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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period 72: UNIT 9: WORLD ENGLISHES**  **Lesson 4 : COMMUNICATION** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

- To introduce Everyday English.

- Saying good luck and responding.

- Talk about world Englishes and tourism

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

**\* Vocabulary:**

+ Vocabulary related to the topic “*World Englishes* ”

+ Saying good luck and responding;

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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.* |

**\* 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:**

- Be ready and confident in real life conversations .

- 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:*  - 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*:  - Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **\* 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. | **+ Greeting ; T\_Ss.**  **\* Brainstorm**  Hand Gesture Good Luck. Types of Hand Sign Stock Vector - Illustration of  monochrome, character: 230120594  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Saying good luck and responding**  **\* Objectives:**  **1+ 2:** **To introduce ways of saying good luck and responding; To help Ss practise saying good luck and responding**.  *\* 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  *\* Expected outcomes :* Students can use the structures to say good luck and respond.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| **\*** T elicits the dialogues.  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 conversations 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:  *+ Good luck with + noun/noun phrase.*  *- I wish you + all the best of luck.*  *Thanks/Thank you...*  Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.  For a more able class, introduce some other ways to say good luck in English:  *+ Best of luck with your...*  *+ Fingers crossed.*  *+ Break a leg*. | **- T\_Ss**  **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.** | |
| + Ask Ss to work in pairs to make similar conversations, 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. | **- T\_Ss**  ***\* 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.**  **/ Thank you.** |
| **\* 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  ***\* 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. | |
| **ACTIVITY 2 :** **Interesting facts about English**  **\* Objectives:**  **+ To introduce some interesting facts about English;**  **- To help Ss express their opinions about these facts.**  *\* Content:*  - Task 3: Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting.  *\* Expected outcomes :* Students can share their thoughts on English-related facts.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3: **Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting** | |
| Ask Ss to look at each fact carefully. Check to make sure they understand the facts.  Have Ss 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 their reactions.  Ask Ss if they know any fun facts about English. Share with Ss some other facts if there is time.  **Notes for teachers**: Some interesting facts about English:  **1.** The most common vowel in English is "e", then "a".  **2**. The most common consonant in English is "r", then "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 beta. | **- T\_ Ss**  ***\* Suggested answers:***  ***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.* |
| **EXTRA ACTIVITY** | |
| **4. PRODUCTION ( 8’)** | |
| **\* Objectives:**  **4 + 5 : To provide Ss with some information about English and other languages.**  *\* Content:*  - 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?  *\* Expected outcomes:* Students can share their thoughts on English-related facts.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **QUIZ: Work in groups. Work out the answers to the questions in the quiz.** | |
| Have Ss work in groups to work out the answers to the questions in this quiz.  Invite some groups to share their answers. Confirm the correct ones. The group with the most correct answers wins.  **Key: 1.** B **2.** A **3**. C **4.** B **5.** B | **- T\_ Ss.**  **\* Key:**  *Quiz in p.97*  ***\* Answer keys:***  **1**. B **2**. A **3.** C **4**. B **5**. B |
| TASK5: **Share your group’s answers with the class. Which group has the most correct answers?** | |
| **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 | **\**Answer keys:***  **1.** A  **2**. B (in 1865, the Welsh immigrants settled in Patagonia and maintained their language (Patagonian Welsh)  **3.** B  **4.** C  **5**. A |

**4. WRAP-UP & HOME WORK (2’)**

**+** Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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