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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**   |  | | --- | | **\* 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.  ============================================== | |