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| ***Date of planning***:………….. ***Date of teaching*:** ………..… **WEEK: 22** |  **Period 64: UNIT 8: TOURISM** **Lesson 2: A CLOSER LOOK 2** |

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

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

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

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

**\* Vocabulary:**

+ Use the words and phrases related to tourism;

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

+ Expressing obligations;

**\* Grammar:** Recognise and use ***relative pronouns*** correctly;

 + Grammar notes:

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

**2. Competence:**

- Develop communication skills.

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

**3. Personal qualities:**

- Develop communication skills and creativity

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

- Actively join in class activities

**II. TEACHING AIDS:**

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

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** **- To activate students’ prior knowledge related to the targeted grammar of relative pronouns****- To enhance students’ skills of cooperating with deskmates***\* Content:* **Game:** B.I.N.G.O - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **+ Game:** B.I.N.G.O - T divides the class into pairs- T delivers a set of word cards which are halves of sentences containing relative pronouns to each pair.- Ss will have to work in pairs to join two slips of paper together to make meaningful sentences- SS say “Bingo” when finish- The SS who are the fastest with more correct answers will be the winner- T shares with Ss the lesson objectives.- T writes the objectives in a corner of the board and leave them there till the end of the lesson.- T asks Ss to look at A CLOSER LOOK 2 on page 85.   | **+ Greeting ; T\_Ss.****+ Game:** B.I.N.G.O ***\* Answer key:*****1.** *Tourists who are interested in architecture often visit Hoi An.***2.** *The beach which we discovered during our road trip was pristine.* **3.** *That is the chef whose restaurant has earned a Michelin star.***4.** *We explored a historic castle whose walls were damaged by the tornado.***-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** + To help Ss focus on the use of relative pronouns who and which*\* Content:* - Grammar explanation.- Task 1: Underline the noun or noun phrase in each sentence that *which* or *who* refers to.*\* Expected outcomes*: Students identify the uses and how to use relative pronouns in sentences*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Underline the noun or noun phrase in each sentence that *which* or *who* refers to.**  |
| - T reminds Ss of the relative pronouns which Ss have already encountered in previous lessons like *who*, *whose*, and *which*. - T writes sentences containing these pronouns on board with the pronouns underlined. Ask Ss if they know what each pronoun refers to. Translate the sentences if needed.**Eg:** + That’s *the book* ***which*** you recommended to you yesterday.+ Let’s find some *classmates* ***who*** will be your partners in the project.- T leaves the examples on the board as a reminder to Ss. - T shares with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson.\*\* T allows Ss 2 minutes to read the **Remember box**. - Ask Ss to do the activity individually - Have Ss read the sentences and decide what noun or noun phrase *which* or *who* in each sentence refers to.- Call on some Ss to share their answers with the class.- Check the answers as a class. Explain if needed. | **- T\_Ss**

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| **\* Relative pronouns: *which*, *who*, and *whose*** |

 **1.** *Tourists who are interested in architecture often visit Hoi An.***2.** *The beach which we discovered during our road trip was pristine.* **3***. That is the chef whose restaurant has earned a Michelin star.***4.** *We explored a historic castle whose walls were damaged by the tornado.**\*\** ***Answer key:*****1***. people* **2***. brochure* **3***. video* **4***. tour guide* **5***. Boston* |
| **ACTIVITY 2. PRACTICE ( 15’)** |
| **\* Objectives:** **+ To give Ss further practice in the use of which and who.****+ To introduce Ss to the relative pronoun whose.****+ To provide Ss with more demanding practice with the use of which, who, and whose.***\* Content:*Task 2: Underline the correct relative pronoun for each sentence. Task 3: Complete each sentence with *who* or *whose*.Task 4: Match a clause in A with a clause in B to make a complete sentence.*\* Expected outcomes*: Know how to use relative pronouns in sentences for different uses. *\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Underline the correct relative pronoun for each sentence.**   |
| - Have Ss do this activity in pairs. - Guide Ss to look at the noun or noun phrase just before *which* and *who*. If it is a thing, use *which*. If it is a person, use *who*.- Call on some Ss to share their answers by reading the sentences aloud. - Confirm the correct answers as a class.**Notes**: T may ask Ss to circle the noun or noun phrase which helps them decide the use of *which* or *who*. This is to help them to focus on the relation between the noun / noun phrase and the relative pronoun. | **- T\_Ss****\* Answer key:****1.** which **2**. which **3**. who **4**. which **5**. Who |
| TASK 3**: Complete each sentence with *who* or *whose*.**  |
| \* Write this example on the board.*+ The writer is my aunt. You are reading her best- selling book*=> *The writer* ***whose best- selling book*** *you are reading is my aunt.* => Explain to Ss: *whose* replaces *the writer’s*\* Ask Ss to read the Remember box. Ask them to do decide what pronoun who in each example refers to (answers: the man’s and the city’s). Highlight to Ss: *whose stands for both things and people and it stands before the noun it possesses.*- Ask Ss to do the activity in pairs. - Have Ss read each sentence carefully and decide if who or whose is needed. Encourage discussion.- Call on some Ss to share their answers.- Check the answers as a class. Explain if needed. |  **- T\_ Ss**\* **Answer key:****1.** who **2.** whose **3**. who **4**. whose **5**. whose |
| TASK 4: **Match a clause in A with a clause in B to make a complete sentence.**  |
| - Have Ss do this activity individually or in pairs.Tip: Ask Ss to underline the last noun / noun phrase in the first clauses and decide if it is a thing or a person. If it is a thing, refer to the clauses in B with *which* or *whose*. If it is a person, refer to the clauses in B with *who* or *whose*. - Allow Ss some time to exchange their answers. - Call on some Ss to share their answers. - Confirm the correct answers as a class. Explain if needed | **- T\_ Ss.** **\* Answer key:****1**. d **2**. e **3**. c **4.** b **5.** a |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** **+ To provide Ss with real-life partially-open-ended practice with** which, who, **and** whose.*\* Content*: Task 5: Work in pairs. Discuss and finish the sentences. *\* Expected outcome*: Know how to use relative pronouns in sentences for different uses. *\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Discuss and finish the sentences.**  |
| - Have Ss work in pairs. - Ask Ss to read the beginnings carefully and take turns to complete the sentences in the way they want.- T walks around and offers help if needed.- Call on some pairs to share their answers. Correct them if needed.***\* Teacher gives corrections and feedbacks.*** | ***\* Answer key:*****1.** *Son Dong is a world-famous destination for travellers who look for adventures / who love exploring caves.***2***. I’m personally against tours which use animals for entertainment.***3***. We shared a holiday home with two Germans whose English was easy to understand.***4***. I bought a city map which has attractions clearly marked and directions how to get there.***5***. Most travellers prefer working with tour guides who are friendly and helpful.* |
| \* EXTRA ACTIVITY**+ Circle the extra word in each sentence:** **1.** The girl who **she** wore a pink dress at the party is my cousin.**2.** The book which I lent you **it** is my brother’s.**3.** The song which I was listening to **it** when you came in is my favourite.**4.** This is the photo of the heroes whose **their** actions we admired so much.**5.** Students whose test results **they** were over eight will go to class A. |
|  **4. WRAP-UP & HOME WORK (2’)** - T summarise what they have learnt in the leson- Ask Ss to say make some sentences with *who, which, whose* they remember from the lesson. \* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson : COMMUNICATION.==============================================  |