| **School:**  **Teacher’s name:**  **Class:** |
| --- |

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 4: REMEMBERING THE PAST**

**Lesson 1: Getting started – At an English lesson**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Remembering the past;*

- Gain vocabulary to talk about some historical places.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Personal qualities**

-understanding more about historic buildings in the world

- Actively participate in class;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. complex (n) | /ˈkɒmpleks/ | involving a lot of different but related parts | khu phức hợp, quần thể |
| 1. religious (adj) | /rɪˈlɪdʒəs/ | relating to, or involved with religion, or living and worshiping according to the beliefs of a particular religion | (thuộc) tôn giáo |
| 3. monument (n) | /ˈmɒnjumənt/ | a structure or building that is built to honour a special person or event | tượng đài |
| 4. magnificent (adj) | /mæɡˈnɪfɪsənt/ | very good, beautiful, or deserving to be admired | tráng lệ |
| 1. preserve (v) | /prɪˈzɜːv/ | to keep something as it is | bảo tồn |
| 1. heritage (n) | /ˈherɪtɪdʒ/ | features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance | di sản |
| 1. occupy (v) | /ˈɒkjupaɪ/ | take control | chiếm giữ |
| 1. occupied (adj) | /ˈɒkjupaɪd/ | being used by someone or with someone in it | có người ở |
| 1. ancient (adj) | /ˈeɪnʃənt/ | of or from a long time ago, having lasted for a very long time | cổ đại, lâu đời |
| 1. generation (n) | /ˌdʒenəˈreɪʃn/ | all the people of about the same age within a society | thế hệ |
| 1. found (v) | /faʊnd/ | to bring something into existence | thành lập |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack experience of group / teamwork. | - Encourage Ss to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate Ss’ knowledge on the topic of the unit;

- To lead into the unit.

**b. Content:**

- Think!

- Memory lane

**c. Expected outcomes:**

-Ss can answer some questions of the teacher about school.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Think!**  - Begin the lesson by reviewing the content covered in Unit 3. T may ask some questions.  - Then tell Ss that they are going to learn about the topic *Remembering the past* in this unit.  – Ask Ss to open their books. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit. | - Ss listen and follow the teacher’s instruction.   * Ss answer some questions to review the previous unit. * Ss open their books, paying attention to the THIS UNIT INCLUDE box to see what they are going to learn. | ***Questions:***  - Do you care about healthy living?  - What do you often do to keep fit?  - What did your parents / grandparents do to keep fit / to keep themselves healthy?  - What do you know about your grandparents’ lifestyle (their clothes / cooking / eating habits, …)?  ***Suggested answers:***  **-** Ss own answer |
| **Option 2: Memory Lane**  - Ask Ss to close their eyes and imagine themselves walking down a memory lane.  - Ask Ss to share one of their memories with the class.  - Write the title *Remembering the past* on the board and lead into the unit. | - Ss share one of their memories with the class. | *Questions:*  - What memories do you see?  - Are they happy or sad?  - What do you smell?  - What do you hear? |

**e. Assessment**

-T checks Ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To provide Ss with vocabulary;

- To help Ss be well-prepared for the listening and reading tasks.

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

-Ss can identify some new words about historical places.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Ss guess the meaning of words. | ***New words:***   1. complex (n) 2. religious (adj) 3. monument (n) 4. magnificent (adj) 5. preserve (v) 6. heritage (n) 7. occupy (v) 8. occupied (adj) 9. ancient (adj) 10. generation (n) 11. found (v) |

**e. Assessment**

- Teacher checks Ss’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about *historical place;*

- To help Ss learn words and phrases related to *historical place;*

- To help Ss use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and answer the questions.

- Task 3: Complete each sentence with a word or a phrase from the box.

- Task 4: Look at the pictures and complete the sentences.

**c. Expected outcomes:**

-Ss understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (7 mins) | | |
| - Begin by asking Ss some questions.  - Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the pictures. Ask them some questions like:  *What do you think they are discussing?*  - Then ask Ss to look at the title / the pictures and guess what the conversation between the teacher and Ss might be about.  - Play the recording once or twice for Ss to listen and read along. Then have some pairs of Ss read the conversation aloud.  - Ask Ss what they are talking about. Now confirm the correct answer. *(They are talking about historic buildings / our history / the past …)*  - Have Ss say the words in the text that they think are related to the unit’s topic. Have them pronounce the words containing the sounds /m/ and /l/. Quickly write the words on the board *(Cambodia, complex, monuments, build, communal, …)* | - Ss look at the pictures and answer questions.  - Ss listen to the recording.  - Ss read the conversation aloud.  - Ss find the words in the text that are related to the topic. | ***Questions:***  What do you see in the picture(s)?  What do you know about it / them?      The conversation on page 40 |
| **Task 2:** **Read the conversation again and answer the questions.** (7 mins) | | |
| - Have Ss read the questions without reading the conversation again and try to guess the answers. Explain that they focus on some ideas of the conversation.  - Have Ss read the conversation again and answer the questions. Check their answers and explain if necessary. | - Ss work independently to do the activity.  - Ss listen and check. | ***Answer key:***  1. About 900 years old / Nearly a thousand years old.  2. It’s quite magnificent.  3. In England.  4. Preservation efforts |
| **Task 3: Complete each sentence with a word or a phrase from the box.** (7 mins) | | |
| - Ask Ss to read the sentences and find the words and phrase from the box to fill in the gaps. Ss may read the conversation again and find the words / phrases in it. Go around and offer help, if needed.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there’s time, call on some Ss to read the sentences. | - Ss read and do the task.  - Ss check | ***Answer key:***   1. heritage 2. well preserved   3. magnificent  4. Thanks to  5. occupied |
| **Task 4:**  **Look at the pictures and complete the sentences.** (7 mins) | | |
| - Have Ss work in pairs. Invite them to look at the pictures and complete the sentences with the word related to each picture. Then ask some Ss to read the sentences aloud. Check and correct their pronunciation. | - Ss work in pairs to do the task.  - Ss check. | ***Answer key:***   1. fish and chips 2. communal   3. monument  4. castle  5. temples |

**e. Assessment**

- Teacher checks Ss’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss get to know about / remember past events;

- To check Ss’ vocabulary and improve group work skills.

**b. Content:**

- Task 5: Game: Remembering past events

**c. Expected outcomes:**

- Ss can know more about past events.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game: Remembering past events** (10 mins) | | |
| - Have Ss work in groups. Ask them to answer all the questions.  - Set a time limit (3-4 minutes) for Ss to discuss and finish the task.  - T may need to explain to Ss if they don’t know the answers. | - Ss work in groups to answer questions. | ***Answer key:***  1. King Ly Thai To (Ly Cong Uan).  2. In 1492.  3. In 1776.  4. In 1911.  5. World War I started / broke out.  6. King Bao Dai (1913 – 1997). |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

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

- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tells Ss that they will learn these language points in the following lessons.

**b. Homework**

- Do exercises in the Workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.49, look at the picture and say what the topic of the project is (poster of life in their neighbourhood 40 years ago). They will design a poster and present it at the end of this Unit.

Teacher randomly puts Ss in groups and lets group leader assign tasks to each group member, making sure that all group members contribute to the project work.

- T may suggest some steps for Ss to follow:

1. Collecting information (asking their grandparents and / or old people, searching the Internet, reading books / magazines, brainstorming ideas, etc.).

2. Organising ideas and visuals, and designing the posters.

3. Practising explaining their posters and answering questions about the content.

- 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, e.g. cooking, eating habits, home life, transport, etc. and solving any other problems that may arise with their projects.

**Board plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**   1. complex (n) 2. religious (adj) 3. monument (n) 4. magnificent (adj) 5. preserve (v) 6. heritage (n) 7. occupy (v) 8. occupied (adj) 9. ancient (adj) 10. generation (n) 11. found (v)   **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and answer the questions.  Task 3: Complete each sentence with a word or a phrase from the box.  Task 4: Look at the pictures and complete the sentences.  **III. Production**  Task 5: Game: Remembering past events  **\*Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *Remembering the past*;

- Pronounce the sounds /m/ and /l/ in words and sentences correctly.

- Use the past continuous and *wish* + past simple

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

**3. Personal qualities**

- Actively participate in class and school activities;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. structure (n) | /ˈstrʌktʃə/ | something that has been made or built from parts, especially a large building | cấu trúc |
| 2. promote (v) | /prəˈməʊt/ | to encourage people to like, buy, use, do, or support something | thúc đẩy |
| 3. observe (v) | /əbˈzɜːv/ | to obey | duy trì, tuân theo |
| 4. benefit (v) | /ˈbenɪfɪt/ | To be helped by something or to help someone | giúp ích |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may have difficulties in distinguishing the sounds /m/ and /l/. | Provide Ss some tips by identifying the letters that may include each sound. |
| Some Ss will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative Ss practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate Ss’ prior knowledge and vocabulary related to the topic;

- To enhance Ss’ skills of cooperating with teammates.

**b. Content:**

- Brainstorming

- Time Machine

**c. Expected outcomes:**

-Ss can recall some phrases about activities in their free time.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Brainstorming**  - Bring to class some posters / pictures or show on the screen some images related to the history of Viet Nam or other countries. Encourage Ss to name these things.  – Lead into this lesson, which focuses on the new words / phrases and the sounds /m/ and /l/.  – Share with Ss the lesson objectives and have them open their books and start the lesson. | - Ss look and answer. | North Vietnamese tank entering through the gates of the Independence Palace of Saigon on April 30, 1975  Long Bien Bridge crossing over the Red River, built between 1898 and 1902Viet Cong tank- Fall of Saigon 1975  Long Bien Bridge |
| **Option 2: Time machine**  **-** Ask Ss to imagine that they have a time machine.  - Ask Ss some questions and let them draw a picture about their time machine journey or write a short story  - Have Ss share their ideas. | - Ss listen and follow instruction. | ***Questions:***   1. Where would you go? 2. What time period would you visit? Why? |

**e. Assessment**

Teacher’s feedback:

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide Ss new vocabulary;

- To revise some vocabulary related to *Remembering the past*.

**b. Content:**

-Vocabulary pre-teaching

- Task 1: Complete the following table. **There is one example.**

- Task 2: Complete the following sentences, using the correct forms of the words from **1**.

- Task 3: Complete the following sentences with the words from the box.

**c. Expected outcomes:**

-Ss can identify some vocabulary about *Remembering the past* and use them in different contexts.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the word. | - Ss guess the meaning of words. | ***New words:***   1. structure (n) 2. promote (v) 3. observe (v) 4. benefit (v) |
| **Task 1: Complete the following table. There is one example.** (5 mins) | | |
| - Have Ss work in pairs. Tell them to look at the verbs given in the left column and give their equivalent nouns.  - Check their answers as a class.  - Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary.  **EXTRA ACTIVITY:**  - Put Ss in groups. Each group finds three verbs in **Getting Started**, and then give their equivalent nouns.  - Representatives from each group give their groups’ answers.  - Check their answers as a class. | - Ss work in pairs to do task 1 p.42  - Ss listen and correct mistakes.  - Ss work in teams to play games. | ***Answer key:***   1. promotion 2. recognition   3. contribution  4. observation  5. preservation  6. occupation  ***Suggested answer:***  build → building  need → need  thank → thanks  wish → wish  know → knowledge  decide → decision  damage → damage |
| **Task 2: Complete the following sentences, using the correct forms of the words from 1.** (5 mins) | | |
| - Have Ss work in pairs. Tell them to look back at the words in **1**.  - Have them read the sentences carefully and look for clues to find the right words to complete the sentences. The word to fill each blank may be a noun or a verb in its correct tense.  - Have one or two Ss write the words on the board. Confirm the correct answers.  - T may call on some Ss to read the sentences. | - Ss work in pairs to do the task.  - Ss listen and follow.  - Ss listen and check.  - Ss read the sentences. | ***Answer key:***   1. observe   2. contribution  3. preservation  4. promotion  5. recognised |
| **Task 3: Complete the following sentences with the words from the box.** (5 mins) | | |
| - Have Ss read the sentences and choose the correct word from the box to fill in each blank in the sentences.  - Tell them to read the sentences carefully and look for clues to choose the correct words.  - T goes around and gives assistance if necessary and checks their answers. | - Ss read the sentences and choose the correct word.  - Ss listen and follow. | ***Answer key:***   1. structures 2. takeaway   3. generations  4. magnificent  5. heritage |

**e. Assessment**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /m/ and /l/;

- To help Ss ractice pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Listen and repeat the words. Pay attention to the sounds /m/ and /l/.

- Task 5: Listen and repeat the sentences. Pay attention the the underlined words.

**c. Expected outcomes:**

- Ss can pronounce the sounds /m/ and /l/ in words and in sentences correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **Ss’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /m/ and /l/. (7 mins)** | | |
| - First give examples of the sounds /m/ and /l/.  - Instruct how to pronounce /m/ and /l/.  - Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.  - Explain the two types of sound /l/ in the **Remember!** box and invite Ss to give some examples. | - Ss listen.  - Ss listen and repeat.  - Ss look at **Remember!** box  - Ss give some words that have sounds /m/ and /l/. | ***Audio script:*** |
| **Task 5: Listen and repeat the sentences. Pay attention the underlined words. (7 mins)** | | |
| - Have Ss quickly read the sentences and look carefully at the underlined words.  - Then play the recording for Ss to listen.  - Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.  **EXTRA ACTIVITY**  Ask each student to give at least one word having sound /l/ and one word having sound /m/, preferably words in this unit. | * Ss listen and follow instructions.   - Ss listen.  - Ss listen and repeat.  - Ss give word having sounds /m/ and /l/ in this unit. | ***Audio script:***  1. The collection includes objects of the Middle Ages.  2. You should be careful when shopping in this mall.  3. This monument is small but magnificent.  4. They maintain these windmills as working museums.  5. David fell off his bike and hurt his ankle.  ***Suggested answers:***  remember, life, let, look, temple, complex, largest, Cambodia, … |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what words, phrases, and sounds they have learnt. Draw Ss’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Tell them the grammar points that they will learn in the following lesson.

**b. Homework**

- Do exercises in the workbook;

- Find 3 more words that have the sounds /m/ and /l/.

**Board Plan**

| *Date of teaching …*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**   1. structure (n) 2. promote (v) 3. observe (v) 4. benefit (v)   Task 1: Complete the following table. There is one example.  Task 2: Complete the following sentences, using the correct forms of the words from **1**.  Task 3: Complete following the sentences with the words from the box.  **\* Pronunciation**  Task 4: Listen and repeat the words. Pay attention to the sounds /m/ and /l/.  Task 5: Listen and repeat the sentences. Pay attention the the underlined words.  **\*Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Recognise and use past continuous and *wish* + past simple.

- Be encouraged to express wishes in practical situations

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

-

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Past continuous** | |
| --- | --- |
| **Form** | **Example** |
| **S + was / were + V-ing** | We **were cooking** all morning because we had our friends coming for lunch. |
| **Wish + past simple** | |
| **Form** | **Example** |
| **S + wish + S + past simple** | **I wish I had** enough money to travel around the world.  **I wish (that) my mother didn’t have** to work so hard. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Ss may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting Ss work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead Ss into the new unit.

**b. Content:**

-Think!

- Picture Description

**c. Expected outcomes:**

- Ss can answer teacher’s question using the structure of past continuous.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Think!**  **-** Ask Ss if they remember the past continuous they have learnt in **Tiếng Anh 8 (Unit 9)**. Have some of them revise this tense and give some examples.  **-** Introduce the objective of the lesson: the past continuous tense.  **-** Write the objective on the top-left corner of the board. | - Ss look and answer. | ***Answer keys:***  Ss’ own answers |
| **Option 2: Picture Description**  **-** Show Ss a picture.  - Ask Ss to describe what was happening in the picture, using the past continuous tense. | - Ss listen and follow instructions. | GzrEft8RhUgvLqo7kQTt2uDd  ***Example:***  The boy in blue T-shirt was drawing a picture. |

**e. Assessment**

-Teacher corrects for Ss (if needed).

**2. ACTIVITY 1: PAST CONTINUOUS** (15 mins)

**a. Objectives:**

- To help Ss revise the form and use of the past continuous.

**b. Content:**

- Task 1: Put the verbs in brackets in the past continuous.

- Task 2: Complete the sentences, using the past continuous forms of the given verbs.

**c. Expected outcomes:**

- Ss know how to use past continuous.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Put the verbs in brackets in the past continuous.** (3 mins) | | |
| - Have Ss read the sentences first.  - Give Ss some time to work by themselves and write down the answers. T observes and helps when and where necessary.  - Ask some Ss to read their sentences. T may call on some Ss to write their answers on the board. T corrects Ss’ mistakes.  - T asks Ss to study the **Remember!** box, and tells them another use of the past continuous: to show that something continued for some time in the past. Give one or two examples before moving onto Activity **2**. | - Ss read the sentences.  - Ss do exercise individually.  - Ss listen and check.  - Ss read the **Remember!** box carefully and listen to the teacher.  - Ss listen. | ***Answer key:***   1. was visiting 2. was sleeping 3. was going 4. was looking   5. Were you watching    ***Example:***   1. She was studying all day yesterday because she wanted to pass the exam. 2. I was waiting for you for hours. Where were you? |
| **Task 2:**  **Complete the sentences, using the past continuous forms of the given verbs.** (5 mins) | | |
| - Have Ss work individually for a few minutes. Tell them to pay attention to the context of each sentence, and then choose the correct verb to use.  - Check their answers as a class.  - Have some Ss read out the sentences. T corrects their pronunciation and intonation only when necessary. | - Ss do task 2 individually.  - Ss listen and check. | ***Answer key****:*   1. Were preserving 2. Was / were living 3. Were building 4. Were you still working 5. Was making |

**e. Assessment**

- Teacher checks Ss’ understanding by asking some questions.

**3. ACTIVITY 2: Wish + past simple** (20 mins)

**a. Objectives:**

- To help Ss use wish + past simple in sentences;

- To help Ss practise using wish + past simple.

**b. Content:**

- Grammar explanation

- Task 3: Put the verbs in brackets in the correct forms.

- Task 4: Read the passage and write down five things that Jenny might wish for. Look at the example.

**c. Expected outcomes:**

- Ss understand some wish + past simple.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar Explanation** (6 mins) | | |
| Focus Ss’ attention on the grammar box. Explain to them the meaning and use of the structure *wish +* clause (past simple)*.*Tell them to study the two examples. | - Ss listen. |  |
| **Task 3: Put the verbs in brackets in the correct forms.** (7 mins) | | |
| - Draw Ss’ attention to the sentence structure: *wish* ***+*** clause (past simple).  - Have Ss look at the sentences and write down their answers.  - Ask Ss to exchange their answers in pairs. Check their answers and explain if necessary. | - Ss listen  - Ss do the task.  - Ss exchange answers and check in paires. | ***Answer key:***   1. got 2. had   3. had  4. could spend  5. could go |
| **Task 4: Read the passage and write down five things that Jenny might wish for.** Look at the example.(7 mins) | | |
| - Have Ss do the exercise individually. Tell them to read the passage carefully and study the example, then write down their answers.  - Have Ss exchange their answers with a partner.  - Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers as a class. | - Ss do exercise individually.  - Ss exchange answers and checks.  - Ss listen and check. | ***Suggested answers:***  1. Jenny wishes (that) she didn’t have to share the room with her sister.  2. She wishes (that) she didn’t have to clean the room every day.  3. She wishes (that) her sister Jane didn’t lie in bed reading or playing computer games.  4. She wishes (that) her sister Jane didn’t put dirty clothes on her bed.  5. She wishes (that) she had her own room. |

**e. Assessment**

- Teacher corrects the Ss as a whole class.

**4. PRODUCTION** (8 mins)

**a. Objectives:**

- To help Ss apply *wish +* past simplein real situation by making sentences about themselves.

**b. Content:**

- Task 5: Work in pairs. Tell your partner three wishes.

**c. Expected outcomes:**

- Ss can apply the grammar they have learned in practical situations.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Work in pairs. Tell your partner three wishes.** (8 mins) | | |
| - Give them some time to work in pairs and exchange their wishes.  - T goes round giving help when and where necessary.  **EXTRA ACTIVITY**  - Put Ss into groups of 5 - 6. Ask them to talk about what their family members wish.  - Call on some Ss to say out loud their sentences. Correct their mistakes if necessary. | - Ss work in pairs  - Ss work in groups to talk about your family members wish. | ***Suggested answers:***  1. I wish I had less homework every day.  2. I wish I had my own room.  3. I wish my best friend and I could go around the world together.  ***Suggested answer:***  My mum wishes (that) she had a new dishwasher.  My little sister often wishes (that) she became a princess. |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook;

- Make 5 sentences by using past continuous and *wish* + past simple.

**Board Plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Past Continuous**  Task 1: Put the verbs in brackets in the past continuous.  Task 2: Complete the sentences, using the past continuous forms of the given verbs.  **II. Wish + Past simple**  Grammar explanation  Task 3: Put the verbs in brackets in the correct forms.  Task 4: Read the passage and write down five things that Jenny might wish for. Look at the example.  **III. Production**  Task 5: Work in pairs. Tell your partner three wishes.  **\* Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to thank and respond;

- Talk how to keep traditions alive.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Know more about how to preserve traditions;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. ancestor (n) | /ˈænsestər/ | A person related to you who lived a long time ago. | tổ tiên |
| 2. gratitude (n) | /ˈɡrætɪtuːd/ | the feeling or quality of being grateful. | lòng biết ơn |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may have underdeveloped speaking and co-operating. | - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some Ss will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative Ss practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic;

- To enhance Ss’ skills of cooperating with team mates.

**b. Content:**

-Brainstorming

- Word Scramble

**c. Expected outcomes:**

- Ss can use their background knowledge to answer the questions.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Brainstorming**  – Ask some Ss to make sentences about themselves. Encourage them to talk about how their families keeps their traditions alive.  – Introduce the objectives of the lesson: learning how to express thanks, respond to thanks, and practice talking about our traditions and how we keep them alive. | - Ss listen and follow instruction. | ***Questions:***  **-** How do your family keep your traditions alive? |
| **Option 2: Word Scramble**  - Write the thank you phrases on small pieces of paper.  - Scrunch up the pieces of paper and put them in a hat or bowl.  - Have Ss take turns drawing pieces of paper and unscrambling the phrases.  - Once a student has unscrambled a phrase, have them say it aloud and give an example of when they might use it. | - Ss listen and play games in teams. | ***Phrases:***  - thank you very much  - thank you so much  - I appreciate it  - I’m so grateful  - You’re the best |

**e. Assessment**

**-** Teacher corrects Ss (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways of thank and respond

**b. Content:**

- Vocabulary pre-teaching

- Task 1: Listen and read the conversations. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Make similar conversations to express thanks and respond in the following situations.

**c. Expected outcomes:**

- Ss can use the structures to thank and respond.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching** (3 mins) | | |
| - Introduce the vocabulary by:  + giving situation;  + giving an explanation | - Ss listen to the explanation of the words.  - Ss write the new words in their notebooks. | ***New words:***  1. ancestor (n)  2. gratitude (n) |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | |
| - Play the recording and have Ss listen and read the conversation at the same time. Tell them to pay attention to the highlighted parts. Elicit the two ways of thanking and responding.  - Ask them to act out the conversations in pairs. Check their pronunciation | - Ss listen and read.  - Ss look at the highlighted parts.  - Ss act out the conversations. | ***Audio script:***  ***1.*** *Kate:* Thank you very much for showing us around Angkor Wat.  *Guide:*You’re welcome.  ***2.*** *Alice:*Thanks a lot for telling us about life in the countryside of Viet Nam.  *Mi:*No problem. |
| **Task 2: Work in pairs. Make similar conversations to express thanks and respond in the following situations.** (7 mins) | | |
| - Ask Ss to read the instructions.  - Have Ss work in pairs, one expresses thanks, and the other responses. Then they swap roles. | - Ss work in pairs to make similar dialogues. | ***Suggested answers:***  1. *You:* Thank you very much for showing me / us around the craft workshop.  *Village head:*You’re welcome.  2. *You:* Thanks a lot for lending me an interesting book.  *Your friend:* No problem. |

**e. Assessment**

- Teacher checks Ss’ understanding by asking some checking-questions.

**3. ACTIVITY 2: HOW OUR FAMILIES KEEP TRADITIONS ALIVE** (20 mins)

**a. Objectives:**

- To provide Ss with information about ways of keeping our traditions alive;

- To help Ss practise asking and answering questions about how their family observes customs and traditions.

- To provide Ss with a chance to talk about what their families do to preserve their family traditions.

**b. Content:**

- Task 3: Read the passage and complete the table.

- Task 4: Work in pairs. Ask and answer about how your family observes customs and traditions.

- Task 5: Work in groups. Give a short talk about one of the things in **4** that you and your family do to preserve traditions, for example celebrating family members’ birthdays.

**c. Expected outcomes:**

- Ss get some information about how to preserve traditions;

- Ss can talk about how to preserve traditions.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Read the passage and complete the table.** (5 mins) | | |
| - Tell Ss that they are going to listen to a passage about our traditions and ways of keeping them alive.  - Play the recording. Tell Ss to listen carefully. Make sure they understand the details and offer explanations if needed.  - Ss work in pairs and do the task.  - Check their answers as a class. | - Ss listen and follow instructions.  - Ss listen the recording.  - Ss work in pairs to do the task.  - Ss listen and check. | ***Key:*** |
| **Task 4:** **Work in pairs. Ask and answer about how your family observes customs and traditions.**  (7 mins) | | |
| - Have Ss work in pairs. Tell them to study the examples. Tell them that they can refer back to the passage in 3 for their answers.  - T goes round the class to monitor.  - Correct Ss’ mistakes only when it is really necessary. | - Ss work in pairs to do the task. | ***Example:***  *A:* What festival(s) does your family celebrate every year?  *B:* We celebrate Hung Kings’ Temple Festival. |
| **Task 5: Work in groups. Give a short talk about one of the things in 4 that you and your family do to preserve traditions, for example celebrating family members’ birthdays.** (8 mins) | | |
| - Tell Ss to study the cues given first.  - Then Ss work in groups, taking turns to choose one of the things in 3 and talk about what their families do to preserve their family traditions, for example celebrating family members’ birthdays.  - Encourage them to talk, and do not stop them when they make minor mistakes. Correct their pronunciation only when it is prevents communication. | - Ss look at the cues  - Ss work in groups.  - Ss try to talk. | ***Cues:***  We celebrate each family member’s birthday every year. When someone’s birthday is coming, all of us happily prepare for it. We buy presents for him / her, and we have a small party among our family members. We also help him / her do his / her housework. We do everything to make him / her happy on that day. |

**e. Assessment**

-Teacher corrects Ss while going around to help when Ss are practising;

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  - Vocabulary:  1. ancestor (n)  2. gratitude (n)  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Make similar conversations to express thanks and respond in the following situations.  **\* How our families keep traditions alive**  Task 3: Read the passage and complete the table.  Task 4: Work in pairs. Ask and answer about how your family observes customs and traditions.  Task 5: Work in groups. Give a short talk about one of the things in **4** that you and your family do to preserve traditions, for example celebrating family members’ birthdays.  **\*Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for specific information about how English people continue their culinary traditions;

- Talk about a typical traditional Vietnamese dish.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

- Understand more about traditional cuisine of Viet Nam and England;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. deep-rooted (adj) | /ˌdiːp ˈruːtɪd/ | very fixed and strong; difficult to change or to destroy | lâu đời, ăn sâu bén rễ. |
| 2. associated (adj) | /əˈsəʊsieɪtɪd/ | connected | liên kết |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Ss may lack knowledge about some lexical items. | Provide Ss with the meaning and pronunciation of words. |
| 2. Ss may have underdeveloped reading, speaking and co-operating skills. | - Let Ss read the text again (if needed).  - Create a comfortable and encouraging environment for Ss to speak.  - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some Ss will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative Ss practise  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss gain knowledge about their school.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  – Ask some Ss what they know about interesting / strange lifestyles / ways of cooking in the UK. Elicit answers from Ss.  - Bring the map of the UK (the United Kingdom of Great Britain and Northern Ireland) and show England to Ss. Ask them what they know about the UK and England.  - Lead into the new lesson: Reading about a traditional dish of England and Speaking about traditional Vietnamese traditional dishes.  – Introduce the objectives of the lesson. Write the objectives on the top-left corner of the board. | - Ss listen and answer.  - Ss look and answer. | x-7062-uk-counties-map-std-100cm-small-copy |

**e. Assessment**

-Teacher corrects for Ss (if needed).

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text;

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Vocabulary teaching

- Task 1: Work in groups. Discuss the following question.

- Task 2: Read the text and write the underlined words in the box.

- Task 3: Read the text again and tick (√) T (True) or F (False) for each sentence.

**c. Expected outcomes:**

- Ss identify some new words and how to use the target vocabulary.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks Ss to get the meaning of the words in context. | - Ss say the meaning of the words. | ***New words:***   1. deep-rooted (adj) 2. associated (adj) |
| **Task 1: Work in groups. Discuss the following question.** (3 mins) | | |
| - Have Ss work in groups. Encourage them to say what they know about England, English people, and their cuisine.  - Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they speak in English. | - Ss work in groups to do exercise. | ***Suggested answer:***  + England: one of the 4 parts of the UK (England, Scotland, Wales, the Northern Ireland)  + Capital: London  + Population: over 56 million (2021)  + Area: 130,279 km2  + Official language: English  + National dishes: fish and chips, Sunday roast, full English breakfast, …  + ... |
| **Task 2: Read the text and write the underlined words in the box.** (5 mins) | | |
| - Have Ss read the text quickly and find the underlined words *associated (adj), deep-rooted (adj), appeared (v), basic (adj)*  - Tell them to use the contexts in which these words appear to predict their meaning, and then do the matching.  - Check the answers as a class. Confirm Ss’ correct answers. For less able Ss, ask them to give the Vietnamese equivalent of the words. | - Ss read the text and find the highlighted words.  - Ss listen and follow instructions.  - Ss listen and check. | ***Key:*** |
| **Task 3: Read the text again and tick (√) T (True) or F (False) for each sentence.** (7 mins) | | |
| - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and decide whether it is true (T) or false (F).  - Ask Ss to work with a partner to discuss the answers.  - Explain the new words and clarify anything difficult.  - Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.  - Check the answers as a class.  T may ask more questions to see if they understand the passage fully.  **Transition from *Reading* to *Speaking***  - Have Ss work in pairs to ask and answer the questions. | - Ss do the task individually.  - Ss discuss with partner.  - Ss listen.  - Ss listen and check. | ***Key:***   1. T 2. T 3. F   4. F  5. F  6. T  ***Questions:***  1. Do Vietnamese people feel proud of their traditions and customs?  2. Is Vietnamese cuisine famous? Do foreigners like it?  3. What are some popular Vietnamese dishes? |

**e. Assessment**

- Teacher checks Ss’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help Ss use what they have learnt so far to talk about typical Vietnamese dish;

- To improve their speaking skill.

**b. Content:**

- Task 4: Work in pairs. Match 1 - 5 in column A with a - e in column B.

- Task 5: Work in groups. Match the Vietnamese dishes with their names in English.

**c. Expected outcomes:**

-Ss can talk about typical Vietnamese dish.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |

| **Task 4: Work in pairs. Match 1 - 5 in column A with a - e in column B.** (7 mins) | | |
| --- | --- | --- |
| - Have Ss work in pairs to do the matching.  - T goes round to monitor and gives help when necessary | - Ss work in pairs to do exercise. | ***Key:***   1. c 2. e 3. a 4. b   5. d |
| **Task 5: Work in groups. Match the Vietnamese dishes with their names in English.** (8 mins) | | |
| - Have Ss work in groups and do the matching first. | - Ss work in groups. | ***Key:***   1. b 2. c 3. d   4. e  5. a |
| - Allow some time for Ss to think about one traditional dish and prepare to talk about it.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to report to the class. T and other Ss listen and comment.  **EXTRA ACTIVITY**  For a more able class, ask Ss to summarise the reading text in 50 – 70 words. T may give some clues:  - English cuisine …  - Fish and chips …  - The earliest fish and chip shop …  - Basic ingredients …  - People sell it in many countries now. | - Ss prepare to talk about tradition dish.  - Ss report. | ***Suggested answer:***  Well… One of Vietnamese dishes that I like is fried rice (*cơm rang*). It’s a kind of popular street food. We can make and eat it every day, but I’d like to have it at the weekend. The main ingredients of this dish are cooked rice, meat, or sausage and colourful vegetables chopped up into small pieces and mixed together. Then we fry the ingredients slowly with cooking oil and one or two eggs. When you fry the rice, you must stir it constantly with a wooden spoon.  ***Suggested answer:***  English cuisine is one of the traditions that English people are proud to keep alive. Traditional English cuisine, fish and chips, has developed for many centuries. The earliest fish and chip shop opened in London during the 1860s. The basic ingredients of the dish are fried fish served with chips. People sell fish and chips in many countries now. |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson;

- Have Ss recall some things they can remember.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 5: Skills 1**  **\*Warm-up**  **\* Reading**  - Vocabulary:  1. deep-rooted (adj)  2. associated (adj)  Task 1: Work in groups. Discuss the following question.  Task 2: Read the text and write the underlined words in the box.  Task 3: Read the text again and tick (√) T (True) or F (False) for each sentence.  **\* Speaking**  Task 4: Work in pairs. Match 1 - 5 in column A with a - e in column B.  Task 5: Work in groups. Match the Vietnamese dishes with their names in English.  **\*Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for general and specific information about old school days;  
- Write about old school days.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Understanding and respect school days in the past;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Ss may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some Ss will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative Ss practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

-Chatting

- Compare and Contrast

**c. Expected outcomes:**

- Ss can answer the questions related to school.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Option 1: Chatting**  - Ask Ss what they know about schools and school days in the past. Elicit answers from them. Tell them to recall what they remember from books, films, or other sources.  – Lead into the new lesson: Listening and Writing about old school days.  – Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | - Ss listen and answers. | - Talk about schools and school days in the past. |
| **Option 2: Compare and Contrast**  - Have Ss create a Venn diagram to compare and contrast school days in the past and school days to day with information.  - Share their Venn diagrams with the class and disscuss similarities and differences between school days in the past and school days today. | - Ss listen and follow instructions. | ***Information Venn diagram:***  - What Ss wore to school?  - What subjects Ss studied?  - How Ss got to school? |

**e. Assessment**

-Teacher corrects Ss (if needed).

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information.

**b. Content:**

- Task 1: Match each phrase with the right picture.

- Task 2: Listen to the talk between Thanh and his grandma and tick (√) the things you hear.

- Task 3: Listen again and choose the correct answers.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Match each phrase with the right picture.** | | |
| - Ss work in groups. Give them 2 – 3 min. to think and do the matching. | - Ss work in groups to do exercise. | ***Key:***  1. b  2. a  3. c |
| **Task 2: Listen to the talk between Thanh and his grandma and tick (√) the things you hear.** | | |
| - Tell Ss that they are going to listen to a conversation about school days in the past.  - Play the recording. Tell Ss to listen carefully and pay attention to keywords – words that help them understand the ideas of the recording.  - Check Ss answers. | - Ss listen and do exercise.  - Ss listen and check. | ***Answer key:***  1, 2, 4: √ |
| **Task 3: Listen again and choose the correct answer.** | | |
| - Have Ss read through the sentences first.  - Play the recording once or twice. Ask Ss to listen carefully and choose the correct answers.  - Play the recording once more for Ss to check their answers. | - Ss listen instruction.  - Ss listen and choose answers.  - Ss listen and check. | ***Answer key:***   1. B 2. A 3. A 4. C   ***Audio script :***  *Thanh:*Grandma, you say that you had three months for summer holiday when you were a pupil?  *Grandma:*Right. And we did lots of things during the summer.  *Thanh:* Wow, I wish we had a three-month summer holiday! Did you stay at school all day during the school year?  *Grandma:* No, we had lessons in the morning only.  *Thanh:*Did you have a lot of homework?  *Grandma:*Not a lot. And we never had extra lessons.  *Thanh:*Really? Did you study the same subjects as we do now?  *Grandma:*Yes and no. We didn’t have music and arts, or computer science.  *Thanh:*How did you go to school then?  *Grandma:*Well, we walked all the time. And we didn’t have shoes or sandals. We were walking barefoot.  *Thanh:*Poor you! But what did you do during break time? Did you chat with your friends  or …?  *Grandma:* Yes, but … face to face. And we played traditional games such as hide-and-seek, tug of war, skipping, etc. There were no mobile phones or iPads then.  *Thanh:* Well, those were the days … |

**e. Assessment**

- Teacher checks Ss’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise asking and answering about school days in the past;

- To help Ss write a paragraph about school days in the past.

**b. Content:**

- Task 4: Work in pairs. Ask and answer about school days in the past.

- Task 5: Write a paragraph (100 - 120 words) about school days in the past.

**c. Expected outcomes:**

- Ss can use learned vocabulary and grammar to write a paragraph about school days in the past.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Ask and answer about school days in the past.** | | |
| - Have Ss work in pairs. Tell them to use the cues given to ask and answer about school days in the past.  - Tell them they can refer to the listening text for their answers. | - Ss work in pairs to ask and answer about school days in the past. | ***Cues***  + school time *(When …)*  + school subjects *(What …)*  + leisure time activities *(What …)*  + summer holiday *(How long …)*  + means of transport to school *(How …)* |
| **Task 5: Write a paragraph (100 - 120 words) about school days in the past.** | | |
| - Tell Ss to use the ideas in **Activity 4** for their writing.  - Set a time limit for Ss to write the paragraph. Tell them to use the past tense, and pay attention to grammar, use of words, spelling, and punctuation.  - T may collect some Ss’ papers and mark them, and later comment to the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework.  EXTRA ACTIVITY   * To help Ss improve their listening and writing skills (and spelling and other things as well), T may give them dictation practice. * Prepare a recording of about 30-50 words (3-4 sentences), or use the recording in the listening above. * Play the recording, pausing after each sentence (or clause for longer sentences), and have Ss write down what they hear. In weaker classes, provide some prompts from longer sentences on the board. | - Ss write the paragraph. | ***Suggested answer:***  In the past, Ss had lessons in the morning only. In the afternoon, they stayed home and did other things to help their parents. At school, they learned subjects such as maths, language, history, physics, etc. but they did not have music and arts or computer sciences. They did not have extra lessons. In their free time they played traditional games such as hide-and-seek, tug of war, skipping, and so on. Every day they went to school on foot. My grandmother told me that they walked barefoot all the time, as they did not have shoes or sandals. They were lucky in that they had a long summer holiday – about three months!  (111 words) |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks;

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 6: Skills 2**  **\*Warm-up**  **\*Listening**  Task 1: Match each phrase with the right picture.  Task 2: Listen to the talk between Thanh and his grandma and tick (√) the things you hear.  Task 3: Listen again and choose the correct answers.  **\*Writing**  Task 4: Work in pairs. Ask and answer about school days in the past.  Task 5: Write a paragraph (100 - 120 words) about school days in the past.  **\*Homework** |
| --- |

**UNIT 4: REMEMBERING THE PAST**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 4;

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

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 4, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some Ss will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative Ss practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many Unit 4 vocabulary as possible.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as many vocabulary in Unit 4 as possible in 2 minutes.  - The group having more correct answers is the winner. | - Ss work in teams to play the games. | ***Suggested answers:***  ancestor, stucture, heritage, … |

**e. Assessment**

- Teacher corrects for Ss (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 4.

**b. Content:**

- Task 1: Choose the correct answer A, B, C, or D.

- Task 2: Finish the sentence by completing each blank with a word. The first letter of each word is given.

**c. Expected outcomes:**

- Ss can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Choose the correct answer A, B, C, or D.** (5 mins) | | |
| - Have Ss do this task individually by choosing the correct answer to each of the questions. T corrects their mistakes.  - Go round, monitor the class, and give support if necessary. | - Ss do activity individually. | ***Answer key:***   1. A 2. B   3. B  4. D  5. C |
| **Task 2: Finish the sentence by completing each blank with a word. The first letter of each word is given.** (5 mins) | | |
| - Have Ss study the sentences first. Tell them to pay attention to the gaps, and what words they need to use.  - Tell Ss to write the answers in their notebooks. Ask some of them to read the whole sentences aloud. T corrects their mistakes and pronunciation if necessary. | - Ss listen and follow.    - Ss do the task. | ***Answer key:***   1. worshipping 2. deep-rooted   3. heritage  4. generation  5. ingredients |

**e. Assessment**

- Teacher checks Ss’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the past continuous and use connectors to combine sentences;

- To help Ss revise *wish + clause*, and know how to rewrite sentences, using this structure.

**b. Content:**

- Task 3: Put the verb in brackets in the past continuous to complete each sentence.

- Task 4: Rewrite the following sentences, using *wish*.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (past continuous, wish + past simple).

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Put the verb in brackets in the past continuous to complete each sentence.** (5 mins) | | |
| - Have Ss review the adverb phrases and the past continuous before they do the task.  - Have Ss work independently or in pairs to combine the sentences.  - Have Ss write their answers in their notebooks.  - Give correction and call on some Ss to read the sentences aloud. | - Ss review time connectors and the past continuous.  - Ss do exercise individually or in pairs.  - Ss check. | ***Answer key:***  1. was shining  2. were building  3. were not / weren’t studying; were chatting  4. Were they still waiting  5. was thinking |
| **Task 4: Rewrite the following sentences, using *wish*.** (5 mins) | | |
| - Allow Ss some time to do the task individually and rewrite the sentences in their notebooks.  - Then ask Ss to compare their answers in pairs.  - Call on some Ss to write their answers on the board, other Ss give comments, and T checks as a class. | - Ss do the task individually.  - Ss compare answers in pairs. | ***Answer key:***  1. She wishes (that) she had an Iphone.  2. I wish I had a three-month summer holiday as my grandma did.  3. I wish (that) my parents let me make my own decisions.  4. Mike wishes (that) he could play musical instruments.  5. I wish (that) my dad was / were not very busy, and (that) he had more time with me. |

**e. Assessment**

**-** Teacher corrects the Ss as a whole class.

**4. ACTIVITY 3: PROJECT** (18 mins)

**a. Objectives:**

- To give Ss an opportunity to practise finding information about life in their area about 40 years ago;

- To help Ss improve their creativity and teamwork;

- To **develop their research and collaboration skills and** improve their speaking and presentation skill.

**b. Content:**

-Poster presentation

**c. Expected outcomes:**

-Ss are able to present their posters about a life in the past.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |

| **Task 1: Collect information and pictures about life in your area about 40 years ago.** | | |
| --- | --- | --- |
| **Poster:** Life in your neighbourhood 40 years ago  – 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 of the poster about life in their neighbourhood 40 years ago.  – 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. T 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. | * Ss prepare for the poster before presenting in front of the class.   -Work in groups to prepare for the presentation.  - Tick appropriate items while listening to their friends in the checklist.          - Ss give their presentations.    - Ss complete the self assessment table. | ***Suggested outcome:***  Students’ posters & presentations |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **UNIT 4: REMEMBERING THE PAST**  **Lesson 7: Looking back and Project**  **\*Warm-up**  **\*Vocabulary**  Task 1: Choose the correct answer A, B, C, or D.  Task 2: Finish the sentence by completing each blank with a word. The first letter of each word is given.  **\*Grammar**  Task 3: Put the verb in brackets in the past continuous to complete each sentence.  Task 4: Rewrite the following sentences, using *wish*.  **\*Project**  **\* Homework** |
| --- |