Date of preparing: 4/ 9/2024

Date of teaching: 5/ 9 /2024

Period 1: **INTRODUCTION**

**I. OBJECTIVES: By the end of the lesson, students will be able to:**

**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.

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

***b. 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:**

- Grade 9 text book, laptop, TV

- 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** | **Teacher’s & Student’s activities** |
| **+ Greeting**  **+ Chatting**  - Teacher (T) introduces himself/ herself  - T may introduce some warm-up activities to create 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…. | - **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** | **Teacher’s & Student’s activities** |
| **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 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.  **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.*** |
| **3. PRACTICE (15’)** | |
| **ACTIVITY 3**:  **\* Objectives: To help Ss understand the lesson. Class room language** | |
| **Content** | **Teacher’s & Student’s activities** |
| 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 every day. …  - Ss should work hard every day 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.** | |
| **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 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 preparing: 5/ 9/2024

Date of teaching: 6/ 9 /2024

Period 2: **UNIT 1: LOCAL COMMUNITY**

**Lesson 1: GETTING STARTED**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

a. ***Vocabulary***: Gain vocabulary to talk about community

b. ***Grammar***:

- Question words before to-infinitives

- Phrasal verbs

**2. Competences:**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work.

**3. Qualities:**

- Be friendlier and willing to help the local community;

- Actively participate in community services;

- Develop self-study skills.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’ activities** |
| **Warm up** (5 mins)  **Aims:** - To activate students’ knowledge on the topic of the unit;  - To enhance students’ skills of cooperating with teammates. | |
| ***Questions:***  What can you see in this neighbourhood?  ***Suggested answers:***   * cinema * buildings   … | **Brainstorming**  - Teacher divides the class into 2 teams.  - Teacher asks students to close the books, shows a picture of a neighbourhood and asks them to write down as many things they can see in the picture in 1 minute. The team who has more correct answers is the winner.  - Teacher sets the context for the listening and reading text: Write the title on the board *I really love where I live now*.  - Students work in 2 teams and follow the teacher's instruction to play the game.  **-** T checks ss’ answers and gives feedback. |
| **Activity 1: Presentation** (5 mins)  **Aims:** - To provide students with vocabulary;  - To help students be well-prepared for the listening and reading tasks. | |
| **New words:**  1. suburb (n)  2. facilities (n) | **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.  - Students guess the meaning of words.  - Teacher checks students’ pronunciation and gives feedback. |
| **Activity 2: PRACTICE** (20 mins)  **Aims:** - To help Ss understand the conversation. | |
| **Task 1: Listen and read.**  **Questions:**  *1. What do you see in each picture?*  *2. What would life in the place in the pictures be like?*  The dialogue on page 8 | - Ask Ss to look at the pictures on pages 8 – 9 and answer the questions below.  - Students look at the pictures and answer the questions.  - 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.  - Students listen to the recording and read along.  – 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*.  - Students read the conversation aloud.  - Students say the words.  - Quickly write the words on one part of the board. Comment on Ss’ answers. |
| **Task 2: Read the conversation again. Fill in each blank with no more than two words from the conversation.**  ***Answer key:***  1. last month  2. fewer people  3. craft village  4. neighbours  5. useful advice | - Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information they can find in the conversation.  - Teacher has a student pair compare before checking with the whole class.  - Students work independently to do the activity.  - Students compare the answers in pairs.  - Teacher calls some students to give the answers. |
| **Task 3: Match each word or phrase with its definition.**  ***Answer key:***  1. d  2. e  3. a  4. c  5. b | - Ask Ss to read the words and phrases in the first column and locate them in the dialogue.  - 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 dialogue. Model the skill with this word.  - Have Ss work individually to match the words and phrases with their definitions.  - Students read the conversation again and work independently to do the activity.  - Ask Ss to read the words and phrases in the first column and locate them in the dialogue.  - 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 dialogue. 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 |
| **Task 4: Complete each sentence with a word or phrase from 3.**  ***Answer key:***  1. suburb  2. get on … with  3. facilities  4. remind … of  5. community | ***-*** 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.  - Students work in pairs and do the activity.  - For a more able class, have Ss work in groups. Each group make sentences with the words/phrases. Then they read aloud these sentences.  - Students give answers and check them. |
| **ACTIVITY 3: PRODUCTION** (10 mins)  **Aims:** To introduce to Ss some places of interest in a community. | |
| **Task 5: What is the place? Do the following quiz.**  1. stadium  2. hospital  3. playground  4. school  5. museum | - Set time (3-5 minutes) for Ss to do the quiz in pairs.  - Invite some Ss to share their answers with the class.  - Students work in pairs to do the quiz.  - 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.  - Students work in groups of three or four to follow the teacher's instruction.  - Students may ask the teacher if they don’t know the names of the items.  - Students share their answers with the whole class. |
| **ACTIVITY 4: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  - Teacher asks students to talk about what they have learnt in the lesson.  **b. Homework**  - Do exercises in the workbook.  - Start preparing for the Project of the unit:  Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about their community. Students will show and present in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)  – 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 analysis 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 analysis the answers. Here are the steps T can follow:  **Step 1.** Have Ss answer the questions about their community:  *1. Where do you live?*  *2. What is good about your community?*  *3. What is not good about your community?*  *4. What changes do you want to make to improve your community?*  Invite about three Ss to answer the questions. Draw a table on the board to record their answers. This way you are teaching them how to record the answers in a survey. The table should look like the one on page 17 in Student’s book.  Then model how to report the findings to the questions. Say, I have just asked three students about their community. Here are the findings. Two students live in or near the city centre. One student lives far from the centre …  **Step 2.** Ask Ss to look at the four questions in the book. Check if they understand the questions. Instruct them to create a table to record their classmates’ answers. Tell groups that each group member can ask two classmates or two students from other classes, so each group can ask about 10 students, using the table they have created.  **Step 3.** When they finish asking, they can organise the information they get in the table below.  **Step 4.** Groups of Ss prepare short reports about the findings. Have them read the questions on page 17 and follow these guiding questions to prepare the report.   * Practice the dialogue, learn vocabulary.   Prepare vocabulary for the next lesson: A closer look 1. | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 9/ 9/2024

Date of teaching: 10/ 9 /2024

Period 3: **UNIT 1: LOCAL COMMUNITY**

**Lesson 2: A CLOSER LOOK 1**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***:

- Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;

- Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Be collaborative and supportive in pair work and teamwork;

- Access and consolidate information from a variety of sources.

**3. Qualities:**

- Be friendlier and willing to help their community;

- Actively participate in community services;

- Develop self-study skills.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’ activities** |
| **Warm up** (5 mins)  **Aims:** – To create an active atmosphere in the class before the lesson.  – To lead into the new lesson. | |
| ***Answer key:***  1. policeman  2. doctor  3. teacher  4. firefighter  5. baker | **Game: Hot seat**  - Teacher divides students into 2 teams. Each team has a member standing against the board.  - Teacher shows pictures of some community helpers one by one and other members use body language to let their team members guess the names of the jobs.  - Students work in 2 teams and follow the teacher's instruction to play the game.  - The team with the most correct answers in the fastest time is the winner.  - Teacher’s feedback. |
| **ACTIVITY 1: Presentation** (5 mins)  **Aims:**  To provide students with vocabulary | |
| **New words:**  1. garbage collector (n)  2. artisan (n) | **Vocabulary pre-teaching**  - Teacher introduces the vocabulary by:  + showing pictures illustrating the word.  1. garbage collector [picture]  2. artisan [picture]  - Students guess the meaning of words. |
| **Activity 2- PRACTICE** (20 mins)  **Aims:** - To revise / introduce the names of the community helpers with their responsibilities.  - Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;  - Use questions word before *to*-infinitives and some phrasal verbs. | |
| **Task 1: Match the community helpers with their responsibilities.**  1. c  2. e  3. a  4. b  5. d  *\** ***Some other community helpers:*** *postman, doctor, nurse, vet, tailor, chef, barber...* | - Of the five words in this task, Ss may know the two words “police officer” and “firefighter”, so T may focus on presenting the other three 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).  - 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 Ss make complete sentences to describe the responsibilities of the community helpers. |
| **Task 2: Write a word or phrase in the box under the correct picture.**  ***Answer key:***  1. tourist attraction  2. pottery  3. artisan  4. speciality  5. handicraft | - Show each picture on the slide or ask Ss to look at each picture and say what they see.  - Students work in pairs and do the task.  - 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 Ss to give the answers and confirm the correct ones.  - Students share and check their answers in pairs.  - 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. The fastest group with the most correct sentences wins. Other groups listen and comment. |
| **Task 3: Fill in each blank with a word or phrase from the box.**  ***Answer key:***  1. artisans  2. electrician  3. speciality  4. garbage collector  5. handicrafts | - 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.  - Students do the task independently, then share the answers and discuss as a class.  - Check the answers as a class and confirm the correct ones.  - Teacher’s observation and feedback |
| **Task 4: Listen and number the words you hear. Then listen again and repeat.**  ***Suggested answers:***  1. chart (/ɑ:/)  2. merry (/e/)  3. pack (/æ/)  4. cattle (/æ/)  5. park (/ɑ:/)  6. chat (/æ/)  7. kettle (/e/)  8. marry (/æ/) | - Ask Ss to say out loud some words they know that contain these vowels.  - Have some Ss read out the 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 repeat the words.  - Students watch a video about how to pronounce the three sounds.  - Students give some words containing the sounds.  - Students listen to the recording and number the words they hear.  - Ask Ss to work in pairs to practise saying the words and compare their answers. Check the answers with the class and confirm the correct ones.  - Have Ss say which of these three vowels each word contains.  - Students work in pairs to practise saying the words. |
| **ACTIVITY 3: PRODUCTION** (10 mins)  **Aims:** Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly | |
| **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/.**  ***Answer key:***  /æ/: thanks, grandmother, that, bamboo, relax  /ɑ:/ garbage, artist, park  /e/: bread, beds  ***Suggested answers:***  1. beg 2. heart 3. lend 4. guess  5. back 6. ham 7. pack 8. cart | - 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 /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.  - Students discuss and find the words containing the sounds.  - Students listen to the recording and do the activity.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Students check their answers and 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.  - Teacher’s observation and feedback on student’s pronunciation.  **EXTRA ACTIVITY**  Have Ss work in pairs. Ask them to write a word which has the sound /æ/, /ɑ:/, 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 \_\_\_\_\_\_ |
| **ACTIVITY 4: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  Teacher asks Ss to retell the main points of the lesson.  **b. Homework**  - Do exercises in the workbook.  - Learn vocabulary.  - Prepare vocabulary for the next lesson: A closer look 2. | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 11/ 9/2024

Date of teaching: 12/ 9 /2024

Period 4: **UNIT 1: LOCAL COMMUNITY**

**Lesson 3: A CLOSER LOOK 2**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***: Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Qualities:**

- Exchange personal information with friends and be friendly at school;

- Develop self-study skills;

- Actively join in class activities.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’ activities** |
| **Warm up** (5 mins)  **Aims:** – To create an active atmosphere in the class before the lesson;  – To lead into the new lesson. | |
| ***Answer key:***  Students’ answers | . **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.  - Students answer the teacher's questions.  - 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 questions words before *to*-infinitives and some phrasal verbs.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  **-** Teacher corrects for students (if needed). |
| **ACTIVITY 1: Presentation** (5 mins)  **Aims:** To help students get to know about Question words before *to*-infinitives. | |
| **Question words before *to*-infinitives**  – 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.  **Phrasal verbs** | - 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.  - Students read the **Remember!** box carefully and listen to the teacher.  - 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.  - Students make some sentences using the Question words before *to*-infinitives.  - 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.  - Students read the examples carefully.  - 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.  - Ss read the information in the grammar box. They call out any phrasal verbs they know.  - Teacher checks students’ understanding by asking some questions. |
| **Activity 2- PRACTICE** (20 mins)  **Aims:** To help Ss practise Question words before *to*-infinitives and some phrasal verbs. | |
| **Task 1: Fill in each blank with a suitable question word.**  ***Answer key:***  1. how  2. where  3. what  4. when  5. who | - 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 answer with a classmate.  - Students work independently to do the task.  - Invite some Ss to share their answers. Confirm the correct answers.  - Students exchange the answers in pairs before checking with the class. |
| **Task 2: Rewrite the sentences using question words + *to*-infinitives.**  ***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? | - Model the way to do the exercise with the first sentence. Explain to Ss that they only need to replace the subject ‘I’ and the modal ‘can’ with ‘to’.  *1. I 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.  - Students work independently to do the task.  - Ask some Ss to write their answers on the board. Ask other Ss to comment on their answers. Confirm the correct ones.  - Students come to the board to write the answers. |
| **Task 3: Match each phrasal verb with its meaning.**  ***Answer key:***  1. b, 2. d, 3. e, 4. c, 5. a | - 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.  - Students work independently to do the task.  - Students come to the board to write the answers.  - Check the answers with the whole class. Confirm the correct ones. |
| **Task 4: Complete each sentence using the correct form of a phrasal verb in 3.**  ***Answer key:***  1. came back  2. hand down  3. find out  4. takes care of  5. looking around | - 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.  - Students exchange textbooks to check their friends’ answers. |
| **ACTIVITY 3: PRODUCTION** (10 mins)  **Aims:** To help Ss understand how to use Question words before *to*-infinitives. | |
| **Task 5: Find someone who … Ask as many friends as you can the following questions. Then write their names in the table if they say “yes”.**  ***Answer key:***  Students’ answers  **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 | - 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 each question has 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.  - Students work in 2 teams and play a game.  **-** Teacher corrects the students as a whole class.  ***Answer key:***  1. B 2. C 3. D 4. A 5. B |
| **ACTIVITY 4: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  - Summarise the main points of the lesson.  **b. Homework**  - Do exercises in the Workbook.  - Make 5 sentences using phrasal verbs.  - Prepare vocabulary for the next lesson: Communication | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 12/ 9/2024 Date of teaching: 13/ 9 /2024

Period 5: **UNIT 1: LOCAL COMMUNITY**

**Lesson 4: COMMUNICATION**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Know how to seek for help and respond;

- Know some places of interest.

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***: Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork

**3. Qualities:**

- Be ready and confident in real life conversations;

- Actively join in class activities.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’ activities** |
| **Warm up** (5 mins)  **Aims:**  To review some phrasal verbs | |
| ***Answer key:***  1. find out  2. take care of / look after  3. come back  4. look for  5. take off  6. get over | **Game: Phrasal verbs revision**  - Teacher divides the class into 2 teams.  - Teacher shows pictures (*PPT slides)* of phrasal verbs, asks students to name them.  - Students work in 2 teams and follow the teacher's instruction to play the game.  - The team that gives more correct names is the winner.  **-** Teacher corrects students (if needed). |
| **ACTIVITY 1: Presentation** (5 mins)  **Aims:** To introduce how to seek for help and respond | |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** | - Play the recording for Ss to listen and read the dialogues 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 …?*  - Instruct them how to respond appropriately.  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues 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?* |
| **Activity 2- PRACTICE** (25 mins)  **Aims: -** To help Ss practise how to seek for help and respond.  - To introduce some famous places of interest. | |
| **Task 2: Work in pairs. Ask for help and respond in the following situations.**  **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. | - Ask Ss to work in pairs to make similar dialogues, 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.  - Students practise in front of the class. |
|  | **Transition from *Everyday English* to *Places 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, café, … Tell Ss they are going to read what two students share about their favourite places of interest  - Ss listen and follow the instruction.  - Teacher checks students’ understanding by asking some checking-questions. |
| **Task 3: Do you know the place in each picture?**  ***Suggested answer:***  - Picture 1: 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), the Notre-Dame Cathedral (Nhà thờ Đức Bà), Independence Palace (Dinh Độc Lập), War Remnant Museum (Bảo tàng chứng tích chiến tranh), Ben Thanh Market (Chợ Bến Thành), etc.  - Picture 2: 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, Sydey Aquarium, Royal Botanic Garden, etc. | - 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.  - Students look at the pictures and answer the questions and add more places to the list.  - Elicit answers from Ss. Provide Ss with some places of interest in each city. |
| **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.**  ***Key:***  1. one / 1  2. weekend  3. favourite books  4. five / 5  5. feeding  6. a drink | - 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.  - Students look at the table of information and read it through quickly.  - Play the recording for Ss to listen and fill in each blank with no more than two words.  - Ask Ss to work in pairs to compare their answers.  - Invite some pairs to share their answers. Confirm the correct ones.  - Students work in pairs to compare their answers. |
| **ACTIVITY 3: PRODUCTION** (10 mins)  **Aims:** Help Ss can ask and answer questions about famous places of interest. | |
| **Task 5: Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.**  ***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. | - 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.  **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?*  Students listen and answer the questions.  This short activity is a transition to the Speaking part and serves as an example for Activity **4**.  **-** Teacher corrects students while going around to help when students are practising.  - Teacher gives corrections and feedback. |
| **ACTIVITY 4: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  - Have Ss say what they have learnt in the lesson.  **b. Homework**  - Do exercises in the workbook.  - Prepare vocabulary for the next lesson: Skills 1 | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 16/ 9/2024 Date of teaching: 17/ 9 /2024

Period 6: **UNIT 1: LOCAL COMMUNITY**

**Lesson 5: SKILLS 1**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

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

- Give a short presentation about a speciality.

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***: Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills.

**3. Qualities:**

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

- Actively join in class activities.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm up** (5 mins)  **Aims:** - To help Ss understand and activate their knowledge of the topic. | |
| ***Suggested questions:***  Bat Trang Pottery Village  ***More craft villages:***  Vong Village  Tho Xuong Village  Dong Ho Village  … | **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.  - Students follow the teacher's instruction.  **-** Teacher corrects for students (if needed). |
| **Activity 2: Pre-reading** (5 mins)  **Aims:** To activate Ss’ knowledge of the topic of the reading text | |
| **Task 1: Work in pairs. Answer the questions.**  ***Suggested answers:***  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)  ***New words:***  1. preserve (v)  2. fragrance (n) | - 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:  *1. What can you see in each picture?*  *2. Do you know any place(s) which makes the thing(s) in the pictures?*  - Students look at the pictures shown on screen and answer the questions.  - 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).  - Teacher asks students to get the meaning of the words in context.  - Students say the meaning of the words. |
| **Activity 3: While-reading** (15 mins)  **Aims:** To improve Ss’ skill of reading for details (scanning). | |
| **Task 2: Read the brochure introducing different places with special products. Match each highlighted word with its definition.**  ***Answer key:***  1. b  2. c  3. e  4. a  5. d | - 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.  - Students apply scanning techniques to do the task independently.  - Have Ss check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers.  - Students pair up to check their answers and then check with the class. |
| **Task 3: Read the brochure again. Decide which place each detail below belongs to.**  ***Answer key:***  Vong: 2, 3, 5  Denby: 1, 3, 4 | - 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.  - Students work independently to find the keywords.  - Students work in pairs to find the answers.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.  **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. |
| **Activity 4: Pre-speaking** (7 mins)  **Aims:** To help students use what they have learnt so far to talk about the speciality. | |
| **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.**  ***Students’ answers.*** | - 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. |
| **Activity 4: Pre-speaking** (8 mins)  **Aims:** To ﻿provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit. | |
| ***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.  ***Answer key:***  1. C 2. E 3. A 4. B 5. D | - Have Ss work in groups and give a short talk about the speciality they have discussed.  - Ask them to read the example first.  - Students work in groups nad give a short talk.  - Invite some Ss to give their presentation to the class.  - Ask other groups to listen and give comments.  - Students give presentation to the class.  - Comment on Ss’ answers.  **EXTRA ACTIVITY**  Ask Ss 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.    - Teacher gives corrections and feedback. |
| **ACTIVITY 5: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  - Summarise the main points of the lesson.  **b. Homework**  - Do exercises in the workbook.  - Prepare vocabulary for the next lesson: Skills 2 | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 18/ 9/2024

Date of teaching: 19/ 9 /2024

Period 7: **UNIT 1: LOCAL COMMUNITY**

**Lesson 6: SKILLS 2**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Listen for specific information about a community helper;

- Write a paragraph about a community helper.

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***: Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Qualities:**

- Be friendlier and willing to help the community;

- Actively join in class activities.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm up** (5 mins)  **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| Brainstorming  Student’s answers | - 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.  - Students answer the questions.  - 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.  **-** Teacher corrects students (if needed). |
| **Activity 2: Pre-listening** (5 mins)  **Aims:** To help Ss develop their skill of listening for specific information about community service. | |
| **Task 1: Work in pairs. Discuss the questions.**  ***Suggested answers:***  We can see garbage collectors. They are taking the garbage away.   * New words: * reflective stripes * garbage cart * Sorting | - Have Ss look at the pictures and answer the questions in the book:  *Who can you see in the pictures?*  *What are they doing?*  - Students work in pairs to discuss the questions.  - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.   * - Choose to teach some key words that appear in the listening text if necessary |
| **Activity 3: While-listening** (15 mins)  **Aims:** Ss can listen for specific information to do the learning tasks. | |
| **Task 2: Listen and fill in each blank with no more than two words.**  ***Key:***  1. Community Helper  2. garbage collector  3. slim  4. friendly | - 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...)  - Students find the key words independently and then listen to the recording to do the task.  - Students compare the answers with their partners.  - 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.  - Some students go to the board to write the answer and then check with the whole class. |
| **Task 3: Listen again and tick T (True) or F (False).**  ***Key:***  1. F, 2. F, 3. T, 4. T  *– What is his job?*  *– What does he look like?*  *– What is he like?*  *– What does he do to the community?*  *– How does Mi feel about him?* | – 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 activities **2** and **3**.  – Ask for Ss’ answers to Activity **2**. Confirm and tick the correct answers. Ask for Ss’s answers to Activity **3**. Write them on the board next to their guesses. Confirm the correct answers.  - Some students go to the board to write the answer and then check with the whole class.  **Transition from *Listening* to *Writing***   * Have Ss answer these five questions about Mr Vinh.   - This activity is a natural transition to Activity 4 and serves as a model for Ss’ answers in Activity 4. |
| **Activity 4: Pre-writing** (7 mins)  **Aims:** To help Ss practise writing a paragraph ﻿about a community helper. | |
| Students’ own answers | **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.  - Students work independently to answer the questions.  - Students discuss their answers with partners and then take notes.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers. |
| **Activity 4: Pre-writing** (8 mins)  **Aims:** Students can use learned vocabulary and grammar to write a paragraph about a community helper. | |
| **Task 5: ﻿** **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.**  ***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. | - Have Ss write their paragraphs individually based on their answers in Activity **4**.  - Students work to write their full paragraph.  - Ask one student to write his or her paragraph on the board. Other Ss and T comment on the writing on the board.  - Then teacher collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T’s comments on their friends’ writing. Have them bring their new writing to class in the next lesson. Collect some for marking.  - Students pay attention while the teacher is checking their work. |
| **ACTIVITY 5: HOMEWORK** (5 mins)  **Aims:** To prepare vocabulary for the next lesson. | |
| **a. Wrap-up**  - Summarise the main points of the lesson.  **b. Homework**  - Rewrite the paragraph in the notebooks.  - Do exercises in the workbook.  - Prepare for the next lesson: Looking Back and Project | - Ss answer  - T reminds Ss to do the homework. |

Date of preparing: 19/ 9/2024

Date of teaching: 20/ 9 /2024

Period 8: **UNIT 1: LOCAL COMMUNITY**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. OBJECTIVES**: By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 1;

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

a. ***Vocabulary***: Use the lexical items related to the topic *Local community*

b. ***Grammar***: Use question words before *to*-infinitives and some phrasal verbs.

**2. Competences:**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Qualities:**

- Be encouraged to attend community services;

- Actively join in class activities.

**II. TEACHING AIDS:**

**1. Materials:**

- Grade 9 textbook

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**2. Equipment:**

- Computer connected to the Internet

- TV

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1: Warm up** (3 mins)  **Aims:** To create an active atmosphere in the class before the lesson. | |
| Brainstorming  ***Suggested answers:***  cooking for homeless, picking up the trash, teaching the orphans, planting trees, … | - Teacher divides the board, and divides the class into 2 teams.  - Students work in 2 teams and listen to the teacher’s instructions to play the game.  - 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. |
| **Activity 2: Vocabulary** (10 mins)  **Aims:** To help Ss review the vocabulary of Unit 1. | |
| **Task 1: Write a word or phrase for each description below.**  ***Answer key:***  1. delivery person  2. firefighter  3. tourist attraction  4. pottery  5. artisan | - Have Ss do this activity individually then compare their answers with their partners.  - Students do the task independently.  - Students exchange their textbooks to check the answers.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. |
| **Task 2: ﻿** **Circle the correct word or phrase to complete each sentence**  ***Answer key:***  1. preserve  2. fragrance  3. police officers  4. speciality  5. handicrafts | - Have Ss do this exercise individually.  - Ask them to share their answers with a classmate.  - Students exchange their textbooks to check the answers.  - Invite some Ss to share their answers. Confirm the correct ones. |
| **Activity 3: GRAMMAR** (11 mins)  **Aims:** - To help Ss revise question words before *to*-infinitives;  - To help Ss revise the phrasal verbs they have learnt. | |
| **Task 3: Choose the correct answer A, B, C, or D.**  ***Answer key:***  1. B  2. C  3. D  4. A  5. C | - 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. |
| **Task 4: Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.**  ***Answer 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. | - 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.  - Students complete the task and discuss the answers.  - Invite some Ss to write their sentences on the board. Give feedback. |
| **Activity 4: PROJECT** (17 mins)  **Aims:** To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation. | |
| ***Suggested outcome:***  Students’ presentations | * 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 give feedback after each presentation. T 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. |
| **ACTIVITY 5: HOMEWORK** (4 mins)  **Aims:** To prepare the next lesson. | |
| **a. Wrap-up**  - Summarise the main points of the lesson.  **b. Homework**  - Do exercises in the workbook.  - Prepare the next lesson: Unit 2 Getting started | - Ss answer  - T reminds Ss to do the homework. |