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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 2** | **Period…: UNIT 9 :WORLD ENGLISHES**  **Lesson 5 : SKILLS 1/ Reading and speaking** |

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

**1. Knowledge:**

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

- Talk about borrowed words;

***+ 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: model , standard, first language, official language…*

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

**2. Competence:**

- Develop communication skills and creativity.

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

- Develop presentation skill.

**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:* 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 gain knowledge about the topic. Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  + 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. | **+ Greeting ; T\_Ss.**  **+ Brainstorming**  **\* Questions:**  *- Do you know any countries in the world that use English?*  *- What countries set the standards of English?*  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **A. READING**  **\* Pre-reading**  **\* Objectives:**  **+ To activate Ss' knowledge of the topic of the reading text.**  *\* Content:* **-** Vocabulary pre-teaching  - Task 1: Look at the diagram. Put the names of the countries where English is spoken in the correct circle.  *\* Expected outcomes*: Students identify some new words and how to use the target vocabulary.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Look at the diagram. Put the names of the countries where English is spoken in the correct circle.** | | |
| **\* 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 does the “Rub out and remember” checking technique.  \*\* 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.  - 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.  + Pre-teach some words and phrases such as means of communication, propose, Inner Circle, Outer Circle, and Expanding Circle. | **- T\_Ss**     |  | | --- | |  |   \*Vocabulary  **1.** model (n) /ˈmɒdl/ mẫu, mô hình.  **2.** standard (n) /ˈstændəd/ chuẩn mực  **Key:**  **1.** Inner Circle: New Zealand, The UK  **2.** Outer Circle: Singapore, Malaysia  **3**. Expanding Circle: Russia, Viet Nam |
| **\* WHILE READING** | | |
| **\* Objectives:**  **+ To help Ss develop the skill of reading for general and specific information and guessing the meaning of new words in context**  + To help Ss develop the skill of reading for specific information (scanning).  *\* Content:*  - 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.  *\* Expected outcomes*: Students identify some new words and how to use the target vocabulary.  *\* Organisation :* | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the text and choose the correct answer A, B, C, or D.** | | |
| + Tell Ss what they are going to do. Have them do the exercise individually and then check their answers in pairs.  - Invite some Ss to share and explain their answers.  - Confirm the correct answers. | **- T\_Ss**  **\* *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.** | | |
| + 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 keywords in each sentence, locate the keywords in the text and decide which words are 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. | **- T\_ Ss**  \* ***Answer key***  **1.** first language  **2.** official  **3**. follow  **4**. foreign language  **5**. rules |
| **\*\* 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. | | |
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| **ACTIVITY 2 : SPEAKING**  **\* 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.**  *\* 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.  *\* Expected outcomes*: Students can understand about some words that English has borrowed from other languages..  *\* Organisation :* | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Read the following words. What do all the words have in common?** | | |
| + Tell Ss that they are going to work in pairs to answer the question in the book.  Invite some pairs to share their answers. Then give the correct answers.  - Ask if they know any other words of this type. Share with them some common borrowed words.  **Key:** They are the words which English borrowed from other languages.  **+ Notes for teachers**: *List of common borrowed words*  *(Teacher’s book)* | **- T\_ Ss.**  ***\* 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.** | | |
| + 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.  *\* Teacher gives corrections and feedback* | **- Ss \_ Ss**  ***\* Possible answer:*** |
| ***Possible answer:***   |  |  |  | | --- | --- | --- | | **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)  and vegetables | Vietnamese | | **sushi** | a Japanese dish of small cakes of cold cooked rice, with [vinegar](https://www.oxfordlearnersdictionaries.com/definition/english/vinegar) 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 |   + Have Ss do this crossword puzzle in groups. The first group with the most correct answers wins. All the words in the crossword are borrowed ones. (*Teacher’s book*) ***If have time.*** | |
| **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 6 : A SKILLS \_2. | | |

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**\* Notes for teachers**: *List of common borrowed words .*

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| **Rank** | **Language** |  |
| **1** | **Latin** | agriculture, language, justice, science, forum, circus, religion, city, master, paper |
| **2** | **French** | art, dance, jewel, painting, ballet, government, salon, beef, salmon |
| **3** | **Greek** | phobia, academy, siren, democracy, atlas, biology, comedy, tragedy, history, data |
| **4** | **German** | kindergarten, poodle, noodle |
| **5** | **Italian** | opera, soprano, piano, broccoli, spaghetti, viola, pizza, cappuccino, latte |
| **6** | **Spanish** | canyon, tornado, tortilla, guitar, alligator, burrito |
| **7** | **Dutch** | buoy, cruise, dock, freight, yacht, landscape, sketch, cookie |
| **8** | **Japanese** | karaoke, samurai, kimono, sushi, tsunami, judo, soy |
| **9** | **Arabic** | alcohol, algebra, zero, giraffe, sultan, caravan, mosque |
| **10** | **Hindi** | bandanna, bungalow, jungle, pajamas, shampoo |
| **11** | **Irish** | boycott, brogues, clock, dig (slang), hooligan |
| **12** | **Chinese** | dim sum, tea, tai chi, kung fu |
| **13** | **Turkish** | coffee, kiosk, ottoman |
| **14** | **Norwegian** | gun, slaughter, hell, husband, skill, bug, reindeer, dirt |
| **15** | **African origins** | banana, bongo, banjo, cola, jazz, chimpanzee, gumbo, jumbo, zebra, zombie |

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