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| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: …..** | **Period 48: UNIT 6 : VIETNAMESE LIFESTYLE:** **THEN AND NOW** **Lesson 7 : LOOKING BACK & PROJECT**  |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 6

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

+ Practice doing exercises

***+ 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;

+ 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:**

- 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:* 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** *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…* *- T encourages Ss to talk in English as much as possible***\* Brainstorming**- Teacher divides the board, and divides the class into teams.- Members of each team take turns and write as many vocabulary in Unit 7 as possible in 2 minutes.- The group having more correct answers is the winner.\* To lead into the new lesson.  | **+ Greeting** **- T\_Ss.**+ Students **(Ss)** listen and learn how to do the tasks.***Suggested answers:***Extended family, nuclear family, generation, dependent, independent,….**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)**  |
| I. **VOCABULARY****\* Objectives:** **+ To help Ss revise the vocabulary they have learnt in the unit.****+ To help Ss use the correct form of a word in each sentence.***\* Content:*- Task 1: Choose the correct answer A, B, C, or D.- Task 2: Complete the sentences with the correct forms of the words in brackets.*\* Expected outcomes:* Students can use the knowledge they have learnt in this unit to complete the tasks successfully. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s an d Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer A, B, C, or D**.  |
| + Have Ss do this activity individually.- Ask Ss to read each sentence carefully, then refer to the four options and choose the correct answer.- Allow Ss to compare their answers with their partners.+ Invite some Ss to share their answers with the class.- Confirm the correct answers as a class. Explain if needed. | **- T\_Ss**

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\* ***Answer key:*****1.** B **2.** D **3**. A **4**. C  **5.** D |
| TASK 2 **: Complete the sentences with the correct forms of the words in brackets.**  |
| + Have Ss do this activity individually.- Ask Ss to read each sentence carefully and decide what form of the word provided (a verb, a noun, an adjective ...) is needed to complete the sentence.+ Allow Ss some time to do the task. Go round and offer help if needed.- Ask Ss to compare their answers with their partners.- Confirm the correct answers as a class. Explain if needed. | **- T\_Ss****\* *Answer key:*****1.** private **2.** memorise **3**. independent **4.** freedom **5**. democratic |
| **ACTIVITY 2: GRAMMAR**  |
| **\* Objectives:** **+ To help Ss revise the to-infinitive and lf-ing after certain verbs.****+ To provide Ss with a writing task to revise the** **grammar points they have learnt in the lesson.***\* Content:*- Task 3: Circle the correct words or phrases to complete the following sentences.- Task 4: Make complete sentences from the clues. Make any changes and add more words if *\* Expected outcomes:* Recall the uses of the grammar that they have learnt in this unit (to-infinitive and v-ing after certain verbs)*\* Organasation:* Teacher’s instructions.  |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3**: Circle the correct words or phrases to complete the following sentences**.  |
| + Have Ss do this activity individually.- Ask Ss to read the sentences carefully and decide which form of verb is correct (to-infinitive or V-ing).- Call on some Ss to share their answers with the class.- Confirm the correct answers as a class. Explain if needed |  **- T\_ Ss**\* ***Answer key:***1. turning **2.** to spend

**3**. to see **4.** meeting **5.** to take |
| TASK 4**: Make complete sentences from the clues. Make any changes and add more words if necessary.** |
| + Have Ss do this activity individually.- Ask Ss to read each group of clues carefully and decide how to construct the sentence (verb tense, extra words ...).- Invite some Ss to share their answers with the class.+ Confirm the correct answers as a class. Explain if needed. | **- T\_ Ss.** **\* *Answer key:*****1.** We **plan / are planning to visit** some historical places in Cao Bang. **2.** We **hope to have** a bus station near our village soon.**3.** Even my grandmother **enjoys using** Facebook to communicate with her friends.**4.** Last year, I **learned to make** cakes by watching the cooking videos on the Internet.**5.** This morning, I **suggested doing** a survey on traditional northern women’s costumes. |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)**  |
| **\* Objectives:** **+ To provide Ss with an opportunity to develop their interview skills, to get to know more about their families, and to practise giving an oral presentation.****+ To provide Ss a chance to develop their interview skills and to get to know more about their families.***\* Content:***+** Ss to work in groups to do the project. *Ss’ presentations.*- Ask Ss to organise their report into a presentation.- Ask Ss to work in groups to make an interview with their friends, then collect and present data.*\* Expected outcomes:* Students are able to present their posters about their families.*\* Organization:*   |
| **Teacher’s and Student’s activities** | **Content** |
| + Since Ss have had time to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster that introduces a family member.- Have Ss work individually. Give them a few minutes to prepare for their presentation.- Give Ss checklists for self and peer assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists in the same way after completing their presentation.- Invite two or three Ss to present their posters. Encourage the rest of the class to ask questions at the end. Give feedback after each presentation - T can also give marks as part of Ss' continuous assessment.\* FEEDBACK FORM FOR POSTER PRESENTATIONS . *(See teacher’s book )* |
|  **4. 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: Unit : REVIEW\_2. ==============================================  |