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| **Date of planning:** 23/02/2025 | **Number of pupils** | **Adjustment** | Date 24/02/2025  Plan approval  **Team leader**  **Nong Thi Nghiep** |
| **Date of teaching**: |  |  |
| 9A1: 26/02/2025 |  |  |

**Period 69: 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 gain the following items:  
1. Knowledge:**

- To introduce an overview about the topic *World Englishes;*

- Use the words related to the topic *World Englishes;*

- To practice listening and reading skills .

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to the topic *World Englishes;*  
+ Pronounce the words ending in - ion and - ity with correct stress;

*\* New words:* exchange student, immigrant , variety, bilingual, fluent, concentric, official language.

+ Say good luck and respond;

**\* Grammar:** Relative Clause; Use defining relative clauses;

**2. Competence:**

**-** Students will be able to practice listening , speaking, reading and writing skills .

- Develop communication skills and creativity.

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* Think!  + To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Students can have some ideas about World Englishes.  - Having a chance to speak English.  *\* Organization :* Teacher’s instructions … | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **+ Think!**  + Before Ss open their books, T asks some Ss about the English language and their experiences of it:  *+ 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 ?*  + 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. | **+ Greeting ; T\_Ss.**  **+ Think!**  **\* 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*  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit, the vocabulary, the stress, and the grammar points to be learnt.**  *\* Content:*  **+** Vocabulary pre-teaching  + Task 1: Listen and read.  + Learn some new words . Focus on topic of the lesson, grammar points…  *\* Expected outcomes*:  + Knowing more new words. Understanding the conversation; topic of the lesson, grammar points.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 92** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  \*\* Ask Ss to look at the picture on pages 92 and 93 and answer the questions below:  **1.** Who do you see in the picture?  **2.** What does the picture show? What does it mean?  + Elicit answers from Ss.  - Introduce the context of the conversation: 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 Englishes.  + Quickly write the words on one part of the board. - Comment on Ss' answers | **- T\_Ss**  \*Vocabulary:  **1.** exchange student /ɪksˈtʃeɪndʒ  stjuːdnt/ học sinh trao đổi  **2.** immigrant (n) /ˈɪmɪɡrənt/ người nhập cư  ***\* Questions:***  1. *Who do you see in the picture?*  *2. What does the picture show? What does it mean?* |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss understand the conversation.**  **+ To help Ss guess the meaning of some vocabulary items in the conversation.**  **+ To help Ss practise using the vocabulary learnt in 3.**  *\* Content:*  - 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.  *\* Expected outcomes*: Students understand the conversation and topic of the lesson and can complete the tasks successfully  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again. Fill in each blank with no more than TWO words from the conversation.** | |
| + 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.  - Then have them read the conversation again to check their answers.  - Allow them to share their answers with a partner before discussing as a class.  - Ask Ss to make any needed changes to their answers, referring to the answers that have been written on the board before.  - Confirm the correct answers | **- T\_Ss**  **\* *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.** | |
| - Ask Ss to read the words and phrases in the first column and locate them in the conversation.  - 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 practise saying the words and phrases. | **- T\_ Ss**  \* **Answer key:**  **1.** b **2**. e **3**. a **4**. c **5**. d |
| TASK 4: **Fill in each blank with a word or phrase from 3.** | |
| + 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 have them read aloud these sentences. | **- T\_ Ss.**  **\* *Answer key:***  **1.** mean **2.** vocabulary  **3.** immigrants **4.** first language  **5.** exchange student |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **+ To introduce some differences between British English and American English.**  *\* 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?  *\* Expected outcomes*:  - Ss can know some differences between British English and American English.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **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?** | |
| + Tell Ss that there are some differences between British English and American English, and this 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 three minutes, the group with the most answers wins, and they share their answers with the whole class. | **+ T\_Ss**  **\* *Answer keys:***  + flat - apartment  + holiday-vacation  + jumper - sweater  + chips-French fries  + football - soccer |
| **\* Notes: Some similar pairs of words**   |  |  |  |  | | --- | --- | --- | --- | | **British English** | **American English** | **British English** | **American English** | | lift | elevator | rubbish | trash | | lorry | truck | chemist's | pharmacy | | petrol station | gas station | jumper | sweater | | crisps | chips | trousers | pants | | biscuit | cookie | vest | undershirt | | sweet | candy | mobile phone | cell phone | | Hat | apartment | holiday | vacation | | |
| \* EXTRA ACTIVITY  Prepare a list of words that have British and American English versions (e.g. lift / elevator). Give the definition of a word and ask Ss to name the word, in both British and American English. | |
| **4. WRAP-UP**  + Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.  - Ask Ss to say aloud some words they remember from the lesson.  - If there is a projector, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the sentences that contain defining relative clauses together with the words ending in -ion and -ity. Tell Ss that they will learn these language points in the upcoming lessons.    **5. HOME WORK (2’)**  + Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **===========================================** | |