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| **Date of planning** **:** …5/…9 / 2024  **Date of teaching :** …6,7/ 9 / 2024  **WEEK : 1** | **Period 1** : **INTRODUCTION** |

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES: By the end of the lesson students will be able to gain the following things:**

**1. Knowledge:**

- To introduce TIẾNG ANH 9 GLOBAL SUCCESS textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

\*Vocabulary: Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

\* Grammar : Phrasal verbs; Double comparatives; if-Clause ; Past continuous, Wish Clause ; Present perfect ; To-Verb/ Verb-Ing ; Reported speech ; Relative clauses ; Suggest/ advise ..+ Ving; Adverbial clauses: concession, result, and reason.

**2. Competence:** Students will be able to know how to study English effectively and how to use new Tieng Anh 9 textbooks and know the methods to study new Tieng Anh 9 textbooks.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:** To teach Ss the love of English; The awareness about importance of learning English.

- Developing self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

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**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | |
| **\* Objectives:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **\*** *Content***:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **\*** *Expected outcomes:* Having a chance to speak English and focus on the topic of the lesson..  **\*** *Organisation:* Teacher’s instructions… | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **+ Greeting**  **+ Chatting**  - Teacher (T) introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | | **+ Greeting**  **+ Chatting.** **T\_Ss**  - Students (Ss) listen and learn how to introduce themselves.  + Students (Ss) listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . | |
| **2. NEW LESSON (12’-15’)** | | | |
| **ACTIVITY 1+ 2:**  **\* Objectives:**  **- To set the context for the introductory;**  **- To introduce the topic of the unit.**  *\* Content:* Some brief notes; Something about England, English . Introduce New Tieng Anh 9  *\* Expected outcomes:* Ss learn something about England, English; Learn how to use New Tieng Anh 8  *\* Organisation***:** Teacher’s instructions…. | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| **1.** To introduce **TIẾNG ANH 9 GLOBAL SUCCESS:**  TIẾNG ANH 9 GLOBAL SUCCESS is the final of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in December 2018, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing). \* The components of TIẾNG ANH 9 GLOBAL SUCCESS consist of a Student's Book, a Teacher's Book, and a Workbook. + The Student's Book contains: Book map outlining the contents of each unit. - 12 topic-based units, each covering seven sections to be taught in seven 45-minute lessons. - 4 review units, each providing revision and further practice of the previous three units, to be dealt with in two periods.  + Glossary: giving meanings and phonetic transcriptions of the new words in each unit. **2.** T. asks Ss some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **3. English:**  - How many people speak English as their mother tongue?  - How many people speak English as their first language?  - How many people speak English as their second language or first foreign language?  - Why do you learn English?  - Is it important? Difficult? Useful? Interesting?  => It’s very important, useful, interesting. It is the means of communication to one another.  **3. New English 9 text book:**  - How many units are there in English 9 text book?  - What are they about?  \*\* THE COMPONENTS OF EACH UNIT  There are **12 main units** in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units offer students engaging lessons and an engaging learning experience. At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.  SECTION 1: GETTING STARTED  This section covers two pages in each unit, and it is designed for one 45-minute period in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary items to be learnt and practised through the skills and activities of the unit.  SECTION 2: A CLOSER LOOK 1  A Closer Look 1 and 2 cover three pages that mainly focus on language. They are each designed to be taught in one 45-minute period. A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress patterns of two-/three-/four-syllable words, rhythm, sentence stress, as well as intonation in statements used as questions are also dealt with in the other units of the book. The section also has different exercises focusing on intensive practice of vocabulary and pronunciation.  SECTION 3: A CLOSER LOOK 2 This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is/are already introduced in the conversation in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give rules or explanations to help students avoid common errors.  **SECTION 7: LOOKING BACK & PROJECT** This section covers two pages and should be dealt with in one period.  **Looking Back** recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary. **Project** helps students improve their ability to work independently and in teams, giving them practice using language related to the unit topic. Teachers can use this as an extracurricular activity (for group work) or as homework for students to do individually. | | **- T\_Ss**  - Listen carefully and read aloud.  - Answer the teacher’s questions  - Give the answers  - Ss answer if possible  - Listen carefully and read aloud.  - There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  **2/ Introduction:** English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  ***3/ English 9 has 12 Units.***  SECTION 4: COMMUNICATION This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries. In some units, knowledge of other subjects is also provided in this section. **Everyday English** section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions and functions, such as seeking help and responding, offering help and responding, etc.  SECTION 5: SKILLS 1 Skills 1 and Skills 2 are each designed to be taught in one 45-minute period. Skills 1 comprises reading (a receptive skill) and speaking la productive skill).  **Reading** This section aims to develop students' reading ability. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activities more achievable. The reading is always interesting and relevant to students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in follow-up activities. The reading also provides input for the speaking activities that follow.  **Speaking** This section aims to provide further practice to support students in developing their spoken English. The activities use the given suggestions, introduced items in the Reading section in combination with the previously learnt language in new contexts. SECTION 6: SKILLS 2 Skills 2 is composed of listening (a receptive skill) and writing (a productive skill).  **Listening** The listening activities follow the oral practice in the Speaking section. They provide students with an opportunity to listen to the language that they have practised orally, and train them to listen for general and specific information.  **Writing** This section focuses on developing students' writing skills. It normally involves one of the text types required forstudents' skill development. There is usually a writing tip or a guideline to help students write effectively. Upon successful completion of the writing activity, students produce a complete piece of writing. Ideally the teacher, class or groups of students mark the complete writing texts. | |
| **3. PRACTICE (15’)** | | | |
| **ACTIVITY 3**:  **\* Objectives: To help Ss understand the lesson. Class room language**  **\*** *Content:* Some brief notes; Something about England, English . Classroom language…  *\* Expected outcomes:* Ss learn something about England, English; Classroom languages…  *\* Organisation***:** Teacher’s instructions…. | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| 1. How to learn English best?  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  “ Hard work is the key to success” | | - T\_Ss  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects…. | |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | | | |
| ACTIVITY 4:  **\* Objectives: To revise / teach classroom languages.**  *\* Content:* Some brief notes; Something about England, English . Classroom languages…  *\* Expected outcomes*: Ss know something about England, English; Classroom languages…  *\* Organisation:* Teacher’s instructions….. | | | |
| **Teacher’s & Student’s activities** | | **Content** | |
| - T gives some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪 Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | | - The greetings : - Good morning  - Good afternoon ; Good morning  - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please”.  - Listen, please; Read after me  - Repeat please….. | |
| **5. WRAP-UP & HOME WORK (2’)** | | | |
| \* Instruct/ guide students to do their homework.  - Prepare textbook, workbook, exercise book .  **\* HOME WORK**  - Learn classroom languages.  - Prepare new lesson: Unit 1: LOCAL COMMUNITY  **==============================** | | | |
| ***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.

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**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 .  **===========================================** | |

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| ***Date of planning***: 7/9/2024  ***Date of teaching*:** 9/9/2024  **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.

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**III. PROCEDURE:**

|  |  |
| --- | --- |
| **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.   |  |  | | --- | --- | | 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 do 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 the second 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 they know 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 the community helpers. *+ What other community helpers can you add?* | **- T\_Ss**   |  | | --- | |  |   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  ======================================= | |

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| ***Date of planning***:10/9/2024  ***Date of teaching*:** 13,14/9/2024  **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 back  2. hand down  3. find out  4. takes care of  5. 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.  ============================================== | | | |
| ***Date of planning***: 10/9/2024  ***Date of teaching*** 13,14/9/2024  **WEEK: 1** | **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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| ***Date of planning***: 13/9/1024  ***Date of teaching*:** 16/9/2024  **WEEK: 2** | **Period 6: UNIT 1 :LOCAL COMMUNITY**  **Lesson 5 : SKILLS 1/ Reading and speaking** |

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

**1. Knowledge:**

- Read for specific information about special products in some areas;

- Give a short presentation about a speciality.

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

**\* Vocabulary:**

- Use the words related to the topic Local community;  
**\* 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:**

- Understand more about special products in Viet Nam and England;

- 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.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s & 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*  Game: Video watching  - Teacher prepares a video of Bat Trang Pottery Village.  - Students watch and tell the teacher the name of the craft village.  - Ask them to share any information they know about the village (location, special products, ...).  - Teacher asks Ss to give out more craft villages they know in Viet Nam.  \*\* Ask Ss if they know of any traditional craft villages. Ask them to share any information they know about the village (location, special products,...).  - Lead to the new lesson: Reading and Speaking about traditional villages and a speciality in their community or an area they know.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Suggested answers:***  Bat Trang Pottery Village  ***More craft villages:***  Vong Village  Tho Xuong Village  Dong Ho Village  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **A. READING**  **\* Pre-reading**  \* Objectives: To activate Ss' knowledge of the topic of the reading text.  *\* Content:* Learn some new words . Look at the pictures. Answer questions.  *\* Expected outcomes*: Knowing more new words. Answer the questions .  - Students know how to use the target vocabulary.  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Answer the questions.** | | |
| **\* 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.  - Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss to answer the questions in the book:  *- What can you see in each picture?*  *- Do you know any place(s) where people make the thing(s) in each picture?*  - Tell Ss that they are going to read a text about two traditional villages, one in Viet Nam (Vong Village) and the other in England (Denby). | **- T\_Ss**  \*Vocabulary  1. preserve (v) /prɪˈzɜːv/ bảo tồn  2. fragrance (n) /ˈfreɪɡrəns/ hương thơm  **Key:**  Picture a: com (young sticky rice) - Vong Village, Ha Noi (another place which makes com: Tu Le Commune in Yen Bai Province)  Picture b: pottery - Denby, England (In Viet Nam, there are some pottery villages like Bat Trang and Phu Lang.)  *Notes:*  -com Lang Vong = cốm Làng Vòng  -Bat Trang = Bát Tràng;  Phu Lang = Phù Lãng;  Tu Le = Tú Lệ;  Yen Bai =Yên Bái |
| **WHILE READING** | | |
| **\* Objectives:**  **- To help Ss develop the skill of guessing the meaning of new words in context.**  **- To help Ss develop the skill of reading for specific information (scanning**).  *\* Content:*  - Task 2: Read the brochure introducing different places with special products. Match each highlighted word with its definition.  - Task 3: Read the brochure again. Decide which place each detail below belongs to.  *\* Expected outcomes*: Students identify some new words and how to use the target vocabulary.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2 : **Read the brochure introducing different places with special products. Match each highlighted word with its definition** | | |
| - Tell Ss what they are going to do. Ask Ss to read around the highlighted words in the text to roughly understand the meaning of each word, and then match each word with its definition.  - Have Ss check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | **- T\_Ss**  **\* *Answer key:***  **1**. b  **2.** c  **3.** e  **4.** a  **5**. d |
| TASK 3 **: Read the brochure again. Decide which place each detail below belongs to.** | | |
| - Ask Ss what they are going to do.  - Have Ss share how to do this exercise. If necessary, briefly tell them the steps: Read each sentence, underline the keywords in each sentence, locate the keywords in the text, and decide which place the information belongs to. Ask Ss to repeat the steps if necessary.  - Ask Ss to do the exercise individually and then check their answers in pairs.  Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **Vong: 2, 3, 5**  **Denby: 1, 3, 4** |
| **EXTRA ACTIVITY** **Transition from Reading to Speaking**  - Have Ss choose one of the two products and answer these five questions:  *What speciality is it?*  *What do people make it from?*  *Do people make it in the traditional way?*  *What can people do with it?*  *Is it well-known in your country only or in the world?*  This short activity is a transition to the Speaking part and serves as an example for 4. | | |
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| **ACTIVITY 2 : SPEAKING**  **\* Objectives:** **To help Ss prepare ideas to talk about a speciality in their neighbourhood, home town, or the area they know.**  *\* Content:*  - Task 4: Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below.  - Task 5: Work in groups. Give a short presentation about the speciality you discussed in 4.  \* Expected outcomes: Students can give a short presentation about the speciality.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below** | | |
| + Tell Ss that they are going to work in pairs to answer the questions in the book. Model the answers to the questions yourself, if needed.  - Have Ss work in pairs to ask and answer the questions in the book. Ask them to note down their answers.  - Move around to observe and offer help if needed.  - Spare Ss some time to prepare for a short talk about the speciality they have chosen, using their answers to the questions. | **- T\_ Ss.**  **- Ss- Ss** |
| TASK 5: **Work in groups. Give a short presentation about the speciality you discussed in 4** | | |
| + Have Ss work in groups and give a short talk about the speciality  they have discussed.  - Ask other groups to listen and give comments.  - Comment on Ss' answers.  ***\* Teacher gives corrections and feedback*** | ***- T \_ Ss***  ***Suggested answer:***  *I live in Tay Ho Village, 12 kilometres from Hue City. My village is famous for its conical hats. We make conical hats from goi leaves. We still follow 15 traditional steps to make a hat. A conical hat protects us from the sun and the rain as well as makes US more graceful. What is special about our conical hats is that each of them carries a poem. Tay Ho conical hats are not only famous in Hue but all over Viet Nam.*  **Notes:**  **Tay Ho = Tây Hồ; goi = gồi** |
| + EXTRA ACTIVITY  + AskSs to work in pairs to take the quiz about famous products in different places in Viet Nam. They have to match the products with the places.   |  |  | | --- | --- | | **Famous products** | **Places** | | **1.** Pottery | A. Ha Tĩnh Province | | **2**. Green bean cakes | B. Hoi An ancient Town | | **3**. Cu Do candy | C. Bat Trang Pottery Village, Ha Noi | | **4**. Lantern | D. Non Nuoc Stone Sculpture Village, Da Nang. | | **5**. Stone Sculpture | E. Hai Duong Province | | |
| **4. 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 6 : A SKILLS \_2. | | |

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| ***Date of planning***: 18/9/1024  ***Date of teaching*:** 20,21/9/2024  **WEEK: 2** | **Period 7 : UNIT 1 : LOCAL COMMUNITY**  **Lesson 5 : SKILLS 2/ Listening and writing** |

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

**1. Knowledge:**

+ To practice listening and writing.

- Listen for specific information about a community helper;

- Write a paragraph about a community helper.

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

**\* Vocabulary:**

- Use the words related to the topic Local community;  
**\* 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 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.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s & 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  - Have Ss say aloud the names of community helpers they know and have learnt. Ask them who is their favourite community helper and why. Encourage Ss to share their answers.  - Lead into the new lesson: Listening and Writing about favourite community helpers.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  + Ss’ answers  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **I. LISTENING**  **\* Pre-listening**  **\* Objectives: To prepare ss for the listening text.**  *\* Content:*  *\* Expected outcomes*: Ss answer the two questions freely.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Discuss the questions.** | |
| **\* Teach vocabulary:**  + Choose to teach some keywords that appear in the listening text if necessary (***reflective stripes, garbage cart, sorting,...).***  + Check Vocab.  + Have Ss look at the pictures and answer the questions in the book:  1. *Who can you see in the pictures?*  *2. What are they doing?*  + Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense. | **- T\_Ss**   |  | | --- | | ***\*Suggested answers:***  We can see garbage collectors. They are taking the garbage away.  - Choose to teach some key words that appear in the listening text if necessary (reflective stripes, garbage cart, sorting, ..) | |
| **\* WHILE LISTENING ( 15’)** | |
| **\* Objectives: 2+3 .**  - To help Ss develop the skill of listening for specific information.  - To help Ss develop the skill of listening for specific information.  *\* Content:*  - Task 2: Listen and fill in each blank with no more than TWO words.  - Task 3: Listen again and tick T (True) or F (False).  *\* Expected outcomes*: Ss can listen for specific information to do the learning tasks.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Listen and fill in each blank with no more than two words.** | |
| - Tell Ss that they are going to listen to a radio broadcast about a community helper.  - Have Ss read the questions first and underline the keywords.  - Have them identify the kind of information needed for each blank (e.g. blank 1: noun / name of the contest; blank 2: noun / his job,...).  - Play the recording and ask Ss to listen and fill in each blank with no more than two words. - Ss work in pairs to compare their answers.  - Ask for Ss' answers and write them on the board without confirming whether they are right or wrong. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1.** Community Helper  **2.** garbage collector  **3.** slim  **4.** friendly |
| TASK 3: **Listen again and tick T (True) or F (False).** | |
| - Tell Ss that they are going to listen to the broadcast again and decide if each statement is true or false.  - Have Ss read the statements and underline the keywords.  - Have Ss guess whether each statement is true or false based on their previous listening.  - Invite some Ss to share their answers.  - Write their answers on the board.  - Play the recording and ask Ss to listen again and check their answers. Ss work in pairs to compare their answers with each other and with the answers on the board.  - Play the recording once more for pairs to check their answers to both 2 and 3.  - Refer to Ss' answers to 2. Confirm and tick the correct answers. Ask for Ss' answers to 3.  - Write them on the board next to their guesses. Confirm the correct answers. | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1.** F **2**. F **3.** T **4.** T |
| EXTRA ACTIVITY : **Transition from Listening to Writing**  + Have Ss answer these five questions about Mr Vinh:  - What is his job?  - What does he look like?  - What is he like?  - What does he do for the community?  - How does Mi feel about him?  + This activity is a natural transition to 4 and serves as a model for Ss'answers in 4. | |
| **ACTIVITY 2: WRITING**  **\* Objectives:**  **+ To brainstorm ideas and make an outline for Ss' writing.**  **+ To help Ss practise writing a paragraph (about 100 words) about their favourite community helper**  *\* Content:* - Task 4: ﻿ Work in pairs. Choose a community helper you like and answer the following questions.  - Task 5: ﻿ Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.  *\* Expected outcomes:* - Students can use learned vocabulary and grammar to write a paragraph about a community helper.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Work in pairs. Choose a community helper you like and answer the following questions.** | |
| + Have Ss work in pairs to answer the questions in the book. Remind them to take notes of their answers.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers | **- T\_ Ss.**  **+** Students’ own answers |
| TASK 5 : **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.** | |
| - Have Ss write their paragraphs individually based on their answers in 4.  - Ask one student to write his / her paragraph on the board. Other Ss and T comment on the writing on the board.  **\* Post writing**  - Then T collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friend's writing. Have them bring their new writing to class in the next lesson. Collect some for marking. | **\* Suggested answer:**  My favourite community helper is Mr Nam. He is a delivery person in my neighbourhood. He is a friendly person. Whenever he delivers something to us, he smiles happily. He sometimes asks me about my study. In addition, he is hard-working and responsible. He delivers goods to my family and other families in the neighbourhood despite the weather. Sometimes he has to return twice to deliver us a parcel because we are not at home. I really appreciate his manner. In general, Mr Nam is a very dedicated community helper who makes our life easy and comfortable. |
| **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 b oard at the beginning of the lesson and tick the objectives they have learnt  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK. | |

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| ***Date of planning***: 18/9/1024  ***Date of teaching*:**20,21/9/2024  **WEEK: 2** | **Period 8: UNIT 1 : LOCAL COMMUNITY**  **Lesson 7 : LOOKING BACK & PROJECT** |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 1; Do exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

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

**\* Vocabulary:**

- Use the words related to the topic Local community;  
**\* 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 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.

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**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. Ss can list as community services as possible.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  - Teacher divides the board, and divides the class into 2 teams.  - Members of each team take turns and write as many community services as possible in 2 minutes.  - The group having more correct answers is the winner. | **+ Greeting .T\_Ss.**  **+ Brainstorming**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Suggested answers:***  cooking for homeless, picking up the trash, teaching the orphans, planting trees, …  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  **1. To help Ss revise the vocabulary items they have learnt in the unit.**  **2. To help Ss revise question words before to- infinitive.**  *\* Content:*  - Task 1: Write a word or phrase for each description below.  - Task 2: ﻿ Circle the correct word or phrase to complete each sentence.  *\* Expected outcomes:* Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**: Write a word or phrase for each description below.** | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his her answer on the board.  - Confirm the correct answers. | **- T\_Ss**   |  | | --- | |  |   \*Answer key:  **1**. delivery person **2**. firefighter  **3**. tourist attraction **4**. pottery  **5**. artisan |
| TASK 2**: Circle the correct word or phrase to complete each sentence** | |
| + Have Ss do this exercise individually.  - Ask them to share their answers with a classmate  - Invite some Ss to share their answers. Confirm the correct ones. | **- T\_Ss**  **\* Answer key:**  **1.** preserve **2.** fragrance  **3.** police officers **4.** speciality  **5.** handicrafts |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **3. To help ss revise the form of the verbs after verbs of liking / disliking***.*  **4. To help ss revise the form of the verbs after verbs of liking I disliking.**  *\* Content:*  - Task 3: Choose the correct answer A, B, C, or D.  - Task 4: Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.  *\* Expected outcomes:* Recall the uses of question words before to-infinitives and some phrasal verbs.  *\* Organasation:* Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3**: Choose the correct answer A, B, C, or D.** | |
| - Ask Ss about the verbs and the question words that can be used in this kind of structure.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1**. B  **2**. C  **3**. D  **4**. A  **5**. C |
| TASK 4**: Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.** | |
| + Tell Ss that they are going to rewrite the given sentences using the phrasal verbs given in brackets.  - Model with the first sentence. Underline the verb "reduce" and write down the new sentence, using "cut down on" instead of "reduce".  + Remind Ss that they may need to change the form of the verb given. Ask them to read the example on the board carefully.  + Have Ss do this exercise individually then compare their sentences with a partner's.  + Invite some Ss to write their sentences on the board. Give feedback. | **- T\_ Ss.**  **\* Key:**  **1.** In some villages, people *cut down on* the number of steps to make the handicraft.  **2**. My grandparents *handed down* the skills to my parents.  **3.** In their community, the eldest child usually *takes care of* his or her parents.  **4.** Before we go to a new place, we always *find out* about it.  **5.** They *get on with* all neighbours. |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)** | |
| **\* Objectives: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.**  *\* Content:* Ss to work in groups to do the project. *Ss’ presentations.*  *\* Expected outcomes:* Students’ speaking. Students are able to give an oral presentation of survey results.  *\* Organization:* | |
| **Teacher’s & Student’s activities** | **Content** |
| **\*\*** T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),Ss to present their report to the class.  ++ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  \*\*\*As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of the survey results.  + Have Ss work in their groups. Give them a few minutes to prepare for the presentation.  + Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.  + The presenters should complete their self-assessment checklists after completing their presentation.  + If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  + Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.  + Give praise and feedback after each presentation.! can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **\*\* FEEDBACK FORM FOR SURVEY**.(See teacher’s book) | |

**5. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit 2: CITY LIFE.

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