#  Planning date: 05/09/2024

# UNIT 1: LOCAL COMMUNITY

## Lesson 1: Getting started – I really love where I live now.

**A. OBJECTIVES**

By the end of this lesson, Students will be able to:

### Knowledge

* Gain an overview about the topic *Local community;*
* Gain vocabulary to talk about community;

### Competences

* Develop communication skills;
* Be collaborative and supportive in pair work and team work.

### Qualities

* Be friendlier and willing to help the local community;
* Actively participate in community services;
* Develop self-study skills.

## B. TEACHING AIDS

* Grade 9 textbook, Unit 1, Getting started
* Computer connected to the Internet
* Projector / TV
* *hoclieu.vn*

## C. PROCEDURE

**\* Warm - up** Brainstorming

* Teacher divides the class into 2 teams.
* Teacher asks students to close the books, shows a picture of a neighbourhood and asks them to write down as many things they can see in the picture in 1 minute.
* The team who has more correct answers is the winner.
* Teacher sets the context for the listening and reading text: Write the title on the board I really love where I live now.

***Questions:***

What can you see in this neighbourhood?

***Suggested answers:***

* cinema
* buildings

 - …

**I. Pre-reading:**

**1. New words:**

- suburb (n)

- facilities (n)

* Teacher checks students’ pronunciation and gives feedback.

**2. Listen and read:**

- Ask Ss to look at the pictures on pages 8 – 9 and answer the questions below:

**Questions:**

1. *What do you see in each picture?*
2. *What would life in the place in the pictures be like?*
* Elicit answers from Ss.
* Introduce the two characters: Mi and Ann. Explain that they are friends, and they meet each other after a long time.
* Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading.
* Invite some pairs of Ss to read the conversation aloud.
* Have Ss say the words in the text that they think are related to the topic Local community.

**II. While-reading:**

**1. Read the conversation again. Fill in each blank with no more than two words from the conversation.**

* Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information they can find in the conversation.
* Teacher has a student pair compare before checking with the whole class.
* Teacher calls some students to give the answers.

***Answer key:***

1. last month
2. fewer people
3. craft village
4. neighbours
5. useful advice

**2. Match each word or phrase with its definition.**

* Ask Ss to read the words and phrases in the first column and locate them in the dialogue.
* Ask them to read around each word or phrase to guess its meaning. For example, Ss can guess the meaning of ‘suburb’ by reading the sentence where the word appears in line 4 of the dialogue. Model the skill with this word.

***Answer key:***

1. d
2. e
3. a
4. c
5. b
* Have Ss work individually to match the words and phrases with their definitions.
* Have them compare their answers with a partner.
* Invite some Ss to share their answers.
* Confirm the correct answers.
* Have Ss practise saying the words and phrases.

**3. Complete each sentence with a word or phrase from 3.**

* - Have Ss work in pairs and fill in each blank with a word or phrase from 3.
* Ask for Ss’ answers and confirm the correct ones.
* For a more able class, have Ss work in groups. Each group make sentences with the words/phrases.
* Then they read aloud these sentences.
* Teacher checks students’ answers and gives feedback.

***Answer key:***

1. suburb
2. get on … with
3. facilities
4. remind … of
5. community

**III. Post – reading: Quizzes**

 **What is the place? Do the following quiz.**

* Set time (3-5 minutes) for Ss to do the quiz in pairs.
* - Invite some Ss to share their answers with the class. Confirm the correct answers.
* Ask Ss to work in groups and brainstorm all the places of interest in a community that they know.
* After 3 minutes, they are invited to share their answers with the whole class. The group with the most correct answers wins.
* Teacher and other students listen to the answers and comment.

***Answer key:***

1. stadium
2. hospital
3. playground
4. school
5. museum

**IV. Wrap up:**

* T consolidates the knowledge of the lesson.

**V. Homework:**

- Do exercises in the workbook.

* Start preparing for the Project of the unit:
* Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about their
* community. Students will show and present in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)
* Explain the project requirements: In groups, Ss will interview some Ss from their class or from other classes about the changes they want to make in their community, using the questions provided. They then analyse the answers from their friends and report the findings to their class. They can use a poster or PowerPoint slides to present their findings. In this case, their slides or posters should include a mixture of text and tables, graphs, or pictures so that T and other classmates can easily follow and understand their findings.
* Show them how to collect and analyse the answers. Here are the steps T can follow:

**Step 1.** Have Ss answer the questions about their community:

1. *Where do you live?*
2. *What is good about your community?*
3. *What is not good about your community?*
4. *What changes do you want to make to improve your community?*
* Invite about three Ss to answer the questions. Draw a table on the board to record their answers. This way you are teaching them how to record the answers in a survey. The table should look like the one on page 17 in Student’s book.

Then model how to report the findings to the questions. Say, I have just asked three students about their community. Here are the findings. Two students live in or near the city centre. One student lives far from the centre …

**Step 2.** Ask Ss to look at the four questions in the book. Check if they understand the questions. Instruct them to create a table to record their classmates’ answers. Tell groups that each group member can ask two classmates or two students from other classes, so each group can ask about 10 students, using the table they have created.

**Step 3.** When they finish asking, they can organise the information they get in the table below.

**Step 4.** Groups of Ss prepare short reports about the findings. Have them read the questions on page 17 and follow these guiding questions to prepare the report