Date of preparation:

Date of teaching:

Period: 74

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 6: SKILLS 2**

**I. OBJECTIVES:**

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

- Listen for general and speci­fic information about some students’ experiences in learning and using languages.  
- Write a paragraph about the uses of English in everyday life.

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

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

**\*Skills:** listening and matching, listening and answering, making a notes, writing sentences, talk a presentation

**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 experiences in learning and using languages.  **The result of the activity:** Students know how to learn and use languages.  **Procedure:** | | | |
|  | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** |
| - Ask Ss to talk about the benefit when we can use English fluently. | | **\*Chatting.**  Ex: - Work with foreigners  - ……………. | |
| **2. Presentation (10’)**  **Aim:** Help Sslisten for general and speci­fic information about some students’ experiences in learning and using languages.  **Content:** Ss know some new words related to the content of listening task  **The result of the activity:** Students identify information about the listening task  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| - 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.  - 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. | **1. Listen to four di­fferent people talking about** **speaking and learning languages. Match the** **summaries (A-E) to each speaker. There is one** **extra summary.**  *Key:*  Speaker 1: E Speaker 2: A  Speaker 3: B Speaker 4: D  **2. Listen to the extracts again and answer the** **questions.**  *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. | | |
| **3. Practice (15’)**  **Aim:** Help Sswrite a paragraph about the uses of English in everyday life.  **Content:** Ss know some new words related to the content of listening task  **The result of the activity:** Students identify information about the listening task  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** |
| - 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.  - 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.  - 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 ­first and then swap their writing with a partner. Based on the comments, have them write their ­final 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 leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework. | | | **3. Make notes of four uses of English in your** **daily life and give an explanation/example** **for each of them. Then compare your list with** **a partner.**  **4. Use your notes in 3 to write about what** **you use English for in your daily life.**  *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 different 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. |
| **4. Further practice (10’)**  **Aim:** Ss can talk aboutpurposes of using English  **Content:** Ss can present purposes of using English  **The result of the activity:** Students present purposes of using English **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** |
| T asks Ss to talk aboutpurposes of using English  Ss talk aboutpurposes of using English | | | E.g:  Hello, I am going to tell you about using English for different purposes in my everyday life. Firstly, English helps me communicate with people all over the world. I have made friends with  … |
| One student review what’ve been learnt in the lesson  T summarizes again | | | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework.**

- Revise the writing.

- Prepare next lesson: Looking back - Project.

**\* Feedback:**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..