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| ***Date of planning***:……***Date of teaching*:** …… **WEEK: ….** |  **Period 34: UNIT 4: REMEMBERING THE PAST** **Lesson 7: LOOKING BACK & PROJECT**  |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 4 ;

- Practice doing exercises.

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

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to the topic “Remembering the past”;

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

**\* Grammar:**

- Use the past continuous tense and wish + past simple;

- Know how to thank and respond;
**2. Competence:**

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Personal qualities:**

 - Be encouraged to attend school activities.

- Actively participate in community services;

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:*  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes:* *-* Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **\* 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. | **+ Greeting ; T\_Ss.****\* Brainstorming*****+ Suggested answers:***ancestor, stucture, heritage,…..**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)**  |
|  **I.** **VOCABULARY****\* Objectives:** **+ To help Ss revise the words and collocations they have learnt in the unit.**+ To help Ss revise and use the vocabulary they have learnt in sentences.*\* 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.*\* Expected outcomes:*Students can use the knowledge they have learnt in this unit to complete the tasks successfully. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer A, B, C, or D**.  |
| + Ask Ss to do this task individually by choosing the correct answer to each of the questions. T corrects their mistakes.T goes round, monitors the class, and gives support if necessary. | **- T\_Ss** \****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.**  |
| + Have Ss study the sentences first. Tell them to pay attention to the gaps with given letters. - 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. | **- T\_Ss****\* *Answer key:***1. worshiping  **2**. deep-rooted

**3**. heritage  **4**. generation **5**. ingredients |
| **ACTIVITY 2: GRAMMAR**  |
| **\* Objectives:** **+ To help Ss revise the past continuous.***\* Content:*- Task 3: Put the verb in brackets in the past continuous to complete each sentence.- Task 4: Rewrite the following sentences, using wish*\* Expected outcomes:* Recall the uses of the grammar that they have learnt in this unit (past continuous, wish + past simple)*\* Organasation:* Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| TASK 3**: Put the verb in brackets in the past continuous to complete each sentence.**  |
| T may have Ss review the adverb phrases and the past continuous before they do the task.Have Ss work independently or in pairs to do the task.Ss then write their answers in their notebooks.T makes corrections and calls on some Ss to read the sentences aloud |  **- T\_ Ss**\* ***Answer key:***1. was shining2. were building3. weren’t studying/ were chatting4. Were they still waiting5. was thinking |
| TASK 4**: Rewrite the following sentences, using wish**.  |
| + 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.+ T may call on some Ss to write their answers on the board, other Ss give comments, and T checks as a class. | **- T\_ Ss.** **\* *Answer key:*****1.** She wishes (that) she had an Iphone. **2**. I wish I had 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 not very busy, and (that) he had more time with me. |
| **ACTIVITY 3 : PROJECT ( 8’-12’)**  |
| **\* Objectives:** **- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation**.*\* Content:***-** Ss to work in groups to do the project. *Ss’ presentations.*- Ask Ss to organise their report into a presentation.- Ask Ss to work in groups to make an interview with their friends, then collect and present data.*\* Expected outcomes:* Students’ speaking. *\* Organization:*   |
| + 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.! can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.**FEEDBACK FORM FOR POSTER PRESENTATIONS .** *(See Teacher’s book)* |
|  **5. WRAP-UP & HOME WORK (2’)** \* Ask one or two Ss to tell the class what they have learnt.- Ask Ss to say make some sentences with words and phrases they remember from the lesson\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Unit 5 : OUR EXPERIENCES ==============================================  |