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| ***Date of planning***:……***Date of teaching*:** ………..… **WEEK: 19**  |  **Period ….: UNIT 7: NATURAL WONDERS**  **OF THE WORLD**  **Lesson 2: A CLOSER LOOK 2**  |

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

- To teach grammar notes: “Use the reported Yes/No questions.”

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

**\* Vocabulary:**

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

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

**\* Grammar:**

- Use the reported Yes/No questions;

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| **Reported speech (Yes/No questions)** |
| **Structure** | **Example** |
| **1. S + said that + S + V(đổi thì)** **told (O) that** | **1. Lan** said that **she liked** listening to music in **her** free time. ***(Review)*** |
| **2. S + asked/wanted to know + Wh-Q + clause** | **2.** She asked me **where I lived. *(Review)*** |
| **3. S + asked/wanted to know + if/whether + clause** | **+** Anna: “Do you plan to climb any mountains this summer, Joe?” **3.** → Anna **asked Joe if / whether** he planned to climb any mountains that summer. |

**2. Competence:**

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

- Develop communication skills and cultural awareness.

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

**3. 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.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **\* Remember! (Ghi nhớ!)** In reporting Yes/No questions, we often use the verb ask or want to know, we use the word order of statements. *(Trong câu hỏi Yes/No tường thuật, chúng ta thường sử dụng động từ ask hoặc want to know, chúng ta sử dụng trật tự từ của các câu trần thuật.)*+ In reporting Yes/No questions, we normally use if/whether + clause (S-V). *(Khi tường thuật câu hỏi* ***Yes/No****, chúng ta thường sử dụng mệnh đề* ***if/whether*** *+ mệnh đề.)***Example:**  Anna: “Do you plan to climb any mountains this summer, Joe?” → Anna **asked Joe if/whether** **he planned** to climb any mountains **that** summer. *(Anna đã Joe liệu anh ấy có dự định leo núi nào vào mùa hè năm đó không.)* |

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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 & Student’s activities** | **Content** |
| **+ Greeting** **+ Review**- Ask Ss to recall the rules of changing **statements and Wh-questions into reported speech.** *(See above)*\* Tell them that today they are going to learn how to change Yes / No questions into reported speech.- Introduce the objectives of the lesson. Write the objectives on the top-left of the board | **+ Greeting** **+ Review*****\* Example:******a) Statements:****+ ‘I live in the countryside,’ I said to her.*-> *I told her* ***(that) I lived in the countryside******b) Wh-questions:***He aked me: 'What time does the film begin?'=> He **wanted to know what time the films began****-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** **+ To help Ss remember the rules of changing Yes /No questions into reported speech***\* Content:* Grammar Explanation- Task 1: Choose the correct answer A, B, C, or D to complete each question*\* Expected outcomes*: Students know how to use Yes/No questions in reported speech*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Choose the correct answer A, B, C, or D to complete each question.**   |
| **\* Grammar Explanation**+ Ss have already learned reported speech for statements and Wh-questions. In this unit, we introduce the reported speech for Yes / No questions.- Have Ss study the grammar box for a few minutes.- Quickly review the rules when we change statements and Wh-questions into reported speech.- Explain the rules when we change Yes/ No questions into reported speech.\*\* In reporting Yes/No questions, we often use the verb ask or want to know, we use the word order of statements. + In reporting Yes/No questions, we normally use if/whether + clause (S-V).**Example:**  Anna: “Do you plan to climb any mountains this summer, Joe?” → Anna **asked Joe if/whether** **he planned** to climb any mountains **that** summer. | **- T\_Ss** ***\* Suggested answers:*****\* *Answer key:*****1.** C **2.** B **3**. C **4**. A **5**. D |
| **ACTIVITY 2. PRACTICE (15’)** |
| **\* Objectives:** **+ To help Ss apply the rules they have learnt to change Yes / No questions into reported speech****+ To help Ss apply the rules to rewrite Yes/No questions in reported speech.****+ To help Ss identify Yes/No questions in context;****- To give Ss more practice in rewriting Yes / No questions in reported speech.***\* Content:***-** Task 2: Complete the following reported questions.- Task 3: Rewrite the sentences in reported questions- Task 4: Read the passage and underline the Yes/No questions. Then write them in reported questions.*\* Expected outcomes*: - Students can understand and use Yes / No questions in reported speech. *\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Complete the following reported questions.**  |
| + Allow Ss some time to do the task individually.- Tell them to read each sentence and apply the rules of changing Yes / No questions into reported speech, then complete the sentences.+ Ask them to compare their answers in pairs before checking asa class. | **- T\_Ss*****\* Keys:*****1**. He asked the children *if* they were excited about their upcoming trip to Mui Ne.**2**. She asked us *whether* we often met Angela at school.**3**. She wanted to know *if* Mark would visit Giang Dien Waterfall the following week.**4**.I asked the teacher *if / whether* Con Dao National Park was rich in flora and fauna.**5.** Arthur wanted to know *if / whether* they could go to the campsite by bike. |
| TASK 3**: Rewrite the sentences in reported questions.**   |
| + Have Ss work individually for some time to do the task.- Ask Ss to exchange their answers in pairs.- Have Ss read out their answers, sentence by sentence.- Check their answers and explain if necessary. |  **- T\_ Ss**\****Answer key:*****1.** I asked my dad if / whether he was still working from home.**2.** Mark asked Anne if / whether she had to pack her suitcase.**3**. Lan asked / wanted to know if / whether Tom was interested in visiting Phu Quoc Island.**4**. Kay asked her mum if / whether they could afford to go to Niagara Falls.**5**. I asked / wanted to know if/ whether they would visit Sa Pa and climb Fansipan that summer. |
| TASK 4: **Read the passage and underline the Yes/No questions. Then write them in reported questions.**   |
| + Have Ss work in pairs.- Have them read the passage carefully. Tell them to discuss and decide on the Yes / No questions in the passage, then rewrite them in reported speech.+ Call on some Ss to read the sentences aloud. Other Ss comment. + Confirm the correct answers***\* Teacher corrects for students as a whole class.***  | **- T\_ Ss.** **\* Possible answers:**A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: 1. “Is it your first time here?” Some said yes, and some said no. Olivia asked the guide: 2. “Do the people here live on fishing?” He said most of them did. Then Mark said: “Do their children go to school on land?” “Yes, they do,” said the guide. ...  |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** **+ To help Ss practice in how to make Yes / No questions and how to change them into reported speech.***\* Content*: - Task 5: Work in two groups. Take turns to give and change the Yes/No questions into reported speech.*\* Expected outcome*: Students can apply the grammar they have learned in practical situations.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Work in two groups. Take turns to give and change the Yes/No questions into reported speech.**  |
| + Divide the class into two groups, A and B.+ Tell Ss to study the example.- Group A gives three Yes /No questions, and Group B changes them into reported questions.+ The two groups swap roles, and the game continues.+ Give them some time to work independently and prepare their performance.+ Encourage them to ask questions on the topic of the unit (natural wonders / beauty spots).***\* Teacher gives corrections and feedbacks.*** | **\* Example:** **+ Group A:**“Is the Atacama Desert in Chile?”**+ Group B:**She asked **if** the Atacama Desert **was** in Chile.**\*\*Notes:**- Chile : a country in South America- Atacama : a desert in north Chile- Niagara Falls : a group of three waterfalls on the border between Canada and the United States- Tonle Sap Lake : a lake in the northwest of Cambodia, the largest freshwater lake in Southeast Asia |
| EXTRA ACTIVITYReported questions into direct questions+ For a stronger class, T may give them some practice in making reported questions and then changing them into direct questions.+ Put Ss into pairs. One student makes a reported Yes/No question, and the other turns it into a direct question. Then have them swap roles. The questions should be about the beauty spots / natural landscapes in their area.**Example:**A: She asked me if / whether I lived near the sea.B: Do you live near the sea?+ T gives comment and correction if necessary. |
|  **4. WRAP-UP & HOME WORK (2’)** + Ask Ss to summarise the grammar point they have learnt in this lesson. T may assign some homework to Ss.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson : COMMUNICATION.  ==============================================  |