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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: …** | **Period 47: UNIT 6 : VIETNAMESE LIFESTYLE:**  **THEN AND NOW**  **Lesson 5 : SKILLS 2/ Listening and writing** |

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

**1. Knowledge:**

+ To practice listening and writing.

- Listen for general and specific information to talk about changes in family life  
- Write about the changes in one’s family.

***+ 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: oil lamp; take note; simple, different, convenient, pursue, private, generation.*

+ 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.

- Develop presentation skills.

**3. Personal qualities:**

- Understand more about city problems and their solutions.

- 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:* Brainstorm**;**  Family Tree Brainstorm  + 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 answer the questions related to school. Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  \*\* **Brainstorming**  - Introduce the objectives of the lesson: listening to a talk about family life and writing about the changes in your family over a period of five years.  - Ask Ss to list some aspects which they think are related to family life.  - 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.  - Some aspects that related to family life.  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **+ To prepare Ss for the listening text.**  *\* Content:*1: You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  \*\* Have Ss work in pairs.  + Ask Ss to look at the picture and read the aspects listed under it and tick the one(s) they think the listening text will mention.  - Invite some Ss to share their answers.  **Notes:**  + All five aspects in the list might appear in the talk about family life. The purposes of this task are (1) to introduce some topics that a person can mention when talking about their family and (2) to direct the focus of the listening. After the listening,! can ask Ss to refer back and see if their answers are correct | **- T\_Ss**     |  | | --- | |  |   + All the five aspects in the list might appear in a talk about family life. The purposes of this task are (1) to introduce some topics that a person can mention when talking about family and; (2) to direct the focus of the listening. After the listening, T can ask Ss to refer back and see if their answers are correct. |
| **B. WHILE LISTENING ( 15’)** | |
| **\* Objectives:**  **+ To help Ss develop their skill of listening for specific information.**  **+ To help Ss further develop their skill of listening for specific information.**  *\* Content:* Task 2: Listen to the talk and tick (√) the correct column.  - Task 3: Listen again and fill in the blank with a word or number.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Listen to the talk and tick (√) the correct column.** | |
| + Have Ss read the facts (1 - 5) carefully so that they can get some ideas of the listening text.  Play the recording and tell Ss to listen for the facts 1 - 5 and decide if each fact refers to the past or the present.  + Have Ss share their answers in pairs.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers. | **- T\_Ss**  **\* Key:**  + The past: 1,3  + The present: 2, 4, 5 |
| TASK 3: **Listen again and fill in the blank with a word or number.** | |
| Tell Ss to read the sentences in **3** to determine what information is missing.  Tell Ss that they are going to listen again to the text but with a focus on picking up the missing information.  Play the recording. Have Ss do the task individually.  Invite some Ss to share their answers with the class.  Confirm the correct answers as a class.  + Play the recording again if needed, stopping at places where Ss are having difficulties | **- T\_ Ss**  ***\* Answer key:***  **1.** 2/ two (nuclear and extended)  **2**. three/ 3  **3.** family-oriented  **4.** elders  **5.** privacy . |
| **\* Transition from Listening to Writing**  - Tell Ss that in the upcoming writing tasks, they are going to write about the same thing as in the listening: changes in their family over the past five years.  - Ask Ss to refer to the listening (Activities 1 -2-3) for any vocabulary, ideas, or structures they may need for their writing. | |
| **ACTIVITY 2: WRITING**  **\* Objectives:**  **+ To help Ss reflect on the listening and brainstorm ideas about changes in their family.**  **- To help Ss write an email to share with friends about the changes in their family.**  *\* Content:*  - Task 4: Read the list and tick (√) the thing(s) that has/have changed in your family in the past five years. Make notes of those which have changed.  - Task 5: Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in 4  *\* Expected outcomes*: Students can use learned vocabulary and grammar to write an email about the changes in their family.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Read the list and tick (√) the thing(s) that has/have changed in your family in the past five years. Make notes of those which have changed.** | |
| + Have Ss work individually.  - Ask Ss to read the list and tick the one(s) which has / have changed in their family. A time range of five years is given to enable Ss to talk about changes they have really witnessed.  - Allow Ss some time to note down the changes. - Move around to offer help if needed.  **Notes:**  + Not every family has witnessed all the changes. Ss may tick 2,3, or even 1. The most important thing is how they talk about the change(s). | **- T\_ Ss.**  **Notes:**  Not every family has witnessed all the changes. Ss may tick 2, 3, or even 1. The more important things is how they talk about the change(s).  ***+ Sample answer:***  ***Type of family:*** *nuclear family*  ***Home facilities:*** *better, air conditioner, washing machines,…..*  ***Ways of spending free time:*** *eat out, go on holiday, do chores..*  ***Relationship among members:***  *respect each other* |
| TASK 5 : **Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in 4** | |
| + Ask Ss to read the notes in 4.  - Allow them some time to arrange the ideas and write out the email. Go round and offer help if needed.  + Invite some Ss to read aloud their emails to the class. Comment on them.  + Collect some writings to correct at home. Otherwise, ask Ss to revise and rewrite their emails at home based on the T's comments of their friends writings.  + Have them bring their new texts to the next lesson. + Collect some for marking. | ***Sample answer:***  **From:** Hoa  **To:** Tom  **Subject:** Changes in my family  Hello Tom,  It’s nice to hear from you again. Let me tell you about the changes in my family over the past five years. It’s still a nuclear family with two generations. But our living conditions are much better. Two years ago, my father found another job and he earns more money now. We now have an air conditioner and a washing machine. Sometimes we can eat out or go on holiday. My father also spends more time with my brother and me. He teaches us how to do the chores that adult men should be able to do. We act more like friends. My parents respect our independence and privacy. It’s good news, isn’t it?  All the best,  Hoa |
| EXTRA ACTIVITY  **Write your opinion about the role of children nowadays in the family based on the following suggestions:**  1. The number of children in a household  2. The amount of housework they share with their parents  3. The amount of time they spend on family activities  4. How obedient they are and how independent they are from their parents  5. If they are obliged to take care of their parents when their parents get old  **Suggested answer:**  Nowadays families tend to have fewer children than they did in the past: just one or two per family. Therefore, parents have more time to take care of their children, resulting in their children doing less housework and having fewer responsibilities in the family. Most parents encourage their children to spend more time on their studies, so they may have less time with families. The Internet also distracts children from engaging in family activities. Children have become more independent. However, when their parents get old, most children are willing to take care of them. | |
| **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 7 : LOOKING BACK.  ======================================================== | |