Date of preparation:

Date of teaching:

Period: 75

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 7: LOOKING BACK - PROJECT**

**I. OBJECTIVES:**

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

- Practice vocabulary and grammar points they have learnt in this unit.

- Practice making communication, project.

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

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

**\* Skills:** underlining the correct words, completing the paragraph, rewriting, completing the 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. Vocabulary (10’)**  **Aim:** Help Ss review some vocabularies related to the topic English in the world  **Content:** Ss review some new words related to the topic  **The result of the activity:** Students know some new words related to the topic  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | | **Contents** |
| - For 1, 2, 3, 4 fi­rst have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.  - For exercise 3, T may ask some Ss to write their sentences on the board and give necessary correction. | **1. Underline the correct word in each sentence.**  *Key:*  1. ­first  2. accent  3. dialect  4. second  5. official  **2. Read what three people say about speaking** **languages. Fill each blank with a phrase in** **the boxes.**  *Key:*  1. am reasonably good  2. can also get by  3. picked up  4. am bilingual  5. also ‑fluent in  6.can have a conversation 7. it’s a bit rusty  8. am quite bad at  9. know a few words  10.can’t speak a word  **3. Rewrite these sentences using the words/** **phrases in brackets.**  *Key:* 1. I can’t speak a word of French. 2. I picked up a few words of English on holiday. 3. My brother is fluent in English. 4. I am bilingual in English and French. 5. I can get by in German on holiday. 6. My Russian is a bit rusty  **4. Use the words from the box to complete the** **sentences.**  *Key:*  1. accent  2. imitate  3. guess  4. look up  5. translate  6. mistakes  7. corrects  8. communicate | |
| **2. Grammar (10’)**  **Aim:** Help Ss review the relative pronoun  **Content:** Ss do the exercises related to relative pronouns  **The result of the activity:** Students know how to use relative pronouns  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | | **Contents** |
| - Have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class.  - Check and correct. | **5. Put the correct relative pronoun in each** **sentence.**  2. Those are the stairs where I broke my arm. 3. There’s a shop where you can buy English books and CDs. 4. The English couple who/that live next to us can get by in Vietnamese. 5. There’s a shop near my house which/that sells cheap DVDs. 6. Look up the new words in the dictionary which/that has just been published by Oxford University Press. | |
| **3. Communication (20’)**  **Aim:** Help Sspractice making communication, project  **Content:** Ss use language in communication correctly and fluently  **The result of the activity:** Students know how to use language in communication correctly and fluently  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | | **Contents** |
| - First, ask Ss to do the task individually to choose sentences (A-E) to complete the conversation. Then check their answers as a class. Finally, ask Ss to practise the conversation with their partners and call on some pairs to act out the conversation in front of the class  - Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.  - First, ask Ss to read the chart showing the differences in vocabulary between British English and American English and ­fill the blanks with the words from the box. Then allow them to share their answers before checking with the whole class.  - Ask each group to choose two varieties of English, and design a chart showing the differences in vocabulary between them. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework. - When Ss have ­finished their charts, ask them to display them on the walls of the classroom. Have the Ss move around to look at all the charts and discuss them. Finally, ask the whole class to vote for the best one. | **6. Choose A-E to complete the following conversation.** **Practise the conversation with your partner.**  *Key:* 1. D 2. C 3. A 4. E 5. B  **\*Project.** DIFFERENCES BETWEEN VARIETIES OF ENGLISH  **1. Read the chart and ­fill the blanks with the words from the box.**  *Key:* 1. sweets  2. soccer  3. nappy  4. pavement  5. highway  6. underground  7. rubbish  8. flashlight  **2. Choose two varieties of English. Write a similar** **chart showing the differences in vocabulary** **between them.**  **3. Organise an exhibition of the charts you have** **made among your group or class members.** **Vote for the best.** | |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson | |

**3. Guides for homework**

- Find more the differences in vocabulary.

- Prepare next lesson: Review 3.

**\* Feedback:**

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