**UNIT 6: ENGLISH AROUND THE WORLD**

**Period94: Lesson 6e - Grammar (Page 89)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- revision and practice *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

-be engaged in effective communication and logical reasoning behind the decisions or actions.

- be able to convey the cause-and-effect relationships in daily life.

- recognise opposing viewpoints, create a balanced argument, and foster understanding between individuals.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides.

**- Students’ aids:** Student’s Book, notebook.

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objectives:** to check students’ homework; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Ask students to try to remember three sentences.

**c) Expected outcomes:** Students can remember the learned points of grammar.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| - Ask students to work in groups of three, try to member three sentences in 30 seconds, and then write the sentences on a piece of paper.  - Elicit students’ answers.  - Lead in the lesson.   * *Because today is Tuesday, they are at school.* * *It was so hot that we decided to go to the beach.* * *Although the sentence is long, I can remember it.* | - Listen to the teacher and do the task.  - Give answers.  ***Answer Key:***  *The sentences relate to clauses/phrases of reason, clauses of result, clauses/phrases of concession*. |

**B. New lessons (35 minutes)**

**1. Presentation: 5 minutes**

a. Objectives: to review *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.

b. Content:Language boxes.

c. Expected outcomes: Students can remember and use *clauses/phrases of reason, clauses of result, clauses/phrases of concession* correctly.

d. Organisation:

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| **Teacher’s activities** | **Students’ activities** |
| **Review**  - Ask students to remember the usage and points of grammar in Unit 6.  - Ask students to work in groups of four, and give examples of grammar learned in Unit 6.  - Elicit students’ ideas and give feedback. | - Give their answers when invited.  - Work out the example in groups.  - Present their ideas when invited.  ***Suggested Answer Key***  ***Clauses/phrases of reason***   * *We are at school because today is Monday.* * *Because of the illness, Jack is absent today.*   ***Clauses of result***   * *He is so tall that he can reach the shelf easily.* * *It’s such an interesting film that we have watched it 3 times.*   ***Clauses/phrases of concession***   * *Although he is poor, he is very happy.* * *Jenny doesn’t take an English course despite her bad English.* |

**2. Practice: 25 minutes**

a. Objectives: To help students practice using *clauses/phrases of reason, clauses of result, clauses/phrases of concession* correctly.

b. Content: Task 4 (SB), Task 5 (SB), Task 6 (SB), Task 3 (WB), Task 4 (GR), Task 4 (WB).

c. Expected outcomes: Students can use *clauses/phrases of reason, clauses of result, clauses/phrases of concession* correctly.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 4. Choose the correct options.**  - Explain the task to students.  - Ask students to do the task on their own.  - Elicit and check students’ answers.  **Task 5. Fill in each gap with *so*, *such (x2)*, *despite*, *although* or *because of*.**  - Explain the task to students.  - Ask students to do the task in pairs.  - Elicit and check students’ answers.  **Task 6. Combine the sentences using the words in brackets.**  - Explain the task to students.  - Ask students to do the task on their own.  - Elicit and check students’ answers.  **Task 3, WB, p.50. Choose the correct options.**  - Explain the task to students.  - Ask students to do the task in pairs.  - Elicit and check students’ answers.  **Task 4, GR, p.135. Choose the correct options.**  - Explain the task to students.  - Ask students to do the task in pairs.  - Elicit and check students’ answers.  **Task 4, WB, p.50. Combine the sentences using the words in brackets.**  - Explain the task to students.  - Ask students to do the task in groups of three.  - Elicit and check students’ answers. | - Listen to the teacher.  - Do the task individually.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***   1. *D* 2. *A* 3. *C* 4. *B* 5. *A*   - Listen to the teacher.  - Do the task in pairs.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***  *1. Because of*  *2. such*  *3. such*  *4. so*  *5. Although*  *6. despite*  - Listen to the teacher.  - Do the task individually.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***  *1. This is such a useful English-learning app that millions of people use it.*  *2. We understood the lesson so well that the teacher was surprised about that.*  *3. Ly likes chatting with foreign tourists because it helps her practise her English skills.*  *4. Despite not enjoying English lessons at first, Trung is now the best student in the class. / Trung is now the best student in the class despite not enjoying English lessons at first.*  *5. English is an accessible language for beginners because of its simple structures. / Because of English’s simple structures, it is an accessible language for beginners.*  *6. Although Huy can’t speak English very well, he can give directions to many English-speaking visitors. / Huy can give directions to many English-speaking visitors although he can’t speak English very well.*  - Listen to the teacher.  - Do the task in pairs.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***   1. *In spite of* 2. *because of* 3. *so* 4. *such* 5. *since*   - Listen to the teacher.  - Do the task in pairs.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***  *1. D 2. A 3. A 4. D 5. C 6. C 7. B 8. B*  *9. A 10. D*  - Listen to the teacher.  - Do the task in groups.  - Listen to the teacher and give their answers when invited.  - Check their answers.  ***Answer Key***  *1. This town is so peaceful that I’m planning to move here.*  *2. She got a high mark because of reviewing the lessons carefully.*  *3. Though Ly takes part in many after-school clubs, she studies English every evening.*  *4. We study English every day after school since we want to study at a university abroad.*  *5. These are such entertaining English songs that Giang listens to them every day.* |

**3. Production: 5 minutes**

a. Objectives: To help students practise speaking about themselves using *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.

b. Content: Task 7 (SB).

c. Expected outcomes: Students can make sentences about themselves using *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.

d. Organisation:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 7. Write sentences about yourself using clauses/phrases of reason, clauses of result and clauses/phrases of concession. Tell your partner.**  - Explain the task to students and give an example.  **Example*:***   * *I did well on my English exam because I studied hard.* * *It is such an interesting English class that I wait for it every week.*   - Ask students to work in pairs and make sentences about themselves *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.  - Ask some students to share their answers with the class.  - Give feedback. | - Listen to the teacher.  - Work in pairs to complete the task.  - Speak in front of the class when invited.  - Listen to the teacher.  ***Suggested Answer Key***   * *Although I am busy, I study English every day.* * *I did English exercises last night in spite of being tired.* * *Learning English is important as it is an international language.* * *Because of my frequent practice, my English improved a lot.* * *Even though I read a lot of English stories, my English writing skills aren’t very strong.* * *My English writing skills are so good that I am able to write blogs in English.* |

**C. Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Grammar point: *clauses/phrases of reason, clauses of result, clauses/phrases of concession*.

**2. Homework assignment**

- Review *clauses/phrases of reason, clauses of result, clauses/phrases of concession.*

-   Prepare for the next lesson: *Lesson 6f - Skills* (page 90, SB).

**4.. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 6: ENGLISH AROUND THE WORLD**

**Period 95: Lesson – Unit 6f - Reading (Page 90)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- Identification and memory some new words: *global language, empire, spread, merchant, industry, finance, take up, official language.*

- practice reading for specific information.

- researching and presentation some countries that have English as their official language.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- aware of the popularity of English.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** To introduce the new lesson and set the scene for students to acquire the new language knowledge and skills; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Countries in the world where English is popular.

**c) Expected outcomes:** Students have general ideas about the topic of the new lesson.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| - Ask students about some countries where English is popular.  *“In what countries in the world is English popular?”* | **-** List down the countries where English is popular.  ***Suggested Answer Key:***  *Singapore, The USA, Canada….* |

**B. New lessons (35 minutes)**

**1. Pre-reading: 10 minutes**

a. Objectives: To introduce the topic and predict the content of the text.

b. Content:Task 1 (SB)

c. Expected outcomes: Students can have somegeneral ideas about the text.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Guessing the content of the text**   - Ask students to read the text quickly and find out the answers.  - Elicit the students’ answers.   * *How many people around the world speak English?* * *How many countries have English as their official language?*   **2. Pre-teaching vocabulary**  - Teach students new words.   * *global language (phr)* * *empire (n)* * *spread (v)* * *merchant (n)* * *industry(n)* * *finance (n)* * *take up (phr)* * *official language (phr)*   - Ask students to read the text and underline the words above.  - Get students to try guessing their meanings in the context first.  - Explain the meanings of the words.  - Ask students to listen and repeat chorally and individually.  - Check if students remember the words. | - Read the text quickly and find out the answers.  - Present their ideas in front of the class when invited.  **Suggested Answer Key**  *Over 1.5 billion people around the world speak English. 67 countries have English as their official language.*  - Listen to the teacher and take notes.  - Read the text and underline the words.  - Try guessing their meanings in the context.  - Listen to the teacher and take notes on the meanings of those words.   * *global language /ˌɡləʊ.bəl ˈlæŋ·ɡwɪdʒ/ (phr): ngôn ngữ toàn cầu* * *empire /ˈem.paɪə(r)/ (n): đế chế* * *spread /spred/ (v): truyền bá, phổ biến* * *merchant /ˈmɜː.tʃənt/ (n): nhà buôn, thương gia* * *industry /ˈɪn.də.stri/ (n): ngành công nghiệp* * *finance /ˈfaɪ.næns/ (n): ngành tài chính* * *take up /ˌteɪk ˈʌp/ (phr v): học/bắt đầu một cái mới* * *official language /əˈfɪʃ.əl ˈlæŋ·ɡwɪdʒ/ (phr): ngôn ngữ chính thức*   - Listen and repeat chorally and individually.  - Answer the teacher. |

**2. While – reading: 20 minutes**

a. Objectives: To help students to read for specific information

b. Content: Task 2 (SB), Task 3 (SB), Extra Practice, Task 1 (WB), Task 2 \(WB).

c. Expected outcomes: Students can read and fill in the gaps with the words from the list, choose the correct options, and decide if the statements are R (right), W (wrong) or DS (doesn’t say). complete the sentences.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 2. Read the text again and fill in the gaps (1–5) with the words from the list. Listen and check.**  **-** Give students time to read the text and complete the gaps with the words in the list.  - Elicit students’ answers.  - Play the recording and check students’ answers.  **Task 3. Read the text again. For questions (1–4), choose the correct options (A, B, C or D).**  - Explain the task to students.  - Ask students to do the task in pairs.  - Elicit students’ answers.  - Check students’ answers.  **Extra Practice. Read the text again and decide if the statements (1-4) are R (right), or W (wrong).**  - Explain the task to students.   1. *English grammar is complicated.*   *2. The number of English speakers in the USA is the largest in the world.*  *3. Australia and New Zealand have the fourth-largest English-speaking population.*  *4. English is not the official language in South Africa.*  - Ask students to underline the key words.  - Let students do the task.  - Elicit students’ answers.  - Check students’ answers.  **Task 1, WB, p51. Read the text and decide if the statements (1–5) are R (right), W (wrong) or DS (doesn’t say).**  - Explain the task to students.  - Ask them to underline the key words.  - Let them do the task in pairs.  - Elicit students’ answers.  - Check students’ answers.  **Task 2, WB, p.51. Read the text again. Complete the statements (1–5). Write NO MORE THAN THREE WORDS for each gap.**  - Explain the task to students.  - Let them do the task in groups of three.  - Elicit students’ answers.  - Check students’ answers. | - Listen and complete the task.  - Give their answers when invited.  - Listen and check their answers.  ***Answer Key***  *1. because 2. easy 3. but 4. has*  *5. language*  - Listen to the teacher.  - Do the task in pairs.  - Give answers when invited.  - Check their answers.  ***Answer Key***  *1. A 2. B 3. D 4. C*   * Listen to the teacher. * Underline the key words. * Do the task. * Give their answers when invited. * Check their answers.   ***Answer Key***  *1. W 2. R 3. R 4. W*   * Listen to the teacher. * Underline the key words. * Do the task in pairs. * Give their answers when invited. * Check their answers.   ***Answer Key***  *1. R 2. W 3. W 4. DS 5. R*   * Listen to the teacher. * Do the task in groups. * Give their answers when invited. * Check their answers.   ***Answer Key***  *1. perform better 2. knowledge*  *3. job opportunities 4. make friends*  *5. a different way* |

**3. Post-reading: 5 minutes**

a. Objectives: To help students expand the topic, use the language and information in a real situation, and develop critical thinking.

b. Content: Task 4 (SB).

c. Expected outcomes: Students can research other countries that have English as their official language.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 4. Can you name some other countries in the world that have English as their official language? Tell the class.**  - Explain the task.  - Ask students to discuss in groups and collect information from the Internet about other countries that have English as their official language.  - Ask some students to present their ideas. | - Listen to the teacher.  - Work in groups.  - Speak in front of the class when invited.  ***Suggested Answer Key***  *English is one of the official languages of lots of Caribbean countries like Jamaica, Barbados and Dominica, island countries in Oceania like Fiji, Kiribati and the Marshall Islands, India, Belize and over 20 countries in Africa.* |

C. **Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Vocabulary: *global language, empire, spread, merchant, industry, finance, take up, official language.*

**2. Homework assignment**

- Learn by heart the words learned and make sentences using them.

- Prepare for the next lesson: *Lesson 6f - Listening* (page 91, SB).

**4. REFLECTION**

a.bWhat I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 6: ENGLISH AROUND THE WORLD**

**Period 96: Lesson – Unit 6f – Listening (Page 91)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- identification and memory vocabulary about collocations with the word *‘language’: native/first language, foreign language, official language, global/international language.*

- practice listening for specific information.

- reporting the importance of English in Việt Nam.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- aware of the importance of English and try to improve their English.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** To introduce the new lesson and set the scene for students to acquire the new language knowledge and skills; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Guess the word ‘language’.

**c) Expected outcomes:** Students have general ideas about the topic of the new lesson.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| **Guess the word**  - Ask students to guess the word based on the clues given.    - Lead in the new lesson. | - Guess the word.  ***Suggested Answer Key*** |

**B.New lessons (35 minutes)**

**1. Pre-listening: 10 minutes**

a. Objectives: To introduce collocations with the word ‘*language’.*

b. Content:Task 5 (SB).

c. Expected outcomes: Students can learn some collocations with the word *‘language’.*

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 5. Listen and repeat. Match the words/ phrases (1–4) with the definitions (a–d).**  - Ask students to read the collocations and give them time to match them to their definitions in the list.  - Elicit students’ answers.  - Check students’ answers.  - Play the recording with pauses for students to listen and repeat chorally and/or individually.  - Check students’ pronunciation.  - Explain the meaning of the words.   * *native language* * *first language* * *foreign language* * *official language* * *global language* * *international language* | - Listen to the teacher.  - Read and underline the key words.  - Listen and complete the task.  - Match the collocations to their definitions.  ***Suggested Answer Key***  *1 – b 2 – a 3 – d 4 – c*  - Listen and repeat chorally and/or individually.  - Listen to the teacher.  - Listen and take notes.  *- native language /ˌneɪ.tɪv ˈlæŋ·ɡwɪdʒ/ (phr): ngôn ngữ mẹ đẻ*  *- first language /ˌfɜːst ˈlæŋ.ɡwɪdʒ/ (n): ngôn ngữ mẹ đẻ*  *- foreign language /ˌfɔr·ən ˈlæŋ·ɡwɪdʒ/ (phr): ngoại ngữ*  *- official language /əˈfɪʃ.əl ˈlæŋ·ɡwɪdʒ/ (phr): ngôn ngữ chính thức*  *- global language /ˌɡləʊ.bəl ˈlæŋ·ɡwɪdʒ/ (phr): ngôn ngữ toàn cầu - international language /ˌɪn.təˈnæʃ.ən.əl ˈlæŋ.ɡwɪdʒ/ (phr): ngôn ngữ quốc tế* |

**2. While – listening: 15 minutes**

a. Objectives: To help students to listen for specific information

b. Content: Task 6 (SB).

c. Expected outcomes: Students can listen to an interview about the global importance of English and choose the correct options.

d. Organisation

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6. Listen to an interview about the global importance of English. For questions (1–5), choose the correct options (A, B, C or D).**  - Explain the task to students.  - Give students time to underline the key words.  - Play the recording, twice if necessary for students to listen and complete the task.  - Elicit and check students’ answers. The teacher can play the recording with pauses for students to check their answers.  ***Audioscript***  ***Interviewer:*** *Good morning! Today, we are speaking to language expert George Smith about the global importance of English. Can you tell us why English is an international language?*  ***George:*** *English became popular all over the world through the British Empire’s trade. English has such simple grammar and vocabulary that it is a good language for trade, industry, finance and entertainment.*  ***Interviewer:*** *Really? How many English speakers are there around the world?*  ***George:*** *Experts say that over 1.5 billion people speak English globally. They’re both native and non-native speakers. It’s the fact that English has the most speakers in the world.*  ***Interviewer:*** *Wow! How many English words are there?* ***George:*** *There are about 180,000 English words in use today. English is always changing because we are adding new words all the time.*  ***Interviewer:*** *That’s surprising. Does the Internet contribute to English’s popularity?*  ***George:*** *Yes. The Internet increased English’s popularity because about 55% of online content is in English.*  ***Interviewer:*** *How interesting! Thank you for taking the time to speak with us today.*  ***George:*** *You’re welcome. It was a pleasure discussing the value of English with you.* | - Listen to the teacher.  - Read and underline the key words.  - Listen and complete the task.  - Give their answers when invited.  - Listen and check their answers.  ***Answer Key***  *1. A*  *2. C*  *3. D*  *4. A*  *5. D* |

**3. Post-listening: 5 minutes**

a. Objectives: To help students expand the topic, use the language and information in a real situation, and develop critical thinking.

b. Content: Task 7 (SB).

c. Expected outcomes: Students can research information about the importance of English in Việt Nam, present the information to the class and collect information about the most popular languages in schools in the UK.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 7. Collect information about the importance of English in Việt Nam. Present the information to the class.**  - Explain the task.  - Ask students to work in groups to collect information about the importance of English in Việt Nam.  - Ask some students to present their ideas.  **Extra Practice. Culture Spot**  - Ask students to work in groups to collect information about the most popular languages in schools in the UK.  - Elicit and students’ answers. | - Listen to the teacher.  - Work in groups to complete the task.  - Speak in front of the class when invited.  ***Suggested Answer Key***  *English is a very important language in Việt Nam. It came to the country in the 1950s. These days, young people learn it in schools and the government uses it to communicate with other countries.*  *Learning English has many benefits for young Vietnamese people. It can help them in their education as it allows them to widen their knowledge on different topics. It can also give them job opportunities with international companies or in other countries. English also helps them enjoy life in different ways. For example, they can read English-language books and watch films on the Internet. Also, speaking English makes it easier to travel abroad and explore the world.*  - Work in groups to do the task.  - Give their answers when invited.  ***Suggested Answer Key***  *In the UK, French is the most popular foreign language at school for students under 16. For 16 to 18-year-olds, it is Spanish.* |

**C. Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Vocabulary: *native/first language, foreign language, official language, global/international language.*

**2. Homework assignment**

- Learn by heart the words learned and make sentences using them.

- Prepare for the next lesson: *Lesson 6f - Writing* (page 92, SB).

**4. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c.What I should improve for this lesson next time:

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