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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period 44: UNIT 6: VIETNAMESE LIFESTYLE:**  **THEN AND NOW**  **Lesson 2: A CLOSER LOOK 2** |

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

- To teach grammar notes: Use to-infinitive and V-ing after a verb 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;

**+ Language notes**

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| **To-infinitive** | |
| **After** | **Example** |
| **want, promise, decide, agree, learn, plan + V- 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. |

**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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| **\* Remember!**  - Động từ sau want (muốn), promise (hứa), decide (quyết định), agree (đồng ý), learn (học), plan (có kế hoạch) có dạng nguyên thể có to. - Động từ sau enjoy (thích), fancy (thích), finish (kết thúc), mind (ngại/ phiền), avoid (tránh), suggest (đề nghị) có dạng đuôi ing.  \* Verbs + to-infinitive & Verbs + V-ing (Động từ + to – động từ nguyên thể & Động từ + V-ing)  *- Động từ sau want (muốn), promise (hứa), decide (quyết định), agree (đồng ý), learn (học), plan (có kế hoạch) có dạng nguyên thể có - to.*  **Example:** We *decided to do* some research on Thai traditional dancing.  \*\* *Động từ sau enjoy (thích), fancy (thích), finish (kết thúc), mind (ngại/ phiền), avoid (tránh), suggest (đề nghị) có dạng đuôi + ing*.  **Example:** I *suggested visiting* the Viet Nam Museum of Ethnology. |

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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 and Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting.**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  **\*\* Review**  **-** Provide some revision on the use of V-ing after certain verbs like *enjoy*, *fancy*, *hate* that Ss have learned in grades 6 and 7. T may write an example on the board, and underline the verb + V-ing.  - Provide some revision on the use of v-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 + v-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.  **OR:**  + Provide some revision on the use of V-ing after certain verbs like enjoy, fancy, dislike, and fo-infinitive after certain verbs like want and learn that Ss have learned in Grades 6,7, and 8.T may write two examples on the board, and underline the verb phrases, such as:  *- I enjoy working in the garden with my grandma.*  *- My father wants to find a better job in advertising.*  + 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. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\*\*Example:***  ***Ving:***  *I enjoy working in the garden with my grandma*  ***To V:***  *My father wants to find a better job in advertising.*  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **+ To help Ss focus on the use of to-infinitive and V-ing after certain verbs.**  *\* Content:*  - Grammar Explanation  -Task 1: Write the correct form of the verbs in bracket  *\* Expected outcomes*: Students know how to use to - infinitive and V-ing after certain verbs.  + Students know how to use the target grammar.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Write the correct form of the verbs in bracket.** | |
| + 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 Ss to do this activity without reading the whole phrases, just focusing on the main verbs which determine the form of the following verb (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. | **- T\_Ss**  **\* Answer key:**  **1.** riding **2.** to use **3**. not touching  **4.** to make **5**. playing **6**. to learn  **\* Remember! box.** |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To give Ss some practice focusing on the forms of the verbs following certain verbs they have learnt in 1 and the** **Remember! box.**  **+ To give Ss further practice with to-infinitive and V-ing**.  + **To allow Ss higher-level practice with fo-infinitive and V-ing.**  *\* 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  *\* Expected outcomes*: Students can understand and use to-infinitive and V-ing.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Underline the correct verb form for each sentence.** | |
| + 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.  **Notes**: T 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. | **- T\_Ss**  ***\* Keys:***  **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.** | |
| + Ask Ss to do the activity individually or in pairs.  - Instruct Ss that they have to do two tasks to complete this activity, so:  1. Ask Ss to read each sentence carefully and choose the appropriate verb (in meaning) from the box for the sentence.  2. Ask Ss to decide on the form of the chosen verb, fo-infinitive or V-ing.  + Invite some Ss to share their answers by reading them aloud.  + Check the answers as a class. Explain if needed. | **- T\_ Ss**  **\* 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** . | |
| **+** 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.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss.**  **\* *Answer key:***  **1**. D => having  **2.** A => to add  **3**. B => to learn  **4**. B => to research  **5**. C => talking |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **+ To provide Ss with real-life practice with fo-infinitive and V-ing.**  *\* Content*:  - Task 5: Work in pairs. Take turns to complete the sentences  *\* Expected outcome*:  + Students can apply the grammar they have learned in practical situations.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Take turns to complete the sentences.** | |
| + 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.  ***\* Teacher gives corrections and feedbacks.*** | **\* 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.**1 have never fancied travelling alone abroad.  **5.** For our two-day holiday, I suggest going camping atThav Pagoda (Chùa Thầy). |
| 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.  ***\*\* Suggested answer:***  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. 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: Lesson 4 : COMMUNICATION.  ============================================== | |