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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 20** | **Period 58: UNIT 7: NATURAL WONDERS**  **OF THE WORLD**  **Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Asking for permission and responding;

- Talking about Natural wonders and tourism

**+ 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;

+ ask for permission and respond;

*\** **Language notes:**

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| --- | --- |
| **Make Promise** | **Respond** |
| *Can I + bare V……………..?*  *May we + bare V……………?* | *No, dear, you can’t.*  *Sure.* |

**2. Competence:**

- 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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| **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**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  + Ask some Ss to make Yes / No questions, and other Ss change them into reported speech.  + Introduce the objectives of the lesson: learning how to ask for and respond to permission, and talk about natural wonders and tourism. | **+ Greeting**  **- T\_Ss.**  ***+ Yes/no questions:***  *+ Is it possible to travel around the world in 80 days?*  *+ Is it possible to travel the world without flying?*  *+ Is the Amazon rainforest the largest rainforest in the world?*  *+ Is it possible to protect the world’s natural wonders for future generations?*  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Asking for permission and responding**  **\* Objectives:**  **1+ 2 :To provide Ss with the two ways of asking for permission and responding.**  *\* Content:*  - Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  - Task 2: Work in pairs. Make similar conversations to ask for permission and respond in the following situations.  *\* Expected outcomes :* Students can use the structures to ask for permission 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.** | |
| - Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts.  - Elicit the two ways of asking for permission and responding.  - Ask them to act out the conversations in pairs. Go around and offer help if necessary. Check their pronunciation. | **- T\_Ss**  **1.Anne:** **Can I watch** a horror film, Mum? **Anne’s Mum**: **No, dear, you can’t.** It’s late now.  **2. Tourist:** **May we come** in and have a look around the temple?  **Guard: Sure.** But be careful. It’s very dark inside.  **\*\* Structures:**  *+ Can I + bare V……………..?*  *+ May we + bare V……………?*  *- No, dear, you can’t.//*  *- Sure* |
| **3. PRACTICE ( 15’)** | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Work in pairs. Make similar conversations to ask for permission and respond in the following situations.** | |
| - Ask Ss to study the instructions.  - Have Ss work in pairs, one asks questions, and the other gives the answers. Then they swap roles.  - Go round to observe and gives assistance when necessary.  - Comment on Ss’ performance. | **- T\_Ss**  ***Suggested dialogues:***  **1.** **You:** **Can I borrow you / Can you lend me a book** on the Galapagos Islands?  **Your friend: Sure**. But please look after it carefully.  **You:** Thanks, dear!  **2.** **You: May I submit** my project after the deadline, Miss?  **Your teacher:** **I’m afraid you can’t.** |
| **Transition from Everyday English to Natural wonders and tourism**  - Ask them to name some natural wonders / tourist attractions of our country  - Ask Ss how they can ask for permission and respond when they want to enter one of these tourist attractions.  - Lead to the topic-based communication part.  ***\* Suggested answers:***  Ha Long Bay, Cuc Phuong National Park, Dong Van Plateau, Ban Gioc Waterfall, Son Doong Cave, Cu Lao Cham Island, Con Dao Island, etc. | |
| **ACTIVITY 2: Natural wonders and tourism**  **\* Objectives:**  + To help Ss learn about some natural wonders around the world.  + **To provide Ss with some famous natural wonders of the world;**  **- To give Ss reading practice for general information**  *\* Content:*  - Task 3: Write each natural wonder under the correct picture.  - Task 4: Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.  *\* Expected outcomes ;*  + Students can talk about where they want to visit.  *\* Organisation* **:** | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 3: **Write each natural wonder under the correct picture.** | |
| + Tell Ss to look at the pictures.  T may ask some questions: What is it in each picture? Where is it? What is special about it?  + Then have Ss work in pairs and do the task.  + Check their answers as a class. | **- T\_ Ss**  **\* Questions:**  - What is it in each picture?  - Where is it? What is special about it?  **Key:**  1.Grand Canyon  2. Jeju Island  3. Ha Long Bay  4. Sahara Desert |
| TASK 4: **Mai, Phong and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.** | |
| - Have Ss read the passages for a few minutes. Make sure they understand the main ideas and offer explanations if needed.  - Have Ss work in groups and do the matching.  - Go round the class to monitor.  - Correct Ss’ mistakes. | **- T\_ Ss.**  **\* *Answer keys:***  Mai: Jeju Island  Phong: Sahara Desert  Mark: Grand Canyon |
| **4. PRODUCTION ( 8’)** | |
| **\* Objectives:**  **+ To give Ss more practice in talking about some famous natural wonders of the world;**  **+ To give them practice in giving reasons.**  *\* Content:*Task 5: Work in groups. Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.  *\* Expected outcomes:* Students’ conversations . Students can talk about where they want to visit.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 5**: Work in groups. Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.** | |
| - Have ss work in groups.  - Give Ss a minute to refer back to the places in 3 and 4.  - Have them discuss and decide on the place they want to visit.  - Ask them to explain the reasons why they want to visit it.  - Encourage them to say what they would like to do there.  - Go round giving help when necessary.  - Have some groups report their decision to the class.  ***Facts:***  **Ha Long Bay:**  - Location: Quang Ninh Province  - World Natural Heritage site (1994)  - Main features: About 2,000 islands and islets, beautiful caves, blue water …  - Visitors’ activities: exploring floating villages, cruising the bay, kayaking, enjoying delicious sea food …  **Sahara Desert**  - Location: Africa  - Largest desert on Earth(9 million km2)  - Sand dunes of different colours  - Natural oases – diversified flora | **\* T\_Ss**  **\* Grand Canyon**  - Location: Arizona, USA  - 446 km long, 29 km wide  - Carved by the Colorado River  - First national park in the USA  **Jeju Island**  - Location: Korea  - Created by a series of volcanic activities  - Contains a natural World Heritage Site: the Jeju Volcanic Island and Lava Tubes  - Contains Mount Hallasan, the tallest mountain in Korea  ***\* Sample paragraph:***  Hey everyone, I’m super excited to tell you why I’m keen on visiting Ha Long Bay. It’s in Quang Ninh Province, and not only it’s beautiful but it’s also a World Natural Heritage site!  Imagine over 2,000 islands and islets rising from crystal-clear blue water, like giants in the sea. Caves filled with secrets and history await exploration.  There’s even more! Floating villages where people live their lives right on the water, and incredibly fresh seafood that practically jumps onto your plate.  Seriously, Ha Long Bay sounds like an adventure playground, and I can’t wait to experience it all for myself! Who’s with me? |
| \* EXTRA ACTIVITY:  Role-play: Have Ss work in pairs. One is a tour guide and the other is a tourist. Ask and answer about one of the four places. At the end, the tourist should decide whether to go to the place or not. | |

**5. WRAP-UP & HOME WORK (2’)**

+ Ask Ss to summarise what they have learnt and practised in this lesson. Give comments.

- Have Ss look at the objectives written on the board at the begin ning of the lesson and tick the

objectives they have learnt.

\* HOME WORK:

- Do more exercises in workbook.

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

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