**Date of planning** **:** 3/9/ 2024

**Date of teaching :** /9/ 2024

**Period 2**

**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**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Personal qualities**

- Be friendlier and willing to help the local community;

- Actively participate in community services;

- Develop self-study skills.

**II. TEACHING AIDS**

- Grade 9 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. suburb (n) | /ˈsʌbɜːb/ | an area where people live that is outside the centre of a city | vùng ngoại ô |
| 2. facilities (n) | /fəˈsɪlətiz/ | buildings, services, equipment, etc. that are provided for a particular purpose | cơ sở vật chất |
| 3. community (n) | /kəˈmjuːnəti/ | all the people who live in a particular area, country, etc. when talked about as a group | cộng đồng |
| 4. get on with | /ɡet ɒn wɪð/ | to have a friendly relationship with somebody | có quan hệ tốt với |

**Assumption**

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| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**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 ACTIVITIES** | **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 as possible 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*. | - Students work in 2 teams and follow the teacher's instructions to do the activity. | ***Questions:***  What can you see in this neighbourhood?  ***Suggested answers:***  - cinema  - buildings  … |

**e. Assessment:**

**-** T checks ss’ answers and gives feedback.

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

**a. Objectives:**

- To provide students with vocabulary;

- To help students be well-prepared for the learning 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 ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations. | - Students guess the meaning of words. | **New words:**  1. suburb (n)  2. facilities (n)  3. community (n)  4. get on with |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 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 ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - 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. | - Students look at the pictures and answer the questions.  - Students listen to the recording and read along.  - Students read the conversation aloud.  - Students say the words. | **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.** (7 mins) | | |
| - 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 students work in pairs to compare the answers before checking with the whole class.  - Teacher calls some students to give the answers. | - Students work independently to do the activity.  - Students compare the answers in pairs.  - Students give 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.** (7 mins) | | |
| - 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. | - Students read the conversation again and work independently to do the activity.  - Students share and check the answers.  - 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.** (7 mins) | | |
| ***-*** 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 makes sentences with the words/phrases. Then they read aloud these sentences. | - Students work in pairs and do the activity.  - Students give answers and check them. | ***Answer key:***  1. suburb  2. get on … with  3. facilities  4. remind … of  5. community |

**e. Assessment:**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 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 ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: What is the place? Do the following quiz.** (10 mins) | | |
| - 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. | - 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. | ***Answer key:***  1. stadium  2. hospital  3. playground  4. school  5. museum |

**e. Assessment:**

- Teacher and other students listen to the answers and comment.

**5. CONSOLIDATION**

**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:

+ 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.

**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.