Date of preparation:

Date of teaching:

Period: 69

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 1: GETTING STARTED**

**I. OBJECTIVES:**

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

- Use the lexical items related to languages and language use and learning.

- Interact a conversation about English language.

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

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

**\* Skills:** listening and reading, reading and finding nouns, converting adjectives, reading and choosing the best answers, matching words, matching sentences, spoken interaction.

**2. Competence development:**

- Self-study: Determine the duty of study, surf the information and answer the questions related in the lesson.

- Problem solution: Analyse the problems and find the solutions for these in the lesson as well as in the discussion.

- Cooperation: Assign the duty in team work, pair work, linguistic competence, cooperative learning and communicative competence

**3. Virtues:**

- Responsibility:Ss will be interested in learning English

- Compassionate quality: Ss will be able to have a good ability of using English in communication.

- Honesty: Ss will be able to give correct information as well as factual data

**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** | **Contents** |
| **1. Warm up (5’)**  **Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson  **Content:** Ss share ideas about their understanding of English  **The result of the activity:** Students know more information about English  **Procedure:** | |
| T asks some questions  Ss answer the questions    T introduces the lesson | **\*Chatting.**  - Do you like English?  - Is English easy or difficult?  - How many English words do you know?  - Can you tell me some English words that can operate as a noun, a verb and an adjective?  - What is the longest word in English which has only one vowel?  ..... |
| **2. Presentation (10’)**  **Aim:** Help Ss use the lexical items related to languages, language use and learning and interact a conversation about English language  **Content:** Ss listen and read the conversation and answer the questions related to the conversation  **The result of the activity:** Students know the content of the conversation  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| T asks some questions about picture  Ss answer the questions  T asks Ss to guess what the topic of the conversation is and where it takes place.  - Ask Ss to tell about the English club they have taken part in:  - Let Ss open their books.  - Play the recording and have Ss follow along. - Explain the words that Ss don’t understand.  - Review *Conditional sentences type 2.*  - Explain *Relative clauses.*  T asks Ss to read the conversation again and do exercise c.  Ss read do exercise individually.  - Tell Ss to refer to the conversation to ­find the nouns of the adjectives *simple* and *­ flexible*. Ask them to pay attention to how to form the nouns from these adjectives.  - Ask Ss to convert the adjectives given into nouns. Remind them to use a dictionary to check. | **1. Listen and read.**  \* Questions:  *Where are Duong and Vy?*  *Who is standing at* *the board?*  *What are they talking about?*  *Do you take part in an English club?* *When is it? Where is it?* *What is special about it?*  **\* Conditional sentences type 2.**  - If there weren’t so many words, it would be easier for us to master it!  **\* Relative clauses.**  - Is English the language which is spoken as a first language by most people in the world?  **Ex c. Read the conversation again and choose the** **correct answers.**  *Key:* 1. B 2. C 3. A 4. C 5. B  **Ex a. Read the conversation again and ­find the** **nouns of the adjectives *simple* and *­ flexible.***  *Key:* simplicity – exibility  **Ex b. Convert these adjectives into nouns. You may** **use a dictionary.**  *Key:*   |  |  | | --- | --- | | **Adjective** | **Noun** | | sad | sad*ness* | | dark | dark*ness* | | stupid | stupid*ity* | | popular | popular*ity* | | happy | happ*iness* | | punctual | punctual*ity* | |
| **3. Practice (15’)**  **Aim:** Help Ss practice some the words/phrases related to English in the world  **Content:** Ss listen and read the conversation and answer the questions related to the conversation  **The result of the activity:** Students know the content of the conversation  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| - First, Ss work independently. Then allow them to share answers before discussing as a class.  - Call on some Ss to give explanations for their answers.  - Ss work independently, and then share their answers with one or more partners.  - Ask for translation of the words/phrases in the table to check their understanding.  - Ss work independently and then share their answers with one or more partners. T may help with the words/phrases that Ss do not know the meaning of in the sentences. If time allows, have some Ss read out loud the sentences. | **2. Match the words/phrases in column A with** **the de­finitions in column B.**  *Key:* 1. c 2. e 3. b 4. a 5. d  **3. Match the beginning of each sentence (1-6) to** **its ending (a-f).**  *Key:* 1. f 2. c 3. a 4. b 5. e 6. d |
| **4. Further practice (10’)**  **Aim:** Ss can interact real situation  **Content:** Ss share ideas about English language using the information from the conversation  **The result of the activity:** Students know more English language with the information from the conversation  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| - First, model this activity with a more able student. Then ask Ss to work in pairs. Go around to provide help. - Call on some pairs to practice in front of the class. | **\*Ask and answer questions about** **the English language using the information** **from 3.**  E.g:  A: How many countries around the world use English as their first language?  B: At least 75 countries |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework.**

- Find more information about the English language.

- Prepare: A closer look 1.

**\* Feedback:**

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