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| **School:** **Teacher’s name:** **Class:**  |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 9: WORLD ENGLISHES**

**Lesson 1: Getting started – What do you mean?**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the words related to *World Englishes;*

- Gain vocabulary to talk about *World Englishes*

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Actively participate in class

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 9, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent**  |
| 1.exchange student | /ɪksˈtʃeɪndʒstjuːdnt/ | a student from one country who attends a school in another country | học sinh trao đổi |
| 1. immigrant (n)
 | /ˈɪmɪɡrənt/ | a [person](https://dictionary.cambridge.org/vi/dictionary/english/person%22%20%5Co%20%22person) who has come to a different [country](https://dictionary.cambridge.org/vi/dictionary/english/country%22%20%5Co%20%22country) in [order](https://dictionary.cambridge.org/vi/dictionary/english/order%22%20%5Co%20%22order) to [live](https://dictionary.cambridge.org/vi/dictionary/english/live%22%20%5Co%20%22live) there [permanently](https://dictionary.cambridge.org/vi/dictionary/english/permanently%22%20%5Co%20%22permanently). | người nhập cư |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To lead in to the unit.

**b. Content:**

**-** Think!

- Think!

**c. Expected outcomes:**

**-** Students can have some ideas about WORLD ENGLISHES.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**- Before Ss open their books, T asks some Ss about their learning English and the English language:- Introduce the concept *World Englishes*. Tell Ss that this concept refers to the differences in the English language that emerge as it is used in various contexts across the world. Write the unit title on the board *World Englishes*. - Share with Ss the objectives of the lesson and let them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there OR put them on a slide to show Ss. |  - Answer questions | **Questions:** + How long have you learnt English?+ In your opinion how many types of English are there?+ Do you know any differences between American English and British English?**Answers:***Students’ own answers* |
| **Option 2: Think!**- Let ss watch video clip how English is used in America, Britain and Australia.- Explain what difference.- Lead into the topic. | - Listen | **Video clip.** |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about *World Englishes.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**1. exchange student
2. immigrant (n)
 |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about *World Englishes*

- To help Ss learn words and phrases related to *World Englishes*

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again. Fill in each blank with no more than TWO words from the conversation.

- Task 3: Match the words and phrases with their definitions.

- Task 4: Fill in each blank with a word or phrase from 3.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) |
| - Ask Ss to look at the picture on page 92 and answer the questions .- Elicit answers from Ss.- Introduces the context of the dialogue: *This is an English lesson, and the teacher introduces to Ss a foreign student, Jack*. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading.- Invite some pairs of Ss to read the conversation aloud.- Have Ss say the words in the text that they think are related to the topic *World Engishes.* Quickly write the words on one part of the board. Comment on Ss’ answers. | - Listen and answer questions- Look at the picture- Listen and follow instructions.- Listen and read- Listen and answers  | ***Questions:***1. *Who do you see in the picture?* *2. What does the picture show? What does it mean?* The dialogue on page 92 |
| **Task 2**: **Read the conversation again. Fill in each blank with no more than TWO words from the conversation.** (7 mins) |
| - First, ask Ss to read the sentences and fill in the blanks without reading the conversation again. - Elicit the answers from Ss. Quickly write these answers on the board.- Now have them read the conversation again to check their answers. - Allow them to share answers with a partner before discussing it as a class.- Ask Ss for their answers again, referring to the answers that have been written on the board. - Confirm the correct answers. | - Read the sentences and fill in the blanks- Read again- Share answers in pairs and discuss.- Check | ***Answer key:***1. New York
2. first time
3. pants

4. some differences 5. American |
| **Task 3: Match the words and phrases with their definitions.** (7 mins) |
| - Ask Ss to read the words and phrases in the first column and locate them in the dialogue. - Ask them to read around each word or phrase to guess its meaning. For example, Ss can guess the meaning of ‘exchange student’ by focusing on the clause “who comes from New York’ and the sentence ‘This is my first time in Viet Nam’. Model the skill with this word.- Have Ss work individually to match the words and phrases with their definitions.- Have them compare their answers with a partner. - Invite some Ss to share their answers. Confirm the correct answers.- Have Ss practice saying the words and phrases. | - Read the words and phrases- Guess meaning- Work individually to do the task.- Check in pairs.- Check answers- Say aloud words and phrases. | ***Answer key:****1B 2E 3A 4C 5D* |
| **Task 4:**  **Fill in each blank with a word or phrase from 3.** (7 mins) |
| - Have Ss work in pairs and fill in each blank with a word or phrase from 3.- Ask for Ss’ answers and confirm the correct ones. - For a more able class, have Ss work in groups. Each group makes sentences with the words/phrases. Then they read aloud these sentences. | - Work in pairs to do the task- Check- Work in groups to make sentences with the words/phrases. | ***Answer key:***1. mean 2. vocabulary

3. immigrants 4. first language5. exchange student |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To introduce some differences between British English and American English.

**b. Content**

- Task 5: Quiz: Match the words in British English with those in American English so that they mean the same. Who is the quickest?

**c. Expected outcomes:**

- Ss can know some differences between British English and American English.

**b. Content**

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Quiz: Match the words in British English with those in American English so that they mean the same. Who is the quickest?** (10 mins) |
| - Tell Ss that there are some differences between British English and American English, and these exercise focuses on differences in vocabulary. Ask Ss to do the quiz individually. - Have the quickest student give his/her answers. Other Ss comment.- Confirm the correct answers.- Ask Ss to work in groups and share with each other similar pairs of words. After 3 minutes, the group with the most answers wins and they share their answers with the whole class.**Notes:** Some similar pairs of words**Extension activity:****-** Prepare a list of words, of which each has both the British and American English form. Give the definition of a word and ask Ss give out the word, in both British and American English.  | - Work in groups to do the task- The quickest student give answers.- Check | ***Answer keys:***1. B, 2-D, 3-A, 4-E, 5-C

|  |  |
| --- | --- |
| **British English** | **American English** |
| lift | elevator |
| lorry | truck |
| petrol station | gas station |
| crisps | chips |
| biscuit | cookie |
| sweet | candy |
| flat | apartment |
| rubbish | trash |
| chemist's | pharmacy |
| jumper | sweater |
| trousers | pants |
| vest | undershirt |
| mobile phone | cell phone |
| holiday | vacation |
| petrol | gas |

**Definition:** It's a place where you buy medication and other health-related items.**British:** Chemist’s**American:** Pharmacy**Definition:** It's a small device you use to light up a dark place.**British:** torch**American:** flashlight**Definition:** It's a paved circle intersection where traffic flows one-way around a central island.**British:** roundabout**American:** traffic circle |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the upcoming lessons.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.101, look at the picture and say what the topic of the project is (poster of English around the world). They will design a poster and present it at the end of this Unit.

* - Explain the project requirements: In groups, Ss will have to choose a country where people use English as a second or an offical language. They then collect information about its number of English speakers, any other languages its people speak, and the roles of English in the country. Finally, they make a poster about this country and give a presentation about it. Their poster should include a mixture of text and pictures so that T and other classmates can easily follow their presentation.
* Model with a country of T’s choice such as Singpore.

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| No of English speakers  | About 4 million |
| Other official languages | Malay, Mandarin and Tamil |
| Roles of English | - Official language- 48.3% of the population speak English at home (as in 2020)- Working language for government and business- Medium of instruction for all schools- Playing a more and more important role in society  |

* Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
* Help Ss set a deadline for each task and support them throughout the process.
* In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any topic-related or functional language they needand solving any other problems that may arise with their projects.

**Board plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 1: Getting started****\* Warm-up****I. Presentation****\* Vocabulary**1. exchange student
2. immigrant (n)

**II. Practice**-Task 1: Listen and read.- Task 2: Read the conversation again. Fill in each blank with no more than TWO words from the conversation.- Task 3: Match the words and phrases with their definitions.- Task 4: Fill in each blank with a word or phrase from 3.**III. Production**- Task 5: Quiz: Match the words in British English with those in American English so that they mean the same. Who is the quickest?**\*Homework** |

**UNIT 9: WORLD ENGLISHES**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *WORLD ENGLISHES*

*-* Pronounce the words ending in *–ion* and *–ity* with correct stress

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

**3. Personal qualities**

- Actively participate in class and school activities

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 9, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. bilingual (adj) | /baɪˈlɪŋɡwəl/ | able to use two languages equally well | sử dụng được 2 ngôn ngữ |
| 2. variety (n) | /vəˈraɪəti/ | a different type of something | biến thể |
| 3. fluent (adj) | /ˈfluːənt/ | able to speak a language easily and well | trôi chảy, thành thạo |
| 4. concentric (adj) | /kənˈsentrɪk/ | (of circles and rings) being one inside another and having the same center | đồng tâm |
| 5. go over | /ɡəʊ ˈəʊvə/ | to study something again | ôn tập lại |
| 1. pick up
 |  /pɪk ʌp/ | to learn a new skill or language by practising it rather than being taught it | học (ngôn ngữ tự nhiên) |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in stressing in words ending in *–ion* and *–ity*. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity).  |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Brainstorm

- Bin it or Keep it quiz

**c. Expected outcomes:**

**-** Students can recall some phrases about WORLD ENGLISHES

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorm**- Show pictures of words that are different in British English and American English. Ask if Ss can say the words in British English and American English. - Introduce this lesson which focuses on words related to languages and language learning, and stress in words ending in *–ion* and *–ity*.- Share with Ss the lesson objectives and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there OR put them on a slide to show Ss. | - Listen and answer | **Words:**

|  |  |
| --- | --- |
| **British English** | **American English** |
| chips | French fries |
| flat | apartment |
| biscuit | cookie |
| dustbin | garbage can |
| carpark | parking lot |

 |
| **Option 2: Bin it or Keep it quiz**- Divide the class into teams or have individual participation.- Prepare signs or flashcards labeled "Bin it" and "Keep it."- Show the following sentences one at a time, either on a projector or written on the board.- Students hold up the sign corresponding to their answer: "Bin it" if the sentence is not American English, "Keep it" if it is.- Award points for correct identifications.- After each sentence, discuss the reason behind the difference, highlighting the specific vocabulary or grammar variation between British and American English | - Listen and follow instruction | **Sentences:**The sidewalk is cracked. **(Keep it)**Please turn off the tap when you're finished. **(Bin it)** - "Tap" refers to the faucet in British English. (American: faucet)Can you pass me the rubber? **(Bin it)** - "Rubber" refers to an eraser in British English. (American: eraser)Let's grab some chips after school. **(Keep it)** |

**e. Assessment**

Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students new vocabulary.

- To revise some vocabulary related to *WORLD ENGLISHES*

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match a word or phrase in A with its meaning in B.

- Task 2: Match a verb in A with a phrase in B to make a meaningful expression.

- Task 3: Choose the correct word to complete each sentence.

**c. Expected outcomes:**

**-** Students can identify some vocabulary about *WORLD ENGLISHES* and use them in different contexts

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) |
| - Teacher introduces the vocabulary by:+ providing explanations of the words+ showing pictures illustrating the word. | - Students guess the meaning of words. | **New words:**1. bilingual (adj)
2. variety (n)
3. fluent (adj)
4. concentric (adj)
5. go over
6. pick up
 |
| **Task 1: Match a word or phrase in A with its meaning in B.**(5 mins) |
| - Ask Ss to read the words/phrases in column A and match them with the meaning in column B. - Have Ss work in pairs to compare their answers before giving the answers.- Check and confirm the correct answers. - For a more able class, have Ss make complete sentences with the words/phrases in column A. | - Read the words and match- Work in pairs to compare answers- Check- Complete sentences with the words/phrases in column A. | ***Answer key:***1b 2d 3e 4c 5a  |
| **Task 2: Match a verb in A with a phrase in B to make a meaningful expression.** (5 mins) |
| - Have Ss read the words/ phrases in the box. - Have them read the sentences carefully and look for clues so that they can choose the correct words/ phrases to complete the sentences. - Have one Ss write the words on the board. Confirm the correct answers. - Call on some Ss to read the sentences. | - Read the words/phrases in the box.- Read the sentences carefully.- Check- Read the sentences.  | ***Answer key:***1.D 2.E 3.B 4.C 5.A  |
| **Task 3: Choose the correct word to complete each sentence.**(5 mins) |
| - Ask Ss to read the given sentences to understand the general meaning of each.- Have them do the exercise individually and then compare their answers with another student.- Check the answers as a class and confirm the correct ones. | - Read the sentences.- Do the exercise individually.- Check | ***Answer key:***1. official, 2. fluent,

3. look, 4. translated, 5. go  |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify the stress in words ending in *–ion* and *–ity*

- To help Ss stress the words ending in *–ion* and *– ity* and read the sentences including these words with correct stress

**b. Content:**

- Task 4: Listen and repeat the words. Pay attention to the word stress.

- Task 5: Listen and repeat the sentences. Mark the stress in the underlined words.

**c. Expected outcomes:**

- Students can pronounce the stress in words ending in *–ion* and *–ity*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the words. Pay attention to the word stress. (7 mins)** |
| - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary. - Explain to Ss that these words have the stress on the syllable right before the *–ion* or *-ity*. For example, the word *relation* has the stress on the second syllable, and the word *charity* has the stress on the first syllable. - Ask Ss to work in pairs to stress the words and practise saying the words with correct stress. - Invite some Ss to say the words aloud. Comment on their pronunciation. | - Listen- Practise- Stress the words and practice saying the words with correct stress.- Say the words aloud | ***Script:***

|  |  |
| --- | --- |
| relation | charity |
| decision | quality |
| position | clarity |
| education | ability |
| operation | obesity |

 |
| **Task 5:**  **Listen and repeat the sentences. Mark the stress in the underlined words.** **(7 mins)** |
| - Have Ss quickly read the sentences. Play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined words and put stress on the correct syllable in each word. - Invite some Ss to share their answers. Confirm the correct ones.- Play the recording again for Ss to repeat the sentences.- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. **EXTRA ACTIVITY****-** Have Ss work in groups. Ask groups to write as many words ending in –ion and –ity as possible in three minutes. Invite the group with the most words to write their words on the board. Have other students from other groups go to the board and put stress on the correct syllable in each word written. | - Read the sentences.- Listen and put the stress on the correct syllable in each word.- Share answers.- Practice- Work in groups to write as many words ending in -io and -ity as possible in three minutes.- Write words on board- Put the stress on the correct syllable. | ***Audio script:***1. They had a dis’cussion about the ’quality of the courses at their language centre.2. Pay a’ttention to her a’bility to express herself in English.3. I have an in’tention of organising an English class for the com’munity.4. Let’s do a re’vision ac’tivity before the exam.5. What is the ’function of the word “i’dentity” in this sentence?***Answer keys:***1. dis’cussion ; ’quality2. a’ttention ; a’bility3. in’tention ; com’munity4. re’vision; ac’tivity5. ’function; i’dentity**Some words ending in –ion and –ity**

|  |  |
| --- | --- |
| **-ion** | **-ity** |
| ActionRegionStation EmotionAmbitionAdaption DonationRelaxationAdmiration information | QuantityGravity RealityPurityUnity Density LongevityMajorityEqualityFacility |

 |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask the class what words, phrases and sounds they have learnt.

- Tell them the grammar points that they will learn in the next lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 3 more words that ending with the sounds –ion and –ity and put the stress to the appropriate syllable in each of them.

**Board Plan**

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| *Date of teaching ……..***UNIT 9: WORLD ENGLISHES****Lesson 2: A closer look 1** **\*Warm-up**  **\* Vocabulary**1. bilingual (adj)
2. variety (n)
3. fluent (adj)
4. concentric (adj)
5. go over
6. pick up

Task 1: Match a word or phrase in A with its meaning in B.Task 2: Match a verb in A with a phrase in B to make a meaningful expression.Task 3: Choose the correct word to complete each sentence.**\* Pronunciation**Task 4: Listen and repeat the words. Pay attention to the word stress.Task 5: Listen and repeat the sentences. Mark the stress in the underlined words.**\*Homework** |

**UNIT 9: WORLD ENGLISHES**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use defining relative clauses.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Compare living place

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 9, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| --- |
| **Defining relative clauses.** |
| **Structure** | **Example** |
| who/which/that/whose… | - The teacher **who taught me my first words in English is Mr Vinh.**– He gave me the dictionary **which you suggested.**  |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.- Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

– To lead Ss into the new unit.

**b. Content:**

**-** Brainstorm

**c. Expected outcomes:**

- Students can complete the sentence by using the structure of defining relative clauses

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorm**- Write the relative pronouns *who, which, whose* on the board and ask Ss the use of each (they learnt these pronouns in the previous unit)- Write part of this sentence on the board and ask Ss to complete it.- Invite some Ss to share their answers. Quickly write some of their answers on the board. Confirm the correct ones.- Underline the which-clause. Tell them that this clause is called a defining relative clause. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  | - Look and answer.- Complete the sentences.- Share answers- Look and listen. | ***Example:******Parts of the sentences:***English is the language which \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use of defining relative clauses.

 **b. Content:**

- Grammar Explanation

- Task 1: Choose the correct answer A, B, C, or D to complete each question

**c. Expected outcomes:**

- Students know how to use defining relative clauses.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Grammar Explanation** |
|  - Have Ss read the two examples in the first grammar box and pay attention to the underlined words. Then tell them to read the information in the box. - Check their understanding by asking some questions:- Ask Ss to give some more examples. Comment on their examples. - Draw Ss’ attention to the second grammar box. Write the two examples on the board and underline the parts of speech in each sentence.- Tell Ss that when the relative pronoun is the object of the relative clause we can omit it and when it is the subject, we can’t.- Share with Ss a tip to identify when the relative pronoun is the subject or object: when there is a noun or pronoun between the relative pronoun and verb, the pronoun is the object.- Refer back to the two examples in the first grammar box and ask Ss if the relative pronoun in each example is the subject or object (1st example: subject; 2nd example: object) | - Read the Remember box carefully and listen to the teacher.- Listen and answer questions.- Give examples.- Look at the second remember box and listen. |  **Questions:**+ What is a relative clause?+ What does it usually start with?+ Why is a defining relative clause important? |
| **Task 1: Choose the correct answer A, B, C, or D to complete each question.** (7 mins) |
| - Have Ss do the exercise individually and then check their answer with a classmate.- Invite some Ss to share their answers. Confirm the correct answers. - For a more able class, ask Ss to decide if the relative pronoun in question 1, 2, and 3 is the subject or object. | - Do the task individually.- Listen and check.- Decide f the relative pronoun in question 1, 2, and 3 is the subject or object. | ***Answer key:***1. B (subject), 2-A (subject),

3-B (subject), 4-C, 5-D |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To help Ss practice identifying if the relative pronoun is the subject or object.

- To practice further with defining relative clauses.

**b. Content:**

- Task 2: Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) object (o) of the relative clause and if we can or cannot omit it.

- Task 3: Are these sentences right or wrong? Correct them if necessary.

- Task 4: Combine the two sentences into one, using a relative pronoun.

**c. Expected outcomes:**

- Students can understand and use defining relative clause.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) object (o) of the relative clause and if we can or cannot omit it.** (6 mins) |
| - Model the way to do the exercise with the first sentence. Explain to Ss that first they need to identify the part of speech of the relative pronoun, and then decide to omit it or not. 1. The new vocabulary items which we learnt yesterday are difficult to remember. 🡪 which: object 🡪 omit- Have Ss do this exercise individually and then compare their answers with a partner. - Ask some Ss to share their answers. Confirm the correct ones | - Follow instructions- Do the task individually.- Compare answers.- Check | ***Answer key:***1. which we learnt yesterday (O 🡪 omit)
2. which are in this book (S)
3. who translated this novel into Vietnamese (S)
4. who love languages (S)
5. who we admire (O 🡪 omit)
 |
| **Task 3: Are these sentences right or wrong? Correct them if necessary.** (7 mins) |
| - Model with the first sentence if necessary. Write it on the board and underline the mistake, and then correct it.*My sister doesn’t like films have unhappy endings. 🡪 which have*- Have Ss do this exercise individually and then compare the answers with another classmate. - Check the answers with the whole class. Confirm the correct ones.  | - Listen and follow instructions- Do exercise individually.- Listen and check. | ***Answer key:***1. have 🡪 which have 2. Correct 3. Correct 4. Correct5. who 🡪 whose |
| **Task 4: Combine the two sentences into one, using a relative pronoun**.(13 mins) |
| - Model the first question. Underline the main noun in the first sentence and the word that refers to it in the second sentence. Ask Ss what relative pronoun can replace the noun in the first sentence.*I met a woman. Her husband is a famous linguist. 🡪 whose 🡪 I met a woman whose husband is a famous linguist.*- Have Ss work in pairs to do the exercise. - Invite some Ss to write their answers on the board. Give feedback and confirm the correct answers.  | - Listen and follow - Work in pairs to do the task.- Write answers on the board. Check. | **Answer Keys:**1. I met a woman whose husband is a famous linguist. 2. My friend's father who owns a travel agency gave us the tickets. 3. The grammar exercise (which) nobody could do was very complicated. 4. I study English in a language centre which is in the centre of the city.5. The teacher praised the student who completed the quiz the fastest. / The student (who) the teacher praised completed the quiz the fastest. |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To practise further with defining relative clauses in a freer way.

**b. Content:**

- Task 5: Game: Clues for you. Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.

**c. Expected outcomes:**

- Students can practice more defining relative clauses.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Game: Clues for you. Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.** (10 mins) |
| - Have Ss work in two teams. A student from each team gives clues about an object or a person in class, using relative clauses. Students from the other team guess which object or person it is. - Ask Ss to read the example carefully.- Set a time limit of about 5-7 minutes. The person who gives clues only give three clues at most. For each correct guess after the third clue, the guessing team can gets one point. The team with more points is the winner.***EXTRA ACTIVITY*****Relative clauses challenge****-**Have Ss work in groups. Give each group some words related to places, animals, things, etc. and ask them to write definitions of the words. Ask groups to read out their definitions and vote for the best one(s) (they can’t vote for their own definition).- Model with a word. | - Work in groups- Give clues and other answers.- Read examples first- Play games | ***Example:*****Student A:**This is something which we write with**Student from other team:**Is it a pen? **Student A:**Yes, it is. ***Example:***bilingual (n)**->** Definition: A bilingual is a person who can speak two languages equally well. |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences by using defining relative clauses.

**Board Plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 3: A closer look 2****\* Warm-up****I. Presentation**Grammar ExplanationTask 1: Choose the correct answer A, B, C, or D to complete each question**II. Practice**Task 2: Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) object (o) of the relative clause and if we can or cannot omit it.Task 3: Are these sentences right or wrong? Correct them if necessary. Task 4: Combine the two sentences into one, using a relative pronoun. **III. Production**Task 5: Game: Clues for you. Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.**\* Homework**  |

**UNIT 9: WORLD ENGLISHES**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Say good luck and respond.

- Talk about WORLD ENGLISHES and tourism

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready and confident in real life conversations

- Know about means of transport.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 9, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Good Luck** | **Respond** |
| *Good luck with……………..**I wish you all the best of luck.* | *Thanks, I’ll try my best.**Thank you so much.* |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating  | - Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class.  | - Define expectation in explicit detail.- Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic.

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

**-** Brainstorm

- High Five chain

**c. Expected outcomes:**

- Students can use their background knowledge to answer the questions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorm**- Show this picture to Ss or make the gesture yourself. Ask Ss what this gesture means. Elicit the answers from Ss. Share with them that this gesture means ‘good luck’.- Introduce the objectives of the lesson: learning how to say good luck and respond and learn some interesting facts about English. | - Listen. | ***Picture:***Hand Gesture Good Luck. Types of Hand Sign Stock Vector - Illustration of  monochrome, character: 230120594 |
| **Option 2: High Five chain**- Form the class into a circle. (maybe many circles).- Stand in a circle with your classmates, facing each other.- The teacher (or a designated student) starts by raising their hand and saying, "Good luck on [insert a specific event, project, or activity relevant to the class]!" while raising their hand for a high five.- The person to the left of the person who started raises their hand, high fives them, adds their own "Good luck on..." statement and raises their hand for a high five with the next person in the circle.- Continue the chain around the circle, each person saying "Good luck on..." with a new specific detail and high-fiving the next person before they speak.- The chain ends when everyone has participated and received a high five. | - Listen and follow instructions | ***Example:****- Good luck on your test.**- Good luck on staying awake during today's lecture!* |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways of saying good luck and respond.

**b. Content:**

- Task 1: Listen and read the conversations. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Practise saying good luck and responding in the following situations

**c. Expected outcomes:**

- Students can use the structures to say good luck and respond.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) |
| - Ask Ss when they say good luck. Elicit the answers. Share with them that we wish somebody luck before they do something important.- Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to say good luck and respond. - Write the structures used to say good luck and respond on the board.- Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.- For a more able class, introduce some other ways to say good luck in English. | - Listen and read- Look at the highlighted parts.- Listen - Act out | ***Audio script:*****1.****Tom:** **Good luck with** your English exam.**Mi:** **Thanks. I’ll try my best.****2.****Phong:** I’ve heard that you’re moving to the US. **I wish you all the best of luck.****Neighbour:** **Thank you so much.****Structures:***Good luck with + noun/noun phrase**I wish you + all the best of luck.**Thanks / Thank you…****Some other ways to say good luck in English:****+ Best of luck with your....**+ Fingers crossed.**+ Break a leg.* |
| **Task 2: Work in pairs. Practise saying good luck and responding in the following situations.**(7 mins) |
| - Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.- For a less able class, model the first situation with a good student.- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.- For a more able class, encourage Ss to use different ways to say good luck and respond.**Transition from Everyday English to Interesting facts about English**- Ask Ss if they know any interesting facts about English. Encourage them to share their answers. Lead to the second part of the lesson which is about interesting facts about English. | - Listen and follow instructions- Work in pairs- Listen and tell some interesting facts about English. | ***Suggested dialogues:***1. **A:** **Good luck with your**  English presentation this week**B:**  **Thanks. I’ll try my best.**2. **A: Good luck with your** university entrance exam next week. **B:** **Thanks. I’ll try my best.****3. You:** I’ve heard that you’re going to the UK for further study. **I wish you all the best of luck****English teacher: Thank you so much.*****Suggested answers:***- The English language borrows words from all over the world. This is why we have words like "pasta" from Italian, "gymnasium" from Greek, and "sushi" from Japanese.- There is a word in English with all five vowels in a row: "queueing." Can you find any others?- English is spoken by over 1.35 billion people around the world, making it the third most spoken language globally. |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: INTERESTING FACTS ABOUT ENGLISH** (20 mins)

**a. Objectives:**

- To introduce some interesting facts about English

- To help Ss express their opinions about these facts.

- To provide Ss with some information about English and other languages

**b. Content:**

- Task 3: Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting.

- Task 4: QUIZ: Work in groups. Work out the answers to the questions in the quiz.

- Task 5: Share your group’s answers with the class. Which group has the most correct answers?

**c. Expected outcomes:**

- Students can share their thoughts on English-related facts.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting**. (5 mins) |
| - Ask Ss to look at each fact carefully. Check to make sure they understand the facts. - Have Ss to work in pairs to order them from the most interesting to the least interesting. Remind them to explain their order. - Elicit answers from Ss. Encourage Ss to share because there is no right or wrong answer. - Ask Ss if they know any fun facts about English. Share with Ss some other facts if there is time. | - Listen and follow instructions- Work in pairs to do the task- Share their answers.- Tell fun facts about English. | ***Notes for teachers: Some interesting facts about English:****1.The most common vowel in English is "e", followed by "a".**2.The most common consonant in English is "r", followed by "t".**3.Every syllable in English must have a vowel (sound). Not all syllables have consonants.**4.More English words begin with the letter "s" than with any other letter.**5.The word "alphabet" comes from the first two letters of the Greek alphabet: alpha and bēta.* |
| **Task 4: QUIZ: Work in groups. Work out the answers to the questions in the quiz.** (7 mins) |
| - Have Ss work in groups to work out the answers the questions in this quiz.  | - Do the quiz in groups | *Quiz in p.97* |
| **Task 5:**  **Share your group’s answers with the class. Which group has the most correct answers? (**8 mins) |
| - Invite some groups to share their answers. Confirm the correct ones. The group with the most correct answers wins.**Extra Activity:**- Have Ss do another quiz to know more about other languages.**1. The four languages most spoken in the world are Chinese,** \_\_\_\_\_\_\_\_\_\_\_, **English and Hindi.** a) Spanish b) French c) German d) Arab**2. Apart from Wales, the Welsh is also spoken in \_\_\_\_\_\_\_.**a) Scotland b) Argentina c) Ireland d) Sweden**3. Which European language gave us the words ‘cookie’, ‘nitwit’ and ‘sleigh’?** a. Norwegian b. Dutch c. Czech d. German**4. What language is the most common one in Europe because of a number of native speakers?**a. French b. German C. Russian D. English**5. What are the official languages of Canada?**a. French and English b. German and French c. English and German d. English and Dutch | - Listen and check.- Do the quiz | ***Answer keys:***1. B 2.A 3.C 4.B 5.B

***Answer keys:***1a 2b (in 1865, the Welsh immigrants settled in Patagonia and maintained their language (Patagonian Welsh)3b 4c 5. a |

**e. Assessment**

**-** Teacher corrects students while going around to help when students are practising.

- Teacher gives corrections and feedback

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 4: Communication****\*Warm-up** **\* Everyday English**Task 1: Listen and read the conversations. Pay attention to the highlighted parts.Task 2: Work in pairs. Practise saying good luck and responding in the following situations**\* WORLD ENGLISHES And Tourism**Task 3: Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting.Task 4: QUIZ: Work in groups. Work out the answers to the questions in the quiz.Task 5: Share your group’s answers with the class. Which group has the most correct answers?**\*Homework** |

**UNIT 9: WORLD ENGLISHES**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for general and specific information about the three circles in English;

- Talk about borrowed words;

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

**3. Personal qualities**

- Understand more about city problems and their solutions.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 9, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent**  |
| 1. model (n) | /ˈmɒdl/ | something that a copy can be based on because it is an extremely good example of its type | mẫu, mô hình. |
| 2. standard (n) | /ˈstændəd/ | a moral rule that should be obeyed | chuẩn mực |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).- Create a comfortable and encouraging environment for students to speak.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class.  | - Define expectation in explicit detail.- Have excessively talkative students practise- Continue to define expectations in small chunks (before every activity).  |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Brainstorm

**c. Expected outcomes:**

- Students gain knowledge about the topic.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorm**– Ask Ss these two questions.- Encourage Ss to share their answers. Share with Ss your answers. - Lead to the new lesson: *Reading and speaking about the three circles of English and borrowed words.**-* Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Listen and answer. | **Questions:***- Do you know any countries in the world that use English?**- What countries set the standards of English?* |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Look at the diagram. Put the names of the countries where English is spoken in the correct circle.

- Task 2: Read the text and choose the correct answer A, B, C, or D.

- Task 3: Read the text again and fill in each blank in the summary with no more than TWO words.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**1. model (n)
2. standard (n)
 |
| **Task 1: Look at the diagram. Put the names of the countries where English is spoken in the correct circle.** (3 mins) |
| - Have Ss look at the diagram in their books and say what they can see. Share with them that it shows three concentric circles of English. This model was proposed by Kachru, a Professor of Linguistics.- Ask Ss to work in pairs to put the names of the countries where English is spoken in the correct circle. - Have some Ss share their answers. Write their answers on the board. Ask them to read the text quickly to check their answers. Confirm the correct ones.- Tell Ss that they are going to read a text about the three circles of English. | - Look at the diagram and listen/- Work in pairs- Share answers.- Listen | ***Answer keys:*****Inner Circle:** New Zealand**Outer Circle:** Singapore; Malaysia**Expanding Circle:** Russia, Viet Nam |
| **Task 2: Read the text and choose the correct answer A, B, C, or D.** (5 mins) |
| - Tell Ss what they are going to do. Have them do the exercise individually and then check their answer in pairs.- Invite some Ss to share and explain their answers. Confirm the correct answers. | - Listen and do the task individually | ***Answer key:***1. B 2. D

3. D  |
| **Task 3: Read the text again and fill in each blank in the summary with no more than TWO words.** (7 mins) |
| - Ask Ss to read the text again and fill in each blank in the summary with no more than two words from the text.- Have Ss share how to do this exercise. If necessary, briefly tell them the steps: Read each sentence, underline the key words in each sentence, locate the key words in the text and decide which words needed to fill in each blank. Ask Ss to repeat the steps if necessary.- Ask Ss to do the exercise individually and then check their answers in pairs.- Invite some Ss to share their answers. Confirm the correct answers. **Transition from Reading to Speaking:**- Ask Ss to briefly summarise the text based on the table of information. - Tell Ss that in its development English has borrowed many words from other languages. Ask if they know any Vietnamese words that have been used in English. Invite Ss to answer. Share with them the two words that are in the English-English dictionary: pho and banh mi.- Lead to the speaking part which is about borrowed words in English. | - Read the text and fill in the blanks.- Share- Listen the steps.- Repeat the steps.- Do the exercise individually.- Check- Summarise the text- Listen | ***Answer key***1. first language

2. official 3. follow 4. foreign language5. rules  |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To introduce the concept of borrowed words and some words that English has borrowed from other languages.

- To give Ss a chance to explore the origin of borrowed words

**b. Content:**

- Task 4: Work in pairs. Read the following words. What do all the words have in common?

- Task 5: Work in groups. Discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list. Then present your answers to the class.

**c. Expected outcomes:**

**-** Students can understand about some words that English has borrowed from other languages..

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| **Task 4:**  **Work in pairs. Read the following words. What do all the words have in common?** (7 mins) |
| - Tell Ss that they are going to work in pairs to answer the question in the book. - Invite some pairs to share their answers. Give the correct answer.- Ask if they know any other words of this type. Share with them some common borrowed words. | - Listen and follow instructions- Work in pairs.- Share | **Answer key:**They are the words which English borrowed from other languages. |
| **Task 5: Work in groups. Discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list. Then present your answers to the class.** (8 mins) |
| - Have Ss work in groups to discuss and write the meaning/explanation of each word and choose the language of origin for each word from the given list.- Ask them to read the example first and then complete the table.- Move around to observe and provide help.- Invite some Ss to present their answers to the class. - Ask other groups to listen and give comments.- Comment on Ss’ answers. **Extra activity**Have Ss do this crossword puzzle in groups. The fastest group with the most correct answers win. All the words in the crossword are borrowed ones. | - Work in groups.- Listen- Present- Listen and comments- Do crossword. | ***Possible answer:***

|  |  |  |
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| **Words** | **Meaning/Explanation** | **Language of origin** |
| banh mi | A type of Vietnamese sandwich filled with cold meats, [pâté](https://www.oxfordlearnersdictionaries.com/definition/english/pate_2%22%20%5Co%20%22p%C3%A2t%C3%A9%20definition)  and vegetables | Vietnamese |
| sushi | a Japanese dish of small cakes of cold cooked rice, with [vinegar](https://www.oxfordlearnersdictionaries.com/definition/english/vinegar%22%20%5Co%20%22vinegar%20definition) added and served with raw fish, etc. on top | Japanese |
| kung fu | a Chinese system of fighting using you hands and feet and not using weapons | Chinese |
| robot | a machine which can perform a complicated series of tasks by itself | Czech |
| piano | a large musical instrument played by pressing the black and white keys on the keyboard | Italian |

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| **Across** | **Down** |
| **4.** the scientific study of the life and structure of plants and animals**5.** an Italian dish consisting of a flat round bread base with cheese, tomatoes, vegetables, meat, etc. on top**7.** a musical instrument that usually has six strings and that you play with your fingers**8.** a series of movements and steps that are usually performed to music | **1.** the man that somebody is married to2. the system of communication in speech and writing that is used by people of a particular country or area**3.** a tall African animal with a very long neck, long legs, and dark marks on its coathusband, the man that somebody is married to**6.** a traditional Japanese piece of clothing like a long loose dress with wide sleeves |

 |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson.

- Have Ss recall some things they can remember.

**b. Homework**

- Do exercises in the workbook

**Board Plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 5: Skills 1****\*Warm-up****\* Reading**Task 1: Look at the diagram. Put the names of the countries where English is spoken in the correct circle.Task 2: Read the text and choose the correct answer A, B, C, or D.Task 3: Read the text again and fill in each blank in the summary with no more than TWO words.**\* Speaking**Task 4: Work in pairs. Read the following words. What do all the words have in common?Task 5: Work in groups. Discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list. Then present your answers to the class.**\*Homework** |

**UNIT 9: WORLD ENGLISHES**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about ways to improve one’s English vocabulary;

- Write a paragraph about ways to improve an area of English learning.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to express opinion about city life.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 9, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may have underdeveloped listening skills. | - Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class.  | - Define expectation in explicit detail. - Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity).  |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Brainstorm

**c. Expected outcomes:**

- Students can answer the questions about beautiful places or landscapes in their neighbourhood.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorm**– Have Ss answer the following questions:– Encourage Ss to share their answers.– Lead to the new lesson: Listening and writing about ways to improve areas of English learning.– Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Listen and follow instruction | **Questions:**+ How long have you learnt English?+ What are some difficulties you have met when learning English? |

**e. Assessment**

**-** Teacher corrects students (if needed)

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information.

**b. Content:**

- Task 1: Work in pairs. Look at the pictures and answer the questions.

- Task 2: Listen to Trang talking. Decide if the statements are true (T) or false (F)

- Task 3: Listen again and fill in each blank with no more than TWO words.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:**  **Work in pairs. Look at the pictures and answer the questions.** |
| - Have Ss look at the pictures and answer the questions in the book:*1.What are the girls in the pictures doing?**2.How can these activities help them learn English?*- Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense. - T may choose to teach or revise some vocabulary items such as look up, copy into, pick up, ... | - Look at the pictures and answer. | ***Possible answer:******+*** 1st picture: a girl is looking up words in a dictionary. She can understand the meaning and use of the words together with some expressions with the words, etc. This helps her learn vocabulary better.+ 2nd picture: a girl is writing new words in a notebook. This helps her remember the words better.  |
| **Task 2: Listen to Trang talking. Decide if the statements are true (T) or false (F)** |
| - Tell Ss that they are going to listen to Trang talking about the things she has done to improve her English vocabulary. Then they decide if each statement is true or false.– Have Ss read the statements and underline the key words. Play the recording and ask Ss to listen and decide if each statement is true or false. – Ss work in pairs to compare their answers.– Ask for Ss’ answers and write them on the board without confirming whether they are right or wrong.  | - Listen- Listen and do exercise- Compare answers in pairs. | ***Answer key:***1-F, 2-F, 3-T, 4-T |
| **Task 3: Listen again and fill in each blank with no more than TWO words.** |
| - Tell Ss that they are going to listen again and fill in each blank with no more than two words from the listening text. - Without playing the recording again, have Ss read the questions and guess the words/phrases to fill in the blanks based on their previous listening. Invite some Ss to share their answers. Write their answers on the board.- Play the recording and ask Ss to listen again and check their answers. Ss work in pairs to compare their answers with each other and with the answers on the board. - Play the recording once more for pairs to check their answers to both Activities 2 and 3.- Ask for Ss’ answers to Activity 2. Confirm and tick the correct answers. Ask for Ss’s answers to Activity 3. Write them on the board next to their guesses. Confirm the correct answers. **Transition from Listening to Writing:**Have Ss answer these two questions about Trang:This activity is a natural transition to Activity 4 and serves as a model for Ss’ answers in Activity 4. | - Listen instruction.- Read and guess- Listen and do exercise.- Listen and check. | ***Answer key:*****1.** meaning 2. pronunciation 3. copying 4. Speaking 5. picking up**Audio-script** I’ve learnt English for six years and I usually find it challenging to learn its vocabulary. Here are some tips I’ve tried to improve my vocabulary learning. Firstly, I spend time reading different kinds of English books, from short stories to novels. When I see a new word, I try to guess its meaning from the sentence. Secondly, I use a good dictionary. My mum bought me an English-English dictionary three years ago. Whenever I cannot find the meaning of a new word, I look it up, check its meaning and pronunciation in this dictionary. The dictionary also helps me understand better when to use the word. Thirdly, I’ve made my own vocabulary notebook. I have the habit of copying all new words into a notebook. This way I can know how many words I’ve learnt and can revise the words easily. Finally, I take every opportunity to speak with people in English. I try to use the words I’ve learnt and pick up more new words from these conversations.I’ve done these things regularly and now I’m quite confident about my English vocabulary. **Questions:***1.What is the thing Trang finds most challenging when learning English?**2.What has she done to improve it?* |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss write a paragraph about ways to improve an area of English learning.

**b. Content:**

- Task 4: Work in pairs. Discuss the questions below

- Task 5: Write a paragraph (100 - 120 words) about the most challenging thing you face when learning English and what you have done to improve it.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about ways to improve an area of English learning.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Discuss the questions below.** |
| - Have Ss work in pairs to answer the questions in the book. Remind them to take notes of their answers. - Have some Ss present their answers or write their answers on the board. -Comment on their answers.  | - Work in pairs to answer questions in the book.- Take notes- Present answers.- Commenr | ***Sample answer:***1. Grammar1. Study in grammar books.

Read English book.Learn from teachers and friends. |
| **Task 5: Write a paragraph (100 - 120 words) about the most challenging thing you face when learning English and what you have done to improve it** |
| - Have Ss write their paragraphs individually based on their answers in activity 4. Ask one St to write his or her paragraph on the board. Other Ss and T comment on the writing on the board. - Then T collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T’s comments on their friends’ writing. Have them bring their new writing to class in the next lesson. Collect some for marking. | - Work independently- Listen and follow instructions. | ***Sample answer:***When learning English, I find grammar the most challenging and I have done several things to improve it. Firstly, I have a good grammar book. I do the exercises in the book, and whenever I have a grammatical question, I quickly refer to it. The book makes me more confident in writing and speaking. Secondly, I read English books. When I read, I come across different grammar rules. This helps me learn and remember grammar naturally. Last but not least, I learn grammar from teachers and friends. Sometimes I meet a difficult grammatical point and cannot understand it even after I consult in my grammar book. In this case I ask my friends and teachers for help. These are the three things I have done to improve my English grammar.(130 words) |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 6: Skills 2****\*Warm-up****\*Listening**Task 1: Work in pairs. Look at the pictures and answer the questions.Task 2: Listen to Trang talking. Decide if the statements are true (T) or false (F)Task 3: Listen again and fill in each blank with no more than TWO words.**\*Writing**Task 4: Work in pairs. Discuss the questions belowTask 5: Write a paragraph (100 - 120 words) about the most challenging thing you face when learning English and what you have done to improve it.**\*Homework** |

**UNIT 9: WORLD ENGLISHES**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 9

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to attend school activities.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 9, Looking back and Project

- Computer connected to the Internet

- Projector / TV

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**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class.  | - Define expectation in explicit detail.- Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity).  |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many Unit 9 vocabulary as possible.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**- Teacher divides the board, and divides the class into teams.- Members of each team take turns and write as many vocabulary in Unit 9 as possible in 2 minutes.- The group having more correct answers is the winner. | - Work in teams to play the games. | ***Suggested answers:***standard, second language, first language, borrowed words, official language, immigrant,… |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 9

**b. Content:**

- Task 1: Fill in the blank with word from the box.

- Task 2: Choose the correct answer A, B, C, or D to complete each sentence.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Fill in the blank with word from the box**. (5 mins) |
| - Have Ss do this activity individually then compare their answers with their partners. - Ask for Ss’ answers or ask one St to write his / her answer on the board. - Confirm the correct answers. | - Do activity individually.  | ***Answer key:***1 mean 2 concentric 3 bilingual 4 fluent 5 immigrants  |
| **Task 2:**  **Choose the correct answer A, B, C, or D to complete each sentence.** (5 mins) |
| - Have Ss do this exercise individually.- Ask them to share their answers with a classmate. - Invite some Ss to share their answers. Confirm the correct ones. |  - Listen and follow.- Do the task individually | ***Answer key:***1. B 2. C 3. A

4. A 5. D |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the use of relative pronouns

- To help Ss revise defining relative clauses.

**b. Content:**

- Task 3: Read each sentence and circle the relative pronoun which can be omitted.

- Task 4: Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (defining relative clauses)

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read each sentence and circle the relative pronoun which can be omitted.** (5 mins) |
| - Ask Ss when to omit a relative pronoun in a relative clause. Revise this grammatical point if necessary because it is quite challenging.- Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers. | - Listen- Do the task individually- Compare answers in pairs. | ***Answer key:***2. which 5. who |
| **Task 4: Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.** (5 mins) |
| - Tell Ss that they are going to combine pairs of sentences to make relative sentences. - Model with the first question if needed. Underline the main noun in the first sentence and the word that refers to it in the second sentence. Ask Ss what relative pronoun can replace the noun in the first sentence. Explain to Ss that in this sentence ‘which’ can be omitted because it is an object in the relative clause.1.The **English-English** dictionary is on the table. My dad gave **it** to me last year.The English-English dictionary **(which) my dad gave to me last year is on the table.** **-** Have Ss do this exercise individually then compare their sentences with a partner. - Invite some Ss to write their sentences on the board. Give feedback.  | - Listen- Work independently to do the task.- Compare answers in pairs. | ***Answer key:***1. The English-English dictionary (which) my dad gave to me last year is on the table. 2. She used some words which are from French in her speech. 3. He has learnt English on a website (which) I recommended to him two years ago.4. English is one of the languages (which) has a lot of speakers. 5. My sister is learning English at a language centre which has the best teachers in our town.  |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (18 mins)

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about ENGLISH AROUND THE WORLD.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results.+ Have Ss work in their groups. Give them a few minutes to prepare for the presentation.+ Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.+ If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.+ Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.+ Give praise and give feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment. **NOW I CAN…**Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice if need be. | - Present | Self Assessment:

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|  | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
| **DELIVERY** |  |  |
| 1. I greeted the audience. |  |  |
| 1. I spoke clearly and naturally.
 |  |  |
| 1. I cooperated with my group members when delivering the talk
 |  |  |
| 1. I interacted with the audience.
 |  |  |
| 1. I used some photos/pictures to illustrate my points.
 |  |  |
| 1. I concluded my part of the talk appropriately.
 |  |  |
| **CONTENT: Our presentation includes the following information:** |  |  |
| 1. the number of English speakers in the country |  |  |
| 2. any other languages its people speak |  |  |
| 3. the roles of English in the country |  |  |

Peer Assessment:

|  |  |  |
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|  | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
| **DELIVERY** |  |  |
| 1. The presenters greeted the audience. |  |  |
| 2. The presenters spoke clearly and naturally. |  |  |
| 3. The presenters cooperated with my group members when delivering the talk |  |  |
| 4. The presenters interacted with the audience. |  |  |
| 5. The presenters used some photos/pictures to illustrate my points. |  |  |
| 1. The presenters concluded my part of the talk appropriately.
 |  |  |
| **CONTENT: Our presentation includes the following information:** |  |  |
| 1. the number of English speakers in the country |  |  |
| 2. any other languages its people speak |  |  |
| 3. the roles of English in the country |  |  |

 |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

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| *Date of teaching***UNIT 9: WORLD ENGLISHES****Lesson 7: Looking back and Project****\*Warm-up****\*Vocabulary**Task 1: Fill in the blank with word from the box.Task 2: Choose the correct answer A, B, C, or D to complete each sentence.**\*Grammar**Task 3: Read each sentence and circle the relative pronoun which can be omitted.Task 4: Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.**\*Project****\* Homework** |