|  |  |
| --- | --- |
| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: …..** |  **Period …: UNIT 9 : WORLD ENGLISHES** **Lesson 7 : LOOKING BACK & PROJECT**  |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 9 ;

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

***+ 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;

**\* 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:**

|  |
| --- |
| **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:* **Brainstorming**+ 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 and Student’s activities** | **Content** |
| **+ Greeting** **\* Brainstorming*****+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…* *- T encourages Ss to talk in English as much as possible*\*\* 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.*+ Lead into the new lesson.* + Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting** **\* Brainstorming*****\* Suggested answers:***standard, second language, first language, borrowed words, official language, immigrant,…**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)**  |
|  **I.** **VOCABULARY****\* Objectives:** **-To help Ss revise the vocabulary items they have learnt in the unit.**- To help Ss revise the vocabulary items they have learnt in the unit.*\* 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.*\* Expected outcomes:*Students can use the knowledge they have learnt in this unit to complete the tasks successfully. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1**: Fill in the blank with word from the box**.  |
| + Have Ss do this activity individually then compare their answers with their partner's.- Ask for Ss' answers or ask one student to write his / her answerson the board.- Confirm the correct answers | **- T\_Ss**

|  |
| --- |
|  |

\****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.**  |
| + 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. | **- T\_Ss****\* *Answer key:*****1**. B **2**. C **3**. A **4**. A **5**. D |
| **ACTIVITY 2: GRAMMAR**  |
| **\* Objectives:** **+ To help Ss revise the use of relative pronouns.****+ To help Ss revise defining relative clauses.***\* 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.*\* Expected outcomes:* Recall the uses of the grammar that they have learnt in this unit (defining relative clauses) *\* Organasation:* Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3**: Read each sentence and circle the relative pronoun which can be omitted.**  |
| + 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, and then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers. |  **- T\_ Ss**\* ***Answer key:*****2.** which **5**. who |
| TASK 4**: Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.**  |
| + Tell Ss that they are going to combine pairs of sentences to make relative sentences.- Model 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. | **- T\_ Ss.** **\* *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.  |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)**  |
| **\* Objectives:** - To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.\* Content: Poster presentationSs to work in groups to do the project. Ss’ presentations.*\* Expected outcomes:* **-** Students are able to present their posters about ENGLISH AROUND THE WORLD.*\* Organization:*   |
| **Teacher’s and Student’s activities** | **Content** |
|  **ENGLISH AROUND THE WORLD.**+ 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 about an English-speaking country.- 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 feedback after each presentation.! 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. **\*\* FEEDBACK FORM FOR SURVEY***.(See teacher’s book)* |

 **5. WRAP-UP & HOME WORK (2’)**

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

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit : REVIEW\_3

========================================