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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: ….** | **Period 45: UNIT 6: VIETNAMESE LIFESTYLE:**  **THEN AND NOW**  **Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Know how to make promises

- Talk about Changes in Lifestyle

***+ 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;

**\* 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:**

- Be ready and confident in real life conversations

- 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:* Promise Chain.  - 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 use their background knowledge to answer the questions.  Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting.**  + Show Ss some pictures about life, focusing on the topics which come up later in the lesson. Ask Ss what they are about and whether they are about life in the past or the present.  **OR:**  **\*\* Promise Chain**  - Divide class into two teams and arrange them into two lines facing each other.  - Select the first student from each team and whisper a promise-related sentence to them, such as ”I promise to study hard for the upcoming exam”.  - The student must then turn to their teammate and repeat the sentence exactly as they heard it.  - The next student in line must repeat the sentence to their teammate, and so on, until the sentence reaches the end of the line.  - The first team to correctly repeat the entire sentence wins points  \*\* Introduce the objectives of the lesson: learning how to make promise sand how to talk about changes in lifestyle.  - 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.**  **+ Chatting.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Promise:***  ***-*** *I promise to be nice*  *- I promise to give you the PS5*  *- I promise not to trick you.*  *- I promise not to cheat in the test.*  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Making promises**  **\* Objectives:**  **+ To teach Ss how to make promises;**  **To help Ss practise making promises.**  *\* Content:*  - Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  - Task 2: Work in pairs. Make promises for the following situations.  *\* Expected outcomes :* Students can use the structures to make and respond promises  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| **\*** T elicits the dialogues.  Play the recording for Ss to listen and read along the conversations where Mike and Mi make promises. Ask Ss to pay attention to the highlighted parts.  Elicit the structures for making promises. Write them on the board:  *+ I will...*  *+ I promise to/not to...*  - Have Ss practise the conversations in pairs. Then draw Ss' attention to the responses. Tell them that they can respond to a promise with:  *- Thank you.*  *- I (highly) appreciate it.*  *- Great!*  *\* Teacher checks students’ understanding by asking some checking questions.* | **- T\_Ss**   |  | | --- | | **1.**  **Mike:** I will share with you the links about the ancient village of Duong Lam.  **Phong**: Thank you.  **2.**  Mi: I promise not to bring my dog to the picnic.  Ann: Great. I appreciate it.  **Structures:**  *+ I will …*  *I promise to / not to…*  *\* Thank you.*  *I (highly) appreciate it….* | |
| TASK 2: **Work in pairs. Make promises for the following situations.** | |
| + Ask Ss to work in pairs to make similar conversations.  + Ask some pairs to perform in front of the class.  + Comment on their performance.    **\* EXTRA ACTIVITY**  Share with the class some promises you usually make in life.  **Example:** *I’ll finish all my homework before I go out, Mum.*  *- I promise not to let you down.* | **- T\_Ss**  **\* *Suggested dialogues:***   1. **I will return / I promise to return** before 9 p.m.   **+ I appreciate it.**  **2. I will be / I promise to be** on time for the performance.  + I highly appreciate it. |
| **\*\* Transition from Everyday English to Changes around you**  + Ask Ss to share a list of changes they see around them (e.g. learning style, Tet practice, parents- children relationship, travelling ...). Invite Ss to share their answers.  - Ask Ss what change they themselves have experienced and how they feel about the change.  - Tell Ss they are going to read what people talk about changes. | |
| **ACTIVITY 2 : Changes around you**  **\* Objectives:**  **+** To help Ss understand about changes around them.  **+ To help Ss reflect on the three talks in 3 and express their opinion.**  *\* Content:*  - Task 3: Read the passage about changes. Then match the people with the topics they are talking about.  - Task 4: Work in groups. Read the passages in 3 again and discuss.  *\* Expected outcomes :* Students can use the structures to make and respond promises  *\* Organisation* **:** Teacher’s instructions. | |
| TASK 3: **Read the passage about changes. Then match the people with the topics they are talking about.** | |
| + Tell Ss that they are going to read about people talking about changes.  - Have Ss read quickly (skim) three people's talks and do the matching. To make sure that Ss do this task properly, limit the time to one minute.  Invite some Ss to share their answers. Tell them to show some keywords that help them do the task quickly.  - Confirm the correct answers as a class. | **- T\_ Ss**  ***\* Key:***  **1**. b **2**. c **3**. a  ***\* Notes:***  Tokyo: the capital of Japan  New Delhi: the capital of India  Cairo: the capital of Egypt |
| TASK 4: **Work in groups. Read the passages in 3 again and discuss** | |
| + Have Ss work in groups.  Have Ss read two suggested ideas first for the talk: 1) focus on aspects of life in the past and choose the one they would like to experience, and 2) choose the change which they think is for the better and explain why. Ss may say that no change is for the better. It's alright. Ask them to justify their answers  + Invite 2-3 groups to share their answers.  + Make comments. | **- T\_ Ss.**  \* Students’ own answers.  **+ Suggested answer:**  A: I want to learn in a temple school . To have monks, samurai, doctors.. as teacher is a interesting experience .  B. I have the same wish .  C: But those people are not real teachers and maybe they do not know how to teach.  B: But their knowledge and skills are real, authentic.  C: I prefer modern schools. I want to learn with teachers who have professional training. I think the change is for the better |
| **4. PRODUCTION ( 8’)** | |
| **\* Objectives:**  **- To provide Ss with an opportunity to talk about changes in their real lìe.**  *\* Content:*Work in pairs. Read the list and find out which has remained  *\* Expected outcomes:* Students can talk about changes around them.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Read the list and find out which has remained** | |
| + This task allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) and the structures of the talks in **3** to talk about real changes they have observed happening around them.  - Have Ss work in pairs.  - Allow Ss some time to talk and take notes of their partner's ideas. Go round and give support if needed.  - Invite some Ss to report on the notes that they have taken of their partner's changes. | **\* Sample structure:**  There have been some changes in Lan’s lifestyle. The first change is her…. However, her … has / have not changed over the past five years.  ***\*\* Suggested answer:***  There have been some changes in Lan's lifestyle. The first change is in her style of clothes and hair. She wears more casual clothes like baggy trousers and loose pullovers. She has grown her hair. Her hobbies have changed too. She does not read Japanese comic books any more. She reads romantic stories and novels. However, her eating habits remain the same. She likes grilled meat. She likes ice cream too. |

**4. WRAP-UP & HOME WORK (2’)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they have learnt.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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