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| ***Date of planning***: 06/9/2024***Date of teaching*:** 07/9/2024 **WEEK: 1** |  **Period 3: UNIT 1: LOCAL COMMUNITY** **Lesson 2: A CLOSER LOOK 1**  |

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

**1. Knowledge:**

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

- Gaining vocabulary to talk about community;

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words related to the topic Local community;
- Pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences;
*\* New words: police officer, firefighter, delivery person, electrician, garbage collector, artisan; handicraft, pottery, speciality…*

+ Seek help and respond;

**\* Grammar:**

- Use question words before to-infinitives and some phrasal verbs;
**2. Competence:**

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

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Be friendlier and willing to help the local community;

- Actively participate in community services;

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

 - Students: Text books, workbook…

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION** ( 3’- 5’) |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting** ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* + Show a picture with some community helpers. Ask Ss who they see in the picture and what is the common name for these people.Suggested answer: There is a doctor, a police officer, a teacher, a firefighter, and a cleaner. They are called community helpers.Lead into this lesson which focuses on community helpers, words related to the topic of local community and revision of the vowel sounds /ae/, /a:/, and /e/.+ Share with Ss the lesson objectives and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss. | **+ Greeting** + Students **(Ss)** listen and learn how to do the tasks.

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| Police Officer Cartoon Stock Photos, Images and Backgrounds for Free  Download | Firefighter Cartoon Illustration, Firefighters holding hose., people, boy  png | PNGEgg |

**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON (12’- 15’)****A. ACTIVITY 1: VOCABULARY** |
| **\* Objectives:** - To teach some vocabulary about community helpers and their responsibilities.***\* Content:*** To provide students with vocabulary;- To revise / introduce the names of the community helpers with their responsibilities.*\* Expected outcomes*: Knowing more new words. Students can identify some new words about the community helpers with their responsibilities.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the community helpers with their responsibilities.**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ T may focus on presenting the 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).+ Teacher does the “Rub out and remember” checking technique.\* 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 thesecond 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 theyknow 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 5s make complete sentences to describe the responsibilities of thecommunity helpers.*+ What other community helpers can you add?* | **- T\_Ss**

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Premium Vector | Young Man with Garbage Collector Recycling Waste\*Vocabulary**- garbage collector** (n) /ˈɡɑːbɪdʒ kəlektə/ nhân viên dọn vệ sinh**- artisan** (n) /ˌɑːtɪˈzæn/ thợ làm nghề thủ công **- electrician** (n)/ɪˌlekˈtrɪʃn/ thợ điện**- firefighter** (n) /ˈfaɪəfaɪtə/ lính cứu hoả.**- delivery person** /dɪˈlɪvəri ˈpɜːsn/ nhân viên giao hang**\* Key:** **1. c 2. e 3. a 4. b 5. d*****+*** *Some other community helpers: postman, doctor, nurse, vet, tailor, chef, barber,...* |
| **3. PRACTICE ( 15’)** |
| **\* Objectives: - To teach some vocabulary related to the topic of local community.** **- To give Ss further practice with the vocabulary items they have learnt.***\* Content:*- 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.*\* Expected outcomes*: Students understand how to use the vocabulary related to the topic. *\* Organisation:*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Fill in each blank with a correct word from the box.**  |
| - Show each picture on a slide or ask 5s 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 5s 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. Invite some groups to share their sentences. Other groups listen and comment. The fastest group with the most correct sentences wins. | **+ T\_Ss****- Work individually.** **\* 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. | - **Ss to work individually.**\* Key: **1**. artisans**2**. electrician**3**. speciality **4**. garbage collector**5**. handicrafts |
| **B. ACTIVITY 2: PRONUNCIATION: ( 8’)** /æ/, /ɑ:/, and /e/ |
| **\* Objectives: To help Ss revise the vowel sounds /æ/, /a:/, and /e/; - To help Ss practise pronouncing these sounds in words.***\* 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/.*\* Expected outcomes*: Students can pronounce the /æ/, /ɑ:/, and /e/ sounds in words and in sentences correctly.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| 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 given 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 check their answers and repeat the words.+ Check the answers with the class and confirm the correct ones.+ Ask Ss to work in pairs to practise saying the words and say which of the three vowels each word contains. Invite some Ss to share their answers. Confirm the correct answers.***\* Teacher gives corrections and feedbacks to students’ pronunciation***  | **- T\_ Ss.** **- Work individually.****\* Key:** **Key + Audio script - Track 2:****1.** chart **2.** merry **3**. pack **4.** cattle**5.** park  **6**. chat **7.** kettle **8.** marry**1**. chart (/a:/) **2.** merry (/e/) **3.** pack (/æ/) **4.** cattle (/æ/)**5**. park (/a:/) **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 the /æ/ sound.circle the bold words with the /a:/ sound, and tick the bold words with the /e/ sound.+ 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. | **\* *Answer key:***/æ/: thanks, grandmother, that, bamboo, relax/ɑ:/ garbage, artist, park/e/: bread, beds |
| \* EXTRA ACTIVITY- Have Ss work in pairs. Ask them to write a word which has the sound /æ/, /a:/, 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 \_\_\_\_\_ .***Suggested answers:*** 1. beg 2. heart 3. lend 4. guess 5. back 6. ham 7. pack 8. cart |
| **4. WRAP-UP & HOME WORK (2’)**- Ask one or two Ss to tell the class what they have learnt- Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 ======================================= |