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| Date of planning: 24/02/ 2025  Date of teaching: 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:  
1. Knowledge:**

**a. Vocabulary:**

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

- Say good luck and respond;

**b. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| --- | --- |
| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - Before Ss open their books, T asks some Ss about the English language and their experiences of it.  - Students’ own answers  - 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. | **\* Think!**  + 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? |
| **ACTIVITY 1. PRESENTATION (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.** | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read/ Page 92** | |
| - Teacher introduces the vocabulary by: providing the pictures and eliciting the definition of the words.  - Teacher does the “Rub out and remember” checking technique.  - Ask Ss to look at the picture on pages 92 and 93 and answer the questions.  - 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 | **\*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.** | |
| **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 | **\* *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. | ***\** 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. | **\* *Answer key:***  **1.** mean  **2.** vocabulary  **3.** immigrants  **4.** first language  **5.** exchange student |
| **ACTIVITY 3 : PRODUCTION ( 8’)** | |
| **\* Objectives:**  **+ To introduce some differences between British English and American English.** | |
| **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. | **\* *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 | | flat | 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. | |
| **\* PROJECT PREPARATION** *- Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it. - Ask Ss to open their books to the last page of Unit 9 ,* ***the Project section****, look at the pictures and say what the topic of the project is (English around the world).*  *+ Explain the project requirements: In groups, Ss will have to choose a country where people use English as a second or an official language. They then collect information about the country's number of English speakers, other languages its people speak, and the roles of English in that country. Finally, Ss make a poster about this country and give a presentation about it. Their poster should include a mixture of text and pictures so thatT and other classmates can easily follow their presentation.*  *+ Model with a country of T's choice such as Singapore :*   |  |  | | --- | --- | | **No of English speakers** | About 4 million | | **Other official languages** | Malay, Mandarin and Tamil | | **Roles of English** | - Official language  - 48.3% of the population speak English at home (as in 2020)  - Working language for government and business  - Medium of instruction for all schools  - Playing a more and more important role in society |   + Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.  - Help Ss set a deadline for each task and support them throughout the process.  - In each of the next lessons, spend a few minutes checking Ss'progress, helping them with any topic- related or functional language they need and solving any other problems that may arise with their projects.  *+ Show them how to collect and analyse the answers. Here are the steps T can follow:* **(See TEACHER’S BOOK )**  **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **===========================================** | |

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| Date of planning: 24/02/2025  Date of teaching: 26/02/2025  Period 70: | **UNIT 9: WORLD ENGLISHES**  **Lesson 2: A CLOSER LOOK 1** |

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

**1. Knowledge:**

**a. Vocabulary:**

- Vocabulary related to the topic “World Englishes ”

- Saying good luck and responding;

**b. Grammar:** Use defining relative clauses; Stress in the words ending in **–ion** and **–ity**

\* Grammar note: **STRESS (Trọng âm)**

**A. Giới thiệu về trọng âm**

**‘**Trọng âm là sự phát âm của một từ hoặc một âm tiết với nhiều lực hơn so với các từ hoặc các âm tiết xung quanh. Một từ hoặc âm tiêt được nhấn trọng âm được phát âm bằng cách sử dụng nhiều khí từ phổi hơn’ (Richard, J. C *et al*. 1992:355).

Các âm tiết mang trọng âm được phát âm mạnh hơn các âm tiết không mang trọng âm (được phát âm nhẹ hơn hoặc ngắn hơn hoặc đôi khi được đọc rút gọn).

+ Ta dùng kí hiệu /'/ đặt ở đầu âm tiết có trọng âm chính. Trong những từ nhiều âm tiết có trọng âm chính và trọng âm phụ và được biểu thị /,/.

**Eg:** father/*'fɑ:ðə/,* indication/, *indi'kei∫n/,* representative /,*repri'zentətiv/,….*

**B. Một số quy tắc đánh trọng âm:**

Trọng âm chỉ rơi vào những âm tiết mạnh (âm tiết chứa nguyên âm mạnh, nguyên âm đôi hoặc nguyên âm dài). Âm tiết yếu không nhận trọng âm.

**I. Trọng âm ở từ có 2 âm tiết:**

1) Đa số động từ có 2 âm tiết thì âm tiết thứ 2 nhận trọng âm chính:

Eg: es**/**cape, for**/**get, be**/**gin, ac**/**cept....

**Tuy nhiên có một số động từ ngoại lệ:**

**/**promise, **/**answer, **/**enter, **/**listen, **/**offer, **/**happen, **/**open.

2) Đa số danh từ và tính từ 2 âm tiết có trọng âm chính rơi và âm tiết thứ nhất:

Eg: **/**butcher, **/**standard, **/**busy, **/**handsome....

**Ngoại lệ:** ma**/**chine, mis**/**take, a**/**lone, a**/**ware,...

**II. Những trường hợp khác**

**1) Các từ có tận cùng bằng các hậu tố sau có trọng âm chính rơi vào âm tiết đứng ngay trước hậu tố đó.**

**- tion: re/lation, edu/cation,** pro**/**tection. compu**/**tation...

**- ity : /charity, /obesity, a/bility**, ne**/**cessity...

**- sion: de/cision, per/mission...**  **Ngoại lệ: /**television

**- ic; -ical:** ar**/**tistic, e**/**lectric, po**/**litical, **/**practical...

**- logy:** e**/**cology, tech**/**nology... **; ial ; ially:**  me**/**morial, in**/**dustrial, **; graphy; -etry:** ge**/**ography,

**Ngoại lệ:** **/**Arabic, a**/**rithmatic, **/**Catholic, **/**politics …. ***(See the page below)***

**2. Competence:**

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

- Develop communication skills and creativity.

**3. Personal qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **1. WARM UP** (5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - Show pictures of words that are different in British English and American English. Ask if Ss can say the words in British English and American English.  - Introduce this lesson which focuses on words related to languages and language learning, and stress in words ending in ***–ion*** and ***–ity*.**  - Share with Ss the lesson objectives and have 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. | **\* Brainstorm**      \* Words:   |  |  | | --- | --- | | **British English** | **American English** | | chips | French fries | | flat | apartment | | biscuit | cookie | | dustbin | garbage can | | carpark | parking lot | |
| **2. PRESENTATION (15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  -**To teach some vocabulary items related to languages.**  **- T may want to present the five words and a phrase in Column A first.** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match a word or phrases in A with its meaning in B.** | | |
| - To present each word, follow the steps: Show the picture and elicit the word or by providing explanations of the words  or showing pictures illustrating the words. - Read aloud the word several times and ask Ss to repeat. - Invite some Ss to read the word aloud.  - Write the word on the board and highlight its phonological features (e.g. show the location of the main stress). - Teacher does the checking technique.  - Ask Ss to read the words and phrase in Column A and match them with the meaning in Column B. This helps check if Ss understand the words / phrase just presented.  - Have Ss work in pairs to compare their answers before giving T the answers.  - Check and confirm the correct answers.  - For a more able class, have Ss make complete sentences with the words / phrase in Column A. | \* Vocabulary  **1.** bilingual (adj) /baɪˈlɪŋɡwəl/: sử dụng được 2 ngôn ngữ.  **2.** variety (n) /vəˈraɪəti/: biến thể  **3**. fluent (adj) /ˈfluːənt/: trôi chảy, thành thạo  **4**. concentric (adj): đồng tâm  **5**. go over /ɡəʊ ˈəʊvə/: ôn tập lại  **6**. pick up /pɪk ʌp/: học (ngôn ngữ tự nhiên)  **\* *Answer key:***  **1**. b **2**. d **3**. e **4**. c **5**. a |
| **B. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To teach some verb phrases related to languages and language learning.**  + **To give further practice with the vocabulary items they have learnt.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Match a verb in A with a phrase in B to make a meaningful expression.** | | |
| - Have Ss match a verb in Column A with a suitable phrase in Column B individually.  - Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.  - Present the meaning of the verb phrases so that Ss can better understand them.  +Translate from Vietnamese into English: express the meaning of speech or writing which is in Vietnamese in English  + Copy words into a notebook: write words exactly as they are written somewhere else in a notebook  + Pick up a new language: learn a new language by chance  + Look up new words in an English-English dictionary: check the meaning of new words in an English-English dictionary  + Go over the grammatical points: study the grammatical points carefully  - For a more able class, ask Ss to make sentences with the verb phrases. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make sentences with the phrases. The fastest group with the most correct sentences wins. Other groups listen and comment. | **\* *Answer key:***  **1**.d **2**.e **3**.b **4**.c **5**.a |
| TASK 3: **Choose the correct word to complete each sentence.** | | |
| - Ask Ss to read the given sentences to understand the general meaning of each.  - Have them do the exercise individually and then compare their answers with another student.  - Check the answers as a class and confirm the correct ones | \* ***Answer key:***  **1.** official **2**. fluent  **3**. look **4.** translated  **5**. go |
| **ACTIVITY 2: PRONUNCIATION: ( 10’)**  STRESS in words ending in –ion and –ity | | |
| **\* Objectives:**  **- To help Ss identify the stress in words ending in -ion and -ity;**  **- To help Ss practise pronouncing these words with correct stress.**  **- To help Ss stress the words ending in -ion and -ity and read the sentences including these words with correct stress.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Listen and repeat the words. Pay attention to the word stress.** | | |
| - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary.  - Explain to Ss that these words have the stress on the syllable right before the **-ion** or **-ity**. For example, the word /*re’lation* /has the stress on the second syllable, and the word /’*charity* /has the stress on the first syllable.  - Ask Ss to work in pairs to stress the words and practise saying the words with correct stress.  - Invite some Ss to say the words aloud. Comment on their pronunciation. | **\* Key:**  **+ Audio script - Track 54:**   |  |  | | --- | --- | | rela**tion** | char**ity** | | deci**sion** | qual**ity** | | posi**tion** | clar**ity** | | educa**tion** | abil**ity** | | opera**tion** | obes**ity** | |
| TASK 5**. Listen and repeat the sentences. Mark the stress in the underlined words.** | | |
| - Have Ss quickly read the sentences. Play the recording for Ss to listen to the sentences.  - Ask them to pay attention to the underlined words and put stress on the correct syllable in each word.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs.  + Invite some pairs to read the sentences aloud. | **\* *Answer key:***  **1**. dis’cussion ; ’quality  **2**. a’ttention ; a’bility  **3**. in’tention ; com’munity  **4**. re’vision ; ac’tivity  **5.** ’function ; i’dentity  ***Audio script:***  **1.** They had a dis’cussion about the ’quality of the courses at their language centre.  **2.** Pay a’ttention to her a’bility to express herself in English.  **3.** I have an in’tention of organising an English class for the com’munity.  **4.** Let’s do a re’vision ac’tivity before the exam.  **5.** What is the ’function of the word “i’dentity” in this sentence? |
| \* EXTRA ACTIVITY  - Have Ss work in groups. Ask groups to write as many words ending in **-ion** and **-ity** as possible in three minutes.  - Invite the group with the most words to write their words on the board.  - Have other Ss from other groups go to the board and put stress on the correct syllable in each word written.  **Some words ending in –ion and –ity**   |  |  |  |  | | --- | --- | --- | --- | | **-ion** | **-ion** | **-ity** | **-ity** | | Action  Region  Station  Emotion  Ambition | Adaption  Donation  Relaxation  Admiration  information | Quantity  Gravity  Reality  Purity  Unity | Density  Longevity  Majority  Equality  Facility | | |

**4. HOME WORK** (2’)

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .

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**\*\* FURTHER INFORMATION**

**A. Giới thiệu về trọng âm**

**‘**Trọng âm là sự phát âm của một từ hoặc một âm tiết với nhiều lực hơn so với các từ hoặc các âm tiết xung quanh. Một từ hoặc âm tiêt được nhấn trọng âm được phát âm bằng cách sử dụng nhiều khí từ phổi hơn’ (Richard, J. C *et al*. 1992:355).

Các âm tiết mang trọng âm được phát âm mạnh hơn các âm tiết không mang trọng âm (được phát âm nhẹ hơn hoặc ngắn hơn hoặc đôi khi được đọc rút gọn).

+ Ta dùng kí hiệu /'/ đặt ở đầu âm tiết có trọng âm chính. Trong những từ nhiều âm tiết có trọng âm chính và trọng âm phụ và được biểu thị /,/.

**Eg:** father/*'fɑ:ðə/,* indication/, *indi'kei∫n/,* representative /,*repri'zentətiv/,….*

**B. Một số quy tắc đánh trọng âm:**

Trọng âm chỉ rơi vào những âm tiết mạnh (âm tiết chứa nguyên âm mạnh, nguyên âm đôi hoặc nguyên âm dài). Âm tiết yếu không nhận trọng âm.

**I/ Trọng âm ở từ có 2 âm tiết:**

***1) Đa số động từ có 2 âm tiết thì âm tiết thứ 2 nhận trọng âm chính:***

Eg: es**/**cape, for**/**get, be**/**gin, ac**/**cept....

**Tuy nhiên có một số động từ ngoại lệ:**

**/**promise, **/**answer, **/**enter, **/**listen, **/**offer, **/**happen, **/**open.

***2) Đa số danh từ và tính từ 2 âm tiết có trọng âm chính rơi và âm tiết thứ nhất:***

Eg: **/**butcher, **/**standard, **/**busy, **/**handsome....

**Ngoại lệ:** ma**/**chine, mis**/**take, a**/**lone, a**/**ware,...

***3) Một số từ vừa là danh từ, vừa là động từ có trọng âm chính không đổi:***

ad**/**vice/ ad**/**vise, **/**visit, re**/**ply, tra**/**vel, **/**promise, **/**picture;

**4)** C***òn lại đa số các từ có 2 âm tiết mà có 2 chức năng thì trọng âm thay đổi theo chức năng của từ:***

**/**record(noun)/ re**/**cord (verb), **/**present(noun)/ pre**/**sent (verb), **/**desert(noun)/ de**/**sert(verb)....

**II/ Những trường hợp khác**

***1) Các từ có tận cùng bằng các hậu tố sau có trọng âm chính rơi vào âm tiết đứng ngay trước hậu tố đó.***

**- tion:** pro**/**tection. compu**/**tation...

**- ity:** a**/**bility, ne**/**cessity...

**- ic; -ical:** ar**/**tistic, e**/**lectric, po**/**litical, **/**practical...

**- sion:** de**/**cision, per**/**mission...  **Ngoại lệ: /**television

**- logy:** e**/**cology, tech**/**nology...

**- ial ; ially:**  me**/**morial, in**/**dustrial, arti**/**ficially, e**/**ssentially...

**-graphy; -etry:** ge**/**ography, trigo**/**nometry...

**Ngoại lệ:** **/**Arabic, a**/**rithmatic, **/**Catholic, **/**politics

***2) Các từ có tận cùng bằng các hậu tố sau có trọng âm rơi vào âm tiết cách hậu tố đó 1 âm tiết.***

**-ate:** con**/**siderate, **/**fortunate...

**-ary: /**necessary, **/**military...

**Ngoại lệ:** docu**/**mentary, ele**/**mentary, supple**/**mentary, extra**/**ordinary.

***3) Những hậu tố sau thường được nhận trọng âm chính.***

**-ee:** de**/**gree, refe**/**ree...  **Ngoại lệ:** com**/**mittee, **/**coffee

**- eer:** mountai**/**ner, engi**/**neer...

**- ese:** Japa/nese, Chi/nese...

**- ain (chỉ áp dụng cho động từ):** re**/**main, con**/**tain...

**-aire:** questio**/**naire, millio**/**naire...

**- ique:** tech**/**nique, an**/**tique...

**- esque:** pictu**/**resque...

***4) Một số tiền tố và hậu tố khi thêm vào không làm thay đổi trọng âm chính của từ đó.***

**a. Tiền tố:**

**\* un-: /**healthy 🡪 un**/**healthy, im**/**portant 🡪 unim**/**portant …

**\* im-:** ma**/**ture 🡪 imma**/**ture, **/**patient 🡪 im**/**patient…

**\* in- :** com**/**plete 🡪 incom**/**plete, sin**/**cere 🡪 insin**/**cere …

**\* ir- :** \**/**relevant 🡪 ir**/**relevant, re**/**ligious 🡪 irre**/**ligious …

**\* dis:** con**/**nect 🡪 discon**/**nect, **/**courage 🡪 dis**/**courage …

**\* non-: /**smokers 🡪 non**/**smokers, **/**violent 🡪 non**/**violent…

**\* en-: /**courage 🡪 en**/**courage, **/**vision 🡪 en**/**vision …

**\* re-:** a**/**rrange 🡪 rea**/**rrange, **/**married 🡪 re**/**married …

**\* over-: /**crowded 🡪 over**/**crowded, **/**estimate 🡪 over**/**estimate …

**\* under-:** de**/**veloped 🡪 underde**/**veloped, **/**pay 🡪 under**/**pay …

**Ngoại lệ: /**understatement, **/**undergrowth, **/**underground, **/**underpants

**b. Hậu tố:**

**-ful:** **/** beauty 🡪 **/** beautiful, **/**wonder 🡪 **/**wonderful …

**-less: /**thought 🡪 **/**thoughtless, **/**hope 🡪 **/**hopeless …

**-able: /**comfort 🡪 **/**comfortable, **/**notice 🡪 **/**noticeable …

**-al: /**season 🡪 **/**seasonal, tra**/**dition 🡪 tra**/**ditional …

**-ous: /**danger 🡪 **/**dangerous, **/**poison 🡪 **/**poisonous …

**-ly: /**similar 🡪 **/**similarly, di**/**rect 🡪 di**/**rectly …

**-er/ -or: /**actor, **/**worker, **/**reader …

**-ise/ -ize: /**memorize, **/**modernize, **/**industrialize …

**-ing:** be**/**gin 🡪 be**/**ginning, su**/**ggest 🡪 su**/**ggesting …

**-en: /**length 🡪 **/**lengthen, **/**strength 🡪 **/**strengthen …

**-ment:** en**/**joy**ment**, a**/**muse**ment**, **/**govern**ment** …

**-ness: /**happi**ness**, **/**thoughtless**ness** …

**-ship: /**sportman**ship**, **/**relation**ship**, **/**scholar**ship**, …

**-hood: /**neighbor**hood**, **/**brother**hood** … strength

***5) Trọng âm ở các từ chỉ số đếm:***

thir’teen, ‘thirty / four’teen, ‘forty / fif’teen, ‘fifty ….

*Tuy nhiên mẫu trọng âm này có thể thay đổi khi từ chỉ số đếm xuất hiện ở trong câu.*

Ví dụ: khi nó đứng trước danh từ thì trọng âm của nó là: ‘nineteen people...

***6) Trọng âm ở các từ ghép***

***a. Hầu hết danh từ ghép và tính từ ghép có trọng âm chính rơi vào âm tiết đầu tiên.***

**/**dishwasher, **/**filmmaker, **/**typewriter, **/**praiseworthy, **/**waterproof, **/**lightning-fast …

**Ngoại lệ:** duty-**/**free, snow -**/**white

***b. Tính từ ghép có từ đầu tiên là tính từ hoặc trạng từ thì trọng âm chính rơi vào từ thứ 2, tận cùng là động từ phân từ 2.***

***Eg:*** well-**/**done, well-**/**informed, short-**/**sighted, bad-**/**tempered

***c. Các trạng từ và động từ ghép có trọng âm chính rơi vào âm tiết thứ 2.***

up**/**stairs, down**/**stairs, down-**/**grade, ill-**/**treat,…

***7) Trọng âm của các động từ thành ngữ (Phrasal verbs):***

*a. Nếu cụm động từ thành ngữ có chức năng là một danh từ trọng âm rơi vào âm tiết thứ nhất.*

Eg: '**set**up (n): sự thu xếp '**up**set (n): sự quấy rầy

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| Date of planning: 24/02/2025  Date of teaching: 28/02/2025  Period 71: | **UNIT 9 : WORLD ENGLISHES**  **Lesson 2 : A CLOSER LOOK 2** |

**I. OBJECTIVES: By the end of this lesson, Ss will be able to:  
1. Knowledge:**

**a. Vocabulary:**

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

- Say good luck and respond;

**b. Grammar:** Relative Clause; Use defining relative clauses;

- A relative clause tells us more about people and things. It usually starts with a relative pronoun.

- Defining relative clauses give us essential information. Without this information, people are not clear which person(s) or thing(s) we are talking about.

**E.g.** - The teacher **who taught me my first words in English** is Mr Vinh.  
 - He gave me the dictionary **which you suggested.**

**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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s & Student’s activities** | **Content** |
| - Write the relative pronouns *who, which, whose* on the board and ask Ss the use of each (they learnt these pronouns in the previous unit)  - Write part of this sentence on the board and ask Ss to complete it.  - Invite some Ss to share their answers. Quickly write some of their answers on the board. Confirm the correct ones.  - Underline the which-clause. Tell them that this clause is called a defining relative clause.  \*\* DEFINING RELATIVE CLAUSES  - Have Ss read the two examples in the first Remember! box and pay attention to the bold words.  - Then tell them to read the information in the box.  - Check their understanding by asking some questions:  *+ What is a relative clause?*  *+ What does it usually start with?*  *+ Why is a defining relative clause important?*  - Ask Ss to give some more examples. Comment on their examples.  - Draw Ss' attention to the second **Remember! box.**  - Write the two examples on the board and underline the parts of speech in each sentence:  - Tell Ss that when the relative pronoun is the object of the relative clause we can omit it and when it is the subject, we can't.  - Share with Ss a tip to identify when the relative pronoun is the subject or object: when there is a noun or pronoun between the relative pronoun and verb, the relative pronoun is the object.  + Refer back to the two examples in the first Remember! box and ask Ss if the relative pronoun in each example is the subject or object (1st example: subject; 2nd example: object)  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **\* Brainstorm**  ***Example:***  ***Parts of the sentences:***  English is the language which \_\_\_\_\_\_\_\_  **a)** English is the language **which is known as a global language.**  **b)** People **who speak English well** can find jobs in international companies more easily.  **\* Remember!**  - A relative clause tells us more about people and things. It usually starts with a relative pronoun.  *(Mệnh đề quan hệ cho chúng ta biết thêm về người và sự vật. Nó thường bắt đầu bằng một đại từ quan hệ.)*  \* Defining relative clauses give us essential information. Without this information, people are not clear which person(s) or thing(s) we are talking about.  *(Việc xác định mệnh đề quan hệ cung cấp cho chúng ta những thông tin cần thiết. Nếu không có thông tin này, mọi người sẽ không rõ chúng ta đang nói đến (những) người hoặc vật nào.)*  **Example:**  - The teacher *who taught me my first words in English* is Mr Vinh.  - He gave me the dictionary *which you suggested.*  **1.** The **man who** is talking to the girl is  S V  bilingual in English and French.  *=> must use 'who'*  **2.** The man **who you met** this morning is  0 S V  bilingual in English and French.  *=> can omit ' who '* |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **\* Objectives:**  + **To help Ss practise with defining relative clauses.** | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Choose the correct answer A, B, C, or D to complete each sentence.** | |
| - Have Ss do the exercise individually and then check their answers with a classmate.  - Invite some Ss to share their answers. Confirm the correct answers.  - For a more able class, ask Ss to decide if the relative pronoun in questions 1,2, and 3 is the subject or object | **\* *Answer key:***   1. B (subject),   **2**-A (subject),  **3**-B (subject),  **4**-C  **5**-D |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **- To help Ss practise identifying if the relative pronoun is the subject or object.**  **- To help Ss practise further with defining relative clauses.**  **- To help Ss get further practice with defining relative clauses.** | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) object (O) of the relative clause and if we can or cannot omit it.** | |
| - Model the way to do the exercise with the first sentence.  - Explain to Ss that first they need to identify the part of speech of the relative pronoun, and then decide to omit it or not.  1. The new vocabulary items **which** we learnt yesterday are difficult to remember.  **=> which**: object => omit  + Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to share their answers.  - Confirm the correct ones. | ***\* Answer key:***  **1**. which we learnt yesterday (O 🡪 omit)  **2**. which are in this book (S)  **3.** who translated this novel into Vietnamese (S)  **4.** who love languages (S)  **5**. who we admire (O 🡪 omit) |
| TASK 3**: Are these sentences right or wrong? Correct them if necessary.** | |
| - Model with the first sentence if necessary. Write it on the board and underline the mistake, and then correct it. (My sister doesn't like films have unhappy endings. -» which have)  - Have Ss do this exercise individually and then compare the answers with another classmate.  - Check the answers with the whole class. Confirm the correct ones. | \* ***Answer key:***  **1**. have 🡪 which have  **2.** Correct  **3.** Correct  **4**. Correct  **5.** who 🡪 whose |
| TASK 4: **Combine the two sentences into one, using a relative pronoun**. | |
| - Model the first question. 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.  I met a woman. Her husband is a famous linguist. -» whose -» / met a woman whose husband is a famous linguist.  + Have Ss work in pairs to do the exercise.  - Invite some Ss to write their answers on the board.  - Give feedback and confirm the correct answers.  ***\* Teacher corrects for students as a whole class.*** | **\* Answer Keys:**  **1.** I met a woman **whose** husband is a famous linguist.  **2.** My friend's father **who** owns a travel agency gave us the tickets.  **3**. The grammar exercise **(which)** nobody could do was very complicated.  **4**. I study English in a language centre **which** is in the centre of the city.  **5.** The teacher praised the student **who** completed the quiz the fastest. / The student (who) the teacher praised completed the quiz the fastest. |
| **ACTIVITY 3. PRODUCTION ( 8’)** | |
| **\* Objectives: Students can practice more defining relative clauses**. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Game: Clues for you. Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.** | |
| - Have Ss work in two teams. A student from each team gives clues about an object or a person in class, using relative clauses. Ss from the other team guess which object or person it is  - Ask Ss to read the example carefully  - Set a time limit of about 5-7 minutes. The person who gives clues can only give three clues at most.  - For each correct guess after the third clue, the guessing team can get one point. The team with more points is the winner.  ***\* Teacher gives corrections and feedbacks.*** | **\* Example:**  **Student A:**  - This is something which we write with  **+ Student from other team:**  - Is it a pen?  **Student A:**  - Yes, it is. |
| EXTRA ACTIVITY: ***Relative clauses challenge***  + Have Ss work in groups. Give each group some words related to places, animals, things, etc. and ask them to write definitions of the words. Ask groups to read out their definitions and vote for the best one(s).  + Tell them they can't vote for their own definition.  - Model with a word.  E.g. bilingual (n)  => Definition: A bilingual is a person **who** can speak two languages equally well. | |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | |

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| Date of planning: 25/02/2025  Date of teaching: 05/03/2025  Period 72: | **UNIT 9: WORLD ENGLISHES**  **Lesson 4 : COMMUNICATION** |

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

**1. Knowledge:**

**a. 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.* |

**b. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | **\* Brainstorm**  Hand Gesture Good Luck. Types of Hand Sign Stock Vector - Illustration of  monochrome, character: 230120594 |
| **2. PRESENTATION (15’)** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Saying good luck and responding**  **\* Objectives:** **To introduce ways of saying good luck and responding; To help Ss practise saying good luck and responding**. | |
| **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.  - 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: | **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. | ***\* 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.** | |
| **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. | ***\* 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: To provide Ss with some information about English and other languages.** | |
| **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:**  *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. HOME WORK (2’)**

- Do more exercises in workbook.

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

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| Date of planning: 25/02/2025  Date of teaching: 05/03/2025  Period 73: | **UNIT 9 :WORLD ENGLISHES**  **Lesson 5 : SKILLS 1** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

**b. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP ( 5’)** | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | **\* Brainstormin:**  *- Do you know any countries in the world that use English?*  *- What countries set the standards of English?* |
| **ACTIVITY 1: PRESENTATION (15’)** | | |
| **A. READING**  **Pre-reading**  **\* Objectives: To activate Ss' knowledge of the topic of the reading text.** | | |
| **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.** | | |
| - Teacher introduces the vocabulary by: providing the pictures and 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. | |  | | --- | |  |   \*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). | | |
| **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. | **\* *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. | | |
|  | | |
| **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.** | | |
| **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)* | ***\* 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* | ***\* 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. HOME WORK (2’)**  - 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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| Date of planning: 25/02/2025  Date of teaching: 07/03/2025  Period 74: | **UNIT 9: WORLD ENGLISHES**  **Lesson 5: SKILL 2** |

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

**1. Knowledge:**

**a. Vocabulary:**

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

**b. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| – Have Ss answer the following questions.  – Encourage Ss to share their answers.  – Lead to the new lesson: Listening and writing about ways to improve areas of English learning.  – Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **\*Chatting:**  *+ How long have you learnt English?*  *+ What are some difficulties you have met when learning English?*  **\* Ss’s answers.** |
| **ACTIVITY 1. PRESENTATION (15’)** | |
| **A. LISTENING**  **Pre-listening**  **\* Objectives:**  **- To prepare ss for the listening text.**  **- To help Ss develop their skill of listening for specific information.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Look at the pictures and answer the questions.** | |
| - Have Ss look at the pictures and answer the questions in the book:  *- What are the girls in the pictures doing?*  *- How can these activities help them learn English?*  - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.  - T may choose to teach or revise some vocabulary items such as look up, copy into, pick up, etc. | **Suggested answers:**  + Picture a: *A girl is looking up words in a dictionary. She can understand the meaning and use of the words together with some expressions with the words, etc. This helps her learn vocabulary better.*  + Picture b: *A girl is writing new words in a notebook. This helps her remember the words better*. |
| **B. WHILE - LISTENING (15’)** | |
| **\* Objectives:**  **+ To help Ss develop the skill of listening for specific information.**  **+ To help Ss develop the skill of listening for specific information.** | |
| **Teacher’s and student’s activities** | **Content** |
| TASK 2: **Listen to Trang talking. Decide if the statements are true (T) or false :** | |
| - Tell Ss that they are going to listen to Trang talking about the things she has done to improve her English vocabulary, and then they decide if each statement is true (T) or false (F).  - Have Ss read the statements and underline the keywords. Play the recording and ask Ss to listen and do the task.  - Have Ss work in pairs to compare their answers.  - Ask for Ss' answers and write them on the board without confirming whether they are right or wrong. | **\* *Answer key:***  **1**-F **2**-F **3**-T **4**-T |
| TASK 3: **Listen again and fill in each blank with no more than TWO words.** | |
| - Tell Ss that they are going to listen again and fill in each blank with no more than two words from the listening text  - Without playing the recording again, have Ss read the questions and guess the words / phrases to fill in the blanks based on their previous listening. Invite some Ss to share their answers. Write their answers on the board.  - Play the recording and askSs to listen again and check their answers. Have Ss work in pairs to compare their answers with each other and with the answers on the board.  - Play the recording once more for pairs to check their answers to both 2 and 3.  - Play the recording and ask Ss to listen again and check their answers. Have Ss work in pairs to compare their answers with each other and with the answers on the board.  - Play the recording once more for pairs to check their answers to both 2 and 3.  - Ask for Ss' answers to 2. Confirm and tick the correct answers.  - Ask for Ss' answers to 3.  - Write them on the board next to their guesses.  - Confirm the correct answers. | \* ***Answer key:***  **1.** meaning **2.** pronunciation  **3.** Copying **4.** Speaking  **5**. picking up  **\* Audio-script**  *I’ve learnt English for six years and I usually find it challenging to learn its vocabulary. Here are some tips I’ve tried to improve my vocabulary learning.*  *Firstly, I spend time reading different kinds of English books, from short stories to novels. When I see a new word, I try to guess its meaning from the sentence. Secondly, I use a good dictionary. My mum bought me an English-English dictionary three years ago. Whenever I cannot find the meaning of a new word, I look it up, check its meaning and pronunciation in this dictionary. The dictionary also helps me understand better when to use the word. Thirdly, I’ve made my own vocabulary notebook.*  *I have the habit of copying all new words into a notebook. This way I can know how many words I’ve learnt and can revise the words easily. Finally, I take every opportunity to speak with people in English. I try to use the words I’ve learnt and pick up more new words from these conversations.*  *I’ve done these things regularly and now I’m quite confident about my English vocabulary.* |
| **\*\* Transition from Listening to Writing**  + Have Ss answer these two questions about Trang:  *1. What is the thing Trang finds most challenging when learning English?*  *2. What has she done to improve it?*  + This activity is a natural transition to 4 and serves as a model for Ss' answers in 4. | |
| **ACTIVITY 2 : WRITING**  **\* Objectives:**  **- To brainstorm ideas and make an outline for Ss' writing.**  **- To help Ss practise writing a paragraph (100 - 120 words) about the most challenging thing they face when learning English and what they have done to improve it.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Discuss the questions below.** | |
| - Have Ss work in pairs to answer the questions in the book. Remind them to take notes of their answers.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers. | **\* *Sample answer:***  1. Grammar  2. Study in grammar books.  Read English book.  Learn from teachers and friends. |
| TASK 5 : **Write a paragraph (100 - 120 words) about the most challenging thing you face when learning English and what you have done to improve it.** | |
| - Have Ss write their paragraphs individually based on their answers in **4.**  - Ask one student to write his or her paragraph on the board. Other Ss and T comment on the writing on the board.  - Then T collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friend's writing.  - Have them bring their new writing to class in the next lesson.  - Collect some for marking. | ***\* Suggested answer:***  *When learning English, I find grammar the most challenging, and I have done several things to improve it. Firstly, I have a good grammar book. I do the exercises in the book, and whenever I have a grammatical question, I quickly refer to it. The book makes me more confident in writing and speaking. Secondly, I read English books. When I read, I come across different grammar patterns. This helps me learn and remember grammar naturally. Last but not least, I learn grammar from teachers and friends. Sometimes I meet a difficult grammatical point and cannot understand it even after I consult with my grammar book, so I ask my friends or teachers for help. These are the three things I have done to improve my English grammar* |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ================================================================ | |

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| Date of planning: 25/02/2025  Date of teaching: 12/03/2025  Period 75: | **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:**

**a. Vocabulary:**

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

**b. 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:**

- Grade 9 text book, TV.

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| **-** 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. | **\* Brainstorming:**  ***\* Suggested answers:***  standard, second language, first language, borrowed words, official language, immigrant,… |
| **ACTIVITY 1. PRESENTATION (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. | |
| **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 answers  on the board.  - Confirm the correct answers | \****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. | **\* *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.** | |
| **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. | \* ***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. | **\* *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 ( 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.** | |
| **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. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: REVIEW 3

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