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| Date of planning: 04/11/2024  Date of teaching: 07/11/2024  Period 28: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 1: GETTING STARTED**  ***At an English lesson*** |

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

- Use the words related to the topic “Remembering the past”.

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences.

**b. Grammar:**

- Use the past continuous tense and wish + past simple.

- Know how to thank and respond.  
**2. Competence:**

**-** Students will be able to practice listening, speaking, reading and writing skills.

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Be friendlier and willing to help the local community.

- Actively participate in community services.

- 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 Ss into the new unit.** | |
| **Teacher’s activities** | **Student’s activities + Content** |
| - Begin the lesson by reviewing the content covered in Unit 3. T may ask these questions:  - Then tell Ss that they are going to learn about the topic Remembering the past in this unit. Show Ss some photos related to historic events or lifestyles in the past (traditional costumes, folk dance, customs, etc.), and write Remembering the past on the board or tell a story related to the past / our history.  - Ask Ss to open their books to page 40. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit. | **\* Questions:**  - Do you care about healthy living?  - What do you often do to keep fit?  - What did your parents / grandparents do to  keep fit / to keep themselves healthy?  - What do you know about your  grandparents’ lifestyle (their clothes / cooking / eating habits, …)? |
| **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 40** | |
| - Teacher introduces the vocabulary by: providing the pictures  - eliciting the definition of the words  - Teacher do the “Rub out and remember” checking technique.  - T may begin by asking Ss questions:  *What do you see in the pictures?*  *What do you know about them?*  - Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the pictures. Ask them some questions like: *What do you think they are discussing?*  - Then ask Ss to look at the title / the pictures and guess what the conversation between the teacher and students might be about.  - Play the recording once or twice for Ss to listen and read along. Then have some pairs of Ss read the conversation aloud.  - Ask Ss what they are talking about. Now confirm the correct answer. (*They are talking about historic buildings / our history/the past...)*  - Have Ss say the words in the text that they think are related to the unit's topic. Have them pronounce the words containing the sounds /m/ and /l/. Quickly write the words on the board (*Cambodia, complex, monuments, build, communal, ...).* | \*Vocabulary:  **1.** complex (n)  /ˈkɒmpleks/ khu phức hợp, quần thể  **2.** religious (adj) /rɪˈlɪdʒəs/ (thuộc) tôn giáo  **3**. monument (n) /ˈmɒnjumənt/ tượng đài  **4**. magnificent (adj) /mæɡˈnɪf.ɪ.sənt/ tráng lệ  **5**. preserve (v) /prɪˈzɜːv/ bảo tồn  **6**. heritage (n) /ˈher.ɪ.tɪdʒ/ di sản  **7**.occupy (v) /ˈɒkjupaɪ/ chiếm giữ  **8**. occupied (adj) /ˈɒkjupaɪd/ có người ở  **9**. ancient (adj) /ˈeɪnʃənt/ cổ đại, lâu đời.  **10**. generation (n) /ˌdʒenəˈreɪʃn/ thế hệ  **11**.found (v) /faʊnd/ thành lập  **Notes:**  *+ Angkor Wat (Đền Ăng-co Vát): a complex of temples in Siem Riep, Cambodia*  *+ Dinh Bang Communal House (Đình làng Đình Bang): located in Dinh Bang Village, Tu Son City, Bac Ninh Province, one of the largest and finest village communal temples in Viet Nam*  *+ Windsor Castle (Lâu đài Windsor): built in the 11 th century, in Windsor, Berkshire, England, the oldest and largest occupied castle in the world…/.* |
| **ACTIVITY 2. PRACTICE (17’)** | |
| **\* Objectives:**  **- To help Ss understand some details of the conversation.**  **- To help Ss understand some details of the conversation.**  **- To help Ss revise and develop the vocabulary related to the topic Remembering the past.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and answer the questions**. | |
| - Have Ss read the questions without reading the conversation again and try to guess the answers. Explain that they focus on some ideas of the conversation.  - Have Ss read the conversation again and answer the questions. Check their answers and explain if necessary. | **1.** About 900 years old / Nearly a thousand years old.  **2.** It's quite magnificent.  **3.** In England.  **4**. Preservation efforts. |
| TASK 3: **Complete each sentence with a word or a phrase from the box**. | |
| - Ask Ss to read the sentences and find the words and a phrase from the box to fill in the gaps. Ss may read the conversation again and find the words / phrase in it. Go around and offer help, if needed.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there's time, call on some Ss to read the sentences. | \* ***Answer key:***   1. heritage 2. well preserved   **3.** magnificent  **4.** Thanks to  **5.** occupied |
| TASK 4: **Look at the pictures and complete the sentences.** | |
| - Have Ss work in pairs. Invite them to look at the pictures and complete the sentences with the word related to each picture. Then ask some Ss to read the sentences aloud. Check and correct their pronunciation. | **\* *Answer key:***   1. fish and chips 2. communal   **3.** monument  **4.** castle  **5.** temples |
| **ACTIVITY 3: PRODUCTION (8’)** | |
| **\* Objectives: To help Ss get to know about / remember past events.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **GAME: Remembering past events** | |
| - Have Ss work in groups. Ask them to answer all the questions.  - Set a time limit (3-4 minutes) for Ss to discuss and finish the task.  - T may need to explain to Ss if they don't know the answers.  \* T and other Ss listen to the answers and comment. | **\* Key:**  **1**. King Ly Thai To (Ly Cong Uan).  **2**. In 1492.  **3**. In 1776.  **4**. In 1911.  **5**. World War I started / broke out.  **6.** King Bao Dai (1913 - 1997).  **Notes:**  + King Lỵ Thai To: Vua Lý Thái Tổ  + Ly Cong Uan: Lý Công uẩn  + King Bao Dai: Vua Bảo Đại. |
| **\* PROJECT PREPARATION** The project is at the end of the unit, but it Is recommended that T assigns tasks, and instructs Ss to 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 the unit, the Project section, look at the pictures and say what the topic of the project is (Life in your neighbourhood 40 years ago).  + Explain the project requirements: In groups, Ss will have to design a poster of life in their neighbourhood about 40 years ago, and then give an oral presentation about their posters in the last lesson of the unit.  + Explain that poster presentations are a way to communicate ideas, research and understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures and / or tables / graphs. Ss will display their posters around the classroom In advance. One representative from each group will stand next to the poster. The rest will walk round, study the posters, and talk to group representatives if they want to learn more about life in their neighbourhood in the past. Then the class will sit down and vote for the best poster.  + Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.  + T may suggest some steps for Ss to follow:  **1.** Collecting information (*asking their grandparents and / or old people, searching the Internet, reading books / magazines, brainstorming ideas, etc.)*  **2.** Organising ideas and visuals, and designing the posters  **3.** Practising explaining their posters and answering questions about the posters  - Help Ss set a deadline for each task and support them throughout the process.  - In each of the next lessons, spend a few minutes checking Ss' progress, helping them with  any topic-related or functional language they need, e.g. cooking, eating habits, home life, transport, etc. and solving any other problems that may arise with their projects.  **(See TEACHER’S BOOK)**  **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1.  **==========================================** | |

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| Date of planning: 04/11/2024  Date of teaching: 08/11/2024  Period 29: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 2: A CLOSER LOOK 1** |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”.

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences.

**b. Grammar:**

- Use the past continuous tense and wish + past simple.

- Know how to thank and respond.  
**2. Competence:**

- Develop communication skills and cultural awareness.

- 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** |
| - T may bring to class some posters / pictures or show on the screen some images related to the history of Viet Nam or other countries. Encourage Ss to name these things.  - Lead into this lesson, which focuses on the new words / phrases and the sounds /m/ and /1/.  - Share with Ss the lesson objectives and have them open their books and start the lesson. | **\* Brainstorming** |
| **2. PRESENTATION (12’- 15’)**  **ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  - To provide Ss with some noun derivatives from verbs.  - **To give Ss practice in how to use words in 1 and their proper forms in context.**  - To give Ss more practice in how to use words related to Remembering the past in sentences. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Complete the table.** | | |
| - To present each word, follow the steps: + Show the picture and elicit the word. + 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 checking technique.  - Have Ss work in pairs. Tell them to look at the verbs given in the left column and give their equivalent nouns.  - Check their answers as a class.  - Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary.  EXTRA ACTIVITY  - Put Ss in groups. Each group finds three verbs in Getting Started, and then gives their equivalent nouns.  - Representatives from each group give their groups' answers.  - Check their answers as a class. | \*Vocabulary  **1.** structure (n) /ˈstrʌktʃə/ cấu trúc  **2**. promote (v) /prəˈməʊt/ thúc đẩy  **3**. observe (v) /əbˈzɜːv/ duy trì, tuân theo  **4**. benefit (v) /ˈben.ɪ.fɪt/ giúp ích  ***\* Answer key:***  **1.** promotion  **2**. recognition  **3**. contribution  **4**. observation  **5**. preservation  **6**. occupation  **\* Suggestion:**  - build → building  - do → do / doing  - need → need  - thank → thanks  -wish → wish  - know → knowledge  - decide → decision  - damage → damage |
| **\* PRACTICE (15’)** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Complete the following sentences, using the correct forms of the words from 1** | | |
| - Have Ss work in pairs. Tell them to look back at the words in 1.  - Have them read the sentences carefully and look for clues to find the right words to complete the sentences. The word to fill each blank may be a noun or a verb in its correct tense.  - Have some Ss write the words on the board. Confirm the correct answers.  - T may call on some Ss to read the sentences. | ***\* Answer key:***  **1**. observe  **2**. contribution  **3**. preservation  **4**. promotion  **5**. recognised |
| TASK 3: **Complete the following sentences with a word from the box.** | | |
| - Have Ss read the sentences and choose the correct word from the box to fill in each blank in the sentences.  - Tell them to read the sentences carefully and look for clues to choose the correct words.  - T goes around and gives assistance if necessary and checks | \* ***Answer key:***   1. structures 2. takeaway   **3.** generations  **4.** magnificent  **5.** heritage |
| **ACTIVITY 2: PRONUNCIATION (8’)**  **\* Objectives:**  **- To teach Ss how to pronounce the sounds /m/ and /l/ and**  **- To help Ss pronounce the sounds /m/ and /l/ correctly in context.** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 4: **Listen and repeat the words. Pay attention to the sounds /m/ and /l /.** | | |
| - First T gives examples of the sounds / m/ and /l/.  - Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.  - Explain two types of sound /l/ in the Remember! box and invite Ss to give some examples | **\* Key:** |
| TASK 5**: Listen and repeat the sentences. Pay attention the underlined words.** | | |
| - Have Ss read the sentences and look carefully at the underlined words.  - Then play the recording for Ss to listen.  - Play the recording again.  - Let Ss listen and repeat sentence by sentence, paying attention to the underlined words. | **\* *Audio script:***  **1.** The collection includes objects of the Middle Ages.  **2**. You should be careful when shopping in this mall.  **3.** This monument is small but magnificent.  **4.** They maintain these wind mills as working museums.  **5.** David fell on the ground and hurt his ankle. |
| \* EXTRA ACTIVITY  + Ask each student to give at least one word having the sound /I/ and one word having the sound / m/, preferably words in this unit (e.g. remember, life, let, look, temple, complex, largest, Cambodia, ...).  **Notes:**  - Duong Lam (làng Đường Lâm): an ancient village in Son Tay (Sơn Tây) Town, Ha Noi  - Stonehenge /staun'hend3/: a famous prehistoric monument in southern England, a World Heritage Site  - the Middle Ages: the period in European history from the collapse of Roman Empire in the 5th century to the period of the Renaissance (i.e. 14th - 17th century) | |

**4. HOMEWORK**

- Do more exercises in work book.

- Prepare new lesson: A CLOSER LOOK\_2.

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| Date of planning: 04/11/2024  Date of teaching: 13/11/2024  Period 30: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 2: A CLOSER LOOK 2** |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”;

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences;

**b. Grammar:**

- Use the past continuous tense and wish + past simple;

**2. Competence:**

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Actively participate in activities. Compare living place.

- 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** |
| – Ask Ss if they remember the past continuous tense they have learned in **Tiếng Anh 8 (Unit 9)**. Have some of them revise this tense and give some examples.  – Introduce the objective of the lesson: the past continuous tense.  – Write the objective on the left-top corner of the board. | **\* The past continuous tense:**  Form: (+) S + was/were + V-ing  (-) S + wasn’t/weren’t + V-ing  (?) Was/Were + S + V-ing? |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **\* Objectives:**  **- To help Ss revise the form and use of the past continuous tense.**  **- To help Ss revise and further study the past continuous tense; To help Ss use the past continuous tense in sentences.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Put the verbs in brackets in the past continuous** | |
| - T asks Ss to study the Remember! box, and tells them another use of the past continuous to show that something continued for some time in the past.  - Give one or two examples before moving onto 2.  ***\* Suggested answers:***   1. *She was studying all day yesterday because she wanted to pass the exam.* 2. *I was waiting for you for hours. Where were you?*   \* Ask Ss to do task 1/P. 43  - Have Ss read the sentences first.  - Give Ss some time to work by themselves and write down the answers.  - T observes and helps when and where necessary.  - Ask some Ss to read their sentences. T may call on some Ss to write their answers on the board.  - T corrects Ss' mistakes. | |  | | --- | | **Remember!** + We use the past continuous to describe an action that was happening at a particular time in the past, or a past action that was happening when another action interrupted it. + We also use the past continuous to emphasise how long an action took and how much time somebody spent doing it. We usually use adverb phrases that explain the length of time such as:  *all morning / week / year*  *for hours/days/weeks/months/years* **Example:** We **were cooking** all morning because we had our friends coming for lunch. |   **\* Answer key:**  **1.** was visiting **2.** was sleeping  **3**. was going  **4**. was looking  **5.** Were you watching |
| **ACTIVITY 2. PRACTICE (15’)** | |
| **\* Objectives:**  **- To help Ss use wish + past simple in sentences.**  **- To give Ss more practice in using wish + clause in the context of a passage.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Complete the sentences, using the past continuous forms of the given verbs.** | |
| - Have Ss work individually for a few minutes.  - Tell them to pay attention to the context of each sentence, and then choose the correct verb from the box to use.  - Check their answers as a class.  - Have some Ss read out the sentences. T corrects their pronunciation and intonation only when necessary. | **\* Answer key**:   1. were preserving   2. was / were living  3. were building  4. Were you still working  5. was making |
| TASK 3**: Put the verbs in brackets in the correct forms.** | |
| - Draw Ss' attention to the sentence structure: wish + clause (past simple).  - Have Ss look at the sentences and write down their answers.  - Ask Ss to exchange their answers in pairs.  - Check their answers and explain if necessary. | |  | | --- | | **Remember!** + We use wish + past form verb when we want something now or in the future to be different. **Subject + wish + subject + past simple** Example:  a) **I wish I had** enough money to travel around the world.  b) **I wish (that) my mother didn't have to** work so hard. |   **\* Answer key:**  **1**. got **2.** had  **3**. had **4**. could spend **5**. could go |
| TASK 4: **Read the passage and write down five things that Jenny might wish for. Look at the example** | |
| - Have Ss do the exercise individually.  - Tell them to read the passage carefully and study the example, then write down their answers.  - Have Ss exchange their answers with a partner.  - Call on some Ss to read the sentences aloud. Other Ss comment.  - Confirm the correct answers as a class.  ***\* Teacher corrects for students as a whole class.*** | **Possible answers:**  **1.** Jenny wishes (that) she didn’t have to share the room with her sister.  **2.** Jenny wishes (that) she didn’t have to clean the room every day.  **3.** She wishes (that) her sister Jane didn’t lie in bed reading or playing computer games.  **4.** She wishes (that) her sister Jane didn’t put dirty clothes on her bed.  **5.** She wishes (that) she had her own room. |
| **ACTIVITY 3. PRODUCTION (8’)** | |
| **\* Objectives: To help Ss apply wish + past simple in a real situation by making sentences about themselves.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Tell your partner three wishes.** | |
| - Give them some time to work in pairs and exchange their wishes.  - T goes round giving help when and where necessary.  ***\* Teacher gives corrections and feedbacks.*** | *\* Suggested answer:*  1. I wish I had less homework every day.  2. I had my own room.  3. I wish my best friend and I could go around the world together. |
| EXTRA ACTIVITY:  Put Ss into groups of 5 - 6. Ask them to talk about what their family members wish.  Example:  *a) My mum wishes (that) she had a new dishwasher.*  *b) My little sister often wishes (that) she was a princess.*  Call on some Ss to say out loud their sentences. Correct their mistakes if necessary. | |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4: COMMUNICATION.  ============================================== | |

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| Date of planning: 04/11/2024  Date of teaching: 13/11/2024  Period 31: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 4: COMMUNICATION** |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”;

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences;

**b. Grammar:**

- Use the past continuous tense and wish + past simple;

- Know how to thank and respond;  
**2. Competence:**

- Know how to thank and respond.

- Talk how to keep traditions alive.

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Be ready and confident in real life conversation.

- 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** |
| - Ask some Ss to make sentences about themselves. Encourage them to talk about how their families keep their traditions alive.  - Introduce the objectives of the lesson: learning how to express thanks, respond to thanks, and practising talking about our traditions and how we keep them alive. | **\* Brainstorming** |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Thanking and responding**  **\* Objectives:**  **- To provide Ss with the two ways of thanking and responding;**  **- To help Ss practise thanking and responding.** | |
| **Teacher’s and Student’s activities** | **Content** |
| ACTIVITY 1: **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| - Introduce the vocabulary by:  + giving situation;  + giving an explanation  **-** T elicits the dialogues.  - Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts. Elicit the two ways of thanking and responding.  *.* | **\* New words:**  **1**. ancestor (n) /ˈæn.ses.tər/ tổ tiên  **2**. gratitude (n) /ˈɡræt.ɪ.tʃuːd/ lòng biết ơn  **1. Kate:** Thank you very much for showing us around Angkor Wat.  **Guide:** You’re welcome.  **2. Alice:** Thanks a lot for telling us about life in the countryside.  **Mi:** No problem. |
| ACTIVITY 2: **Work in pairs. Make similar conversations to express thanks and respond in the following situations.** | |
| - Ask Ss to read the instructions.  - Have Ss work in pairs, one asks the question, and the other gives the answer. Then they swap roles. | \* Suggested dialogues:  **1. You**: Thank you very much for showing me / us around the craft workshop.  **Village Head**: You’re welcome.  **2. You:** Thanks a lot for lending me your history book.  **Your friend**: No problem. |
| ***Transition from Everyday English to How our families keep traditions alive.***  - Ask Ss to tell one way that their families show thanks / gratitude to their ancestors.  Brainstorm with Ss the names of festivals / anniversaries / holidays / traditional foods of Viet Nam or of their area. Lead to the topic-based communication part. | |
| **ACTIVITY 2. How our families keep traditions alive** | |
| **\* Objectives:**  **- To give Ss some practice in reading for specific information.**  **- To provide Ss with some information about ways of keeping traditions alive**.  **- To help Ss practise asking and answering questions about how their family observes customs and traditions.** | |
| ACTIVITY 3: **Read the passage and complete the table.** | |
| - Tell Ss that they are going to read a passage about our traditions and ways of keeping them alive.  - Set a time limit for Ss to read the passage. Make sure they understand the main idea and the details, and offer explanations if needed.  - Ss work in pairs and do the task.  - Check their answers as a class. | ***\* Suggested answers:***   |  |  |  | | --- | --- | --- | | **Anniversaries** | **Festivals** | **Holiday** | | **1.** death anniversaries | **2.** Mid-Autumn Festival  **3.** new Harvest Festival | **4.** Tet  **5**. National holiday | |
| ACTIVITY 4: **Work in pairs. Ask and answer about how your family observes customs and traditions.** | |
| - Have Ss work in pairs. Tell them to study the examples. Tell them that they can refer back to the passage in 3 for their answers.  - T goes round the class to monitor.  - Correct Ss' mistakes only when it is really necessary. | **\* Key:**  ***Example:***  **A:** What festival(s) does your family celebrate every year?  **B:** We celebrate Hung Kings’ Temple Festival. |
| **ACTIVITY 3. PRODUCTION (8’)** | |
| **\* Objectives: To give Ss more practice in talking about what their families do to preserve their family traditions.** | |
| **Teacher’s and Student’s activities** | **Content** |
| ACTIVITY 5: **Work in groups. Give a short talk about one of the things in 4 that you and your family do to preserve traditions.** | |
| - Tell Ss to study the cues given first.  - Then Ss work in groups, taking turns to choose one of the things in 4 and talk about what their families do to preserve their family traditions, for example celebrating family members' birthdays.  - Encourage them to talk, and do not stop them when they make minor mistakes.  - Correct their pronunciation only when it prevents communication. | **\* Suggested answer:**  *We celebrate each family member's birthday every year. When someone's birthday is coming, all of us happily prepare for it. We buy presents for him / her, and we have a small party among our family members. We also help him / her do his / her housework. We do everything to make him / her happy on that day* |

**5. HOME WORK (2’)**

- Do more exercises in workbook.

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

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| Date of planning: 05/11/2024  Date of teaching: 14/11/2024  Period 32: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 5: SKILLS 1** |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”;

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences;

**b. Grammar:**

- Use the past continuous tense and wish + past simple;

- Know how to thank and respond;  
**2. Competence:**

- Develop communication skills and creativity

- Develop presentation skill

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Understand more about city problems and their solutions.

- Actively join in class 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** |
| – Ask some Ss what they know about interesting/ strange lifestyles/ ways of cooking in the UK. Elicit answers from Ss.  - Bring the map of the UK (the United Kingdom of Great Britain and Northern Ireland) and show England to Ss. Ask them what they know about the UK and England.  - Lead into the new lesson: Reading about a traditional dish of England and Speaking about the traditional Vietnamese traditional dishes.  - Introduce the objectives of the lesson. Write the objectives on the top-left corner of the board. | **x-7062-uk-counties-map-std-100cm-small-copy\* Brainstorming** |
| **ACTIVITY 1. READING (12’- 15’)** | | |
| **PRE-READING**  **\* Objectives:**  **- To activate Ss' knowledge of the topic of the reading text.**  **- To help Ss develop the skill of predicting the meaning of new words using context;**  **- To help Ss learn new vocabulary in the reading text.**  - **To help Ss develop their reading skill for details (scanning).** | | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Work in groups. Discuss the following questions**. | | |
| - Teacher introduces the vocabulary by providing the pictures and eliciting the definition of the words  - Teacher do the “Rub out and remember” checking technique.  - Have Ss work in groups. Encourage them to say what they know about England, English people, and their cuisine.  - Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they speak in English. | \*Vocabulary:  **1.** deep-rooted (adj) /ˌdiːp ˈruːtɪd/  lâu đời, ăn sâu bén rễ.  **2.** associated (adj) /əˈsəʊ.si.eɪ.tɪd/  liên kết  + England: one of the 4 parts of the UK (England, Scotland,  Wales, Northern Ireland)  + Capital: London + Population: over 56 million (2021)  + Area: 130,279 km2  + Official language: English  + National dishes: fish and chips, Sunday roast, full English breakfast, ...  + ... |
| **WHILE-READING** | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Read the text and write the underlined words in the box.** | | |
| - Have Ss read the text quickly and find the underlined words deep-rooted (adj), appeared (v), basic (adj), associated (adj).  - Tell them to use the contexts in which these words appear to predict their meaning, and then do the matching.  - Check the answers as a class. Confirm Ss' correct answers. For less able Ss, ask them to give the Vietnamese equivalents of the words. |  |
| TASK 3: **Read the text again and tick (√) T (True) or F (False) for each sentence.** | | |
| - Ask Ss to do the task individually. Tell them to read the text two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and decide whether it is true (T) or false (F).  - Ask Ss to work with a partner to discuss the answers.  - Explain the new words and clarify anything difficult.  - Call on some Ss to read the sentences aloud before the class. Check their pronunciation and intonation.  - Check the answers as a class.  - T may ask more questions to see if they understand the passage fully. | **\* Keys:**  **1.** T **2**. T **3**. F  **4**. F **5**. F **6**. T |
| **Transition from Reading to Speaking**  - Have Ss work in pairs to ask and answer the following questions:  **1.** *Do Vietnamese people feel proud of their traditions and customs?*  **2.** *Is Vietnamese cuisine famous? Do foreigners like it?*  **3***. What are some popular Vietnamese dishes?* | | |
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| **ACTIVITY 2: SPEAKING**  **\* Objectives:**  **- To remind Ss of a typical Vietnamese dish.**  **- To help Ss revise the vocabulary related to traditional dishes.**  **- To help Ss get to know and revise the names of some traditional Vietnamese dishes in English.** | | |
| **Teacher’s & Student’s activities** | **Content** |
| **PRE-SPEAKING**  TASK 4: **Work in pairs. Match 1 - 5 in column A with a - e in column B** | | |
| - Have Ss work in pairs to do the matching.  - T goes round to monitor and gives help when necessary.  - Call on some Ss to read the sentences aloud before the class.  - Check the answers as a class. | **\* *Keys:***   1. c **2**. e **3**. a   **4.** b **5**. d |
| **WHILE-SPEAKING**  TASK 5: **Work in groups. Match the Vietnamese dishes with their names in English.** | | |
| - To help Ss practise talking about a traditional Vietnamese dish.  - Have Ss work in groups and do the matching first.  - Allow some time for Ss to think about one traditional dish and prepare to talk about it.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to report to the class. T and other Ss listen and comment.  *\* Teacher gives corrections and feedback* | ***\* Keys:***   1. b **2**. c **3**.d   **4**. e **5**. a  ***Suggested answer:***  *Well… One of Vietnamese dishes that I like is Fried rice (Cơm rang). It’s a kind of popular street food. We can make and eat it every day, but I’d like to have it at the weekend. The main ingredients of this dish are cooked rice, meat or sausage and colourful vegetables chopped up into small pieces and mixed together. Then we fry the ingredients slowly with cooking oil and one or two eggs. When you fry the rice, you must stir it constantly with a wooden spoon.* |
| **POST-SPEAKING**  For a more able class, ask Ss to summarise the reading text in 50 – 70 words. T may give some clues:  - English cuisine …  - Fish and chips …  - The earliest fish and chip shop …  - Basic ingredients ………  - People sell it in many countries now  **\* Suggested answer:**  *English cuisine is one of the traditions that English people are proud to keep alive. Typical English cuisine, fish and chips, has developed for many centuries. The earliest fish and chip shop opened in London in the 1860s. The basic ingredients of the dish are fried fish served with chips. People sell fish and chips in many countries now.* | |
| **4. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6: A SKILLS \_2.  =============================================   |  |  | | --- | --- | | Date of planning: 05/11/2024  Date of teaching: 15/11/2024  Period 33: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 5: SKILLS 2** | | | |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”.

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences.

**b. Grammar:**

- Use the past continuous tense and wish + past simple.

**2. Competence:**

- Develop communication skills and creativity.

- Develop presentation skill.

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Be encouraged to express opinion about city life.

- Actively join in class 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** |
| - Ask Ss what they know about schools and school days in the past. Elicit answer from them. Tell them to recall what they remember from books, films, or other sources.  – Lead into the new lesson: Listening and Writing about old school days.  – Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | \* **Chatting:** |
| **ACTIVITY 1 (12’- 15’)** | |
| **PRE-LISTENING**  **\* Objectives:**  **- To activate Ss' vocabulary of life in the past.**  **- To help Ss practise listening for specific information.**  **- To help Ss practise listening for general and specific information (to** **choose the correct answers while listening to the recording).** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1: **Match each phrase with the right picture.** | |
| - Ss work in groups. Give them 2-3 minutes to think and do the matching. | |  | | --- | | ***\* Suggested answers:***  **1.** b **2**. a **3**. c | |
| **WHILE- LISTENING (15’)** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Listen to the talk between Thanh and his grandma and tick (√) the things you hear.** | |
| - Tell Ss that they are going to listen to a conversation about school days in the past.  - Play the recording. Tell Ss to listen carefully and pay attention to keywords - words that help them understand the ideas of the recording.  - Ss tick the correct answers as they listen. Check their answers | **\* *Answer key:***  1. three-month summer holiday …√…  2. lessons in the morning only …√…  3. a lot of extra lessons ……  4. walking barefoot …√…  5. chatting on mobile phones …… |
| **POST-LISTENING**  TASK 3: **Listen again and choose the correct answers.** | |
| - Have Ss read through the sentences and options first.  - Play the recording once or twice. Ask Ss to listen carefully and choose the correct answers.  - Play the recording once more for Ss to check their answers. | ***\* Answer key:***   1. B **2.** A **3**. A  **4**. C   **\* Audio-script (Teacher’s book)** |
| **Transition from Listening to Writing**  - Wrap up the Listening section by asking Ss the following questions:  *1. it right that Thanh's grandma had three months for summer holiday?*  *2. Did she have extra lessons then?*  *3. How did she go to school then?*  Check Ss' answers. Tell Ss that they are going to refer to these things to prepare for the writing section. | |
| **ACTIVITY 2. WRITING**  **\* Objectives:**  **- To help Ss practise asking and answering about school days in the past.**  **- To help them prepare for the writing task in 5.**  **- To help Ss write a paragraph about school days in the past.** | |
| **Teacher’s and Student’s activities** | **Content** |
| **PRE-WRITING**  TASK 4: **Work in pairs. Ask and answer about school days in the past.** | |
| - Have Ss work in pairs. Tell them to use the cues given to ask and answer about school days in the past.  - Tell them they can refer to the listening text for their answers. | **\* *Cues***  +school time *(When …)*  + study subjects *(What …)*  + leisure time activities *(What …)*  + summer holiday *(How long …)*  + means of transport to school *(How …)* |
| **WHILE-WRITING**  TASK 5: **Write a paragraph (100 - 120 words) about school days in the past.** | |
| - Tell Ss to use the ideas in 4 for their writing.  - Set a time limit for Ss to write the paragraph. Tell them to use the past tense, and pay attention to grammar, use of words, spelling, and punctuation.  - T may collect some Ss' papers and mark them, and later comment to the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework. | **\* Sample paragraph:**  *In the past, students had lessons in the morning only. In the afternoon, they stayed home and did other things to help their parents. At school, they learned subjects such as maths, language, history, physics, etc. but they did not have music and arts, or sciences. They did not have extra lessons. In their free time they played traditional games such as hide-and-seek, tug of war, skipping, and so on. Every day they went to school on foot. My grandmother told me that they walked barefoot all the time, as they did not have shoes or sandals. They were lucky in that they had a long summer holiday – about three months!* |
| EXTRA ACTIVITY  -To help Ss improve their listening and writing skills (and spelling and other things as well), T may give them dictation practice.  - Prepare a recording of about 30 - 50 words (3-4 sentences), or use the recording in the listening above.  - Play the recording, pausing after each sentence (or clause for longer sentences), and have Ss write down what they hear. In weaker classes, provide some prompts from longer sentences on the board. | |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7: LOOKING BACK.  ============================================================= | |

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| Date of planning: 05/11/2024  Date of teaching:  Period 34: | **UNIT 4: REMEMBERING THE PAST**  **Lesson 7: LOOKING BACK & PROJECT** |

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

**a. Vocabulary:**

- Use the words related to the topic “Remembering the past”.

- Pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences.

**b. Grammar:**

- Use the past continuous tense and wish + past simple.

- Know how to thank and respond.  
**2. Competence:**

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

**3. Qualities:**

- Be encouraged to attend school activities.

- Actively participate in community services.

- 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 4 as possible in 2 minutes.  - The group having more correct answers is the winner. | **\* Brainstorming**  ***+ Suggested answers:***  ancestor, structure, heritage, … |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  **- To help Ss revise the words and collocations they have learnt in the unit.**  - To help Ss revise and use the vocabulary they have learnt in sentences. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer A, B, C, or D**. | |
| + Ask Ss to do this task individually by choosing the correct answer to each of the questions. T corrects their mistakes.  T goes round, monitors the class, and gives support if necessary. | **- T\_Ss**  \****Answer key:***   1. A **2**. B   **3**. B **4**. D  **5**. C |
| TASK 2**: Finish the sentence by completing each blank with a word. The first letter of each word is given.** | |
| - Have Ss study the sentences first. Tell them to pay attention to the gaps with given letters.  - Tell Ss to write the answers in their notebooks.  - Ask some of them to read the whole sentences aloud. T corrects their mistakes and pronunciation if necessary. | **\* *Answer key:***   1. worshiping  **2**. deep-rooted   **3**. heritage  **4**. generation  **5**. ingredients |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives: To help Ss revise the past continuous.** | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3**: Put the verb in brackets in the past continuous to complete each sentence.** | |
| -T may have Ss review the adverb phrases and the past continuous before they do the task.  Have Ss work independently or in pairs to do the task.  -Ss then write their answers in their notebooks.  T makes corrections and calls on some Ss to read the sentences aloud | \* ***Answer key:***  1. was shining  2. were building  3. weren’t studying/ were chatting  4. Were they still waiting  5. was thinking |
| TASK 4**: Rewrite the following sentences, using wish**. | |
| - Allow Ss some time to do the task individually and rewrite the sentences in their notebooks.  - Then ask Ss to compare their answers in pairs.  - T may call on some Ss to write their answers on the board, other Ss give comments, and T checks as a class. | **\* *Answer key:***  **1.** She wishes (that) she had an Iphone.  **2**. I wish I had three-month summer holiday as my grandma did.  **3.** I wish (that) my parents let me make my own decisions.  **4**. Mike wishes (that) he could play musical instruments.  **5**. I wish (that) my dad was not very busy, and (that) he had more time with me. |
| **ACTIVITY 3: PROJECT (8’-12’)** | |
| **\* Objectives:**  **- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation**. | |
| - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of the poster about life in their neighbourhood 40 years ago.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  - Give Ss checklists for peer and self-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 after completing their presentation. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and feedback after each presentation.! can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **FEEDBACK FORM FOR POSTER PRESENTATIONS.** *(See Teacher’s book)* | |
| **5. HOME WORK (2’)**  - Do more exercises in workbook.  - Prepare new lesson: Unit 5: Getting started  ============================================== | |