unit and have prepared it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of the flora and fauna that Ss have chosen to talk about.  + Have Ss work in their groups.  + Give them a few minutes to prepare for the presentation.  + Give Ss checklists for peer and self-assessment.  + Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.  + The presenters should complete their self- assessment checklists after completing their presentation.  \*\* FEEDBACK FORM FOR POSTER PRESENTATIONS.(See teacher’s book)  \*\* *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), Ss to present their report to the class.*  *++ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.* | |   **4. WRAP-UP & HOME WORK (2’)**  \* Ask one or two Ss to tell the class what they have learnt.  - Summarise the main points of the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit 2: LIFE IN THE CITY.  ======================================= | | |