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

**LESSON PLAN**

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

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**Lesson 1: Getting started – We didn’t do it in my day.**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the words related to lifestyle;

- Gain vocabulary to talk about changes in lifestyle.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

**- Understand more about changes in lifestyle;**

- Actively participate in class;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 6, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. generation (n) | /ˌdʒenəˈreɪʃn/ | all the people of about the same age within a society | thế hệ |
| 1. living condition | /ˈlɪvɪŋ kənˈdɪʃənz/ | standard of living | điều kiện sống |
| 3. opportunity (n) | /ˌɒpəˈtjuːnəti/ | chance | cơ hội |
| 4. dye (v) | /daɪ/ | to change the colour of sth using a special liquid | nhuộm |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group / teamwork. | - Encourage students 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 students’ knowledge on the topic of the unit;

- To lead into the unit.

**b. Content:**

-Think!

- Q&A

**c. Expected outcomes:**

-Students can have some ideas about lifestyles.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Review the previous unit.  - Organise a short vocabulary game to revise the words Ss learnt in Unit 5: *Experiences*.  - Write the word ‘*Experiences*’ on board and students come up with any words and phrases about the kind of experience and the adjectives describing experiences. *For example:* a learning experience, a frightening experience.  - Lead to the new unit.  + Ask Ss questions  + Elicit from Ss the meaning of the word ‘*lifestyle’*.  + Write the unit title Vietnamese Lifestyle: Now and Then on the board. Then ask Ss if life in the past (e.g. *twenty, thirty years ago*) and the present are the same or different.  - Ask Ss what aspect of life they think has changed (transportation, fashion, entertainment, shopping, travelling, learning…).  - Share with Ss the objectives of the lesson.  - Have Ss open their books and start the lesson. | - Students listen and follow the teacher’s instructions, answer questions. | -Vocabulary about *Experiences*  ***Questions:***  - How is shopping now different from that about 10 years ago?  - What is trendy for young people now? …  ***Suggested answers:***  **-** Students own answer |
| **Option 2: Q&A**  - Choose a topic related to lifestyles, such as hobbies:  - Write down some questions that elicit opinions, preferences, experiences, or suggestions.  - Divide class into pairs / small groups and give them a set of questions.  - Ask the students to take turns asking and answering the questions in pairs / groups.  - After that, ask them to share their ideas with the class. | * Students listen and follow follow the teacher’s instructions.   - Students work in pairs / groups to take turns asking and answering the questions.  - Students share ideas with the class. | ***Questions:***  - What are some hobbies that you enjoy or want to try?  - How do you balance your hobbies and your work or study?  - What are some benefits or challenges of having hobbies?  - How did you discover or develop your hobbies? |

**e. Assessment**

-Teacher checks Ss’ answers and gives feedback.

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

**a. Objectives:**

- To provide students with vocabulary;

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

**b. Content:**

-Vocabulary pre-teaching

**c. Expected outcomes:**

-Students can identify some new words about changes in lifestyle.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students learn the meaning of words through pictures or explanation. | **New words:**   1. generation (n) 2. living condition 3. opportunity (n) 4. dye (v) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

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

**a. Objectives:**

- To help Ss read for specific information about changes in lifestyle;

- To help Ss learn words and phrases related to changes in lifestyle;

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and circle the correct answers.

- Task 3: Write the expressions from the conversation in the correct column.

- Task 4: Complete the sentences with the words from the box.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - Have Ss look at the pictures on pages 60 - 61 and answer some questions. Introduce the two characters in the conversation. Ask Ss what the relationship between them is, and what they think the characters are talking about.  - Elicit answers from Ss.  - Play the recording for Ss to listen and read along. Have Ss underline the words that are related to the topic while they are reading and listening.  - Invite some pairs of Ss to read the conversation aloud.  - Have Ss say the words / phrases that they have underlined in the conversation. Quickly write the words / phrases on the board. - Refer to the questions previously asked. Confirm the answers where necessary, for example the  pictures are of children's entertainment (and communication as in the last picture); and Phong and his grandpa are talking about the diﬀerences in some things between the past and the present. | - Students look at the pictures and answer questions.  - Students listen to the recording and read along, underlining the words that are related to the topic.  - Some pairs read the conversation aloud.  - Students read words / phrases that they have underlined, then listen to the teacher’s feedback. | ***Questions:***  - What do you think the children / teens in each picture are doing?  - Do you think the activity in each picture is popular in the past or present?      The dialogue on page 60 |
| **Task 2:** **Read the conversation again and circle the correct answers.** (7 mins) | | |
| - Have Ss work individually. - Ask Ss to read each question and decide on the correct answer to fill in the blank without reading the conversation again. If any of them cannot do it, let them refer to the conversation for the answers.  - Elicit the answers from Ss. Quickly write their answers on the board.  - Discuss each answer as a class. Explain why an answer is / is not correct.  - Confirm the correct answers as a class. | - Students work independently to do the activity.  - Some students say or write the answers on the board, then discuss as a class. | ***Answer key:***  1. C  2. B  3. A |
| **Task 3: Write the expressions from the conversation in the correct column.** (7 mins) | | |
| - Ask Ss to do the task individually or in pairs.  - Ask Ss to look at the expressions in the box first. Refer to the conversation and locate where each expression appears. Then decide if it is talking about the past or the present.  - Ask Ss to write their answers in the correct columns: the past and the present.  - Invite some Ss to share their answers.  - Check the answers as a class. | - Students do the task individually or in pairs.  - Students share their answers. | ***Answer key:***  The past: b, e  The present: a, c, d |
| **Task 4: Complete the sentences with the words from the box.** (7 mins) | | |
| - Ask Ss to work independently or in pairs.  - Ask Ss to read the words in the box. Allow them to refer to the conversation and locate where each word appears to confirm the meaning of the words. (Note: all these words have appeared in previous lessons).  - Ask Ss to read the sentences carefully and complete them with the words from the box.  - Invite some Ss to share their answers.  - Check the answers as a class.  - Call on some Ss to read the words in the box aloud. Correct their pronunciation if needed. | - Students work individually / in pairs to do the task.  - Students listen and follow instructions.  - Students share their answers, before checking as a class. | ***Answer key:***   1. dyed 2. generation   3. opportunity  4. materials  5. freedom |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

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

**a. Objectives:**

- To give Ss a fun opportunity to learn some features of life in Viet Nam 40 years ago.

**b. Content:**

- Task 5: Quiz

**c. Expected outcomes:**

- Ss can know more about past events.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Quiz** (10 mins) | | |
| - Ask Ss to work in pairs or small groups.  - Set time (3 - 4 minutes) for Ss to do the quiz.  - Invite some Ss to share their answers.  - Check the answers as a class. Explain why each statement is correct or not by providing some information related to it.  - If time allows, ask Ss to tell the class a fact they know about life in Viet Nam in the past. | - Students work in pairs / groups to do the quiz.  - Students share their answers and listen to the explanation.   * One or two Ss can tell the class a fact they know about life in Viet Nam in the past. | ***Answer key:***   1. False   2. False  3. True  4. True  5. True  ***Note:***  1. Many schools in Viet Nam had school uniforms since the 1950s.  2. Students in Viet Nam could go and study abroad as far back as the 1940s.  3. According to Decision no 406-TTg dated 8 August 1994, there was a complete ban on the production, trade and lighting of firecrackers in Viet Nam. |

**e. Assessment**

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

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or more Ss to tell the class what they have learnt. Draw Ss’s attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask Ss to say aloud some words they remember from the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.69, look at the picture and say what the topic of the project is (*I know my \_\_\_\_\_\_ well*). They will design a poster and present it at the end of this Unit.

- Explain the project requirements: this is an individual project. Each student will interview a member of their family about his / her life when he / she was the student’s age, using the question suggestions. Then each student will make a poster to present their findings. The poster should include a mixture of text and pictures so that T and other classmates can easily follow and get to know clearly about that member.

- Guide Ss how to conduct the interview and collect data. Here are the steps T can follow:

**Step 1.** Have Ss ask the interviewee the questions about his / her life in the past They may ask questions about different aspects of life or focus on one aspect. Remind Ss that they can ask the questions as suggested in the project or create their own questions. For example (with focus on one aspect):

- What school did you go to?

- Did you have to wear a uniform?

- What was learning like then?

- How do you describe the relationship between teachers and students then?

- How did you spend time after school?

T may invite one student to interview the teacher as a model. This way T can teach Ss how to conduct the interview and record the answers in a survey.

**Step 2.** Instruct Ss to create a table to record their family member’s answers. The table may look like this:

|  |  |  |
| --- | --- | --- |
| **Family member** | **Questions** | **Answers** |
|  | What school did you go to? |  |
|  | Did you have to wear a uniform? |  |
|  | What was learning like then? |  |
|  | How do you describe the relationship between teachers and students then? |  |
|  | How did you spend time after school? |  |

**Step 3.** Instruct Ss how to make the poster.

For the text: Ss choose only the key information to present in their poster. They must be in short form. The findings should be grouped and presented according to the order of the questions asked.

For the pictures: Ss may have pictures of the family member individually or with family. Whatever they are, they must illustrate the information in the poster.

**Step 4**. Model how to report the findings to the class. Ss may open their presentation with “*I have interviewed my\_\_\_\_\_\_ about his / her life in the past when he / she was my age. Here are the findings.”*

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.

**Board plan**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**   1. generation (n) 2. living condition 3. opportunity (n) 4. dye (v)   **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and circle the correct answers.  Task 3: Write the expressions from the conversation in the correct column.  Task 4: Complete the sentences with the words from the box.  **III. Production**  Task 5: Quiz.  **\*Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**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 *VIETNAMESE LIFESTYLE: THEN AND NOW*;

- Pronounce the sounds /fl/ and /fr/ correctly in words and sentences.

**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 6, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. take notes | /teɪk nəʊts/ | to write something down or remember it carefully | ghi chép |
| 2. memorise (v) | /ˈmeməraɪz/ | to learn something so that you remember it exactly | ghi nhớ |
| 3. pursue (v) | /pəˈsjuː/ | to follow someone or something | theo đuổi |
| 4. democratic (adj) | /ˌdeməˈkrætɪk/ | based on the principles of democracy | thuộc dân chủ |
| 1. extended (adj) | /ɪkˈstendɪd/ | a family that includes many generations | nhiều thế hệ (trong 1 gia đình) |
| 1. family-oriented (adj) | /ˈfæməli ˈɔrientɪd/ | being close to family members and support them in whatever they do | hướng về, coi trọng gia đình. |

**Assumption**

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

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

-Flashback

**c. Expected outcomes:**

-Students can recall some phrases about Vietnamese lifestyle: then and now.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Flashback**  - Divide class into teams.  - Show each team a picture or write down a Vietnamese lifestyle activity from either the past or present.  - Have each team discuss and practice pronouncing the sound in the activity they were given. For example,  if the team is given the activity “playing traditional games”, they might practice saying “playing folk games.”  - Have teams take turns to act out the lifestyle activity they were given. The other team must try to guess the activity and pronounce the sound correctly.  - The first team to guess correctly the activity and pronounce the sound earns points.  - The team with the most points at the end of the game wins. | - Students work in teams.  Students listen to the teacher’s instruction to play the game. | **Example words:**  **Past:** playing folk games, wearing *ao dai*, riding a cyclo, eating *pho*, living in a traditional village  **Present:** using modern technology, living in a modern apartment, eating fast food, shopping at a mall, watching movies at a cinema |

**e. Assessment**

- Teacher’s feedback

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

**a. Objectives:**

- To provide students new vocabulary;

- To revise some vocabulary related to *Vietnamese lifestyle: Then and Now.*

**b. Content:**

-Vocabulary pre-teaching

- Task 1: Match the verbs or phrasal verbs with their meanings.

- Task 2: Work in pairs. Discuss and fill each blank with an adjective from the box.

- Task 3: Circle the correct answer A, B, C, or D to complete each sentence.

**c. Expected outcomes:**

-Students can identify some vocabulary about *Vietnamese lifestyle: Then and Now* and use them in different contexts.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words (asking Ss for the Vietnamese equivalents of these verbs, If necessary)  + showing pictures illustrating the word. | - Students guess the meaning of words. | ***New words:***   1. take notes 2. memorise (v) 3. pursue (v) 4. democratic (adj) 5. extended (adj) 6. family-oriented (adj) |
| **Task 1: Match the verbs or phrasal verbs with their meanings.** (5 mins) | | |
| - Ask Ss to match the verbs in the left-hand column (numbered 1-5) with the meanings in the right-hand one.  - Invite some Ss to share their answers.  - Check the answers as a class. | - Students do task 1 individually.  - Students share answers before checking as a class. | ***Answer key:***   1. c   2. d  3. a  4. e  5. b |
| **Task 2: Work in pairs. Discuss and fill each blank with an adjective from the box.** (5 mins) | | |
| - Ask Ss to read all the five adjectives aloud. Correct them if needed.  - Ask Ss to complete the sentences with the correct adjectives.  - Invite some Ss to share their answers.  - Check the answers as a class. | - Students work in pairs to do the task.  - Students share answers before checking as a class. | ***Answer key:***  1. extended  2. democratic  3. various  4. personal  5. family-oriented |
| **Task 3: Circle the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| - Ask Ss to work individually.  - Ask Ss to read each sentence and the four options carefully, then choose the correct answer to complete the sentence.  - Invite some Ss to share their answers.  - Check Ss’ answers as a class.  ***EXTRA ACTIVITY***  **Use the words in brackets in their correct forms to complete the sentences.**  1. How could you \_\_\_\_\_\_ so much information after listening to the news just once? (memory)  2. I highly appreciate the \_\_\_\_\_\_\_ teacher-student relationship in our class. We feel free to discuss almost anything with our teachers. (democracy)  3. I prefer to live in an \_\_\_\_\_\_ family where I can live with my grandparents, too. (extend)  4. My parents let me \_\_\_\_\_\_ my passion for acting even though they do not like it. (pursuing)  5. Emails have \_\_\_\_\_\_ letters for decades. (replacement) | - Students work in pairs to do the task.  - Students share answers before checking as a class.  - Students do the task individually / in pairs. | ***Answer key:***   1. A   2. C  3. B  4. C  5. D    ***Answer key:***  1. memorise  2. democratic  3. extended  4. pursue  5. replaced |

**e. Assessment**

- Teacher’s observation and feedback.

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

**a. Objectives:**

- To help students identify how to pronounce the sounds /fl/ and /fr/;

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Listen and tick (√) the words you hear. Then listen again and repeat.

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

**c. Expected outcomes:**

- Students can pronounce the sounds /fl/ and /fr/ in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and tick (√) the words you hear. Then listen again and repeat.** (7 mins) | | |
| - Have Ss work individually. - Have Ss read out each pair of words first.  - Play the recording once or twice for Ss to listen and tick the words they hear.  - Check and confirm the correct answers.  - Have Ss listen again and repeat the correct words as a class, in groups, and individually. | - Studetns work individually  - Students read out each pairs of words.  - Students listen to the recording and do the activity.  - Students check answer as a class.  - Students listen again and repeat the correct words as a class, in groups, and individually. | ***Answers key:***  1. a  2. b  3. a  4. b  5. a  6. a  ***Audio script:***  1. fruit  2. flame  3. free  4. flight  5. fresh  6. frog |
| **Task 5: Listen and repeat the sentences. Pay attention the underlined words.** (7 mins) | | |
| - Have Ss work individually. - Have Ss read the sentences quietly by themselves first, paying attention to the underlined words containing /fl/ and /fr/.  - Play the recording for Ss to listen and repeat, sentence by sentence.  - Invite some Ss to read the sentences individually. Correct them if needed. | - Students work individually.  - Students read the sentences silently, then listen again and repeat sentence by sentence. | ***Audio script:***  1. The photos of their fight for freedom are on the second floor.  2. Who suffers most from generation conflicts?  3. The man is reflecting on his frightening trip.  4. How does the past influence your friends?  5. When I was small, I caught the flu frequently. |

**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 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.

**b. Homework**

- Do exercises in the Workbook;

- Find 3 more words that have the sounds /fl/ and /fr/.

**Board Plan**

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| Date of teaching  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**   1. take notes 2. memorise (v) 3. pursue (v) 4. democratic (adj) 5. extended (adj) 6. family-oriented (adj)   Task 1: Match the verbs or phrasal verbs with their meanings.  Task 2: Work in pairs. Discuss and fill each blank with an adjective from the box.  Task 3: Circle the correct answer A, B, C, or D to complete each sentence.  **\* Pronunciation**  Task 4: Listen and tick (√) the words you hear. Then listen again and repeat.  Task 5: Listen and repeat the sentences. Pay attention the the underlined words.  **\*Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use correctly *to*-infinitive and *V-ing* after a verb.

**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 6, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| ***to*-infinitive** | |
| **After** | **Example** |
| **want, promise, decide, agree, learn, plan**  **+ *to*-infinitive** | We **decided to do** some research on Thai traditional dancing |
| ***V-ing*** | |
| **After** | **Example** |
| **enjoy, fancy, finish, mind, avoid, suggest**  **+ *V-ing*** | I **suggested visiting** the Viet Nam Museum of Ethnology. |

**Assumption**

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

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

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

- To lead Ss into the new unit.

**b. Content:**

- Review

- Grammar Challenge

**c. Expected outcomes:**

- Students can answer teacher’s question using the structure of present simple.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Review**  **-** Provide some revision on the use of *V-ing* after certain verbs like *enjoy*, *fancy*, *dislike* that Ss have learned in Grades 6, 7 and 8. T may write an example on the board, and underline the verb + *V-ing*.  - Provide some revision on the use of *to*-infinitive after certain verbs like *want*, *learn* that Ss have learned in grades 6 and 7. T may write an example on the board, and underline the verb + *to*-infinitive.  - Leave the examples on the board as a reminder to Ss.  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | - Students look and answer the questions from the teacher about the use of *to*-infinitive and *V-ing* after certain verbs . | ***Example:***  ***V-ing:***  I enjoy working in the garden with my grandma.  ***to-*infinitive*:***  My father wants to find a better job in advertising. |
| **Option 2: Grammar Challenge**  - Give students a list of verbs and have them create sentences using both the *to*-infinitive and *V-ing* forms. For example, “*I like to eat pho*.” and “*Eating pho is my favorite thing to do.”* | * Students listen and follow instructions. | ***Example:***  play Mandarin square capturing  use modern technology  eat fast food  wear *ao dai*  ride cyclo |

**e. Assessment**

-Teacher corrects for students (if needed).

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use of *to*-infinitive and *V-ing* after certain verbs.

**b. Content:**

- Task 1: Write the correct form of the verbs in brackets.

- Grammar explanation

**c. Expected outcomes:**

- Students know how to use *to*-infinitive and *V-ing* after certain verbs.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Write the correct form of the verbs in brackets.** (7 mins) | | |
| - Ask Ss to do the activity individually or in pairs.  - Have Ss read the phrases and decide how to use the verbs in brackets,  *to*-infinitive or *V-ing*. Guide that Ss can do this activity without reading the whole phrases just focusing on the main verbs which decide the form of the following verbs (whether it is *to*-infinitive or *V-ing*)  - Invite some Ss to read aloud their answers.  - Check the answers as a class.  - Have Ss read the **Remember!** box. Explain if needed.  ***Notes:***  Teacher may choose to have Ss read the **Remember!** box right after the Teacher’s revision in the warm-up, then do Activity **1** OR do Activity **1**, then read the **Remember!** box. | - Students do exercise individually or pairs.  - Students follow instructions before doing the activity.  - Students give their answers to the teacher.  - Read the **Remember!** box carefully and listen to the teacher. | ***Answer key:***  1. riding  2. to use  3. not touching  4. to make  5. playing  6. to learn |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To give Ss a chance to use the verbs learned in 1 and the remember box;

- To practice *to-*infinitive and *V-ing*.

**b. Content:**

- Task 2: Underline the correct verb form for each sentence.

- Task 3: Complete each sentence with the correct form of a verb from the box.

- Task 4: Choose the incorrect underlined word or phrase in each sentence.

**c. Expected outcomes:**

- Students can understand and use *to-*infinitive and *V-ing*.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Underline the correct verb form for each sentence.** (6 mins) | | |
| - Have Ss do this activity individually or in pairs.  - Remind Ss to focus on the main verb in each sentence and decide the correct form of the verb following it.  - Invite some Ss to share their answers by reading the sentences aloud.  - Confirm the correct answers as a class.  **Note:** Teacher may ask Ss to circle or underline the main verbs which decide the forms of the verbs after them. This is to help them remember which verb goes with *to*-infinitive and which with *V-ing*. | **-** Students do the activity individually or pairs.  - Students follow instructions before doing the activity.  - Students share their answers and check as a class. | ***Answer key:***  1. wearing  2. to enter  3. replaying  4. telling  5. to do |
| **Task 3: Complete each sentence with the correct form of a verb from the box.** (7 mins) | | |
| - Ask Ss to do the activity individually or in pairs.  - Instruct Ss that they have to do two tasks to complete this activity, so:  + Ask Ss to read each sentence carefully and choose the appropriate verb (in meaning) from the box for the sentence.  + Ask Ss to decide on the form of the chosen verb, *to*-infinitive or *V-ing*.  - Invite some Ss to share their answers by reading them aloud.  - Check the answers as a class. Explain if needed. | - Students do the activity individually or pairs.  - Students listen and follow instructions before doing the activity.  - Students share their answers and check as a class. | ***Answer key:***  1. to learn  2. working  3. to teach  4. making  5. to give |
| **Task 4: Choose the incorrect underlined word or phrase in each sentence.** (13 mins) | | |
| - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully and decide which option (A, B, C, or D) is incorrect.  - Invite some Ss to share their answers.  - Confirm the correct answers as a class. Explain why this or that option is incorrect and correct it. | - Students do exercise individually.  - Students follow instructions before doing the activity.  - Students share their answers and check as a class. | ***Answer key:***   1. D (have => having) 2. A (adding => to add)   3. B (learning => to learn)  4. B (researching => to research)  5. C (to talk => talking) |

**e. Assessment**

-Teacher corrects the students as a whole class.

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with real-life practice with *to*-infinitive and *V-ing*.

**b. Content:**

- Task 5: Work in pairs. Take turns to complete the sentences.

**c. Expected outcomes:**

- Students can apply the grammar points they have learnt in practical situations.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Take turns to complete the sentences.** (10 mins) | | |
| **-** Have Ss work in pairs.  - Ask Ss to take turns to complete the sentences in the way they like.  - T walks around and offers help if needed.  - Invite some Ss to share their answers. Ask the whole class to follow and correct if they make a mistake.  ***EXTRA ACTIVITY***  **Prepare a short talk about your future, based on the cues provided below. Then share it with your class.**  - your future (what you want / hope / plan to do / to become)  - three things that you enjoy doing / you want to learn that you think could help you fulfil your future plan | - Students work in pairs.  - Students take turns to complete the sentences.  - Students share answers and check as a class. | ***Suggested answers:***  1. For my future career, I want to work in fashion design.  2. Do you mind not making noise while studying?  3. We all agreed to visit the nursing home in our neighbourhood.  4. I have never fancied travelling alone abroad.  5. For our two-day holiday, I suggest going camping at Thay pagoda.  **Suggested answer:**  **(For extra activity)**  I have always been interested in fashion. I usually watch the fashion shows and competitions on TV. I have even designed some clothes for myself like dresses, tops, and pants. I chose my own clothes when I went out with my parents and friends. I am particularly keen on the matching of colours. I love bright colours. Now, I'm taking an online course on drawing and reading about new trends in fashion. I hope that one day I will become a famous fashion designer. |

**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 *to*-infinitive and *V-ing*.

**Board Plan**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Presentation**  Task 1: Write the correct form of the verbs in brackets.  Grammar Explanation  **II. Practice**  Task 2: Underline the correct verb form for each sentence.  Task 3: Complete each sentence with the correct form of a verb from the box.  Task 4: Choose the incorrect underlined word or phrase in each sentence.  **III. Production**  Task 5: Work in pairs. Take turns to complete the sentences.  **\* Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know how to make promises;

- Talk about changes in lifestyle.

**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 about changes around (transportation, education, clothes, hobbies,…);

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 6, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |
| --- | --- |
| **Make Promise** | **Respond** |
| *I will …*  *I promise to / not to …* | *Thank you.*  *I (highly) appreciate it.*  *Great!* |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students 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 students’ skills of cooperating with teammates.

**b. Content:**

-Promise Chain

- Promise Role-play

**c. Expected outcomes:**

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

**d. Organisation:**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Promise Chain**  - Divide class into two teams and arrange them into two lines facing each other.  - Select the first student from each team and whisper a promise-related sentence to them, such as ”I promise to study hard for the upcoming exam”.  - The student must then turn to their teammate and repeat the sentence exactly as they heard it.  - The next student in line must repeat the sentence to their teammate, and so on, until the sentence reaches the end of the line.  - The first team to correctly repeat the entire sentence wins points. | - Students listen and follow instructions, then play the game. | ***Promise:***  **-** I promise to be nice.  - I promise to give you the PS5.  - I promise not to trick you.  - I promise not to cheat in the test. |
| **Option 2: Promise Role-play**  - Divide class into pairs and assign roles to each student, such as parent and a child, teacher and student, or friend and friend.  - Provide each pair with a scenario that involves making a promise, such as a child promising to clean their room, a student promising to study for a test, or a friend promising to keep a secret.  - Ask each pair to act out the scenario.  - Have some pairs present their role-play to the class. | - Students listen and follow instructions, then play the game. | ***Scenario:***  a child promising to clean their room, a student promising to study for a test, or a friend promising to keep a secret |

**e. Assessment**

-Teacher corrects students (if needed).

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

**a. Objectives:**

- To introduce ways of making and responding promises.

**b. Content:**

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

- Task 2: Work in pairs. Make promises for the following situations.

**c. Expected outcomes:**

- Students can use the structures to make and respond promises.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | |
| **-** Play the recording for Ss to listen and read along the conversations where Mike and Mi make promises. Ask Ss to pay attention to the highlighted parts.  - Elicit the structures for making promises. Write them on the board:  Structures:  *I will …*  *I promise to / not to …*  - Have Ss practise the conversations in pairs. Then draw Ss's attention to the responses. Tell them that they can respond a promise with:  *Thank you.*  *I (highly) appreciate it.*  *Great!* | - Students listen and read the conversations, paying attention to the highlighted parts.  - Students listen to the teacher’s explanation.  - Students practise the conversations in pairs. | ***Audio script:***  **1.**  **Mike: I will** share with you the links about the ancient village of Duong Lam.  **Phong:** Thank you.  **2.**  **Mi:** **I promise** not to bring my dog to the picnic.  **Ann:** Great. I appreciate it. |
| **Task 2: Work in pairs. Make promises for the following situations.** (7 mins) | | |
| **-** Ask Ss to work in pairs to make similar conversations.  - Ask some pairs to perform in front of the class. Comment on their performance.  ***EXTRA ACTIVITY***  Share with the class some promises you usually make in life.  **Example:** *I’ll finish all my homework before I go out, Mum.*  *I promise not to let you down.*  **Transition from *Everyday English* to *Changes around you*.**  - Ask Ss to share a list of changes they see around them (e.g. learning style, Tet practice, parents-children relationship, travelling …). Invite Ss to share their answers.  - Ask Ss what change they themselves have experienced and how they feel about the change.  - Tell Ss they are going to read what people talk about changes. | - Students work in pairs to make similar dialogues. | ***Suggested dialogues:***   1. I will return / I promise to return before 9 p.m.   I appreciate it.   1. I will be / I promise to be on time for the performance.   I highly appreciate it. |

**e. Assessment**

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

**3. ACTIVITY 2: CHANGES AROUND YOU** (20 mins)

**a. Objectives:**

- To helps student talk about changes around them;

- To provide Ss with a chance to talk about changes in their real life.

**b. Content:**

- Task 3: Read the passages about changes. Then match the people with the topics they are talking about.

- Task 4: Work in groups. Read the passages in **3** again and discuss.

- Task 5: Work in pairs. Read the list below. Tell your partners which of them has remained the same and which has changed over the past five years. Take notes of your partner’s answers and report them to the class.

**c. Expected outcomes:**

- Students can talk about changes around them.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read the passages about changes. Then match the people with the topics they are talking about.** (5 mins) | | |
| - Tell Ss that they are going to read about people talking about changes.  - Have Ss read quickly (skim) three people’s talks and do the matching. To make sure that Ss know how to do this task properly, limit the time to 1 minute.  - Invite some Ss to share their answers. Tell them to show some keywords that help them do the task quickly.  - Confirm the correct answers as a class. | - Students listen and follow instructions.  - Students read the passages quickly and do matching.  - Students share the answers, then check as a class. | ***Key:***  1. b  2. c  3. a  ***Notes:***  Tokyo: the capital of Japan  New Delhi: the capital of India  Cairo: the capital of Egypt |
| **Task 4: Work in groups. Read the passages in 3 again and discuss.** (7 mins) | | |
| - Have Ss work in groups.  - Have Ss read two suggested ideas first for the talk**:** 1) focus on aspects of life in the past and choose the one they would like to experience, and 2) choose the change which they think is for the better and explain why. Ss may say that no change is for the better. It’s alright. Ask them to justify their answers.  - Invite 2 - 3 groups to share their answers. Make comments. | - Students work in groups to do the task.  - Students listen and follow instructions.  - Students share the answers, then check as a class. | ***Suggested answer:***  *A:* I want to learn in a temple school. To have monks, samurais, doctors … as teachers is a very interesting experience.  *B:* I have the same wish.  *C:* But those people are not real teachers and maybe they do not know how to teach.  *B:* But their knowledge and skills are real, authentic.  *C:* I prefer modern schools. I want to learn with teachers who have professional training. I think the change is for the better. |
| **Task 5: Work in pairs. Read the list below. Tell your partners which of them has remained the same and which has changed over the past five years. Take notes of your partner’s answers and report them to the class.** (8 mins) | | |
| - This task allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) and the structures of the talks in Activity **3** to talk about real changes they have observed happening around them.  - Have Ss work in pairs.  - Allow Ss some time to talk and take notes of their partner’s ideas. Go round and give support if needed.  - Invite some Ss to report on the notes that they have taken of their partner’s changes. | - Students work in pairs to do the task.  - Some students report to the class. | ***Sample structure:*** |

**e. Assessment**

-Teacher corrects students while going around to help when students 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**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Make promises for the following situations.  **\* Changes Around You**  Task 3: Read the passages about changes. Then match the people with the topics they are talking about.  Task 4: Work in groups. Read the passages in **3** again and discuss.  Task 5: Work in pairs. Read the list below. Tell your partners which of them has remained the same and which has changed over the past five years. Take notes of your partner’s answers and report them to the class.  **\*Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for specific information about the differences in the learning styles of past and present;

- Talk about changes in one’s learning style.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skill.

**3. Personal qualities**

-Learning styles of different generations in the past and at present;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 6, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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

- Students gain knowledge about different learning style at different times.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  - Introduce the objectives of the lesson: reading about the different learning styles at different times and talking about your own learning style.  - Ask Ss to name some learning facilities they know and if each is available in their learning context.  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | - Students listen to the objectives of the lesson.  - Students call out some learning facilities. | ***Facilities:***  Bookshop, classroom, laboratories, libraries, Computer labs, online learning platforms, … |

**e. Assessment**

- Teacher corrects for students (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:**

- Task 1: Work in groups. Discuss if each of the following phrases describes past or present learning.

- Task 2: Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.

- Task 3: Fill in each blank with ONE word from the passage.

**c. Expected outcomes:**

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

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in groups. Discuss if each of the following phrases describes past or present learning.** (3 mins) | | |
| - Have Ss work in groups.  - Have Ss read the phrases about different learning styles and discuss if each is describing the past or the present learning. Ask Ss to justify their answers if possible.  - Invite some groups to share their opinions with the class.  ***Notes:***  Whether Ss decide if a learning style belongs to the past or the present depends a lot on where they come from. In many places in Viet Nam and in the world, *Depending on textbooks* and *Learning under an oil lamp*  are still the dominant learning styles now. So, T should be open to Ss’ answers. | - Students work in groups to do exercise  - Students discuss, then share opinions with the class. | ***Suggested answer:***  **Past:** depending on textbooks, learning under an oil lamp  **Present:** using the Internet, being independent and active |
| **Task 2: Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.** (5 mins) | | |
| **-** Have Ss work individually.  - Ask Ss to read the text first. Then ask them to read each question and choose the correct answer.  - Invite some Ss to share their answers. Ask them where they find the information for their answers.  - Confirm the correct answers as a class. Explain if needed. | - Students do the task individually.  - Students listen and follow instructions.  - Students share the answers, then check as a class. | ***Answer key:***  1. A  2. C  3. B  4. A  5. D |
| **Task 3: Fill in each blank with ONE word from the passage.** (7 mins) | | |
| - Have Ss work individually or in pairs.  - Ask Ss to read each sentence carefully, then refer to the passage to look for the answers.  - Have Ss compare their answers in pairs. Ask them to discuss if there are differences in their answers.  - Invite some Ss to share their answers with the class. Ask them where they find the information for their answers.  - Confirm the correct answers as a class.  **Transition from *Reading* to *Speaking***  - Tell Ss that they are going to do the same thing as in the reading: talking about changes in their learning style. In this task, they will talk about their own experience, combining both the past and the present.  - Ask Ss to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking. | - Students do the task individually.  - Students compare answers and discuss in pairs before checking as a class. | ***Answer key***  1. textbooks  2. memorising  3. various  4. documents, clips, and programmes (any one of these)  5. pursue |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

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

**a. Objectives:**

- To help students use what they have learnt so far to talk about changes in learning style;

- To improve their speaking skill.

**b. Content:**

- Task 4: Work in groups. Discuss and make a list of the changes in your learning over the past five years.

- Task 5: Share with the class the list your group has made in **4**.

**c. Expected outcomes:**

-Students can talk about changes in learning style.

**d. Organisation:**

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

|  |  |  |
| --- | --- | --- |
| **Task 4: Work in groups. Discuss and make a list of the changes in your learning over the past five years.** (7 mins) | | |
| - Have Ss work in groups.  - Tell Ss that they can choose to talk about anything related to their learning, not just the ideas suggested in the task.  - Ask Ss to discuss and take notes of their answers. T goes round and offers support if needed.  This activity helps prepare Ss for Activity **5**. | - Students listen and follow instructions.  - Students discuss and take notes the answers. | ***Possible answers:***  **Teachers:** three or four teachers teach all the subjects -> different teachers for different subjects.  **Learning facilities:** almost text book -> use textbooks and Internet …  **Learning style:** dependent -> independent |
| **Task 5: Share with the class the list your group has made in 4.** (8 mins) | | |
| - Have each group choose a presenter.  - Have some groups present the changes that their groups have talked about.  - Ask other Ss to listen and give comment or ask questions if they have any.  - Comment on their presentation.  **EXTRA ACTIVITY**  Interview two of your classmates and fill in the table below in notes. Then report your findings to the class. | - Students listen and follow instructions.  - Some groups present in front of the class. | ***Sample answer:***  Five years ago, we were at primary school. We had only three or four teachers teaching us all our subjects. We depended on the teachers to tell us everything we needed to do: taking notes in our notebooks, doing homework, and preparing for exams. We rarely did anything that the teacher did not request. Now, we have different teachers for different subjects. We have also become more independent and active in our learning. We use the Internet to learn about our interests. And it costs little to do it. |

**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**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 5: Skills 1**  **\*Warm-up**  **\* Reading**  Task 1: Work in groups. Discuss if each of the following phrases describes past or present learning.  Task 2: Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.  Task 3: Fill in each blank with ONE word from the passage.  **\* Speaking**  Task 4: Work in groups. Discuss and make a list of the changes in your learning over the past five years.  Task 5: Share with the class the list your group has made in **4**.  **\*Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**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 to talk about changes in family life;  
- Write about the changes in one’s family.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to express opinion aboutchanges in family life;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 6, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students 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:**

-Brainstorming

- Family Tree

**c. Expected outcomes:**

- Students can answer the questions related to school.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorming**  - Introduce the objectives of the lesson: listening to a talk about family life and writing about the changes in your family over a period of five years.  - Ask Ss to list some aspects which they think are related to family life.  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | -Students listen to the objectives of the lesson.  - Students list some aspects that related to family life. | - Some aspects that related to family life. |
| **Option 2: Family Tree**  - Have students create a family tree diagram, starting with themselves as the center and extending outwards to include their parents, grandparents, siblings, …  - Encourage students to add details to each branch of their family tree, including names, relationships, occupations, memorable events, and any unique traditions or customs associated with their families.  - Have Ss share their family trees with the class.  - Discuss how family dynamics and traditions have evolved over time, and how these changes have impacted the family life. | - Students listen and follow instructions.  - Students create family tree diagram, then share with the class.  - Students make discussion. | ***Family tree***  grandparents: parents:    Me  siblings: |

**e. Assessment**

-Teacher corrects students (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: You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.

- Task 2: Listen to the talk and tick (√) the correct column.

- Task 3: Listen again and fill each blank with a word or number.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:** You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk. | | |
| - Have Ss work in pairs.  - Ask Ss to look at the picture and read the aspects listed under it and tick the one(s) they think the listening text will mention.  - Invite some Ss to share their answers. | - Student work in pairs to do exercise. | ***Notes:***  All five aspects in the list might appear in the talk about family life. The purposes of this task are (1) to introduce some topics that a person can mention when talking about family and (2) to direct the focus of the listening. After the listening, T can ask Ss to refer back and see if their answers are correct. |
| **Task 2: Listen to the talk and tick (√) the correct column.** | | |
| - Have Ss read the facts (1 - 5) carefully so that they can have some ideas of the listening text.  - Play the recording and tell Ss to listen for the facts 1 - 5 and decide if each fact refers to the past or the present.  - Have Ss share their answers in pairs.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers. | - Students read the facts.  - Students listen and do the exercise.  - Students share the answers, then check as a class. | ***Answer key:***  The past: 1, 3  The present: 2, 4, 5 |
| **Task 3: Listen again and fill each blank with a word or a number.** | | |
| - Tell Ss to read the sentences in **3** to determine what information is missing.  - Tell Ss that they are going to listen again to the text but with a focus on picking up the missing information.  - Play the recording. Have Ss do the task individually.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at places where Ss are having difficulties. | - Students listen to instructions.  - Students listen to the recording and do the task individually.  - Students share the answers, then check as a class. | ***Answer key:***  1. two (nuclear and extended)  2. three  3. family-oriented  4. elders  5. privacy  ***Audio script:***  Family life has changed a lot over the past 50 years.  Firstly, nuclear families have replaced extended ones. In the past, there were usually three generations living together in a household. Now, there are often two generations only: parents and children.  Secondly, Vietnamese people are traditionally family-oriented. Holidays in the past mostly meant gathering, cooking, and eating. Now, more families go out, visit places, play, and eat. Overall, holidays have become more relaxing and less tiring.  Lastly, families in the past spent more time talking and doing things together. Children came to their elders to share their experiences and look for answers to their questions. Today’s children have more opportunities to learn from other sources. They do not depend all on their elders. While they listen to their parents, they want their parents to listen to them, too. The relation between parents and children is more democratic. Parents have learned to respect their children’s independence and privacy. |
| **Transition from *Listening* to *Writing*:**  - Tell Ss that in the coming tasks of writing, they are going to write about the same thing as in the listening: changes in their family over the past five years.  - Ask Ss to refer to the listening (tasks 1-2-3) for any vocabulary, ideas, or structures they may need for their writing. | - Student listen to the teacher’s explanation. |  |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

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

**a. Objectives:**

- To help Ss practise asking and answering about changes in their family;

- To help Ss write a paragraph about changes in their family.

**b. Content:**

- Task 4: Read the list and tick (√) the thing(s) that has / have changed in your family in the past five years. Make notes of those which have changed.

- Task 5: Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in **4**.

**c. Expected outcomes:**

-Students can use learned vocabulary and grammar to write an email about the changes in their family.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Read the list and tick (√) the thing(s) that has / have changed in your family in the past five years. Make notes of those which have changed.** | | |
| - Have Ss to work individually.  - Ask Ss to read the list and tick the one(s) which has changed in their family. A time range of five years is given to enable Ss to talk about changes they really witness.  - Allow Ss some time to write down in notes the changes. Move around to oﬀer help if needed. | - Students work individually to do the task. | ***Notes:***  Not every family has witnessed all the changes. Ss may tick 2, 3, or even 1. The most important thing is how they talk about the change(s).  ***Sample answer:***  **Type of family:** nuclear family  **Home facilities:** better, air conditioner, washing machines, …  **Ways of spending free time:** eat out, go on holiday, do chores  **Relationship among members:**  respect each other |
| **Task 5: Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in 4.** | | |
| - Ask Ss to read the notes in **4**.  - Allow them some time to arrange the ideas and write out the email. Go round and offer help if needed.  - Invite some Ss to read aloud their emails to the class. Comment on them.  - Collect some writings to correct at home. Otherwise, ask Ss to revise and rewrite their emails at home based on the T’s comments of their friends’ writings. Have them bring their new writings to class in the next lesson. Collect some for marking. | - Students write an email by using ideas in **4.**  - One or two students read aloud their writing. | ***Sample answer:***  **From:** hoa@fastmail.com  **To:** tom@quickmail.com  **Subject:** Changes in my family  Hello Tom,  It’s nice to hear from you again. Let me tell you about the changes in my family over the past five years. It’s still a nuclear family with two generations. But our living conditions are much better. Two years ago, my father found another job and he earns more money now. We now have an air conditioner and a washing machine. Sometimes we can eat out or go on holiday. My father also spends more time with my brother and me. He teaches us how to do the chores that adult men should be able to do. We act more like friends. My parents respect our independence and privacy.  All the best,  Hoa |
| **EXTRA ACTIVITY**  **Write your opinion about the role of children nowadays in the family based on the following suggestions:**  1. The number of children in a household  2. The amount of housework they share with their parents  3. The amount of time they spend on family activities  4. How obedient they are and how independent they are from their parents  5. If they are obliged to take care of their parents when their parents get old. | - Students write opinion about the role of children nowadays in the family. | **Suggested answer:**  Nowadays families tend to have fewer children than in the past: just one or two per family. Therefore, parents have more time to take care of their children, resulting in their children doing less housework and having fewerresponsibilities in the family. Most parents encourage their children to spend more time on their studies, so they may have less time with families. The Internet also distracts children from engaging in family activities. Children have become more independent. However, when their parents get old, most children are willing to take care of them. |

**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**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 6: Skills 2**  **\*Warm-up**  **\*Listening**  Task 1: You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.  Task 2: Listen to the talk and tick (√) the correct column.  Task 3: Listen again and fill each blank with a word or a number.  **\*Writing**  Task 4: Read the list and tick (√) the thing(s) that has / have changed in your family in the past five years. Make notes of those which have changed.  Task 5: Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in **4**.  **\*Homework** |

**UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**

**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 6;

- 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**

- Develop their interview skills and know more about their families;

- Be encouraged to attend school activities;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 6, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students 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 6 vocabulary as possible.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ 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 7 as possible in 2 minutes.  - The group having more correct answers is the winner. | - Students work in teams to play the games. | ***Suggested answer:***  Extended family, nuclear family, generation, dependent, independent … |

**e. Assessment**

-Teacher corrects for students (if needed).

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

**a. Objectives:**

- To help Ss review the vocabulary of Unit 6.

**b. Content:**

- Task 1: Choose the correct answer A, B, C, or D to complete each sentence.

- Task 2: Complete the sentences with the correct forms of the words in brackets.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Choose the correct answer A, B, C, or D to complete each sentence.** (5 mins) | | |
| - Have Ss do this task individually Ask Ss to read each sentence carefully, then refer to the four  options and choose the correct answer. - Goes round, monitors the class, and give support if necessary.  - Invite some Ss to share their answers with the class.  – Confirm the correct answers as a class. Explain if needed. | - Students do the activity individually, then share with the class before checking as a class. | ***Answer key:***   1. B   2. D  3. A  4. C  5. D |
| **Task 2: Complete the sentences with the correct forms of the words in brackets.** (5 mins) | | |
| - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully and decide what form of the word provided (a verb, a noun, an adjective…) is needed to complete the sentence.  - Allow Ss some time to do the task. Go round and offer help if needed.  - Ask Ss to compare their answers with their partners.  - Confirm the correct answers as a class. Explain if needed. | - Students do the task individually.  - Students listen and follow the teacher’s instructions.  - Students compare answers in pairs before checking as a class. | ***Answer key:***  1. private  2. memorise  3. independent  4. freedom  5. democratic |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

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

**a. Objectives:**

- To help Ss revise *to*-infinitive and *V-ing* after certain verbs;

- To provide Ss with a writing task to revise the grammar points they have learnt in the lesson.

**b. Content:**

- Task 3: Circle the correct words or phrases to complete the following sentences.

- Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.

**c. Expected outcomes:**

- Students can recall the uses of the grammar points that they have learnt in this unit (*to*-infinitive and *V-ing* after certain verbs).

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Circle the correct words or phrases to complete the following sentences.** (5 mins) | | |
| - Have Ss do this activity individually.  - Ask Ss to read the sentences carefully and decide which form of verb is correct after the main one (*to*-infinitive or *V-ing*).  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | - Students do the activity individually.  - Students listen and follow the teacher’s instructions.  - Students compare answers in pairs before checking as a class. | ***Answer key:***   1. turning   2. to spend  3. to see  4. meeting  5. to take |
| **Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.** (5 mins) | | |
| - Have Ss do this activity individually.  - Ask Ss to read each group of clues carefully and decide how to construct the sentence (verb tense, extra words …).  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | - Students do the activity individually.  - Students listen and follow the teacher’s instructions.  - Students compare answers in pairs before checking as a class. | ***Key:***  1. We **plan / are planning to visit** some historical places in Cao Bang.  2. We **hope to have** a bus station near our village soon.  3. Even my grandmother **enjoys using** Facebook to communicate with her friends.  4. Last year, I **learned to make** cakes by watching the cooking videos on the Internet.  5. This morning, I **suggested doing** a survey on northern women’s traditional costumes. |

**e. Assessment**

-Teacher corrects the students as a whole class.

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

**a. Objectives:**

- To provide Ss a chance to develop their interview skills and to get to know more about their families.

**b. Content:**

-Poster presentation

**c. Expected outcomes:**

-Students are able to present their posters about their families.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| **I know my \_\_\_well.** | | |
| - Since Ss have had time to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster introduces a member of their family.  - Have Ss work individually. Give them a few minutes to prepare for their presentation.  - Give Ss checklists for self and peer 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 in the same way after completing their presentation.  - Invite two or three Ss to present their posters. Encourage the rest of the class to ask questions at the end.  Give feedback after each presentation. T can also give marks as part of Ss’ continuous assessment.  **NOW I CAN …**  Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice. | - Students check their presentation again in groups.  - Groups show their presentations. | ***Suggested outcome:***  Students’ presentations  FEEDBACK FORM FOR POSTER PRESENTATION  **1/ Self-assessment**  **check**   1. **Peer assessment**   **peer check** |

**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**

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| *Date of teaching*  **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW\**  **Lesson 7: Looking back and Project**  **\*Warm-up**  **\*Vocabulary**  Task 1: Choose the correct answer A, B, C, or D to complete each sentence.  Task 2: Complete the sentences with the correct forms of the words in brackets.  **\*Grammar**  Task 3: Circle the correct words or phrases to complete the following sentences.  Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.  **\*Project**  **\* Homework** |