***Date: …../…./2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period: 1 Lesson 1: Getting started – I really love where I live now.**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Local community;*

- Gain vocabulary to talk about community;

**2. Competences**

- Develop communication skills;

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

**3. Personal qualities**

- Be friendlier and willing to help the local community;

- Actively participate in community services;

- Develop self-study skills.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES : (STAGES**) **(45 mins)**

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5mins)**  **a. Aims:**  - To activate students’ knowledge on the topic of the unit;  - To enhance students’ skills of cooperating with teammates.  **b. Content:**  **-** Brainstorming  **c. Expected outcomes:**  **-** Students can answer some questions of the teacher about community services.  **d. Organisation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| -Teacher asks Ss to work in 2 teams and asks them to write down as many places they can see in a neighbourhood (in 1 minute)  - Students work in 2 teams and follow the teacher's instruction to play the game.  - Ss (one by one) go to the board and write the names of places that they know.  - Teacher checks Ss’ results.  - The group with more correct names of places becomes the winner.  🡪Teacher leads in the lesson. | | **school**  **places**  **Ethnic groups**  **Ethnic groups** |
| **Activity 2: \* Presentation (5mins)**  **( Pre -Vovab)**  **a. Aims:**  - To provide students with vocabulary;  - To help students be well-prepared for the listening and reading tasks.  **b. Content:**  **-** Vocabulary pre-teaching  -Task 1: Listen and read.  **c. Expected outcomes:**  **-** Students can identify some new words about community services.  **d. Organisation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| Vocabulary pre-teaching  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.  - Teacher introduces the vocabulary. | **New words:**  1. suburb (n): vùng ngoại ô  2. facilities (n) : cơ sở vật chất  3. remind (v): gợi nhớ, nhắc nhỡ  4. get on with(v.phr): hòa đồng với  \* Checking Vocab: Rub out and remember | |
| **Task 1** | | |
| **Task 1**  -Ask Ss to look at the pictures on pages 8 – 9 and answer the questions below:  Elicit answers from Ss.  - Students look at the pictures and answer the questions.  – 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.  - Students read the conversation aloud.  – Have Ss say the words in the text that they think are related to the topic *Local community*. | **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 | |
| **Activity 3: Practice (20mins)**  **Task 2, 3,4**  **a. Aims:**  - To help Ss understand the conversation.  - To help Ss further understand the conversation.  - To introduce some vocabulary items related to the topic.  **b. Content:**  - Task 2: Read the conversation again. Fill in each blank with no more than TWO words from the conversation.  - Task 3: Match each word or phrase with its definition.  - Task 4: Complete each sentence with a word or phrase from **3**.  **c. Expected outcomes:**  **-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.  **d. Organisation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 2**  - 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.  - Students work independently to do the activity.  - Teacher has a student pair compare before checking with the whole class.  - Teacher calls some students to give the 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 |
| **Task 3**  - Ask Ss to read the words and phrases in the first column and locate them in the dialogue.  - 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.  - 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 3: Match each word or phrase with its definition.**  ***\* Answer key:***  **1. d**  **2. e**  **3. a**  **4. c**  **5. b** |
| **Task 4**  ***-*** Have Ss work in pairs and fill in each blank with a word or phrase from **3**.  - Students work in pairs and do the activity.  - Students give answers and check them.  - Ask for Ss’ answers and confirm the correct ones.  - For a more able class, have Ss work in groups. Each group make sentences with the words/phrases. Then they read aloud these sentences. | | **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 |
| **Activity 4: Production (10mins)**  **Task 5**  **a. Aims:**  - To introduce to Ss some places of interest in a community.  **b. Content:**  - Task 5: What is the place? Do the following quiz.  **c. Expected outcomes:**  - Students know some places of interest in a community.  **d. Organisation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| **Task 5**  - 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. | | **Task 5: What is the place? Do the following quiz.**  **\* Answers**  1. stadium  2. hospital  3. playground  4. school  5. museum |
| **Activity 5 : Consolidation (3 mins)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work independently | | - An overview about the topic *Local community*  - Vocabulary to talk about *Local community* |
| **\* Homework (2mins)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart all the new words. - Do exercises in the workbook.  - Prepare lesson 2 ( A closer look 1)*.* |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period: 2 Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *Local community;*

- 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. Personal qualities**

- Be friendlier and willing to help their community;

- Actively participate in community services;

**II. MATERIALS**

- Grade 9 textbook, Unit 1, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES: (45 ms)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5mins)**  **a.** **Aims:**  – To create an active atmosphere in the class before the lesson.  – To lead into the new lesson.  **b. Content:**  **-** Game: Hot seat  **c. Expected outcomes:**  **-** Students can recall some phrases about occupations.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1:**  - Teacher divides students into 2 teams. Each team has a member standing against the board.  - Students work in 2 teams and follow the teacher's instruction to play the game.  - 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.  - The team with the most correct answers in the fastest time is the winner. | | - **Task 1: Game: Hot seat**  ***\* Answer key:***  1. policeman  2. doctor  3. teacher  4. firefighter  5. baker | |
| **Activity 2: \* Presentation (10 mins)**  **( Pre –Vovab + Task 1)**  **a. Aims:**  - To provide students with vocabulary;  - To revise / introduce the names of the community helpers with their responsibilities.  **b. Content:**  - To prepare vocabulary for students to do the tasks.  **b. Content:**  - Vocabulary pre-teaching  - Task 1: Match the community helpers with their responsibilities.  **c. Expected outcomes:**  - Students know how to use the target vocabulary.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| -Teacher introduces the vocabulary by:  + showing pictures illustrating the word.  - Students guess the meaning of words.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher checks students’ pronunciation and gives feedback. | **\* New words:**  1. garbage collector (n): nhân viên dọn vệ sinh  2. artisan (n): thợ làm nghề thủ công  3. pottery (n): đồ gốm  4. delivery person (n) : nhân viên giao hàng | | |
| **Task 1**  -T presents 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).  - 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 | **Task 1: Match the community helpers with their responsibilities.**  ***\* Answer key:***  1. c  2. e  3. a  4. b  5. d | | |
| **Activity 3: \* Practice (10 mins)**  **a. Aims:**  - To revise / introduce the names of the community helpers with their responsibilities.  **b. 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.  **c. Expected outcomes:**  **-** Students can identify some new words about the community helpers with their responsibilities.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 2**  - Have Ss write the word/phrase under each picture individually.  - Let them share their answers in pairs.  - Students share and check their answers in pairs.  - Invite some Ss to give the answers and confirm the correct ones. | | | **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 |
| **Task 3**  - 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. | | | **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 |
| **ACTIVITY 4: PRONUNCIATION (15 mins)**  **Task 4 + Task 5**  **a. Objectives:**  - Pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences correctly;  - Use questions word before *to*-infinitives and some phrasal verbs.  **b. 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/.  **c. Expected outcomes:**  - Students can pronounce the /æ/, /ɑ:/, and /e/ sounds in words and in sentences correctly.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 4**  - Have Ss watch a video about how to pronounce the three sounds.  - Students give some words containing the sounds.  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.  - 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 | | | **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/) |
| **Task 5**  - 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.  - 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. | | | **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 |
| **Activity 5: CONSOLIDATION:(3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| - Teacher asks Ss to retell the main points of the lesson. | | | \* Vocabulary: The lexical items related to the topic: *local community*  Pronunciation: How to correctly pronounce the vowel sounds /æ/, /ɑ:/, and /e/ in words and sentences |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | | | - Learn by heart vocabulary.  - Do the exercises in students’ workbook  - Prepare lesson 3: A CLOSER LOOK 2 |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period: 3 Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- 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. Personal qualities**

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

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **a. Aims:**  – To create an active atmosphere in the class before the lesson;  – To lead into the new lesson.  **b. Content:**  **-** Brainstorming  **c. Expected outcomes:**  - Students can answer teacher’s questions.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Game: Brainstorming**  - Ask Ss the question:  + 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. | **Game: Brainstorming**  **?** *What do you do when you don’t know how to get to a place in your neighbourhood?*  ***\* Answer key:***  Students’ answers |
| **Activity 2: Presentation (10’)**  **a. Aims:**  - To help students get to know about Question words before *to*-infinitives.  **b. Content:**  **-** Grammar explanation  **c. Expected outcomes:**  - Students identify the structures and when to use Question words before *to*-infinitives.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Have Ss read the two examples in the Remember! box and pay attention to the bold words.  - 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. | **\* Grammar 1: Question words before to V**  – 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. |
| - 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. | **\* Grammar 2: Phrasal verbs**   * *Example:*   *- look up*  *- go out*  *- give up*  *- pass down* |
| **Activity 3: Practice (20’)**  **Task 1,2,3,4**  **a. Aims:**  - To help Ss practise Question words before *to*-infinitives and some phrasal verbs.  **b. 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**. | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1**  - Have Ss do the exercise individually and then check their answer with a classmate.  - Students work independently to do the task.  - Students exchange the answers in pairs before checking with the class.  - Invite some Ss to share their answers. Confirm the correct answers. | **Task 1: Fill in each blank with a suitable question word.**  **\* *Answer key:***  1. how  2. where  3. what  4. when  5. who |
| **Task 2**  - 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. | **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? |
| **Task 3**  - 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 exchange textbooks to check their friends’ answers  - Check the answers with the whole class. Confirm the correct ones. | **Task 3: Match each phrasal verb with its meaning**  ***\*Answer key:***  1. came back  2. hand down  3. find out  4. takes care of  5. looking around |
| **Task 4**  - Have Ss work in pairs to do the exercise. Remind them to use the correct form of a phrasal verb in **3**.  - Students work independently to do the task.  - Students exchange textbooks to check their friends’ answers.  - Invite some pairs to share their answers. Confirm the correct answers. | **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 |
| **Activity 4: Production (5’)**  **Task 5**  **a. Aims:**  - To help Ss practise using some phrasal verbs.  **b. Content:**  - Task 5. Work in pairs. Ask and answer to find out who...  **c. Expected outcomes:**  - Students understand how to use some phrasal verbs.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5**  - 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.  - Students work in 2 teams and play a game.  - 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. | **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:  - Students work independently to do the task. | **\* 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 |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | - Summarise the main points of the lesson. |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words and structures  - Prepare: Lesson 4 - Communication |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………….

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period :4 Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Know how to seek for help and respond;

- Know some places of interest.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be ready and confident in real life conversations;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **a. Aims**:  - To review some phrasal verbs.  **b. Content:**  **-** Phrasal verbs revision  **c. Expected outcomes:**  - Students can use what they have learnt in the previous lesson to find out some phrasal verbs.  **d. Organisation:** | | | | |
| **Teacher’s and Ss’activities** | | | | **Content** |
| **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. | | | | **Game: Phrasal verbs revision**  ***\* Answer key:***  1. find out  2. take care of / look after  3. come back  4. look for  5. take off  6. get over |
| **Activity 2: Presentation (10’)**  **\* EVERYDAY ENGLISH**  **Task 1**  **a. Aims:**  - To introduce how to seek for help and respond;  - To help Ss practise how to seek for help and respond.  **b. 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.  **c. Expected outcomes:**  - Students can use the structures to seek for help and respond.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | | |
| **Task 1**  - 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:    - Instruct them how to respond appropriately.  - Have Ss practise the dialogues in pairs.  - Students practise the dialogues in front of the class.  - For a more able class, introduce some other ways to ask for help in English: | **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.**  ***\* Audio script:***    **\* Structures:**  + Do you mind + V-ing?  + Could you …?  *+ Could you help me ...?*  *+ Could you give me a hand with ...?*  *+ Would you ... please?* | | | | |
| **Task 2**  - 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.  - Some pairs practise in front of the class.  - For more able classes, encourage Ss to use different ways to ask for help and respond.  - T gives feedbacks | **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. | | | | |
| **Activity 3: ﻿PLACES OF INTEREST (15 mins)**  **a. Aims:**  - To introduce some famous places of interest.  **b. 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.  - Task 5: Work in pairs. Ask and answer about  **c. Expected outcomes:**  - Students get some information about some famous places of interest.  - Students can ask and answer questions about famous places of interest.  **d. Organisation** | | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | | |
| **Task 3**  - Ask Ss to look at each picture and say if they know anything about the place.  - Students look at the pictures and answer the questions and add more places to the list.  - 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. | | **Task 3: Do you know the place in each picture?**  **\* Suggested answer:**  - Picture 1: Nguyen Hue Pedestrian) is in Ho Chi Minh City. Other places of interest in the city: Central Post Office , the Notre-Dame Cathedral Independence Palace , Ben Thanh Market 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. | | | |
| **Task 4**  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.  - Students listen and fill in the table.  - Students work in pairs to compare their answers.  - Invite some pairs to share their answers. Confirm the correct ones | | **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.**  ***\* Audio script:***  *- Binh, from Ho Chi Minh City, Viet Nam*  *My favourite place of interest is Nguyen Hue Pedestrian Street. It’s in the centre of the city and only a kilometre from our house, so we walk there every weekend. It’s used for pedestrians only and is very*  *popular especially at weekends and during Tet. My sister and I enjoy the music that street bands play and look for our favourite books while our parents look around.*  *- Mira, from Sydney, Australia . Of all the attractions in Sydney, I love the Opera House the most. It’s one of the most famous performing arts centres in the world. Our family goes there twice a month because it’s about*  *5 kilometres from our house. My brother and I are fond of running up and down the stairs and feeding the seagulls. Our parents love having a drink and talking to each other.*  ***\* Key:***  1. one / 1 2. weekend  3. favourite books 4. five / 5  5. feeding 6. a drink | | | |
| **Task 5**  - 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.  - Students work in pairs, take note and report.  - Ask some Ss to report their partner’s answers to the class.  - Comment on Ss’ answers. | | **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. | | | |
| **Activity 4: Production (5’)**  **Transition from *Reading* to *Speaking***  **a. Aims:**- To help Ss practise asking and answering about some famous places of interest.  **b. Content:**  Work in groups. Ask and answer the questions. Report your group’s answer to the class.  **c. Expected outcomes:**  - Students can talk about some famous places of interest.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | | |
| – 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.  - Have Ss choose one of the two products and answer these five questions: | | **Transition from *Reading* to *Speaking***  **\* Answer some 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?* | | | |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | | | - Know how to seek for help and respond;  - Know some places of interest. | | |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’ activities** | | | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | | | - Memorize vocabulary of the lesson.  - Do EX in the workbook.  - Prepare lesson 5 ( skills 1) | | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………….

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period :5**  **Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this 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.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills.

**3. Personal qualities**

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

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **a.** **Aims:**  - To help Ss understand and activate their knowledge of the topic.  **b. Content:**  *- Video watching*  **c. Expected outcomes:**  - Students gain knowledge about Bat Trang Pottery Village.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher prepares a video of Bat Trang Pottery Village.  - Students follow the teacher's instruction.  - 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. | **Game: Video watching**  ***What do you know about this craft village?*** |
| **Activity 2: PRESENTATION (10’)**  **\* Pre- Vocabulary**  **a. Aims:**  - To activate Ss’ knowledge of the topic of the reading text;  - To improve Ss’ skill of reading for details (scanning).  **b. Content:**  - Task 1: Work in pairs. Answer the questions.  - Vocabulary teaching  **c. Expected outcomes:**  - Students identify some new words and how to use the target vocabulary.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - 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:  - 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). | Task 1: Work in pairs. Answer the questions.  *1. What can you see in each picture?*  *2. Do you know any place(s) which makes the thing(s) in the pictures?*  ***\* 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) |
| - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding with follow up questions. | **Vocabulary teaching**  **\* New words:**  1. preserve (v) /prɪˈzɜːv/ bảo tồn  2. fragrance (n) /ˈfreɪɡrəns/ hương thơm  3. original (adj) /əˈrɪdʒənl/ nguyên bản  4. function (n) /ˈfʌŋkʃn/ chức năng  5. speciality (n) /ˌspeʃiˈæləti/ đặc sản |
| **Activity 3: Practice - Reading (10’)**  **Task 2+3**  **a. Aims:**  - To improve Ss’ knowledge of vocabulary related to the text;  - To improve Ss’ skill of reading for specific information  **b. 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.  **c. Expected outcomes:**  - Students know how to use the target vocabulary,  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2**  - Tell Ss what they are going to do. Ask Ss to read around the highlighted words in the text to roughly undertand 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. | **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 |
| **Task 3**  - Have Ss share how to do this exercise.  - 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. | **Task 3: Read the brochure again. Decide which place each detail below belongs to.**  ***\* Answer key:***  Vong: 2, 3, 5  Denby: 1, 3, 4 |
| **Activity 4: PRACTICE – SPEAKING (12’)**  **a. Aims:**  - To help students use what they have learnt so far to talk about the speciality.  - To ﻿provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit.  **b. 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**.  **c. Expected outcomes:**  **-** Students can give a short presentation about the speciality.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4**  - Have Ss work in pairs to ask and answer the questions in the book. Ask them to note down their answers.  - Students work in pairs or groups to do the task.  - 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. | 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.  - 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 only your country or around the world?  ***\* Students’ answers.*** |
| **Task 5:**  - 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.  - Students give presentation to the class.  - Ask other groups to listen and give comments.  - Comment on Ss’ answers. | Task 5: Work in groups. Give a short presentation about the speciality you discussed in 4.  **\* 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.* |
| **\* EXTRA ACTIVITY (3’)** | |
| **Teacher’s and Ss’activities** | **Content** |
| -  - 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. | \* QUIZ: MATCHING  - Some famous products in different places in Viet Nam. |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Read for specific information about special products in some areas;  - Give a short presentation about a speciality. |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in students’ workbook.  - Preparing for the next lesson: Lesson 6 – Skills 2 |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period :6**  **Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information about a community helper;

- Write a paragraph about a community helper.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be friendlier and willing to help the community;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **a. Aims**:  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **b. Content:**  - Game:  **c. Expected outcomes:**  - Students’ answers.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Game: *Brainstorming***  - 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. | **Game:**  ***Brainstorming***    \* Who is your favourite community helper?  Why? |
| **Activity 2: LISTENING (20’)**  **a. Aims:**  **a. Objectives:**  - To help Ss develop their skill of listening for specific information about community service.  **b. Content:**  - Task 1: Work in pairs. Discuss the questions.  - 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).  **c. Expected outcomes:**  - Ss can listen for specific information to do the learning tasks.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Pre-listening: Task 1** | |
| **Task 1**  - Have Ss look at the pictures and answer the questions in the book:  - 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 | **Task 1: Work in pairs. Discuss the questions**  *Who can you see in the pictures?*  *What are they doing?*  ***\* Suggested answers:***  We can see garbage collectors. They are taking the garbage away.  (*reflective stripes, garbage cart, sorting, ...)* |
| **\* PRACTICE – While – listening**  **Task 2,3** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2**  - Have Ss read the questions first and underline the keywords. Have them indentify the kind of information needed for each blank  - 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.  - Students find the key words independently and listen to the recording to do the task and then compare the answers with their partners.  - Ask for Ss’ answers and write them on the board without confirming whether they are right or wrong. | **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 |
| **Task 3**  – 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.  - Some students go to the board to write the answer and then check with the whole class.  – T confirms the correct answers. | **Task 3: Listen again and tick T (True) or F (False).** |
| * **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. | *– 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?* |
| **Activity 3: WRITING ( (15’)**  **Task 4, 5**  **a. Aims:** - To help Ss practise writing a paragraph ﻿about a community helper.  **b. 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.  **c. Expected outcomes:**  **-** Students can use learned vocabulary and grammar to write a paragraph about a community helper.  **d. Organisation:** | |
| **Task 4**  - Have Ss work in pairs to answer the questions in the book. Remind them to take notes of their answers.  - 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. | **Task 4: Work in pairs. Choose a community helper you like and answer the following questions.**  **\* Students’ own answers**  **Eg:**  *A: What is his job?*  *B: He is a firefighter. His primary job is to respond to emergencies involving fires and other disasters.*  *A: What does he look like?*  *B: He typically wears distinctive uniforms that include protective gear.*  *A: What is he like?*  *B: He is a dedicated, brave, and quick-thinking individual.*  *……………………..* |
| **Task 5**  - Have Ss write their paragraphs individually based on their answers in Activity **4**.  - Students work to write their full paragraph.  - 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 Ss bring their new writing to class in the next lesson. Collect some for marking. | **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.* |
| **Activity 4: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Listen for specific information about a community helper;  - Write a paragraph about a community helper. |
| **\* Homework (2)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| * Teacher asks students to write down the paragraph in their books.   - Teacher asks students to prepare the new lesson. | - Do exercises in students’ workbook  - Prepare : Lesson 7- Looking back and project |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………

***Date: … /.../2024***

**Week : 1 UNIT 1: LOCAL COMMUNITY**

**Period :7**  **Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this 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.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be encouraged to attend community services;

- Actively join in class activities.

**II. MATERIALS**

- Grade 9 textbook, Unit 1, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **a. Aims**:  - To create an active atmosphere in the class before the lesson.  **b. Content:**  **- Game:** Brainstorming  **c. Expected outcomes:**  - Ss can list as community services as possible.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Game: 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.  - Students work in 2 teams and listen to the teacher’s instructions to play the game.  - The group having more correct answers is the winner. | **Game: Brainstorming**  community services  ***\* Suggested answers:***  cooking for homeless, picking up the trash, teaching the orphans, planting trees, … |
| **Activity 2: Practice (vocabulary) (15’)**  **a. Aims:**  - To help Ss review the vocabulary of Unit 1.  **b. Content:**  - Task 1: Write a word or phrase for each description below.  - Task 2: ﻿ Circle the correct word or phrase to complete each sentence.  **c. Expected outcomes:**  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1**  - Have Ss do this activity individually then compare their answers with their partners.  - 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 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 exercise individually.  - Students do the task independently.  - Students exchange their textbooks to check the answers.  - Ask them to share their answers with a classmate.  - Invite some Ss to share their answers. Confirm the correct ones. | **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 |
| **Activity 3: Grammar (10’)**  **a. Aims:**  - To help Ss revise question words before *to*-infinitives;  - To help Ss revise the phrasal verbs they have learnt.  **b. 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.  **c. Expected outcomes:**  - Recall the uses of question words before *to*-infinitives and some phrasal verbs.  **d. Organisation:** | |
| **Task 3**  - Have Ss do this exercise individually then compare their answers with a partner.  - Students do the task individually.  - Call on some Ss to give the answers. Confirm the correct answers. | **Task 3: Choose the correct answer A, B, C, or D.**  ***\* Answer key:***  1. B  2. C  3. D  4. A  5. C |
| **Task 4**  - Have Ss do this exercise individually then compare their sentences with a partner.  - Students complete the task individually  - Invite some Ss to write their sentences on the board. Give feedback. | **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. |
| **Activity 4: PRODUCTION – PROJECT (10’)**  **a*.* Aims:**  - To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.  **b. Content:**  **-** Presentation  **c. Expected outcomes:**  **-** Students are able to give an oral presentation of survey results.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| • 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.  • Groups show their presentations and then present. | **\* PROJECT**     * ***Interview some students***   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?  **……………….** |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher asks students to talk about what they have learnt in the lesson. | - Review the vocabulary and grammar of Unit 1  - Do the project |
| **\* Homework (2)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’ activities** | **Content** |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project  - Prepare for the next lesson: Unit 2 –Lesson 1. Getting started. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………….