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| ***Date of planning***:../.. / 2024  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period 42: 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 gain the following items:  
1. Knowledge:**

- To introduce topic about *“ Vietmamese Lifestyle: then and Now”*

- To use the words related to changes in lifestyle;

- To practice listening and reading skills .

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

**\* Vocabulary:**

- To use the words related to changes in lifestyle;

- To pronounce the sounds /fl / and /fr/ correctly in words and sentences;

*\* New words:*

+ Make promises;

+ Talk about changes in one's learning style;

**\* Grammar:**

+ To use to-infinitive and V-ing after a verb correctly;

**2. Competence:**

- Develop communication skills.

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

**3. Personal qualities:**

- Actively participate in class and school activities.

- 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:* Think!  + 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*: Students can have some idea about lifestyles. Having a chance to speak English.  *\* Organization :* Teacher’s instructions … | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **\*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 into 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. | **+ Greeting ; T\_Ss.**  **\* Think**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **+ To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  *\* Content:*  **+** Vocabulary pre-teaching.  **+** Task 1: Listen and read.  *\* Expected outcomes*: Students understand the conversation and topic of the lesson and can complete the tasks successfully  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 60** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking technique.  **\*\***Have Ss look at the pictures on pages 60 - 61 and answer some questions like:  + 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?  + Introduce the two characters in the conversation. + Ask Ss what the relation 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. | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary:  **1.** generation (n)/ˌdʒenəˈreɪʃn/ thế hệ.  **2.** living condition /ˈlɪvɪŋ kənˈdɪʃənz/ điều kiện sống  **3.** opportunity (n) /ˌɒpəˈtjuːnəti/ cơ hội  **4.** dye (v) /daɪ/ nhuộm.  +    \* **Notes:** English names for the games in the pictures:  - keo mo cau: areca spathe sleighing  - Ô ăn quan: village square / mandarin square |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss understand the conversation.**  - To draw Ss' attention to some expressions from the conversation used to describe life.  - To help Ss practise some words they have learnt from the conversation in new contexts.  *\* Content:*  - 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.  *\* Expected outcomes:*  - Students can complete the tasks successfully.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and circle the correct answers**. | |
| 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. | **- T\_Ss**  - Students work independently to do the activity.  **\*Answer key:**  **1.** C.  **2**. B  **3**. A |
| TASK 3: **Write the expressions from the conversation in the correct column.** | |
| + 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 or the present.  Invite some Ss to share their answers.  - Check the answers as a class. | **- T\_ Ss**  \* ***Answer key:***  **- The past:** b, e  **- The present:** a, c, d |
| TASK 4: **Complete the sentences with the words from the box.** | |
| + 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 word. (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 | **- T\_ Ss.**  **\* *Answer key:***   1. dyed   **2.** generation  **3.** opportunity  **4.** materials  **5.** freedom |
| **ACTIVITY 3 : PRODUCTION ( 8’)** | |
| **\* Objectives:**  **+ To give Ss a fun opportunity to learn some features of life in Viet Nam 40 years ago.**  *\* Content:*Task 5: Quiz  *\* Expected outcomes*: Ss can know more about past events.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 5: **Quiz. Work in pairs. Decide if the statements below are true or false about life in Viet Nam 40 years ago. Share your answers with class.** | |
| + 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  . | ***\* Answer key:***  **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 |
| **5. WRAP-UP & HOME WORK (2’)**  + Ask one or more 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.  - Ask Ss to say aloud some words they remember from the lesson.  + If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights the sentences with the verbs + to-infinitive, verbs + V-ing, and the words containing the sounds /fl/ and /fr/. Tell Ss that they will learn these language points in the upcoming lessons  **\*\*\* project preparations:**  Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it. Ask Ss to open their books to the last page of Unit 6, the Project section. Ask Ss to look at the topic of the project and say what the product of the project is (a poster introducing a family member).  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 questions suggestions. Then each student will make a poster to present their findings. The poster should include a mixture of text and pictures so thatT and other classmates can easily follow and get to know clearly about that member. **(See teacher’s book)**  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **======================================** | |

**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.

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