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| ***Date of planning***: 09/9/2024***Date of teaching*:** 10/9/2024**WEEK: 1** |  **Period 4: UNIT 1: LOCAL COMMUNITY** **Lesson 2: A CLOSER LOOK 2** |

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

- To teach grammar notes: Question words before to-infinitive and the use of “phrasal verbs”.

***+ 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;

+ 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*

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| **\* Remember! (Ghi nhớ!)**- 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. *(Chúng ta sử dụng từ để hỏi như who, what, where, when hoặc how trước động từ nguyên thể có "to" để diễn tả một câu hỏi gián tiếp về việc chúng ta nên làm gì.)*- We often use a verb such as **ask, wonder, (not) decide, (not) tell, or (not) know** before the question word + to-infinitive.*(Chúng ta thường sử dụng các động từ như ask, wonder, (not) decide, (not) tell, hoặc (not) know trước từ để hỏi + to-V.)*Example: a) We don't know what to do to help the community. *(Chúng tôi không biết phải làm gì để giúp đỡ cộng đồng.)*b) She asked how to get to the nearest shopping mall. *(Cô ấy hỏi làm thế nào để đến trung tâm mua sắm gần nhất.)* **III. PHRASAL VERBS (See below)****Eg:** + I think we will *get on with* them. + When we aren’t at home, our neighbour *take care of* our cats.\* go out = leave your house to go to a social events.+ pass down = give or teach something to your children. …. ; cut down on; run out of … |

**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.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ 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 question words before fo-infinitives and some phrasal verbs. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. 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 these questions:*+ What question words can we 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. | **+ Greeting** **- T\_Ss.**+ Students **(Ss)** listen and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives: To help Ss practise question words before to-infinitives***\* Content:* To teach grammar. Question words before to- infinitive.- Grammar explanation. *\* Expected outcomes*: Students identify the structures and when to use Question words before to-infinitives.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| **A. 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. | - T\_Ss – 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. |
| **ACTIVITY 2. PRACTICE ( 15’)** |
| **\* Objectives: To help Ss practise question words before to-infinitives**+ To help Ss practise Question words before *to*-infinitives and some phrasal verbs.*\* 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**.*\* Expected outcomes*: - Students understand how to use Question words before *to*-infinitives and some phrasal verbs.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| 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 answers with a classmate. Invite some Ss to share their answers. Confirm the correct answers. | **- T\_Ss****\*** 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 / and the modal verb can with to.1.1 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. |  **- T\_ Ss**\* ***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? |
| **B. 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.  |
| 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. | **- T\_ Ss.** **- Work individually.****\* *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. | ***\* Answer key:***1. came back2. hand down3. find out4. takes care of5. looking around |
| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| \* Objectives: To give Ss further practice with phrasal verbs in a freer way.*\* Content*: Ss practice playing GAME: Find some one who…*\* Expected outcome*: *\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **GAME: Find some one 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 some of the questions have 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.***\* Teacher gives corrections and feedbacks.*** | *\* Student’s outcomes* |
| 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***+ Answer key:*** 1. B 2. C 3. D 4. A 5. B |
|  **5. WRAP-UP & HOME WORK (2’)** + Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson: COMMUNICATION.==============================================  |