Day of planning:

Day of teaching:

**Period:**

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 5: SKILLS 1**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson students will be able to:

- Read for general and speci­fic information about English as a means of international communication.  
- Discussing experiences in learning and using English

a. Vocabulary: related to languages and language use and learning.

b. Grammar: Conditional sentences type 2, Relative clauses.

**2. Skills:** reading and matching, reading and answering the questions, making a list, spoken interaction

**3. Attitude:** Ss will be more responsible for studying English.

**4. Competence development:** Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher**’s **and students**’ **activities** | **The main contents** |
| **1. Warm up**  **Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson. | |
| - Before Ss open their books, ask them to work in groups to discuss either of these questions.  The aim is to get Ss to realize that English is global now and that there isn’t one “correct” form of English anymore, but many varieties of English.  If necessary, explain that this is a blend of Vietnamese and English. | **\*Chatting.**  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?  Give some guidance: ‘Can you think of any words or phrases which blend the two languages?’, ‘Is this increasing in Viet Nam?  If so, why?’, ‘Can you invent some new “Vietglish” words or expressions?’ |
| **2. Presentation**  **Aim**: Help SsRead for general and speci­fic information about English as a means of international communication. | |
| - Now open the books and ask Ss to scan the text to ­find the words: *settlement, immersion, derivatives,* *establishment* and *dominant*. T may help Ss work out the meanings of these words out of the context.  - First, have Ss work independently, reading through the text and choosing a suitable heading for each paragraph. Then allow them to share their answers before checking with the whole class.  - 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. | **1. Read the following text about English as a** **means of international communication. Look** **at the words in the box, then ­find them in the** **text and underline them. What do they mean?**  - *settlement* (n) *= the process of people making their homes in a place* *- immersion* (n) *= the language teaching method in which people are put in situations where they have* *to use the new language for everything* *- derivatives* (n) *= words that have been developed from other words* *- establishment* (n) *= the act of starting or creating something that is meant to last for a long time* *- dominant* (adj) *= more important, powerful or noticeable than other things*  **2 a. Read the text again and match the** **headings (a-c) to the paragraphs (1-3).**  *Key:* 1. b 2. c 3. a  **b. Read the text again and answer the** **questions.**  *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. |
| **3. Practice**  **Aim:** Help Ss talk experiences in learning and using English | |
| T asks Ss to list of ways to improve your English.  Ss list of ways to improve your English.  - 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. | **\* List of ways to improve your English.**  - Taking tests  - Listening to songs in English  - Reading English book  - Watching English film  ….. |
| **4. Further practice**  **Aim:** Ss can interact real situation | |
| T asks Ss to practise in pairs  Ss work in pairs  T observes and remarks | **Eg:**  A: I think we should try to imitate English pronunciation.  B: So then we should watch English videos online.  A: Good idea. We can pause the video and repeat.  B: We can even record ourselves and play it back |

**3. Guides for homework.**

- Learn the newwords by heart

- Talk 10 ways to improve your English

- Prepare next lesson: Skills 2