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| ***Date of planning***: 12/9/2024  ***Date of teaching*:** 13/9/2024  **WEEK: 2** | **Period 5: UNIT 1: LOCAL COMMUNITY**  **Lesson 4: COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Seeking help and responding.

- To know some places of interest.

**\* Vocabulary:**

- Use the words related to the topic Local community;  
- Pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences;

**\* Grammar:**

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

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Be ready and confident in real life conversations;

- Actively join in class activities.

- 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.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  + To review some phrasal verbs.  **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.  *\*\*T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible* | **+ Greeting**  + Students **(Ss)** listen and learn how to do the tasks.  ***Answer key:***  **1**. find out  **2**. take care of / look after  **3**. come back  **4**. look for  **5**. take off  **6.** get over  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **EVERYDAY ENGLISH**  **Seeking help and respond**  **\* Objectives:**  **1 + 2 .** **To introduce ways of seeking help and responding; To help Ss practise seeking help and responding.**  *\* 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.  *\* Expected outcomes :* Students can use the structures to seek for help and respond.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Listen and read the conversations. Pay attention to the highlighted parts** | |
| + Play the recording for Ss to listen and read the conversations 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 show me...?*  *+* Instruct them how to respond appropriately.  + Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations 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?*  ***\* Teacher checks students’ understanding by asking some checking questions****.* | **- T\_Ss**   |  | | --- | |  |   **\* Audio script \_Track 4.**  **1. Mai:** Do you mind carrying this suitcase for me?  **Tom:** Not at all.  **2. Ann:** Could you show me how to open this gate, please?  **Mr. Nam :** Sure. |
| TASK 2: **Work in pairs. Ask for help and respond in the following situations.** | |
| + Ask Ss to work in pairs to make similar conversations, 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.  1. You want your friend to lend you her pen.  2. You want your neighbour to tell you the name of the new garbage collector. | **- T\_Ss**  **- Work in pairs.**  ***\* 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. |
| **ACTIVITY 2: Places of interest**  ***Transition from Everyday English to Plates 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, cafe,... Tell Ss they are going to read what two students share about their favourite places of interest. | |
| **Objectives:**  **- To introduce some famous places of interest.**  *-* **To provide Ss with information about the two places of interest and the activities to do there.**  *\* 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.  *\* Expected outcomes :* - Students get some information about some famous places of interest.  - Students can ask and answer questions about famous places of interest.  *\* Organisation* **:** Teacher’s instructions. | |
| 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. | **- T\_ Ss.**  \* *Suggested answer:*  **Picture a:** *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), Notre-Dame Cathedral (Nhà thờ Đức Bà), Independence Palace (Dinh Độc Lập), War Remnants Museum (Bảo tàng chứng tích chiến tranh), Ben Thanh Market (Chợ Bến Thành), etc.*  **Picture b:** *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, Sydney 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.** | |
| + 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 and / ora number.  - Ask Ss to work in pairs to compare their answers.  - Invite some pairs to share their answers. Confirm the correct ones | **- T\_ Ss.**  **\* Key:**  **1**. one / 1  **2.** weekend  **3**. favourite books  **4**. five / 5  **5**. feeding  **6**. a drink  **+ Audio script - Track 5:** |
| **ACTIVITY 3: PRODUCTION ( 8’)** | |
| \* Objectives:  To provide Ss with a chance to ask and answer about their favourite places of interest in their community.  *\* Content:*Ask and answer about your partner’s favourite place of interest.  *\* Expected outcomes:* Students’ conversations . Tell the class about your partner’s favourite place of interest.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| 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. | ***\** 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.* |
| \* 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.  **\*\*\* 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. | |

**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 2: SKILLS\_1.

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