***Date of preparation:* *December 4th, 2024 Teacher: Nguyen Thi Viet***

***Professional Group: Gifted Group***

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

**Period 42: Lesson 1 - GETTING STARTED**

**Subject: English, Class: 9A3**

**Time expected: 45 mins**

**I. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

- Use the words related to lifestyle

- Gain vocabulary to talk about changes in lifestyle

**2. Competences**

- General competences:

+ Communicative and collaborative

+ Self- controlled and self- learning competence

- Distinctive competences:

+ Linguistic competence

+ Aesthetic competence

+ Natural and social inquiry competence

+ Physical competence

**3. Personal qualities:**

Students will form and develop some values:

- Actively participate in class

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher**:

- Grade 9 textbook, Unit 6, Getting started

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**2. Students**: Student’s book, work book

**III. PROCEDURES**

**1. ACTIVITY 1: WARM-UP (5’)**

**a. Aims of the activity:**

- To activate students’ knowledge on the topic of the unit.

- To lead in to the unit.

**b. Content:** - Think! - Q&A

- How is shopping now different from that about 10 years ago?”

- “What is trendy for young people now?”…

**c. Products:**

Students can have some idea about lifestyles.

**d. Organization of implementation**

- 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.

**2. ACTIVITY 2: KNOWLEDGE FORMATION (10’)**

**a. Aims of the activity:**

- To provide students with vocabulary.

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

**b. Content:**

Vocabulary pre-teaching

- Teacher introduces the vocabulary.

- Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.

**c. Products:** - Students can identify some new words about changes in lifestyle

**\* Vocabulary**

1. generation (n) ***/ˌdʒenəˈreɪʃn/*** all the people of about the same age within a society. thế hệ

2. 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

**d. Organization of implementation**

- Teacher introduces the vocabulary.

- Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.

- Teaches word by word according to steps and principles of teaching new words. (using picture, real objects, examples, …)

- Checks the students’ understanding by the game: “slap the board”

+ Divides the class into two teams.

+ Four students from each team go to the board and stand in two lines.

+ Each time one student from each team takes turn to listen to the teacher reading a word on the board and slap the word he/she hear.

+ The team who slaps more right words is the winner.

- Gives feedback.

**3. ACTIVITY 3: PRACTICE (25’)**

**3.1. Task 1: Listen and read**

**a. Aims of the activity:**

- 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:** Listen and read

**c. Products**

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

**d. Organization of implementation**

- 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.

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

**a. Aims of the activity:**

- 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:** Read the conversation again and circle the correct answers.

1. Phong and his grandpa are talking about some differences between \_\_\_\_\_\_\_.

A. children in the city and the countryside B. the living standards in the past and now

C. life in the past and now D. past and present entertainment

2. Phong's grandpa mentions \_\_\_\_\_\_\_ differences.

A. two B. three C. four D. five

3. Phong's grandpa sees most of the changes as \_\_\_\_\_\_\_.

A. positive B. negative C. unnecessary D. necessary

**c. Products**

1. C. 2. B 3. A

**d. Organization of implementation**

- 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.

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

**a. Aims of the activity:**

- 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:** Write the expressions from the conversation in the correct column.

a. depend on electronic devices

b. leave school early

c. dye their hair

d. have more opportunities to learn

e. make toys from natural materials

|  |  |
| --- | --- |
| **The past** | **The present** |
|  |  |

**c. Products**

- The past: b, e

- The present: a, c, d

**d. Organization of implementation**

- 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.

**3.4. Task 4: Complete the sentences with the words from the box.**

**a. Aims of the activity:**

- 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:** Complete the sentences with the words from the box.

|  |
| --- |
| opportunity                 freedom                   dyed                 generation                   materials |

1. A few teenagers in my village have \_\_\_\_\_\_\_ their hair brown.

2. Young people's lifestyle today is different from that of the previous \_\_\_\_\_\_\_.

3. Nowadays, nearly all young people have a(n) \_\_\_\_\_\_\_ to go to school.

4. He wants to live green, so he uses products made from natural \_\_\_\_\_\_\_.

5. My parents give me \_\_\_\_\_\_\_ to pursue my own interests.

**c. Products**

1. dyed 2. generation 3. opportunity 4. materials 5. Freedom

**d. Organization of implementation**

- 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.

**4. ACTIVITY 4: APPLICATION AND EXTENSION ACTIVITIES (5’)**

**a. Aims of the activity:**

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

**b. Content:** - Task 5: Quiz

**c. Products:**

- Ss can know more about past events

1. F 2. F 3. T 4. T 5. T

**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.

5. According to Decision no 406-TTg dated 1 January 1995, there was a complete ban on the production, trade and lighting of firecrackers in Viet Nam

**d. Organization of implementation**

- 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 Vietnam in the past.

- Gives feedback.

**\* HOMEWORK:** Ask sts to :

- Do exercises in the workbook.

- Prepare new lesson: Unit 6: A closer look 1





