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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period ….: 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:**

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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:* 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.

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