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| ***Date of planning***:..5 / 9 / 2024  ***Date of teaching*:** 6,7/9/2024  **WEEK: 0** | **Period 2: UNIT 1 : LOCAL COMMUNITY**  **Lesson 1: GETTING STARTED**  ***I really I love where I live now*** |

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

- To introduce the topic about *Local community;*

- Vocabulary to talk about community;

- To practice listening and reading skills .

***+ 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: community; community helper; speciality; special products; handicrafts ;artisan; pottery ; suburb; craft village; look for; get on well with; remind sbd of ; stuff; useful advice; facility;*

+ 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.  *\* Organization :* Teacher’s instructions … | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **+** Teacher **(T)** asks Ss some questions about the previous lessons,  - 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  - Before Ss open their books, Tasks some Ss about their neighbourhood: + *Where do you live?* + *What are your neighbours like?* + *What do you like about your neighbourhood?*  - Summarise Ss' answers and ask them what another name for a neighbourhood is. - Elicit the phrase local community. Tell Ss that a local community includes all the people living in a particular area or is the place where people live. Write the unit title on the board *Local Community.* - Share with Ss the objectives of the lesson 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**  **- 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 set the context for the introductory dialogue;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\* Expected outcomes*: Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| **1. Listen and read :/ Page 8** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  \*\*Ask ss to look at the pictures on page 8 - 9 and answer the questions below:  *- What do you see in each picture?*  *- What would life in the place in the picture be like?*  - 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. | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary:  **1.** suburb (n) /ˈsʌbɜːb/ vùng ngoại ô  **2.** facilities (n) /fəˈsɪlətiz/ cơ sở vật chất  **3**. community (n) /kəˈmjuːnəti/ cộng đồng  **4**. craft village (n) /ˌkrɑːft ˈvɪlɪdʒ/ Làng nghề thủ công  **5**. look for (phrasal verb) tìm kiếm  **6**. get on with (phrasal verb) có quan hệ tốt với  **7**. remind (sbd) of Nhắc nhở ai về  **8**. stuff (n) /stʌf/ đồ đạc (trong nhà)  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 2. PRACTICE ( 15’)** | |
| **\* Objectives:**  **+ To help Ss understand the conversation.**  **+ To help Ss guess the meaning of some vocabulary items in the conversation.**  **+ To help Ss practise using the vocabulary learnt in 3.**  *\* Content:*Listen and read the conversation.Do the filling; Do the Matching; Complete the sentences with correct word or phrases.  *\* Expected outcomes*: Ss understand the content of the conversation and know how to use the vocabulary related to the topic correctly.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2: **Read the conversation again. Fill in each blank with no more than two words from the conversation.** | |
| - First, ask Ss to read the sentences and fill in the blanks without reading the conversation again. - Elicit the answers from Ss. Quickly write these answers on the board. - Now have them read the conversation again to check their answers. - Allow them to share answers with a partner before discussing the answers. - Ask Ss for their answers again, referring to the answers that have been written on the board before.  - Confirm the correct answers. | **- T\_Ss**  **- Work individually.**  - Students work independently to do the activity.  **\* 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 conversation. - 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 conversation.  - 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. | **- T\_ Ss**  - **Ss to work individually.**  \* 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 makes sentences with the words/phrases.  +Ask Ss to read aloud these sentences. | **- T\_ Ss.**  **- Work in pairs.**  **\* Key:**  **1**. suburb  **2**. get on with  **3**. facilities  **4**. remind ….. of  **5.** community. |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **- To introduce to Ss some places of interest in a community.**  *\* Content:*Do the QUIZ. What is the place?  *\* Expected outcomes*: Do the quiz correctly.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5: **QUIZ: What is the place? Do the following quiz.** | |
| - Set a time limit of 3-5 minutes for Ss to take the quiz in pairs. - Invite some pairs 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. *\*\* Do the following quiz. 1. People watch sports such as football there 2. People go there for health check-ups. 3. Parthither they can have fun. 4. Children learn to read and write them 5. Visitors see objects from the past here* ***\* What are some other places in a neighbourhood you know?*** | - Students work in pairs to do the quiz.  **\* Key:** **1.** stadium **2.** hospital **3.** playground **4.** school **5.** museum + Ss’ answers. |
| **\* EXTRA ACTIVITY** + Have Ss work in their groups again to write 3-5 sentences about the places of interest they have brainstormed in 5. Divide the class into two large groups. A student from the first group reads aloud a sentence for a student from the second group to answer. The group with more correct answers wins. + PROJECT PREPARATION *- Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it. - Ask Ss to open their books to the last page of Unit 1, the Project section, look at the pictures and say what the topic of the project is (What to change in our community). - 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:* **(See TEACHER’S BOOK )**  **5. 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.  Ask Ss to say aloud some words they remember from the lesson.  If there is a projector in the classroom, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the sentences with question words before for-infinitives {We didn't know where to buy stuff for our house.) and the phrasal verbs {get on, remind... of) together with the words with the sounds /as/, /a:/, and /e/.Tell Ss that they will learn these language points in the upcoming lessons.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **===========================================** | |