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| Date of planning: 06/12/ 2024  Date of teaching: 02/12/2024  Period 41: | **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 1: GETTING STARTED** |

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

**a. Vocabulary:**

- To use the words related to changes in lifestyle;

- To pronounce the sounds /fl / and /fr/ correctly in words and sentences;

**b. 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.

**3. Qualities:**

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Text books, workbook, TV…

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | |
| **\* Objectives: - To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - Review the previous unit.  - Organise a short vocabulary game to revise the words Ss learnt in Unit 5: *Experiences*.  - Write the word ‘Experiences’ on board and students come up with any words and phrases about the kind of experience and the adjectives describing experiences. *For example:* a learning experience, a frightening experience.  - Lead into the new unit.  - Ask Ss questions.  - Elicit from Ss the meaning of the word ‘*lifestyle’*.  - Write the unit title Vietnamese Lifestyle: Now and Then on the board. Then ask Ss if life in the past (e.g.: twenty, thirty years ago) and the present are the same or different - Ask Ss what aspect of life they think has changed (transportation, fashion, entertainment, shopping, travelling, learning…)?  - Share with Ss the objectives of the lesson.  - Have Ss open their books and start the lesson. | **\* Think**  + Students **(Ss)** listen and learn how to do the tasks.  **Learning experience**  **Experiences** |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **\* Objectives:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.** | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 60** | |
| - Teacher introduces the vocabulary by: providing the picture and eliciting the definition of the words  - Teacher does the checking technique.  **-** Have Ss look at the pictures on pages 60 - 61 and answer some questions like:  + What do you think the children in each picture are doing?  + Do you think the activity in each picture is popular in the past or present?  - Introduce the two characters in the conversation.  - Ask Ss what the relation between them is, and what they think the characters are talking about.  - Elicit answers from Ss.  - Play the recording for Ss to listen and read along. Have Ss underline the words that are related to the topic while they are reading and listening.  - Invite some pairs of Ss to read the conversation aloud.  - Have Ss say the words / phrases that they have underlined in the conversation. Quickly write the words / phrases on the board.  - Refer to the questions previously asked. Confirm the answers where necessary, for example the pictures are of children's entertainment (and communication as in the last picture); and Phong and his grandpa are talking about the differences in some things between the past and the present. | \*Vocabulary:  **1.** generation (n)/ˌdʒenəˈreɪʃn/ thế hệ.  **2.** living condition /ˈlɪvɪŋ kənˈdɪʃənz/ điều kiện sống  **3.** opportunity (n) /ˌɒpəˈtjuːnəti/ cơ hội  **4.** dye (v) /daɪ/ nhuộm.  +    \* **Notes:** English names for the games in the pictures:  - keo mo cau: areca spathe sleighing  - Ô ăn quan: village square / mandarin square |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To help Ss understand the conversation.**  - To draw Ss' attention to some expressions from the conversation used to describe life.  - To help Ss practise some words they have learnt from the conversation in new contexts. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and circle the correct answers**. | |
| - Have Ss work individually.  - Ask Ss to read each question and decide on the correct answer to fill in the blank without reading the conversation again. If any of them cannot do it, let them refer to the conversation for the answers.  Elicit the answers from Ss. Quickly write their answers on the board.  - Discuss each answer as a class. Explain why an answer is / is not correct.  - Confirm the correct answers as a class. | **\*Answer key:**  **1.** C.  **2**. B  **3**. A |
| TASK 3: **Write the expressions from the conversation in the correct column.** | |
| - Ask Ss to do the task individually or in pairs.  - Ask Ss to look at the expressions in the box first.  - Refer to the conversation and locate where each expression appears. Then decide if it is talking about the past or the present.  - Ask Ss to write their answers in the correct columns: the past or the present.  Invite some Ss to share their answers.  - Check the answers as a class. | \* ***Answer key:***  **- The past:** b, e  **- The present:** a, c, d |
| TASK 4: **Complete the sentences with the words from the box.** | |
| - Ask Ss to work independently or in pairs.  - Ask Ss to read the words in the box. Allow them to refer to the conversation and locate where each word appears to confirm the meaning of the word. (Note: all these words have appeared in previous lessons).  - Ask Ss to read the sentences carefully and complete them with the words from the box  - Invite some Ss to share their answers.  - Check the answers as a class.  - Call on some Ss to read the words in the box aloud. Correct their pronunciation If needed | **\* *Answer key:***   1. dyed   **2.** generation  **3.** opportunity  **4.** materials  **5.** freedom |
| **ACTIVITY 3: PRODUCTION ( 8’)** | |
| **\* Objectives:**  **- To give Ss a fun opportunity to learn some features of life in Viet Nam 40 years ago.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **Quiz. Work in pairs. Decide if the statements below are true or false about life in Viet Nam 40 years ago. Share your answers with class.** | |
| - Ask Ss to work in pairs or small groups.  Set time (3-4 minutes) for Ss to do the quiz.  - Invite some Ss to share their answers.  - Check the answers as a class. Explain why each statement is correct or not by providing some information related to it.  - If time allows, ask Ss to tell the class a fact they know about life in Viet Nam in the past  . | ***\* Answer key:***  **1.** F **2**. F **3**. T **4**. T **5**. T  **Note:**  **1.** Many schools in Viet Nam had school uniforms since the 1950s.  **2.** Students in Viet Nam could go and study abroad as far back as the 1940s.  **5.** According to Decision no 406-TTg dated 1 January 1995, there was a complete ban on the production, trade and lighting of firecrackers in Viet Nam. |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1.  **\*Project preparations:**  Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it. Ask Ss to open their books to the last page of Unit 6, the Project section. Ask Ss to look at the topic of the project and say what the product of the project is (a poster introducing a family member).  Explain the project requirements: this is an individual project. Each student will interview a member of their family about his / her life when he / she was the student's age, using the questions suggestions. Then each student will make a poster to present their findings. The poster should include a mixture of text and pictures so that T and other classmates can easily follow and get to know clearly about that member. **(See teacher’s book)** | |

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.69, look at the picture and say what the topic of the project is (I know my \_\_\_\_\_\_ well). They will design a poster and present it at the end of this Unit.

- Explain the project requirements: this is an individual project. Each student will interview a member of their family about his / her life when he / she was the student’s age, using the question suggestions. Then each student will make a poster to present their findings. The poster should include a mixture of text and pictures so that T and other classmates can easily follow and get to know clearly about that member.

- Guide Ss how to conduct the interview and collect data. Here are the steps T can follow:

**Step 1.** Have Ss ask the interviewee the questions about his / her life in the past They may ask questions about different aspects of life or focus on one aspect. Remind Ss that they can ask the questions as suggested in the project or create their own questions. For example (with focus on one aspect):

- What school did you go to?

- Did you have to wear a uniform?

- What was learning like then?

- How do you describe the relationship between teachers and students then?

- How did you spend time after school?

T may invite one student to interview the teacher as a model. This way T can teach Ss how to conduct the interview and record the answers in a survey.

**Step 2.** Instruct Ss to create a table to record their family member’s answers. The table may look like this:

|  |  |  |
| --- | --- | --- |
| Family member | Questions | Answers |
|  | What school did you go to? |  |
|  | Did you have to wear a uniform? |  |
|  | What was learning like then? |  |
|  | How do you describe the relationship between teachers and students then? |  |
|  | How did you spend time after school? |  |

**Step 3.** Instruct Ss how to make the poster.

For the text: Ss choose only the key information to present in their poster. They must be in short form. The findings should be grouped and presented according to the order of the questions asked.

For the pictures: Ss may have pictures of the family member individually or with family. Whatever they are, they must illustrate the information in the poster.

Step 4. Model how to report the findings to the class. Ss may open their presentation with “I have interviewed my\_\_\_\_\_\_ about his / her life in the past when he / she was my age. Here are the findings.”

In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

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| Date of planning: 06/12/2024  Date of teaching: 13/12/2024  Period 42: | **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:  
1. Knowledge:**

**a. 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;

**b. 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. Qualities:**

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP** (3’- 5’) | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | **\* GAME: Flashback**  **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 (12’- 15’)**  **A. VOCABULARY** | | |
| **\* Objectives:**  **- To provide students new vocabulary.**  **- To teach Ss some verbs used to describe life** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the verbs or phrasal verbs with their meanings.** | | |
| - T may focus on presenting the words. - To present each word, follow the steps: Showing the picture and elicit the word and 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 does 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. | \*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.** | | |
| **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. | ***\* 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.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Listen and tick the words you hear. Then listen again and repeat.** | | |
| - 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*** | **\* *Answers key:***    *Audio Script- Track 34*  1. fruit 2. flame 3. flee  4. 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. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 3: A CLOSER LOOK 2. | | |

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| Date of planning: 07/12/2024  Date of teaching: 14/12/2024  Period 43: | **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:  
1. Knowledge:**

**a. 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;

**b. Grammar:**

- To use to-infinitive and V-ing after a verb correctly;

- Language notes

**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. Qualities:**

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | | |
| **Teacher’s and Student’s activities** | | **Content** | |
| **-** 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. | | ***\*Example:***  ***V-ing:***  *I enjoy working in the garden with my grandma*  ***To V:***  *My father wants to find a better job in advertising.* | |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | | | |
| **\* Objectives:**  **- To help Ss focus on the use of to-infinitive and V-ing after certain verbs.** | | | |
| **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. | | **\* 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.** | | | |
| **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. | | ***\* 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. | | **\* 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.*** | | **\* *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.** | | | |
| **Teacher’s and 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 at Thav 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. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4: COMMUNICATION.  ============================================== | | | |
| Date of planning: 07/12/2024  Date of teaching: 18/12/2024  Period 44: | **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 4: COMMUNICATION** | |

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

**1. Knowledge:**

**a. Vocabulary:**

- To use the words related to changes in lifestyle;

- To pronounce the sounds /fl / and /fr/ correctly in words and sentences;

- Make promises;

**b. 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. Qualities:**

- Be ready and confident in real life conversations

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| **\*\* 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. | ***\* 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.* |
| **2. PRESENTATION (12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Making promises**  **\* Objectives:**  **- To teach Ss how to make promises;**  **- To help Ss practise making promises.** | |
| **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.* | |  | | --- | | **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.* | **\* *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.** | |
| 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. | ***\* 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. | \* Students’ own answers.  **Suggested answer:**  A: I want to learn in a temple school. To have monks, samurai, doctors... as teacher is an 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.** | |
| **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. HOME WORK (2’)**

- Do more exercises in workbook.

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

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| Date of planning: 08/12/2024  Date of teaching: 19/12/2024  Period 45: | **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 5: SKILLS 1/ Reading and speaking** |

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

**1. Knowledge:**

**a. Vocabulary:**

- To use the words related to changes in lifestyle;

- To pronounce the sounds /fl / and /fr/ correctly in words and sentences;

**b. 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. Qualities:**

- Understand more about city problems and their solutions.

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)** | | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| - Introduce the objectives of the lesson: reading about the different learning styles at different times and talking about your own learning style.  - Ask Ss to name some learning facilities they know and if each is available in their learning context.  - 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. | **\* Brainstorming:**  **\* Facilities:**  Bookshop, classroom, laboratories, libraries, Computer labs, online learning platforms, … |
| **ACTIVITY 1: PRESENTATION (12’- 15’)** | | |
| **A. READING**  **\* Pre-reading**  **\* Objectives: To activate Ss' knowledge about different learning styles.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Work in groups. Discuss if each of the following phrases describes past or present learning.** | | |
| **-** Have Ss work in groups.  - Have Ss read the phrases about different learning styles and discuss if each is describing the past or present learning. Ask Ss to justify their answers if possible.  - Invite some groups to share their opinions with the class.  **Notes:** Whether Ss decide if a learning style belongs to the past or the present depends a lot on where they come from. In many places in Viet Nam and in the world. *Depending on textbooks and Learning under an* *oil lamp* are still the dominant learning styles now. So, T should be open to Ss' answers. | ***\* Possible answer:***  **Past:** depending on textbooks, learning under an oil lamp.  **Present:** Using the internet, being independent and active. |
| **B. WHILE READING**  **\* Objectives:**  **- To help Ss develop their reading skill for specific information (scanning) through multiple-choice questions.**  **- To help Ss further develop their reading skill for specific information (scanning) through a blank-filling task.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.** | | |
| - Have Ss work individually.  - Ask Ss to read the text first. Then ask them to read each question and choose the correct answer.  - Invite some Ss to share their answers. Ask them where they find the information for their answers.  - Confirm the correct answers as a class. Explain if needed. | **\* *Answer key:***  **1**. A  **2**. C  **3**. B  **4**. A  **5**. D |
| TASK 3: **Fill in each blank with ONE word from the passage.** | | |
| - Have Ss work individually or in pairs.  - Ask Ss to read each sentence carefully, then refer to the passage to look for the answers.  - Have Ss compare their answers in pairs.  - Ask them to discuss if there are differences in their answers.  - Invite some Ss to share their answers with the class.  - Ask them where they find the information for their answers. | \* ***Answer key***  **1**. textbooks  **2**. memorising  **3.** various  **4.** documents, clips, and programmes (any one of these)  **5.** pursue |
| **Transition from Reading to Speaking**  - Tell Ss that they are going to do the same thing as in the reading: talking about changes in their learning style. In this task, they will talk about their own experience, combining both the past and the present.  - Ask Ss to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking. | | |
|  | | |
| **ACTIVITY 2: SPEAKING**  **\* Objectives:**  **- To provide Ss with an opportunity to talk about changes in their learning styles.**  **- To provide Ss with an opportunity to share changes in their learning styles** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Work in groups. Discuss and make a list of the changes in your learning over the past five years.** | | |
| - Have Ss work in groups.  - Tell Ss that they can choose to talk about anything related to their learning, not just the ideas suggested in the task.  - Ask Ss to discuss and take notes of their answers.  - T goes round and offers support if needed. | ***\* Possible answers:***  **Teachers:** three or four teachers teach all the subjects -> different teachers for different subjects.  **Learning Facilities:** almost text book -> use textbooks and internet…  **Learning style:** dependent -> independent |
| TASK 5: **Share with the class the list your group has made in 4.** | | |
| - Have each group choose a presenter.  - Have some groups present the changes that their groups have talked about.  - Ask other Ss to listen and comment or ask questions if they have any.  - Comment on their presentation.  *\* Teacher gives corrections and feedback* | ***\* Sample answer:***  Five years ago, we were at primary school. We had only three or four teachers teaching us all the subjects. We depended on the teachers to tell us everything we needed to do: taking notes in our notebooks, doing homework and preparing for exams. We rarely did anything that the teacher did not request. Now, we have different teachers for different subjects We have also become more independent and active in our learning. We use the internet to learn about our interests. And it costs little to do it |
| \* EXTRA ACTIVITY  Interview two of your classmates and fill in the table below in notes. Then report your findings to the class.   |  |  |  | | --- | --- | --- | | Questions | Student 1 | Student 2 | | 1. What are your three favourite sources for learning? |  |  | | 2. What do you prefer: learning by yourself or learning in groups? |  |  | | 3. Do you attend extra classes after school? |  |  | | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6: A SKILLS 2.  ============================================== | | |

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| Date of planning: 08/12/2024  Date of teaching: 20/12/2024  Period 46: | **UNIT 6: VIETNAMESE LIFESTYLE: THEN AND NOW**  **Lesson 5: SKILLS 2** |

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

**1. Knowledge:**

**a. Vocabulary:**

- To use the words related to changes in lifestyle;

- To pronounce the sounds /fl / and /fr/ correctly in words and sentences;

**b. 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. Qualities:**

- Understand more about city problems and their solutions.

- Actively participate in class and school activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| --- | --- |
| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - 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. | \* **Brainstorming:**  - family types  - Family holidays  - Parents-children relation  ………………. |
| **ACTIVITY1. PRESENTATION (12’- 15’)** | |
| **A. LISTENING**  **\* Pre-listening**  **\* Objectives: To prepare Ss for the listening text.** | |
| **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.** | |
| - 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 | |  | | --- | |  |   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.** | |
| **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. | **\* 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 | ***\* 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.** | |
| **Teacher’s and 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). | **Notes:**  Not every family has witnessed all the changes. Ss may tick 2, 3, or even 1. The more important things are 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 (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7: LOOKING BACK.  ======================================================== | |

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| Date of planning: 09/12/2024  Date of teaching: 25/12/2024  Period 47: | **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:**

**1. Knowledge:**

**a. 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;

**b. 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:**

- Grade 9 text book; TV.

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP (3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.** | |
| **Teacher’s and Student’s activities** | **Content** |
| - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as many vocabulary in Unit 6 as possible in 2 minutes.  - The group having more correct answers is the winner.  \* To lead into the new lesson. | **\* Brainstorming:**  Extended family, nuclear family, generation, dependent, independent, …. |
| **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.** | |
| **Teacher’s and 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. | \* ***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. | **\* *Answer key:***  **1.** private **2.** memorise  **3**. independent **4.** freedom  **5**. democratic |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **- To help Ss revise the to-infinitive and V-ing after certain verbs.**  **- To provide Ss with a writing task to revise the** **grammar points they have learnt in the lesson.** | |
| **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 | \* ***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. | **\* *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 (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.** | |
| **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. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Unit: REVIEW 2.    ============================================== | |