**WEEK**

**Preparing: 05/ 2/ 2019**

**Teaching: 11 / 2/ 2019**

**LESSON 6: Skills UNIT 9 : ENGLISH IN THE WORLD**

**PERIOD 2 : A CLOSER LOOK 1**

 **I. OBJECTIVES :** By the end of the lesson, Ss will be able to identify the correct tones for new and known information and say sentences with the correct intonation

 **II . TEACHER AND STUDENTS’ PREPARATION** :

**1**.Language content

Vocabulary **:** bilingual , fluent, rusty, pick up a language, reasonably, get by in a

language

Grammar :

2.Techniques : group work , pair work, communicative approach

3.teaching aids : Cassette, posters, pictures

 **III. PROCEDURES:**

|  |  |
| --- | --- |
| **T’s & Ss’ Activities** | **CONTENT** |
| **Vocabulary****1** . Ss work independently and then share their answers with a partner. T may ask for translation of the words/phrases in the ­ first column to check their understanding. With a stronger class, T may wish to ask Ss to make sentences with the expressions.**2 . a** Ss do the exercise individually. Check their answers as a class. Con­ rm the correct answers. **b .** Ss write sentences with the phrases from 2a. Ask some Ss to say their sentences in front of the class. Other Ss give comments. If time allows, call on two Ss to write their sentences on the board. Other Ss give comments. Confirm the correct sentences.**Exercise 3:****3 a** 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. With a stronger class, T may wish to ask Ss to make some example sentences with the words/phrases.  **b** Ss work independently to complete the passage. Check the answers as a class. **Pronunciation*****Tones in new and known information*****4** 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.**5 P**lay 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.6 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. | **VOCABULARY:****Exercise 1**: Key: 1. b 2. e 3. a 4. d 5. f 6. c**Exercise 2:** **Key:**2. at 3. by 4. in 5. of 6. bit 7. up**Exercise 3:** **Key (suggested):** Key: 1. e 2. h 3. g 4. b 5. a 6. c 7. d 8. f**Key:**  1. know 2. guess 3. look up 4. have  5. imitate 6. make 7. correct 8. translate**Pronunciation:** ***underlined word in each sentence goes up or down*** |

**IV- CON SOLIDATION & HOMEWORK:**

**1.Consolidation** :

Sts practice the intonation of sentences

**2.Homework :**

Do exercise in workbook

Prepare ***A CLOSER LOOK 2***

**Feed back:**

**………………………………………………………………………………………………………………………………………………………………………………………………**