Date of preparation:

Date of teaching:

Period: 70

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 2: A CLOSER LOOK 1**

**I. OBJECTIVES:**

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

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

- Identify the correct tones for new and known information and say sentences with the correct intonation.

a. Vocabulary: related to languages

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

c. Pronunciation: Tones in new and known information.

**\* Skills:** matching words, choosing the correct words, making sentences,completing the paragraph, listening and repeating.

**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:**

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| **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 brainstorm vocabulary related to the English language  **The result of the activity:** Students know vocabulary related to the English language  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| T asks some questions  Ss answer the questions | **\*Chatting.**  - Can you speak English?  - Where do you learn English?  - How many English words do you know?  - How do you feel about English?  - Is English easy or difficult?  - What do you do if you don’t know what a word means?  ...... | | |
| **2. Presentation (10’)**  **Aim:** Help Ssuse the lexical items related to languages and learning language  **Content:** Ss identify the lexical items related to languages and learning language  **The result of the activity:** Students know more about the lexical items related to languages and learning language  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| T uses exercise 1 to explain the vocabulary. | **1. Vocabulary**  Bilingual  Fluent  Rusty  Pick up a language:  Reasonably:  Get by in a language:  *Ex1*  1. b 2. e 3. a 4. d 5. f 6. c) | | |
| **3. Practice (15’)**  **Aim:** Help Ssdo exercises and identify the correct tones for new and known information and say sentences with the correct intonation  **Content:** Ss identify the lexical items related to languages and learning language  **The result of the activity:** Students know more about the lexical items related to languages and learning language  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| - Ss do the exercise individually. Check their answers as a class.  Con­firm the correct answers.  - First, have Ss work individually to match the words/phrases. Then allow them to share their answers before checking with the whole class. T may ask for translation of the phrases in the box to check their understanding.  - Ss work independently to complete the passage.  - Check the answers as a class.  - Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the voice on the underlined word in each sentence goes up or down. T may play the recording as many times as necessary.  - Explain the rule in the REMEMBER! box and ask some Ss to give some more examples.  -Play the recording and ask Ss to listen to the conversation, paying attention to whether the voice of each second sentence goes up or down. Ask some Ss to give their answers and then play the recording again for Ss to listen, check and repeat. T may play the recording as many times as necessary.  -First, ask Ss to work in pairs to practise reading aloud the conversation and identify whether the voice on the underlined word in each sentence goes up or down. Then play the recording. Ss listen and draw suitable arrows. T may pause after each sentence and ask them to repeat chorally.  - Correct their pronunciation if necessary. | **Ex2. Choose the correct words in the following** **phrases about language learning.**  *Key:*  2. at 3. by 4. in 5. of 6. bit 7. up  **Ex3 a. Match the words/phrases in column A with** **the words/phrases in column B to make** **expressions about language learning.**  *Key:*  1. e 2. h 3. g 4. b  5. a 6. c 7. d 8. f  **b. Fill the blanks with the verbs in the box.**  *Key:*  1. know  2. guess  3. look up  4. have 5. imitate  6. make  7. correct  8. translate  **2. Pronunciation**  **Tones in new and known information**  **4. Listen and repeat, paying attention to** **the tones of the underlined words.**  1. **A:** I’d like some oranges, please.  **B:** But we don’t have any oranges **⤻**.  2. **A:** What would you like, sir?  **B:** I’d like some oranges **↷**.  3. **A:** I’ll come here tomorrow.  **B:** But our shop is closed tomorrow **⤻**.  4. **A:** When is your shop closed?  **B:** It is closed tomorrow **↷**.  **5. Listen to the conversations. Do you think** **the voice goes up or down at the end of each** **second sentence? Draw a suitable arrow at the** **end of each line.**  1. A: Tom found a watch on the street.  B: No. He found a wallet on the street ⤻.  2. A: Where did Tom find this watch?  B: He found it on the street ↷.  3. A: Let’s have some coffee.  B: But I don’t like coffee ⤻.  4. A: Let’s have a drink. What would you like?  B: I’d like some coffee ↷.  5. A: This hat is nice.  B: I know it’s nice, but it’s expensive ↷.  6. A: This bed is big.  B: I know it’s big but that one’s bigger ⤻.  **6. Read the conversation. Does the voice go up** **or down on the underlined words? Draw a** **suitable arrow.**  **A:** What make of TV shall we buy?  **B:** Let’s get the Samsung **↷**.  **A:** I think we should get the Sony. It’s really nice.  **B:** (*trying to persuade A to buy a Samsung*) But the Samsung is nicer **⤻**.  **A:** But the Sony has a guarantee.  **B:** They both have a guarantee **⤻**.  **A:** How much is the Sony?  **B:** It’s $600 **↷**.  **A:** It’s too expensive **↷**.  **B:** I know it’s expensive, but it’s of better quality **⤻**.  **A:** (*trying to persuade B to buy a Sony*) They’re both of good quality**⤻**. | | |
| **4. Further practice (10’)**  **Aim:** Ss can make sentences using words they have learnt and interact real situations  **Content:** Ss make sentences using words they have learnt and interact real situations  **The result of the activity:** Students know how to make sentences using words they have learnt and interact real situations  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** |
| T asks Ss to make sentences using words they have learnt  Ss make sentences using words they have learnt  T corrects and remarks | | | **Eg:**  1. A: I need some oil.  B: But we’ve run out of oil  2. A: What do you need?  B: I need some oil |
| One student review what’ve been learnt in the lesson  T summarizes again | | | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework.**

- Practice vocabulary and pronunciation again.

- Prepare: A closer look 2

- Review conditional sentence type 2 and relative clauses.

**\* Feedback:**

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