Date: March, 5th 2023

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| **UNIT 9: ENGLISH IN THE WORLD**  **PERIOD 73 Lesson 5: SKILLS 1** |

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to

* Read for general and speci­fic information about English as a means of international communication.
* Talk about their choices of holiday

**II**. **LANGUAGE CONTENTS:** Reading and speaking

**III. TECHNIQUES:**  individual work, pair work, group work

**IV. PREPARATION:** Projector, pictures

**V. PROCEDURES:**

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| **T’s & Ss’ Activities** | **CONTENT** |
| **READING**  Before Ss open their books, ask them to work in groups to discuss either of these questions:  1. **Who owns English?**  Ss may look somewhat confused by this question. If so, give them more guidance: ‘Which countries speak English around the world?’, ‘Does the English language belong to England? If not, why not?’, ‘Is the English language changing? If so, how?’  **2. Does ‘Vietglish’ exist?**  If necessary, explain that this is a blend of Vietnamese and English. Give some guidance: ‘Can you think of any words or phrases which blend the two languages?’, ‘Is this increasing in Viet Nam?  **1** Now open the books and ask Ss to scan the text to ­ nd the words: settlement, immersion, derivatives,  establishment and dominant. T may help Ss work out the meanings of these words out of the context.  **2 a** First, have Ss work independently, reading through the text and choosing a suitable heading for each paragraph.  **b .** T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers in pairs before discussing them as a class.    **SPEAKING**  **3**  First, give Ss 5 minutes to put their own list in order of importance. Encourage Ss to think of the reasons  for their order. They may add other methods they use that aren’t on the list.  4 Now in small groups, Ss compare their lists and explain their order to group members. Go around to provide help. Call on some Ss to present their top three methods and the reasons for it. Other groups listen and give comments.  **5** Ask Ss to work in pairs, taking one of the ideas in 3 and discussing the way to achieve it. Move around to provide help. Call on one pai to present their ideas. Ask other pairs to add to the list. | **New words:**  Massive /ˈmæsɪv/ to lớn, ồ ạt  Immigration /ˌɪmɪˈɡreɪʃn/ sự nhập cư  Mandarin  /ˈmændərɪn/ Tiếng quan thoại  Dominance /ˈdɒmɪnəns/ ưu thế, trội hơn    **Explain**  - settlement /ˈsetlmənt/ (n) = the process of people making their homes in a place: sự định cư  - immersion /ɪˈmɜːʃn/ (n) = the language teaching method in which people are put in situations where they have to use the new language for everything: sự thấm nhuần  - derivatives  /dɪˈrɪvətɪv/ (n) = words that have been developed from other words: từ phát sinh  - establishment /ɪˈstæblɪʃmənt/ (n) = the act of starting or creating something that is meant to last for a long time: sự thiết lập  - dominant /ˈdɒmɪnənt/ (adj) = more important, powerful or noticeable than other things: ưu thế, quan trọng  **2a.**  **Key:** 1. b 2. c 3. a  **Key: 1.** It is the export of the English language and the great growth of population in the United States that has led to its dominance in the world today.  2. Mass immigration.  3. They do all their school subjects and everyday activities in English.  4. It is a blend of English and Hindi words and phrases.  5. They are being invented every day all over the world due to the free admissions of words from  other languages and the easy creation of compounds and derivatives. |

**VI-** **HOMEWORK:**

- Practice reading the dialogue.

- Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare for **SKILLS 2**

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Date: March, 5th 2023

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| **UNIT 9: ENGLISH IN THE WORLD**  **PERIOD 74 Lesson 6: SKILLS 2** |

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to

* Listen for general and speci­fic information about some students’ experiences in learning
* Use languages write a paragraph about the uses of English in everyday life

**II**. **LANGUAGE CONTENTS:** Listening and writing

**III. TECHNIQUES:**  individual work, pair work, group work

**IV. PREPARATION:** Projector, pictures, tape

**V. PROCEDURES:**

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| **T’s & Ss’ Activities** | **CONTENT** |
| **Listening**  **1** Ask Ss to read the instruction carefully. Have Ss read the summaries and underline the key words in each.  Play the recording and ask Ss to match the summaries to the speakers. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.  **2** First, ask Ss to work in pairs to answer the questions from the information they have heard in 1. Then play the recording again and allow Ss to check if their answers are correct.    **Writing**  3 Ask Ss to work individually making notes of up to four uses of English in their daily life and giving an explanation /example for each of them in the given table. Remind them that they do not have to write full sentences and they can use abbreviations and note-form. Then ask Ss to share their notes with their  partners. T may ask some more able Ss to read out their notes to the whole class.  **4 a+b** Set up the writing activity. Brainstorm the language necessary for their writing with Ss: an introduction paragraph, organising ideas using connectors – Firstly, Secondly, Finally, providing examples to illustrate the points.  Ask Ss to write the draft ­ rst and then swap their writing with a partner. Based on the comments, have them write their ­ nal version in class or at home. If they write in class, they can also do it in pairs or groups on big pieces of paper. T may display all or some of the lea‑ ets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework. | **Key:**  Speaker 1: E Speaker 2: A  Speaker 3: B Speaker 4: D  **Key:**  1. He went to Rome.  2. She can have a conversation in Italian, but it’s a bit rusty.  3. He used to be quite bad at English.  4. He picked up enough words and phrases to get by.  5. She thinks that she has learned a lot since she started an English course at an English centre.  **Sample writing:**  I use English for different purposes in my everyday life.  Firstly, English helps me communicate with people all over the world. I have made friends with some students from the UK and Australia. I use English to chat with them about many things.  Secondly, English helps me get information and improve my knowledge.  Because almost any information is available in English, it is easy for me to get access to all sources of information with my English. Finally, English is useful when I want to go abroad to study. A lot of schools  and universities in diff erent countries which provide scholarships and courses in English. I am learning English hard to get an IELTS score of 6.5 so that next year I can go to Australia to study.  In conclusion, English is useful for me in various ways. |

**VI-** **HOMEWORK:**

- Practice reading the dialogue.

- Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare for **LOOKING BACK**

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Date: March, 10th 2023

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| **UNIT 9: ENGLISH IN THE WORLD**  **PERIOD 75 Lesson 7: LOOKING BACK & PROJECT** |

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to

* Review of what they have learnt in Unit 9 (English in the world )

**II**. **LANGUAGE CONTENTS:** Vocabulary and grammar

**III. TECHNIQUES:**  individual work, pair work, group work

**IV. PREPARATION:** Projector, pictures

**V. PROCEDURES:**

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| **T’s & Ss’ Activities** | **CONTENT** |
| **Vocabulary & Grammar**  For 1, 2, 3, 4 and 5, ­ First have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.  For exercise 3, T may ask some Ss to write their sentences on the board and give necessary correction.  **Communication**  6. First, ask Ss to do the task individually to choose sentences (A-E) to complete the conversation. Then check their answers as a class. Finally, ask Ss to practise the conversation with their partners and call on some pairs to act out the conversation in front of the class. | **I.**  **Vocabulary & Grammar**  1. **Underline the correct words**  1. ­ first 2. accent 3. dialect  4. second 5. official  **2 Fill each blank**  1. am reasonably good  2. can also get by 3. picked up  4. am bilingual 5. also fluent in  6. can have a conversation  7. it’s a bit rusty 8. am quite bad at  9. know a few words  10. can’t speak a word  **3. Rewrite these sentences**  1. I can’t speak a word of French.  2. I picked up a few words of English on holiday.  3. My brother is fluent in English.  4. I am bilingual in English and French.  5. I can get by in German on holiday.  6. My Russian is a bit rusty.  **4. Complete the passage**  1. accent 2. imitate 3. guess  4. look up 5. translate 6. mistakes 7. corrects 8. communicate  **5. Put the correct relative pronoun**  2. Those are the stairs where I broke my arm.  3. There’s a shop where you can buy English books and CDs.  4. The English couple who/that live next to us can get by in Vietnamese.  5. There’s a shop near my house which/that sells cheap DVDs.  6. Look up the new words in the dictionary which/that has just been published by Oxford University Press.  **Communication**  Key:  1. D 2. C 3. A  4. E 5. B |

**VI-** **HOMEWORK:**

- Practice reading the dialogue.

- Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare for **REVIEW 3**

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