

PREPARING OF DATE:

TEACHING OF DATE	CLASS IN DATE	CLASS	TOTAL OF STS
		11A4	
		11A5	

Period :65

Unit 10 : NATURE IN DANGER**READING****I-Objectives:** By the end of the lesson, Ss will be able to :

- understand the passage.
- identify the main idea.
- guess the meaning in context.
- express their own ideas about nature in danger and the endangered animals.

II-Teaching methods: *integrated and mainly communicative.***III-Teaching aids:** Picture, poster, CD, CD player, *lesson plan, board, picture***IV- Language content :****1.Knowledge:** +Vocabulary : *Words describe services in the post office.*+ Grammar : *the tenses and passive voice...***Skills:** develop reading.**PROCEDURE**

Stages/ Timing	Activities	Interactions
1. Warm-up: 5 mins	<p>Game: Kim's game:</p> <ul style="list-style-type: none"> - Ss are going to work in two groups. (books closed) - Show some pictures of wild animals in front of the class in 30 seconds, then put them away. <p>Ask Ss to write down the names of the animals.</p> <ul style="list-style-type: none"> - The group that shows the right answers the most quickly will win the game. - Check Ss' understanding of instructions. - Show the pictures again to check Ss' answers. <p>Teacher declares the winner.</p> <p>Answer Key: 1. Polar bear 2. elephant 3. panda 4. lion 5. cheetah 6. tiger</p>	T → Ss

<p>2. Pre-reading :10 mins</p>	<p>Lead- in: Ask Ss : - Where do these wild animals live? Expected answer: in the jungle. - Have the numbers of these wild animals become larger? Expected answer: They have become smaller. - Why have they become smaller? - What makes them become smaller? Ss work in pairs to discuss the answers Let Ss say them out. Notedown Ss' ideas. To answer the questions, today we are going to learn unit ten- lesson 1.</p> <p>Pre- teaching Vocabulary: 1. pollutant(n): chất ô nhiễm. (example) Eliciting question: What do you call something like: chemical waste, exhaust fumes, smoke from factories ? 2. decrease(v) : giảm xuống (antonym) Eliciting question: What is the opposite word of increase? 3. extinct (adj): tuyệt chủng (definition) Eliciting question: find a word that means no longer in existence 3. interference (n): sự can thiệp (translation) Eliciting question: How do you say in English 4. endangered(adj): có nguy cơ tuyệt chủng (definition) Eliciting question: What is another word for danger of disappearing? - Elicit the new words by asking questions using the techniques suggested above - Ask Ss to give the Vietnamese equivalent (if necessary)</p> <p>Checking: Gap- fill - Use task 1 (page 116) to check Ss' understanding of the new words. - Ask Ss to compare their answers. Answer Key: 1- extinct 2- protect 3. decrease 4. pollutants</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p> <p>T ↔ Ss</p> <p>T ↔ Ss</p> <p>Ss ↔ Ss</p> <p>S ↔ S</p>
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<p>5. endangered 6. interferences</p> <p>* Activity 1: Main idea</p> <p>- Ask Ss to read the text silently then work in pairs to find the main of each paragraph.</p> <p>- Move around to helps Ss.</p> <p>- Go over the answer with the class.</p> <p>Answer Key: 1.C 2. B 3.A 4.C</p> <p>* Activity 2: Matching</p> <p>- Copy the wods on the board or prepare a poster beforehand then hang on the BB.</p> <p>- Ask Ss to work in pairs and match a word in A with a word or a phrase in B to find out the meaning of the words in A.</p> <p>- Teacher moves around class to help SS.</p> <table><tr><th>A.</th><th>B.</th></tr><tr><td>1. species(n)</td><td>a. ban</td></tr><tr><td>2. consequences(n)</td><td>b. collect</td></tr><tr><td>3. influence (n)</td><td>c. kind</td></tr><tr><td>4. prohibit (v)</td><td>d. result</td></tr><tr><td>5. raise (v)</td><td>e. effect</td></tr><tr><td>6. off-spring (n)</td><td>f. the young of an animat</td></tr></table> <p>Feedback:</p> <p>Ask Ss to come to the board and match theirs answer</p> <p>Answer key:</p> <p>1.c 2. d 3. e 4. a 5. b 6 f</p> <p>* Activity 3 : Questions and answers</p> <p>- Ask Ss to read the text again then work in groups of four or five to ask and answer the questions in task 3 page 117.</p> <p>- Go over the answer with the class.</p> <p>Suggested answers:</p> <p>1. The four ways that human beings are changing the world are:</p> <p>- They are changing the environment by building cities and villages.</p> <p>- They are affecting the water supply by using water for industry and agriculture.</p> <p>- They are changing weather conditions by cutting down trees in the forests.</p>	A.	B.	1. species(n)	a. ban	2. consequences(n)	b. collect	3. influence (n)	c. kind	4. prohibit (v)	d. result	5. raise (v)	e. effect	6. off-spring (n)	f. the young of an animat	<p>T ↔ Ss</p> <p>S ↔ S</p> <p>T ↔ Ss</p> <p>Ss ↔ Ss</p>
A.	B.														
1. species(n)	a. ban														
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6. off-spring (n)	f. the young of an animat														

<p>4. Post-reading: 9 mins</p> <p>5. Home-work: 1 mins</p>	<ul style="list-style-type: none"> - They are destroying the air by adding pollutants like smoke from factories and fumer from automobiles motors. <p>2. The serious consequences of people's interference with the environment are:</p> <ul style="list-style-type: none"> - many kinds of rare animals are killed . - the environment where these animals are living is badly destroyed. <p>3. Many efforts have been done to protect endangered nature, such as:</p> <ul style="list-style-type: none"> - Many organizations have been set up and funds have been raised. - Thousands of national parks have been established to protect endangered animals. - Laws have been introduced to prohibit the killing of endangered animals. <p>Reporting the video:</p> <p>Lest Ss work in two teams. Tell them they are going to watch a video of the song" The earch Song" by Michael Jackson.</p> <p>Ask Ss to try remember the events happening in the scenes of the video then talk about them when the video finishes.</p> <p>Feedback :</p> <p>Ask Ss : How many events from the video can you remember ?</p> <p>Each group takes turns saying them out</p> <p>The group which has more ideas will win the game</p> <ul style="list-style-type: none"> - Lern the new words by heart. - Prepare the next part. 	<p>Ss ← → Ss</p> <p>Ss ← → Ss</p> <p>Ss ← → Ss</p>
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		11A4	
		11A5	

Period : 66

Unit 10 : NATURE IN DANGER**SPEAKING****I-Objectives:** By the end of the lesson, Ss will able to:

- talk about endangered nature.
- express their own ideas about measures of protecting endangered. nature

II-Teaching methods: *integrated and mainly communicative.***III-Teaching aids:** poster, markers, *lesson plan, board, picture***IV- Language content :****1.Knowledge:** +Vocabulary : *Words describe services in the post office.*... + Grammar : *the tenes and passive voice...***2. Skills :** develop speaking...**PROCEDURE**

Stages Timing	Activities	Interactions
1. Warm-up: 5 mins	Game: Hot seat - Divide the class into two groups. - One person from each group comes to the front of the class, facing their back to the board. Teacher writes word by word on the board. The rest Ss of the grouo explain the word without saying the exact word on the board. The group that can say out the right word first will win the game. List of words: environment, industry, pollutants, cutting trees, building cites.	T → Ss
2. Pre-speaking: 10 mins	Lead- in: - Have Ss look at the list of wods on the board - Ask Ss: From the words given above, who can guess the topic we are going to discuss today? - To focus on this topic, we are going to study the lesson:	T ← Ss

<p>3. While-speaking: 15 mins</p>	<p>NATURE IN DANGER</p> <p>Pre teaching Vocabulary:</p> <p>1. Cultivation (n): sự cấy cấy, sự trồng trọt Eliciting question: Which word describes the preparation and use of land for growing plants or crops ?</p> <p>2. to discharge:thải ra (synonym) Eliciting question: What is the other word of to release?</p> <p>3. to discourage(v): thuyết phục ai không làm gì (antonym) Eliciting question:What is the opposite word of to encourage?</p> <p>Eliciting question: A verb means to catch a person or an animal and keep them as a prisoner.</p> <p>4. to capture (v) : bắt giam</p> <p>- Elicit the new words by asking questions, using the techniques suggested above.</p> <p>- Ask Ss to give the Vietnamese equivalent (if necessary)</p> <p>Checking Vocabulary: slap the board</p> <p>* Activity 1: Brainstorming (books closed)</p> <p>- Let Ss say out their ideas about some reasons why nature is threatened in their group first.</p> <p>- Call on some Ss to say out their answers.</p> <p>- Teacher notes down Ss' ideas on the board</p> <p>Ask Ss : What do you think is the most important reason ?</p> <p>Suggested ideas:</p> <p>In my opinion, the most important thing is ...</p> <p>Key: no fixed answers</p> <p>(The answers will depend on their own ideas because the aim of this activity is only to encourage Ss to speaking as much as possible)</p> <p>* Activity 2: Matching</p> <p>- Hang on a chart with possible measure for protecting endangered nature which are prepared beforehand on each slice.</p> <p>Example:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Killing endangered animals for fur, skin and food should</p> </div>	<p>T ↔ S s ↔ S</p> <p>T ← Ss</p> <p>Ss ← Ss</p> <p>Ss ↔ Ss</p>
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<p>4. Post-speaking: 10 mins</p>	<p>be banned.</p>	
	<p>Planting trees should be encouraged</p> <p>- Ask Ss to work in groups and in turn come to the board, matching the reasons in activity 1 with possible measure for protecting endangered nature.</p> <p>- Teacher checks the matching if they are suitable</p> <p>Answer Key:</p> <p>There can be more measures for one reason.</p> <p>Example:</p> <p>Reason: Killing endangered animals for fur, skin and food.</p> <p>Measures:</p> <p>1. Killing endangered animal for fur, skin and food should be banned.</p> <p>2. All kinds of animal and plants should be protected</p> <p>In pair, one student says the reason, one says the suitable measures. Ask Ss to look at their partner when they speak.</p> <p>Feedback: Call on some pairs to say them out</p> <p>* Activity 3: Making conversations</p> <p>- Teacher asks Ss to make a conversation, using the passive voice of should to combine the ideas in activity 1 with activity 2.</p> <p>Sample conversation</p> <p>S1: Do you know these days people are cutting down a lot of trees in the forest for wood?</p> <p>S2: Yes, I do / Oh, really? I think laws should be introduced to stop people from cutting trees for wood.</p> <p>S1: You're right. And planting trees should be encouraged</p> <p>S2: Yeah..</p> <p>- Model the conversation with a good student</p> <p>- Have two students do the same, looking at their partner when they speak.</p> <p>- Ask Ss to work in pairs simultaneously</p> <p>- Move around if there is time.</p>	<p>T ↔ S</p> <p>S ↔ S</p> <p>S ↔ S</p> <p>T ↔ Ss ↔ Ss</p>

5.Homework	<p>Exhibition:</p> <ul style="list-style-type: none">- Divide the class into 4 groups.- Deviver 4 big pieces of paper and some markers, color pencils to each group.- Ask Ss to make a poster which aims at appealing to everybody for not destroying nature and trying to look after our environment more carefully. <p>Feedback:</p> <ul style="list-style-type: none">- Have SS stick their posters on the board one representative of each group will present their group's ideas.- Teacher and Ss give comments and the choose the bes-designed poster and the best presentation to praise. <ul style="list-style-type: none">- Search the internet to find out some more information about endangered animals.- Prepare the next part.	T ← Ss
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		11A4	
		11A5	

Period : 67

Unit 10 : NATURE IN DANGER**LISTENING****I-Objectives:** By the end of the lesson, Ss will be able to:

- Listen and understand the general ideas.
- pick up the specific ideas.

II-Teaching methods: *integrated and mainly communicative.***III-Teaching aids:** Pictures, hand-outs ,*lesson plan, board*, picture**IV- Language content :****1.Knowledge:** +Vocabulary : *Words describe services in the post office.*+ Grammar : *the tenes and passive voice...***2. Skills :** develop listening...**PROCEDURE**

Stages/Time	Activities	Interactions
1. Warm- up: 5 mins	Game: Guessing word - Divide the class into two groups - Tell Ss: I have two words. The first word consists of 8 letters. The second word consists of 4 letters. I'll give you some hints. If you can guess the word at the first hint, you'll get 10 sweets. If you guess it at the second hint, you'll have 5 sweets and at the third- only one sweet - - - - - 1 2 3 4 5 6 7 8 1 2 3 4 1- It is place where many visitors who are interested in nature like to visit. 2- It is a place where are a lot of forests, caves, rivers, plants, wild, animals. 3- It is known Cuc Phuong, Cat Ba... Key: NATIONAL PARK Declare the winner	T ↔ Ss

<p>2. Pre-listening 15 mins</p>	<p>Lead- in:</p> <p>What national parks in Vietnam and in the world do you know?</p> <p>Expected answer: Ba Be National Park, Bach Ma National Park ..</p> <p>Why have many national parks in the world been founded?</p> <p>Can you tell me some danger these national parks can face with?</p> <p>- notes down Ss' ideas on the board</p> <p>To know the answer, today you're going to listen to a text about national parks in the United States</p> <p>UNIT 10: NATURE IN DANGER</p> <p>Preteaching Vocabulary:</p> <p>1- scenic features(n): (translation)</p> <p>Eliciting question: How do you say đặc trưng về thiên nhiên xinh đẹp English ?</p> <p>2- devastating (adj): tàn phá (definition)</p> <p>Eliciting question: An adjective that means causing a lot of damage</p> <p>3- approximately (adv) : xấp xỉ (synonym)</p> <p>Eliciting question: another word of nearly or about</p> <p>4- vehicles(n): xe cộ (example)</p> <p>Eliciting question: something like cars, bicycles, lorries, buses ..</p> <p>5- maintenance (n): sự duy trì</p> <p>Eliciting question: Find a word that means keeping something in good condition</p> <p>Checking Vocabulary : ROR</p> <p>Here are some statements about national parks in the United States. Read and guess if they are true or false</p> <p>- Copy the True- false Statement Predictions (Task 1 page 119) on the board and draw the table</p> <p>- Ask Ss to guess if the sentences are true or false then note down Ss' predictions on the table</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p> <p>T → Ss → S</p> <p>S ↔ S</p>
<p>3- While-listening: 12</p>		

mins		1	2	3	4	5	
	Predict						S ← S
	Correct						
4. Post-listening: 12 mins	<p>* Activity 1: True or False Statements:</p> <p>- Have Ss listen to the text twice and check their predictions</p> <p>- Ask Ss to compare their answers then call them out. If it is false, say why</p> <p>Key: 1- National parks protect and preserve the natural beauty of the land, T</p> <p>2- They usually contain a variety of scenic fetures, T</p> <p>3- All national parks are in danger of being destroyed F. Many national parks, not all national parks</p> <p>4- Large areas of national parks can be destroyed by fire . T</p> <p>5- Visitors do not help to preserve and protect national parks, T</p>						S ← S
5. Homework 1 min	<p>* Activity 2: Multiple Choice</p> <p>- Prepare the multiple choice beforehand for Ss to choose (see the Appendix)</p> <p>- Deviver the handouts</p> <p>- Ask Ss to read the questions and guess the answers before listening</p> <p>- Play the recording. Have Ss listen and choose the correct answers</p> <p>- Compare their answers together</p> <p>- Check the answer key:</p> <p>1-b 2-c 3-d 4-c</p> <p>- Ask Ss to work in pairs, using the questions in task 2</p>						T → Ss
							Ss ↔ Ss
	<p>Discussion:</p> <p>- Ask Ss to work in groups of 5 to discuss these questions. A secretary from each group will note down Ss' ideas</p> <p>Have you ever visited a national park in our coutry? Or Have you ever seen a national park in Vietnam on TV?</p> <p>- What is there in the National park?</p> <p>- Does it have the same problems as the other national parks?</p>						

	<p>What should we do to protect as the other national parks an What shouldn't we do to destroy them?</p> <p>Feedback: One representative of each group comes to the front of the class and presents their ideas</p> <ul style="list-style-type: none"> - Ask other Ss to share ideas give comments on each group - Based on the information in task 1 and task 2, Ss write summary of the text 	
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APPENDIX 3 : Unit 10- Listening -- Task 2

Task 2: Multiple Choice:

- How many national parks are there the United States?
 - 50
 - 52
 - 53
 - 55
- How many people visit national parks every year?
 - five thousand
 - three thousand
 - millions of visitors
 - bollios of visitors
- can you name some of the problems which national parks are currently facing?
 - Rare animals are killed or hunted for fur, skin or other parts
 - Trees are cut down of wood
 - Devastating fires are caused by careless people
 - All are correct
- What should be done to protect national parks?
 - Icrease the number of visitors to earn more money for the parks
 - These problems should be solved gradually
 - Money should be raised for the park's staff and maintenance of their resources
 - if there is not enough money, some national parks should be destroyed

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		11A4	
		11A5	

Period : 68

Unit 10 : NATURE IN DANGER**WRITING****I-Objectives:** By the end of the lesson, Ss will be able to:

- understand the information about Cat Ba National park
- Write a description of a location

II-Teaching methods: *integrated and mainly communicative.***III-Teaching aids:** hand outs, pictures, *lesson plan, board*, picture**IV- Language content :****1. Knowledge:** +Vocabulary : *Words describe services in the post office.*+ Grammar : *the tenes and passive voice...***2. Skills :** develop writing...**PROCEDURE**

Stages/ Timing	Activities	Interactions
1. Warm-up: 5 mins	<p>Game; Guessing game</p> <p>Show the back of a picture of a National Park to the Ss.</p> <p>Teacher gives some information about the picture</p> <ul style="list-style-type: none"> - Ask Ss to guess what the national park is + It has a lot of tropical forests, beautiful landscapes rare animals + It is in the North- East of Vietnam + it is on an island 20 km east of Hai phong <p>Expectect answer: It is Cat Ba National Park</p> <p>Lead in:</p> <p>Have you ever been to Cat Ba?</p> <p>If Ss say yes, ask Ss: When did you go? What is Cat Ba like?</p> <p>If Ss say No: Would you like to know some information about Cat Ba ?</p> <p>To day I would like to introduce to you some more</p>	<p>T → Ss</p>

<p>2. Pre-writing: 12 mins</p>	<p>information about Cat Ba national park</p> <p>Unit 10: NATURE IN DANGER</p> <p>Pre teaching Vocabulary:</p> <ol style="list-style-type: none"> 1. coastal waters(n): vùng nước ven biển(drawing) 2. abundant:(adj) = plentiful, more than enough: nhiều, phong phú (synonym) e.g: Vietnam has a lot of abundant natural resources 3. Ha = hectare 4. stone tool(n): (picture): đồ đá 5. human bone(n) (picture): <p>Checking Vocabulary: What and where</p> <p>Write 5 words in circles on the board, ask Ss repeat and then erase words. Ss try to remember what and where each word is then write them again on their correct positions</p> <p>Questions and answers: Pair work</p> <ul style="list-style-type: none"> - Ask Ss to work in pair, taking turns asking answer about Cat Ba National Park, using the information in the text book 1- Where is Cat Ba National park / - Where is it located? - What are the special features of Cat Ba National Park? - How large is it? - What do you know about the animals and plants in Cat Ba National Park ?- What are some of the historic features of the Park? <p>Teacher moves around to give help or do correction</p> <p>Elicit from Ss what they would include in a description of a location :</p> <p>* Outlining:</p> <ol style="list-style-type: none"> 1. Location 2. Total area 3. Special features 4. Animals and plants 5. Historic <p>* Useful language:</p> <p>Use simple present</p>	<p>T ← Ss ← S</p> <p>Ss ↔ Ss</p> <p>S ↔ S</p> <p>T → Ss</p> <p>S</p>
<p>3. While-writing: 15</p>	<p>Writing a description of a location</p>	

<p>mins</p> <p>4. Post-writing (12 m)</p> <p>5. Homework (1 m)</p>	<p>- Ask Ss to write a short description of Cat Ba National Park, using following prompts: Cat Ba national Park/ situated/ Cat Ba island. 120 km/ Ha Noi/ 20 km east/ Hai Phong Cat Ba/ The only site/ Vietnam/ endowed/ tropical forests/ coastal waters with sand beaches/ / abundant natural resources/ landscapes/ rare animals/ plants./ It/ cover/ 15,200 ha. Cat Ba/ preserve / 300 species of fish / 40 kinds of animals / 150 birds / 620 plants. Stone tools / human bones / found / island's limestone cave / reveal / people / inhabit / 6,000 years ago. (Teachers can use the writing in the teacher's book on page 103 as a sample.) - Go round to give help. Feedback: Peer Correction</p> <p>- When Ss have finished, ask them to exchange their writings and give corrections. Group writing: Divide the class into four teams. Give each team a large piece of paper and a marker. Each team chooses one of the two national parks, using the information below to write a description of Ba Be National Park or Cuc Phuong National Park.</p> <p>Feedback: Ask Ss to hang them on the board. Teacher gives comments and correction if necessary. Write the description of one of the two national parks into their notebooks.</p> <p>APPENDIX</p> <p>(Here is the picture)</p> <p>Ba Be National Park Basic facts: Location: Bac Kan Province, Northeast Vietnam Distance from Hanoi: about 250 km, 6 - 7 hours drive Year established 1977, as a national park in 1992</p>	<p>Ss ↔ Ss</p> <p>S</p> <p>Ss ↔ Ss</p>
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	<p>Area: 10,048 ha</p> <p>Lake area: 500 ha</p> <p>Typical habitats: Freshwater lake, limestone forest, and lowland evergreen forest</p> <p>(Here is the picture)</p> <p>Cuc Phuong National Park</p> <p>Basic facts:</p> <p>Location: Ninh Binh Province, North of Vietnam</p> <p>Distance from Hanoi: about 100 km South of Hanoi</p> <p>Year established as a national park in 1992, the first National Park in Vietnam.</p> <p>Area: 25,000 ha, the country's largest nature reserve.</p> <p>Typical habitats: limestone mountain numerous caves, valleys</p> <p>Animals and plants: 97 species of mammals: 300 species of birds...; a number of species are listed in Vietnam Red Book of endangered species.</p>	
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Unit 10 : NATURE IN DANGER**LANGUAGE FOCUS****I-Objectives:** By the end of the lesson, Ss will be able to:

- distinguish the differences between the consonant clusters / sl /, / sm /, / sn /, / sw /.
- understand the use of Relative Pronouns with prepositions.
- write the sentences with Relative Pronouns with prepositions.

II-Teaching methods: *integrated and mainly communicative.***III-Teaching aids:** hand outs, pictures, *lesson plan, board, picture***IV- Language content :****1. Knowledge:** +Vocabulary : *Words describe services in the post office.*+ Grammar : *the tenes and passive voice...***2. Skills :** develop doing exercises.**PROCEDURE**

Stages/time	Activities	Interactions
1. Warm-up (5 m)	Game: Finding words <ul style="list-style-type: none"> - Divide the class into 2 groups and B and ask Ss to close their books. - Write the phonemic sounds / sl /, / sm /, / sn /, / sw / on the board. - Ask Ss in each group to write on the board as many words containing these sounds as possible. <p>Example: /sl/ like <i>sleep</i>, /sm/ like <i>small</i>, /sn/ like <i>snack</i>, /sw/ like <i>swim</i></p> <ul style="list-style-type: none"> - Set the time limited in two minutes. - The group with more correct words wins the game. <p>Feedback: T checks the words if they contain the sound or</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>

Presentation

1(10 m)

not.

Lead-in: Ask Ss to pronounce the words they have just found .

Pronunciation:

- Hang on a flipchart of the sounds on the board and introduce the sounds to the Ss. T reads the sounds three times.

/ sl /	/ sm /	/ sn /	/ sw /
slave	smart	sneeze	swing
slim	smell	snookers	switch
slice	smoke	snow	swear
slow	smile	snap	swallow

$$T \xrightarrow{\quad} S_S \xrightarrow{\quad} S$$
$$S_S \longleftrightarrow S_S$$

3.
presentation
2 (9 m)

Repetition:

- Ask the whole class to repeat the sounds after the T.
- Ask some Ss to repeat the words. The others listen and give remarks if they are pronounced correctly.
- Move around to give help.

$$T \longleftrightarrow S_S \quad \longleftrightarrow S$$

2- Practise reading aloud the sentences.

- Practise reading aloud the dialogue.
- Ask Ss to make 5 new sentences which contain as many sounds above as possible.
- The group that can write more sounds will win the game.

GRAMMAR

Relative Pronouns with prepositions

Show this picture about the talk between a pupil and a teacher on the board.

Point to the boy and tell Ss: This is Tom. This man is his teacher. Then ask Ss:

- Who is Tom talking to ? - He is talking to the teacher.

Write on the board:

The man is Tom's teacher. Tom is talking to him

- Ask Ss: Who can combine these 2 sentences into 1 ?

→ The man to whom Tom is talking is his teacher.

<p>4- Practice: (19 m)</p>	<ul style="list-style-type: none"> - Write some other examples on the board. e.g: I'll introduce you to the man. I share a flat with him. This is the magazine. I talked about it yesterday. - Ask Ss to combine the sentences into one. - Copy these sentences on the board. <p>a - Formal:</p> <ul style="list-style-type: none"> * The man to whom Tom is talking is his teacher. * I'll introduce you to the man with whom I share a flat. * This is the magazine about which I talked yesterday. <p>b - Informal:</p> <ul style="list-style-type: none"> * The man whom/who/that Tom is talking to is his teacher. * I'll introduce you to the man whom/who/that I share a flat with. * This is the magazine about which/that I talked yesterday. <ul style="list-style-type: none"> - Elicit the use of relative pronouns with prepositions from Ss. <p>Notes:</p> <ul style="list-style-type: none"> - A relative pronoun can be the object of a preposition. - In formal English we can put the preposition before <i>whom</i> or <i>which</i>. We cannot leave out <i>whom</i> or <i>which</i> here, and we cannot use <i>who</i> or <i>that</i> - In informal English the preposition can come after the verb or the object of the verb. We can also leave out the relative pronoun. (Whom is formal and rather old-fashioned. In everyday speech we often use <i>who</i>) <p>Checking:</p> <ul style="list-style-type: none"> - Checking if Ss are sure of the use of Relative Pronouns with prepositions. <p>* Exercise 1:</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs to do exercise 1. - Give enough time for Ss to do it. - Move around to help if necessary. <p>Feedback:</p> <ul style="list-style-type: none"> - Call on Ss to read the sentences aloud . Others listen and give comments. <p>Key: 1. whom 2. which 3. whom 4. who 5. that</p>	<p>T ↔ Ss ↔ S</p> <p>S</p>
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	6. whom 7. which	
	* Exercise 2:	
	- Copy the example on the board, explain how to do the exercise and make a model.	Ss ↔ Ss
	Example;	
	a- She is the woman. I told you about her. → She is the woman about whom I told you.	
	b- The song was interesting . We listen to it last night. → The song to which we listened last night was interesting.	
	- Ask Ss to do exercise 2 individually.	
	- Move around to help if necessary.	
	- Ss compare their answers together.	
	Feedback:	
	- Call on Ss to read the sentences aloud. Others listen and give comments.	
	Key:	
	1. The man to whom I talked yesterday was very kind.	
	2. The man about whom I told you works in the hospital	
	3. The woman about whom I am telling you teaches me English	
5. homework: (1m)	4. The movie about which they are talking is fantastic 5. The picture at which she was looking was beautiful 6. I'll give you the address to which you should write	
	* Exercise 3: Ask Ss to complete the sentences, using who, whom, which, that	
	Key:	T → Ss
	1. That 2. Which 3. Who 4. Whom 5. Which/ that 6. Which 7. Who 8. whom	
	Feedback:	
	- Ask ss to say out their answers	
	- give correction if necessary	
	- Exercise 3 can be used at homework if there isn't enough time in class	
	- Make 5 true sentences about things around Ss, using relative pronouns with preposition	