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| **Week: 1**  **Period: 2** | **Date of planning** **:** 28/8/ 2025  **Date of teaching: ………/2025** |

**UNIT 1: LOCAL COMMUNITY**

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

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Local community;*

- Gain vocabulary to talk about community;

**2. Competences**

**General competences**

Students use English to express ideas about their local community, including people, places, and community activities

Students work in pairs or groups to share information about their local community and contribute ideas in discussions

**Specific competences**

Use polite language and culturally appropriate expressions when talking about helping others or discussing social issues

Understand and organize information to talk or write about their local community, using linking words and appropriate structure

**3. Qualities**

- Be friendlier and willing to help the local community;

- Actively participate in community services;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Brainstorming

**c. Expected outcomes:**

**-** Students can answer some questions of the teacher about community services.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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*.  **-** T checks ss’ answers and gives feedback. | ***Questions:***  What can you see in this neighbourhood?  ***Suggested answers:***   * cinema * buildings * … |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary;

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about community services.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.  - Teacher checks students’ pronunciation and gives feedback. | **New words:**  1. suburb (n)  2. facilities (n) |

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help Ss understand the conversation.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again. Fill in each blank with no more than TWO words from the conversation.

- Task 3: Match each word or phrase with its definition.

- Task 4: Complete each sentence with a word or phrase from **3**.

- Task 5: Quiz

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** | |
| - Ask Ss to look at the pictures on pages 8 – 9 and answer the  questions below:  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*.  Quickly write the words on one part of the board. Comment on Ss’ answers. | **Questions:**  *1. What do you see in each picture?*  *2. What would life in the place in the pictures be like?*  The dialogue on page 8 |
| **Task 2: 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 |
| **Task 3: 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.  - 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. | ***Answer key:***  1. d  2. e  3. a  4. c  5. b |
| **Task 4: 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 |

**4. ACTIVITY 3: PRODUCTION** (8 mins)

**a. Objectives:**

- To introduce to Ss some places of interest in a community.

**b. Content:**

- Task 5: What is the place? Do the following quiz.

**c. Expected outcomes:**

- Students know some places of interest in a community.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 5: 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. | - Students work in pairs to do the quiz.  - Students work in groups of three or four to follow the teacher's instruction.  - Students may ask the teacher if they don’t know the names of the items.  - Students share their answers with the whole class. | 1. stadium  2. hospital  3. playground  4. school  5. museum |

**5. CONSOLIDATION (2mins)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

**Week 1 Date of planning: 28/08/2025**

**Period 3 Date of teaching: ……../2025**

**UNIT 1: LOCAL COMMUNITY**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *Local community;*

- Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;

- Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences**

**General competences**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

Students apply language knowledge (vocabulary, pronunciation, grammar) to create sentences or situations related to the local community, showing initiative and creativity

**Specific competences**

Construct short spoken and written texts using target vocabulary, correct pronunciation, and grammar structures related to the topic “Local community”.

Use communication strategies such as repetition, asking for clarification, and using gestures or context when struggling with pronunciation or grammar during communication.

**3. Personal qualities**

- Be friendlier and willing to help their community;

- Actively participate in community services;

- Develop self-study skills.

**\*Disabled Ss** : - Use the lexical items related to the topic *Local community;*

- Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;

- Use question words before *to*-infinitives and some phrasal verbs.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

– To create an active atmosphere in the class before the lesson.

– To lead into the new lesson.

**b. Content:**

**-** Game: Hot seat

**c. Expected outcomes:**

**-** Students can recall some phrases about occupations.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Game: Hot seat**  - Teacher divides students into 2 teams. Each team has a member standing against the board.  - Teacher shows pictures of some community helpers one by one and other members use body language to let their team members guess the names of the jobs.  - The team with the most correct answers in the fastest time is the winner. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Answer key:***  1. policeman  2. doctor  3. teacher  4. firefighter  5. baker |

**2. ACTIVITY 1: VOCABULARY** (15 mins)

**a. Objectives:**

- To provide students with vocabulary;

- To revise / introduce the names of the community helpers with their responsibilities.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the community helpers with their responsibilities.

- Task 2: Write a word or phrase in the box under the correct picture.

- Task 3: Fill in each blank with a word or phrase from the box.

**c. Expected outcomes:**

**-** Students can identify some new words about the community helpers with their responsibilities.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Vocabulary pre-teaching** | | |
| - Teacher introduces the vocabulary by:  + showing pictures illustrating the word.  1. garbage collector [picture]  2. artisan [picture] | - Students guess the meaning of words. | **New words:**  1. garbage collector (n)  2. artisan (n) |
| **Task 1: Match the community helpers with their responsibilities.** | | |
| - Of the five words in this task, Ss may know the two words “police officer” and “firefighter”, so T may focus on presenting the other three words.  - 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).  - After presenting all the words, ask Ss what each community helper does. Encourage them to give answers.  - Have Ss read the words/phrases in the first column and match them with the responsibilities in the second column. Remind them to pay attention to the keywords in each statement (a – e).  - Have Ss work in pairs to compare their answers before giving T the answers.  - Check and confirm the correct answers. Then ask Ss to share what other community helpers they know of and their responsibilities.  - Take this opportunity to quickly explain the meaning of some words/phrases like *put in, put out, obey the laws, solve crimes*, ...  - For a more able class, have Ss make complete sentences to describe the responsibilities of the community helpers. | - Students listen and follow the teachers’ instructions. | 1. c  2. e  3. a  4. b  5. d  *\** ***Some other community helpers:*** *postman, doctor, nurse, vet, tailor, chef, barber...* |
| **Task 2: Write a word or phrase in the box under the correct picture.** | | |
| - Show each picture on the slide or ask Ss to look at each picture and say what they see.  - Elicit the words/phrases from Ss.  - Have Ss write the word/phrase under each picture individually.  - Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.  - Ask Ss to make sentences with some of the words and phrases they have learnt. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make sentences with the words/phrases. The fastest group with the most correct sentences wins. Other groups listen and comment. | - Students work in pairs and do the task.  - Students share and check their answers in pairs.  - Students make sentences and share with the class. | ***Answer key:***  1. tourist attraction  2. pottery  3. artisan  4. speciality  5. handicraft |
| **Task 3: Fill in each blank with a word or phrase from the box.** | | |
| - Ask Ss to quickly read the words/phrases and the given sentences.  - Have them do the exercise individually and then compare their answers with another student.  - Check the answers as a class and confirm the correct ones. | - Students do the task independently, then share the answers and discuss as a class. | ***Answer key:***  1. artisans  2. electrician  3. speciality  4. garbage collector  5. handicrafts |

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;

- Use questions word before *to*-infinitives and some phrasal verbs.

**b. Content:**

- Task 4: Listen and number the words you hear. Then listen again and repeat.

- Task 5: Listen and practise the sentences. Underline the bold words with /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.

**c. Expected outcomes:**

- Students can pronounce the /æ/, /ɑ:/, and /e/ sounds in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 4: Listen and number the words you hear. Then listen again and repeat.** | | |
| - Ask Ss to say out loud some words they know that contain these vowels.  - Have some Ss read out the words first. Then play the recording once or twice for them to listen and number the words they hear. Play the recording again for Ss to repeat the words.  - Ask Ss to work in pairs to practise saying the words and compare their answers. Check the answers with the class and confirm the correct ones.  - Have Ss say which of these three vowels each word contains. | - Students watch a video about how to pronounce the three sounds.  - Students give some words containing the sounds.  - Students listen to the recording and number the words they hear.  - Students work in pairs to practise saying the words. | ***Suggested answers:***  1. chart (/ɑ:/)  2. merry (/e/)  3. pack (/æ/)  4. cattle (/æ/)  5. park (/ɑ:/)  6. chat (/æ/)  7. kettle (/e/)  8. marry (/æ/) |
| **Task 5: Listen and practise the sentences. Underline the bold words with /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.** | | |
| - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.  **EXTRA ACTIVITY**  Have Ss work in pairs. Ask them to write a word which has the sound /æ/, /ɑ:/, or /e/ to complete each  of the following minimal pairs:  1. bag \_\_\_\_\_\_ 2. hat \_\_\_\_\_\_ 3. land \_\_\_\_\_\_ 4. gas \_\_\_\_\_\_  5. bark \_\_\_\_\_\_ 6. harm \_\_\_\_\_\_ 7. park \_\_\_\_\_\_ 8. cat \_\_\_\_\_\_ | - Students discuss and find the words containing the sounds.  - Students listen to the recording and do the activity.  - Students check their answers and repeat the sentences. | ***Answer key:***  /æ/: thanks, grandmother, that, bamboo, relax  /ɑ:/ garbage, artist, park  /e/: bread, beds  ***Suggested answers:***  1. beg 2. heart 3. lend 4. guess  5. back 6. ham 7. pack 8. cart |

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

Teacher asks Ss to retell the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

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| **Week: 2**  **Period: 4** | **Date of planning** **:** 28/08/2025  **Date of teaching: ……../2025** |

**UNIT 1: LOCAL COMMUNITY**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences**

**General competences**

Students work in pairs/groups to complete grammar exercises, ask/answer questions, and support one another in using new structures accurately.

Students use language creatively to solve communicative tasks (e.g., planning a community project using phrasal verbs and question + to-infinitive forms)

**Specific competences**

Use appropriate and polite forms when asking or giving suggestions with question words and phrasal verbs (e.g., Can you tell me how to...).

Apply strategies such as substitution, paraphrasing, and asking for clarification when unsure how to use phrasal verbs or grammar structures.

**3. Personal qualities**

- Exchange personal information with friends and be friendly at school;

- Develop self-study skills;

Students take responsibility for using English accurately and helping peers in group activities

Students listen to others’ opinions in pair/group work and support one another's learning respectfully.

**\*Disabled Ss** :- Use question words before *to*-infinitives and some phrasal verbs

**II. MATERIALS**

- Grade 9 textbook, Unit 1, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

– To create an active atmosphere in the class before the lesson;

– To lead into the new lesson.

**b. Content:**

**-** Brainstorming

**c. Expected outcomes:**

- Students can answer teacher’s questions.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Brainstorming**  - Ask Ss the question: *What do you do when you don’t know how to get to a place in your neighbourhood?* Write the question on the board.  - Invite some Ss to answer the question. Quickly write some of their answers on the board.  - Draw Ss’ attention to the question on the board. Underline *don’t know how to get to*.  Tell them that today they are going to learn some questions words before *to*-infinitives and some phrasal verbs.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Students answer the teacher's questions. | ***Answer key:***  Students’ answers |

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To help students get to know about Question words before *to*-infinitives.

**b. Content:**

**-** Grammar explanation

**c. Expected outcomes:**

- Students identify the structures and when to use Question words before *to*-infinitives.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Question words before *to*-infinitives** | | |
| - Have Ss read the two examples in the **Remember!** box and pay attention to the bold words.  -Then tell them to read the information in the box.  - Check their understanding by asking some questions:  + *What are the question words we can use before to-infinitives?*  *+ What does this grammatical structure express?*  *+ What are the verbs we can use?*  - Ask Ss to give some more examples. Comment on their examples. | - Students read the **Remember!** box carefully and listen to the teacher.  - Students make some sentences using the Question words before *to*-infinitives. | – We use a question word such as *who, what, where, when*, or *how* before a *to*-infinitive to express an indirect question about what we should do.  – We often use a verb such as *ask, wonder, (not) decide, (not) tell,* or *(not) know* before the question word + *to*-infinitive.  ***Example:***  We don’t know what to do to help the community.  She asked how to get to the nearest shopping mall. |
| **Phrasal verbs** | | |
| - Write these sentences, which are taken from the dialogue in **Getting Started**, on the board:  *I think we will get on with them.*  *That reminds me of the time our family moved to Viet Nam*.  - Ask them about the meaning of each phrasal verb (they learnt the meaning of these verbs in the **Getting Started** lesson). Tell them that these are examples of phrasal verbs.  - Have Ss read the information in the grammar box. Ask them to call out any phrasal verbs they know and write them on the board. Have them explain the meaning of these verbs. | - Students read the examples carefully.  - Ss read the information in the grammar box. They call out any phrasal verbs they know. |  |

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help Ss practise Question words before *to*-infinitives and some phrasal verbs.

**b. Content:**

- Task 1: Fill in each blank with a suitable question word.

- Task 2: Rewrite the sentences using question words + *to*-infinitives.

- Task 3: Match each phrasal verb with its meaning.

- Task 4: Complete each sentence using the correct form of a phrasal verb in **3**.

- Task 5: Find someone who … Ask as many friends as you can the following questions. Then write their names in the table if they say “yes”.

**c. Expected outcomes:**

- Students understand how to use Question words before *to*-infinitives and some phrasal verbs.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1: Fill in each blank with a suitable question word.** | | |
| - Ask Ss to read the first sentence and think of the question word to fill in the gap. Invite Ss to give their answers. Confirm the correct one.  - Have Ss do the exercise individually and then check their answer with a classmate.  - Invite some Ss to share their answers. Confirm the correct answers. | - Students work independently to do the task.  - Students exchange the answers in pairs before checking with the class. | ***Answer key:***  1. how  2. where  3. what  4. when  5. who |
| **Task 2: Rewrite the sentences using question words + *to*-infinitives.** | | |
| - Model the way to do the exercise with the first sentence. Explain to Ss that they only need to replace the subject ‘I’ and the modal ‘can’ with ‘to’.  *1. I don’t know how I can get to the swimming pool. -> I don’t know how to get to the swimming pool.*  - Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board. Ask other Ss to comment on their answers. Confirm the correct ones. | - Students work independently to do the task.  - Students come to the board to write the answers. | ***Answer key:***  1. I don’t know how to get to the swimming pool.  2. They are wondering where to buy traditional handicrafts.  3. She asked what to give to her new neighbour at his house-warming party.  4. I can’t decide who to ask for advice.  5. Could you tell me when to pay the water bill? |
| **Task 3: Match each phrasal verb with its meaning.** | | |
| - Have Ss do this exercise individually and then compare the answers with another classmate. Remind Ss that they can guess the meaning of each phrasal verb based on the meaning of the main verb.  - Check the answers with the whole class. Confirm the correct ones. | - Students work independently to do the task.  - Students come to the board to write the answers. | ***Answer key:***  1. b, 2. d, 3. e, 4. c, 5. a |
| **Task 4: Complete each sentence using the correct form of a phrasal verb in 3.** | | |
| - Have Ss work in pairs to do the exercise. Remind them to use the correct form of a phrasal verb in **3**.  - Invite some pairs to share their answers. Confirm the correct answers. | - Students work independently to do the task.  - Students exchange textbooks to check their friends’ answers. | ***Answer key:***  1. came back  2. hand down  3. find out  4. takes care of  5. looking around |
| **Task 5: Find someone who … Ask as many friends as you can the following questions. Then write their names in the table if they say “yes”.** | | |
| - For this game, have Ss walk around the room and try to find classmates who answer *Yes* to each question on their game card. Explain to them that each question has a phrasal verb in it. The winner is the student who fills in their game card first.  - Set a time limit of about 5-7 minutes. After this time, if Ss are stuck, the winner is the student with the most names on his/her game card.  **EXTRA ACTIVITY**  If there is some time left, have Ss do the following exercise:  Choose the correct answer A, B, C, or D.  1. It’s so smoky in here. I’m just \_\_\_\_\_\_ for some fresh air.  A. passing down B. going out C. coming back D. finding out  2. I came back to my home town to \_\_\_\_\_\_ more about my grandparents.  A. hand down B. look around C. find out D. go out  3. My brother is overweight. He’s \_\_\_\_\_\_ fatty foods.  A. finding out B. taking care of C. running out of D. cutting down on  4. I liked the village immediately because it \_\_\_\_\_\_ me \_\_\_\_\_\_ my home village.  A. reminded ... of B. came ... back C. went ... out D. found ... out  5. How are you \_\_\_\_\_\_ with your classmates?  A. taking care B. getting on C. running out D. looking around | - Students do the task in pairs.  - Students work in 2 teams and play a game. | ***Answer key:***  Students’ answers  ***Answer key:***  1. B 2. C 3. D 4. A 5. B |

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences using phrasal verbs.

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| **Week: 2**  **Period: 5** | **Date of planning** **:28/08/2025**  **Date of teaching: ………/2025** |

**UNIT 1: LOCAL COMMUNITY**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know how to seek for help and respond;

- Know some places of interest.

**2. Competences**

**General competences**

Students work effectively in pairs or groups to practice dialogues, role-plays, and complete tasks related to local community and helping situations.

Students creatively engage in role-plays, scenarios, and discussions to find solutions or give suggestions when someone needs help

**Specific competences**

Use culturally appropriate and polite language when asking for help and responding.

Understand social norms around offering assistance and describing public places.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Actively join in class activities.

Students respond truthfully in communication practice and discussions about their local area.

**\*Disabled Ss**:- Know how to seek for help and respond;

- Know some places of interest.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To review some phrasal verbs.

**b. Content:**

**-** Phrasal verbs revision

**c. Expected outcomes:**

- Students can use what they have learnt in the previous lesson to find out some phrasal verbs.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Game: Phrasal verbs revision**  - Teacher divides the class into 2 teams.  - Teacher shows pictures (*PPT slides)* of phrasal verbs, asks students to name them.  - The team that gives more correct names is the winner. | - Students work in 2 teams and follow the teacher's instruction to play the game. | ***Answer key:***  1. find out  2. take care of / look after  3. come back  4. look for  5. take off  6. get over |

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce how to seek for help and respond;

- To help Ss practise how to seek for help and respond.

**b. Content:**

**-** Task 1: Listen and read the conversations. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Ask for help and respond in the following situations.

**c. Expected outcomes:**

- Students can use the structures to seek for help and respond.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** | | |
| - Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to seek help and respond.  - Write the structures used to ask for help on the board:  + *Do you mind + V-ing?*  + *Could you …?*  - Instruct them how to respond appropriately.  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  - For a more able class, introduce some other ways to ask for help in English:  *+ Could you help me ...?*  *+ Could you give me a hand with ...?*  *+ Would you ... please?* | - Students listen to the dialogue.  - Some students share their opinions to the class. | ***Audio script:*** |
| **Task 2: Work in pairs. Ask for help and respond in the following situations.** | | |
| - Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  - For a less able class, model the first situation with a good student.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  - For more able classes, encourage Ss to use different ways to ask for help and respond. | - Students work in pairs to do the activity.  - Students practise in front of the class. | **Suggested answers:**  1. Do you mind lending me your pen?  - Not at all. Here you are.  2. Could you tell the name of the new garbage collector?  - Sure. His name’s Nam.  3. Could you tell me where to buy the best fruits and vegetables in our area?  - Sure. There’s a shop in Le Lai Street. |
| **Transition from *Everyday English* to *Places of interest***  – Ask Ss how they can ask their friend to show them where a place of interest is (e.g. the most beautiful  park in town). Invite Ss to share their answers.  – Ask Ss what places of interest they know. Ss may mention: park, cinema, café, … Tell Ss they are going to read what two students share about their favourite places of interest | - Listen and follow the instruction. |  |

**3. ACTIVITY 2: ﻿PLACES OF INTEREST** (20 mins)

**a. Objectives:**

- To introduce some famous places of interest.

**b. Content:**

- Task 3: Do you know the place in each picture?

- Task 4: Listen to Binh and Mira talking about a place of interest in their community. Fill in each blank with no more than TWO words and / or a number.

- Task 5: Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.

**c. Expected outcomes:**

- Students get some information about some famous places of interest.

- Students can ask and answer questions about famous places of interest.

**d. Organisation**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | | **CONTENTS** |
| **Task 3: Do you know the place in each picture?** | | | |
| - Ask Ss to look at each picture and say if they know anything about the place. Elicit answers and confirm the correct ones. If time allows, ask them in what city each place of interest is located and if they know any other places of interest in that city.  - Elicit answers from Ss. Provide Ss with some places of interest in each city. | | - Students look at the pictures and answer the questions and add more places to the list. | ***Suggested answer:***  - Picture 1: Nguyen Hue Pedestrian Street (Phố đi bộ Nguyễn Huệ) is in Ho Chi Minh City. Other places of interest in the city: Central Post Office (Bưu điện trung tâm), the Notre-Dame Cathedral (Nhà thờ Đức Bà), Independence Palace (Dinh Độc Lập), War Remnant Museum (Bảo tàng chứng tích chiến tranh), Ben Thanh Market (Chợ Bến Thành), etc.  - Picture 2: Sydney Opera House is in Sydney, Australia. Some other places of interest in the city: Sydney Harbour Bridge, Taronga Zoo, Sydney Tower Eye, Darling Harbour, Sydey Aquarium, Royal Botanic Garden, etc. |
| **Task 4: Listen to Binh and Mira talking about a place of interest in their community. Fill in each blank with no more than TWO words and / or a number.** (7 mins) | | | |
| - Tell Ss that they are going to listen to a student from Ho Chi Minh City and the other from Sydney talking about a place of interest in their community and what they do there.  - Have them look at the table of information and ask them to read it through quickly.  - Play the recording for Ss to listen and fill in each blank with no more than two words.  - Ask Ss to work in pairs to compare their answers.  - Invite some pairs to share their answers. Confirm the correct ones. | - Students look at the table of information and read it through quickly.  - Students listen and fill in the table.  - Students work in pairs to compare their answers.  - Some pairs of students share their answers. | | ***Audio script:***  *Binh, from Ho Chi Minh City, Viet Nam*  *My favourite place of interest is Nguyen Hue Pedestrian Street. It’s in the centre of the city and only a kilometre from our house, so we walk there every weekend. It’s used for pedestrians only and is very*  *popular especially at weekends and during Tet. My sister and I enjoy the music that street bands play and look for our favourite books while our parents look around.*    *Mira, from Sydney, Australia*  *Of all the attractions in Sydney, I love the Opera House the most. It’s one of the most famous performing arts centres in the world. Our family goes there twice a month because it’s about*  *5 kilometres from our house. My brother and I are fond of running up and down the stairs and feeding the seagulls. Our parents love having a drink and talking to each other.*  ***Key:***  1. one / 1  2. weekend  3. favourite books  4. five / 5  5. feeding  6. a drink |
| **Task 5: Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.** | | | |
| - Before having Ss do the activity, ask them the following questions:  *+ What is Mira’s favourite place of interest?*  *+ How far is it from her house?*  *+ How often does she go to that place?*  *+ What does she do there?*  - Have Ss work in pairs to ask and answer the four questions in the book. Have Ss in each pair note down their friends’ answers.  - Ask some Ss to report their partner’s answers to the class.  - Comment on Ss’ answers.  **EXTRA ACTIVITY**  – Have Ss work in groups. Ask them to discuss the following situation:  You have an Australian friend. Her family is going to our city / town / village. What place will you suggest  her family should visit? Why?  – Give groups 5 – 7 minutes to discuss and then present their answers to the class. | - Students work in pairs, take note and report. | | ***Suggested answer:***  Lan’s favourite place of interest is Tao Dan Park. It’s only one kilometre from her house, so she goes there every weekend with her mother and sister. There they walk, do some exercises and enjoy the fresh air. Sometimes they also cycle around the park. |
| **Transition from *Reading* to *Speaking***  Have Ss choose one of the two products and answer these five questions:  *1. What speciality is it?*  *2. What do people make it from?*  *3. Do people make it in the traditional way?*  *4. What can people do with it?*  *5. Is it well-known in only your country or in the world?*  This short activity is a transition to the Speaking part and serves as an example for Activity **4**. | Students listen and answer the questions. | |  |

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

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| **Week: 2**  **Period: 6** | **Date of planning** **:** 28/08/2025  **Date of teaching: ………/2025** |

**UNIT 1: LOCAL COMMUNITY**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for specific information about special products in some areas;

- Give a short presentation about a specialty.

**2. Competences**

**General competences**

Students work with classmates to discuss, compare, and share ideas about regional specialties

Students use language creatively to describe special products and design short, engaging presentations.

Specific competences

Organize ideas logically and clearly when giving a short presentation about a specialty.

Use suitable expressions and register when presenting to others, including polite introduction and conclusion.

Understand cultural value of specialties and show respect when describing traditions or products from different regions.

**3. Personal qualities**

- Understand more about special products in Viet Nam and England;

- Actively join in class activities.

Students appreciate cultural values of local specialties and respect contributions from peers during presentations.

**\*Disabled Ss:** - Read for specific information about special products in some areas;

- Give a short presentation about a speciality

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students gain knowledge about Bat Trang Pottery Village.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Game: Video watching**  - Teacher prepares a video of Bat Trang Pottery Village.  - Students watch and tell the teacher the name of the craft village.  - Ask them to share any information they know about the village (location, special products, ...).  - Teacher asks Ss to give out more craft villages they know in Viet Nam. | - Students follow the teacher's instruction. | ***Suggested questions:***  Bat Trang Pottery Village  ***More craft villages:***  Vong Village  Tho Xuong Village  Dong Ho Village  … |

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To activate Ss’ knowledge of the topic of the reading text;

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Task 1: Work in pairs. Answer the questions.

- Vocabulary teaching

- Task 2: Read the brochure introducing different places with special products. Match each highlighted word with its definition.

- Task 3: Read the brochure again. Decide which place each detail below belongs to.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1: Work in pairs. Answer the questions.** | | |
| - Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss to answer the questions in the book:  *1. What can you see in each picture?*  *2. Do you know any place(s) which makes the thing(s) in the pictures?*  - Tell Ss that they are going to read a text about two traditional villages, one in Viet Nam (Vong Village) and the other in England (Denby). | - Students look at the pictures shown on screen and answer the questions.  - Students do the task and explain their answers. | ***Suggested answers:***  Picture a: *com* (young sticky rice)- Vong Village, Ha Noi (another place which makes *com*: Tu Le Commune in Yen Bai Province)  Picture b: pottery – Denby, England (in Viet Nam there are some pottery villages like Bat Trang and Phu Lang) |
| **Vocabulary teaching** | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  1. preserve (v)  2. fragrance (n) |
| **Task 2: Read the brochure introducing different places with special products. Match each highlighted word with its definition.** | | |
| - Tell Ss what they are going to do. Ask Ss to read around the highlighted words in the text to roughly undertand the meaning of each word, and then match each word with its definition.  - Have Ss check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | - Students apply scanning techniques to do the task independently.  - Students pair up to check their answers and then check with the class. | ***Answer key:***  1. b  2. c  3. e  4. a  5. d |
| **Task 3: Read the brochure again. Decide which place each detail below belongs to.** | | |
| - Ask Ss what they are going to do.  - Have Ss share how to do this exercise. If necessary, briefly tell them the steps: Read each sentence, underline the keywords in each sentence, locate the keywords in the text and decide which place the information belongs to. Ask Ss to repeat the steps if necessary.  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers. | - Students work independently to find the keywords.  - Students work in pairs to find the answers. | ***Answer key:***  Vong: 2, 3, 5  Denby: 1, 3, 4 |
| **Transition from *Reading* to *Speaking***  Have Ss choose one of the two products and answer these five questions:  *1. What speciality is it?*  *2. What do people make it from?*  *3. Do people make it in the traditional way?*  *4. What can people do with it?*  *5. Is it well-known in only your country or in the world?*  This short activity is a transition to the Speaking part and serves as an example for Activity 4 |  |  |

**e. Assessment:**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about the speciality.

- To ﻿provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit.

**b. Content:**

- Task 4: Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below.

- Task 5: Work in groups. Give a short presentation about the speciality you discussed in **4**.

**c. Expected outcomes:**

**-** Students can give a short presentation about the speciality.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below.** | | | |
| - Tell Ss that they are going to work in pairs to answer the questions in the book. Model the answers to the questions yourself, if needed.  - Have Ss work in pairs to ask and answer the questions in the book. Ask them to note down their answers.  - Move around to observe and offer help if needed.  - Spare Ss some time to prepare for a short talk about the speciality they have chosen, using their answers to the questions. | | - Students work in pairs or groups to do the task. | ***Students’ answers.*** |
| **Task 5: Work in groups. Give a short presentation about the speciality you discussed in 4.** | | | |
| - Have Ss work in groups and give a short talk about the speciality they have discussed.  - Ask them to read the example first.  - Invite some Ss to give their presentation to the class.  - Ask other groups to listen and give comments.  - Comment on Ss’ answers.  **EXTRA ACTIVITY**  Ask Ss to work in pairs to take the quiz about famous products in different places in Viet Nam. They have to match the products with the places. | - Students work in groups nad give a short talk.  - Students give presentation to the class. | | ***Suggested answer:***  I live in Tay Ho Village, 12 kilometres from Hue City. My village is famous for its conical hats. We make conical hats from *goi* leaves. We still follow 15 traditional steps to make a hat. A conical hat protects us from the sun and the rain as well as makes us more graceful. What is special about our conical hats is that each of them carries a poem. Tay Ho conical hats are not only famous in Hue but all over Viet Nam.  ***Answer key:***  1. C 2. E 3. A 4. B 5. D |

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Write down a specialty in their notebooks.

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| **Week: 3**  **Period: 7** | **Date of planning** **:** 28/08/2025  **Date of teaching: ………./2025** |

**UNIT 1: LOCAL COMMUNITY**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for specific information about a community helper;

- Write a paragraph about a community helper.

**2. Competences**

**General competences**

Students develop the ability to listen attentively and independently organize ideas into a paragraph

Students creatively select and present relevant details about a helper, using their own words and structure.

**Specific competences**

Use appropriate and respectful language when describing people who contribute to the community.

Apply listening strategies (e.g., focusing on keywords, predicting content) and writing strategies (e.g., outlining ideas, revising drafts).

**3. Personal qualities**

- Be friendlier and willing to help the community;

- Actively join in class activities.

Students show appreciation for the work of community helpers and respect them through their writing and discussion.

**\*Disabled Ss:**- Listen for specific information about a community helper; write a paragraph about a community helper.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Students can answer the questions related to community services.

**d. Organisation**

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| **TEACHER’S ACTIVITIES**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| - Have Ss say aloud the names of community helpers they know and have learnt. Ask them who is their favourite community helper and why. Encourage Ss to share their answers.  - Lead into the new lesson: Listening and Writing about favourite community helpers.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | * Students answer the questions. | Student’s answers |

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information about community service.

**b. Content:**

- Task 1: Work in pairs. Discuss the questions.

- Task 2: Listen and fill in each blank with no more than TWO words.

- Task 3: Listen again and tick T (True) or F (False).

**c. Expected outcomes:**

- Ss can listen for specific information to do the learning tasks.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1: Work in pairs. Discuss the questions.** | | |
| - Have Ss look at the pictures and answer the questions in the book:  *Who can you see in the pictures?*  *What are they doing?*  - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense. | - Students work in pairs to discuss the questions. | ***Suggested answers:***  We can see garbage collectors. They are taking the garbage away.  - Choose to teach some key words that appear in the listening text if necessary (*reflective stripes, garbage cart, sorting, ...)* |
| **Task 2: Listen and fill in each blank with no more than two words.** | | |
| - Tell Ss that they are going to listen to a radio broadcast about a community helper.  - Have Ss read the questions first and underline the keywords. Have them indentify the kind of information needed for each blank (e.g. blank 1: noun / name of the contest; blank 2: noun / his job...)  - Play the recording and ask Ss to listen and fill in each blank with no more than two words. Ss work in pairs to compare their answers.  - Ask for Ss’ answers and write them on the board without confirming whether they are right or wrong. | - Students find the key words independently and then listen to the recording to do the task.  - Students compare the answers with their partners.  - Some students go to the board to write the answer and then check with the whole class. | ***Key:***  1. Community Helper  2. garbage collector  3. slim  4. friendly  ***Audio script:***  *This is An Binh Commune Radio Station. In today’s special programme, we will share with you a piece of writing which won first prize in our writing contest called “My Favourite Community Helper”. This was written by Mi, a grade 9 student. There are many great community helpers in our neigbourhood but my favourite one is Mr Vinh, the garbage collector. Mr Vinh is a tall and slim man. He usually wears a green uniform with reflective stripes. He is hard-working and responsible. Every day he goes to our neighbourhood at 6 p.m. with a garbage cart. He instructs everyone to put garbage in the correct bin: recyclable and non-recyclable, and then goes to the next neighbourhood. At about 9 p.m. he comes back and empties all the bins carefully. Mr Vinh is also friendly. He usually keeps a smile on his face. He talks with the people in our community cheerfully about his work and the importance of sorting rubbish. We all love him****.*** |
| **Task 3: Listen again and tick T (True) or F (False).** | | |
| – Tell Ss that they are going to listen to the broadcast again and decide if each statement is true or false.  – Have Ss read the statements and underline the keywords. Have Ss guess whether each statement is true or false based on their previous listening. Invite some Ss to share their answers. Write their answers on the board.  – Play the recording and ask Ss to listen again and check their answers. Ss work in pairs to compare their answers with each other and with the answers on the board.  – Play the recording once more for pairs to check their answers to both activities **2** and **3**.  – Ask for Ss’ answers to Activity **2**. Confirm and tick the correct answers. Ask for Ss’s answers to Activity **3**. Write them on the board next to their guesses. Confirm the correct answers. | - Some students go to the board to write the answer and then check with the whole class. | ***Key:***  1. F, 2. F, 3. T, 4. T |
| **Transition from *Listening* to *Writing***  Have Ss answer these five questions about Mr Vinh:  *– What is his job?*  *– What does he look like?*  *– What is he like?*  *– What does he do to the community?*  *– How does Mi feel about him?*  This activity is a natural transition to Activity 4 and serves as a model for Ss’ answers in Activity 4. |  |  |

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph ﻿about a community helper.

**b. Content:**

- Task 4: ﻿ Work in pairs. Choose a community helper you like and answer the following questions.

- Task 5: ﻿ Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in **4** to help you.

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about a community helper.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 4: ﻿** **Work in pairs. Choose a community helper you like and answer the following questions.** | | |
| - Have Ss work in pairs to answer the questions in the book. Remind them to take notes of their answers.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers. | - Students work independently to answer the questions.  - Students discuss their answers with partners and then take notes. | Students’ own answers |
| **Task 5: ﻿** **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.** | | |
| - Have Ss write their paragraphs individually based on their answers in Activity **4**.  - Ask one student to write his or her paragraph on the board. Other Ss and T comment on the writing on the board.  - Then teacher collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T’s comments on their friends’ writing. Have them bring their new writing to class in the next lesson. Collect some for marking. | - Students work to write their full paragraph.  - Students pay attention while the teacher is checking their work. | ***Suggested answer:***  My favourite community helper is Mr Nam. He is a delivery person in my neighbourhood. He is a friendly person. Whenever he delivers something to us, he smiles happily. He sometimes asks me about my study. In addition, he is hard-working and responsible. He delivers goods to my family and other families in the neighbourhood despite the weather. Sometimes he has to return twice to deliver us a parcel because we are not at home. I really appreciate his manner. In general, Mr Nam is a very dedicated community helper who makes our life easy and comfortable. |

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

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| **Week: 3**  **Period: 8** | **Date of planning** **:** 28/08/2025  **Date of teaching: ………/2025** |

**UNIT 1: LOCAL COMMUNITY**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 1;

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

**2. Competences**

**General competences**

Students actively revise and consolidate knowledge through self-study and project preparation.

Students creatively apply language knowledge to develop and present a meaningful project related to the local community.

**Specific competences**

Organize ideas logically in project outputs (e.g., posters, presentations, reports) with clear structure and coherence.

Use appropriate language and tone when presenting their project, especially when discussing people, places, and community efforts.

**3. Personal qualities**

- Be encouraged to attend community services;

- Actively join in class activities.

Students put effort into reviewing and preparing quality project work that reflects their understanding of the unit

**\*Disabled Ss:**- Review the vocabulary and grammar of unit 1;

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

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as community services as possible.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Brainstorming**  - Teacher divides the board, and divides the class into 2 teams.  - Members of each team take turns and write as many community services as possible in 2 minutes.  - The group having more correct answers is the winner. | - Students work in 2 teams and listen to the teacher’s instructions to play the game. | ***Suggested answers:***  cooking for homeless, picking up the trash, teaching the orphans, planting trees, … |

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 1.

**b. Content:**

- Task 1: Write a word or phrase for each description below.

- Task 2: ﻿ Circle the correct word or phrase to complete each sentence.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1: Write a word or phrase for each description below.** | | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. | - Students do the task independently.  - Students exchange their textbooks to check the answers. | ***Answer key:***  1. delivery person  2. firefighter  3. tourist attraction  4. pottery  5. artisan |
| **Task 2: ﻿** **Circle the correct word or phrase to complete each sentence.** | | |
| - Have Ss do this exercise individually.  - Ask them to share their answers with a classmate.  - Invite some Ss to share their answers. Confirm the correct ones. | - Students do the task independently.  - Students exchange their textbooks to check the answers. | ***Answer key:***  1. preserve  2. fragrance  3. police officers  4. speciality  5. handicrafts |

**3. ACTIVITY 2: GRAMMAR** (11 mins)

**a. Objectives:**

- To help Ss revise question words before *to*-infinitives;

- To help Ss revise the phrasal verbs they have learnt.

**b. Content:**

- Task 3: Choose the correct answer A, B, C, or D.

- Task 4: Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.

**c. Expected outcomes:**

- Recall the uses of question words before *to*-infinitives and some phrasal verbs.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 3: Choose the correct answer A, B, C, or D.** | | |
| - Ask Ss about the verbs and the question words that can be used in this kind of structure.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers. | - Students do the task individually.  - Students exchange their textbooks and give feedback to each other. | ***Answer key:***  1. B  2. C  3. D  4. A  5. C |
| **Task 4: Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.** | | |
| - Tell Ss that they are going to rewrite the given sentences using the phrasal verbs given in brackets.  - Model with the first sentence. Underline the verb ‘reduce’ and write down the new sentence, using ‘cut down on’ instead of ‘reduce’. Remind Ss that they may need to change the form of the verb given. Ask them to read the example on the board carefully.  - Have Ss do this exercise individually then compare their sentences with a partner.  - Invite some Ss to write their sentences on the board. Give feedback. | - Students work in pairs.  - Students complete the task and discuss the answers.  - Students write their sentences on the board. | ***Answer key:***  1. In some villages, people cut down on the number of steps to make the handicraft.  2. My grandparents handed down the skills to my parents.  3. In their community, the eldest child usually takes care of his or her parents.  4. Before we go to a new place, we always find out about it.  5. They get on with all neighbours. |

**4. ACTIVITY 3: PROJECT** (17 mins)

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

**b. Content:**

**-** Presentation

**c. Expected outcomes:**

**-** Students are able to give an oral presentation of survey results.

**d. Organisation**

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| **TEACHER’S ACTIVITIES**  **STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| 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 survey results.  • 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 give feedback after each presentation. T 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. | - Students check their presentation again in groups.  - Groups show their presentations and then present. | ***Suggested outcome:***  Students’ presentations |

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.