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| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: …..** |  **Period 43: 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 gain the following items:
1. Knowledge:**

- Use the lexical items related to the topic VIETNAMESE LIFESTYLE: THEN AND NOW

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

***+ 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;

+ 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.

- Access and consolidate information from a variety of sources

- 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:* Flashback+ 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 recall some phrases about Vietnamese lifestyle: then and now. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **+ GAME ; 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 cluster 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 cluster correctly.- The first team to guess correctly the activity and pronounce the cluster earns points.- The team with the most points at the end of the game wins. | **+ Greeting** + Students **(Ss)** listen and learn how to do the tasks.**\*\*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.**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** **A. VOCABULARY** |
| **\* Objectives:** **- To provide students new vocabulary.****- To teach Ss some verbs used to describe life***\* Content:* **-** Vocabulary pre-teaching- Task 1: Match the verbs or phrasal verbs with their meanings.*\* Expected outcomes*: Students can identify some vocabulary about *Vietnamese lifestyle: Then and Now* and use them in different contexts*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the verbs or phrasal verbs with their meanings.**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ T may focus on presenting the words.+ To present each word, follow the steps:- Showing the picture and elicit the word.- providing explanations of the words+ Read aloud the word several times and ask Ss to repeat.+ Invite some Ss to read the word aloud.+ Write the word on the board and highlight its phonological features (e.g. show the location of the main stress).+ Teacher do the “Rub out and remember” checking technique.\*\* Ss have encountered these five verbs / phrasal verbs in previous lessons. However, they may have difficulty with take notes, pursue, and replace, so T may focus on these verbs / phrasal verbs.- Present each verb / phrasal verb. For take notes and replace, T can show the meaning visually, for example, for take notes, ask two Ss to answer a simple question. Take notes of their answers and demonstrate the notes on the board. For replace, draw a line on the board, using a book instead of a ruler. For pursue, T may say a simple familiar synonym follow.- Ask Ss to read all five verbs / phrasal verbs aloud. Correct them if needed.- Ask Ss to match the verbs / phrasal verbs in the left-hand column (numbered 1 - 5) with their meanings in the right-hand one+ Invite some Ss to share their answers. Check the answers as a class.- If necessary, ask Ss for the Vietnamese equivalents of these verbs. | **- T\_Ss**

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\*Vocabulary**1**. take notes /teɪk nəʊts/ ghi chép**2.** memorise (v) /ˈmeməraɪz/ghi nhớ**3.** pursue (v)/pəˈsjuː/ theo đuổi**4.** democratic (adj)/ˌdeməˈkrætɪk/ thuộc dân chủ**5.** extended (adj)/ɪkˈstendɪd/ nhiều thế hệ (trong 1 gia đình)**6.** family-oriented (adj) /ˈfæməli ˈɔrientɪd/ hướng về, coi trọng gia đình.**\* Answer key:****1. c** **2. d** **3. a** **4. e** **5. b** |
| **B. PRACTICE ( 15’)** |
| **\* Objectives:** **+ To teach Ss some adjectives to describe life.****+ To give Ss further practice with the vocabulary they have learnt in 1 and 2.***\* Content:*- 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.*\* Expected outcomes*: + Students can identify some vocabulary about *Vietnamese lifestyle: Then and Now* and use them in different contexts*\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Work in pairs. Discuss and fill each blank with an adjective from the box.** |
| + Of the five adjectives in this task, Ss have encountered personal, various, and extended in the previous lessons. - T may then focus on democratic and family-oriented.- Present each of these two adjectives. Give Ss two different situations or two pictures (1. Mother and child discussing what to do at the weekend, and 2. Husband cooks with wife and children). Ask Ss to choose the correct adjective to describe each.- 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.+ If necessary, ask Ss for the Vietnamese equivalents of these adjectives. | **+ T\_Ss**  ***\* 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.**  |
| + 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. | \* ***Answer key:*****1.** A **2.** C **3**. B **4**. C **5.** D |
| **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 relation in our class. We feel free to discuss things 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 by post for tens of years. (replacement)**\* Key: 1.** memorise **2.** democratic **3**. extended **4.** pursue **5.** replaced  |
| **ACTIVITY 2: PRONUNCIATION: ( 8’)** **The sounds /fl/ and /fr/** |
| **\* Objectives:** **+ To help Ss identify and pronounce the sounds /fl/ and /fr/ correctly in words.** + **To help Ss pronounce the words containing /fl/ and /fr/ correctly in sentences.***\* 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.*\* Expected outcomes*: - Students can pronounce the cluster /fl/ and /fr/ in words and in sentences correctly*\* Organisation :*  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4:  |
| + 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***\* Teacher gives corrections and feedbacks to students’ pronunciation***  | **- T\_ Ss.** **\* *Answers key:****Audio Script- Track 34*1. fruit 2. flame 3. flee4. flight 5. fresh 6. frog |
| TASK 5**: Listen and repeat the sentences. Pay attention the underlined words** |
| - 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. | **\* *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. |
| **4. WRAP-UP & HOME WORK (2’)**- 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.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 3: A CLOSER LOOK 2 .============================================= |