Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

## Lesson 1: GETTING STARTED

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

- Use the lexical items related to traditional crafts and places of interest in an area.

- Listen and read for general and specific information about a traditional craft village.

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Local Environment”.

***b. Grammar:*** Complex sentences the uses of some common phrasal verbs.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in specific information about a traditional craft village.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more new words about traditional crafts and places of interest in an area.  **Production**  To present knowledge about places of interest with doing the quiz. | **A. Warm up**  - T writes the unit title on the board “Local environment” and asks Ss to guess the content of the unit.  - T asks them some questions to help them know the contents of the unit: *Do you think it is about environmental problems?* (No, it doesn’t refer to environmental issues like land, water, air, pollution, deforestation or global warming but it’s about the physical conditions such as its features, traditional crafts or places of interest).  - T introduces the new lesson.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocabulary (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **C. Practice**  **\* The dialogue.**  **Set the scene**  - T asks Ss to open their books and look at the picture and the phrase under GETTING STARTED. T asks them some questions:  *"Who and what can you see in the picture?"*  *"Where are they?"*  *"What do you think the people in the picture are talking about?"*  **\* Can you find a word/phrase that means:**  - Ss read and find and then compare with their partners’. T gives feedback.  **\* Answer the following questions:**  - T has Ss answer the questions  - Ss exchange the answers with a classmate.  - T asks for their answers.  **\* Write the name of each traditional handicraft in the box under the picture.**  - Ss look at the picture and match these handicrafts with them. - T asks each pair to compare before giving the answers.  **\* Complete the sentences with the words/ phrases from 2 to show where in VN the handicrafts are made.**  - T tells Ss to complete the sentences with the words/phrases in 2.  - T calls on two Ss to write their answers on the board. T confirms the correct answers.  **D. Production**  **\* Work in pairs to do the quiz.**  - Ss work in pairs to do the quiz.  - The pair which has the answers the fastest is invited to read out their answers.  - T elicits feedback from other pairs.  - T confirms the correct answers.  \* **Work in groups. Write a similar quiz about places of interest.**  - Ss work in groups to write a similar quiz about places of interest.  - T sets a time limit of about five to seven minutes.  - When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answer. The group confirms the correct answer. The second group then reads out a question in their quiz. This question should be different from the one of the first group. Ss continue the activity until all the groups have read out all of their questions or when time is up. | **Discussion**  **Lead - in the new lesson.**  **I. New words:**   1. craft (n): nghề thủ công. 2. artisan/ craftsman (n): thợ làm nghề thủ công. 3. handicraft (n): sản phẩm thủ công. 4. conical hat (n): cái nón lacquerware(n): đồ sơn mài 5. lantern (n): đèn lồng. 6. (to) set up: thiết lập. 7. (to) take over: tiếp quản. 8. workshop(n): công xưởng, xưởng.   **II. 1. Listen and read.**  **a. Can you find a word/phrase that means:**  ***Key:***  1. craft  2. set up  3. take over  4. artisans  5. attraction  6. specific region  7. remind  8. look round  **b. Answer the following questions:**  ***Key:***  1. They are at Phong’s grandparents’ workshop in Bat Trang.  2. It’s about 700 years old.  3. His great-grandparents did  4. Because people can buy things for their house and make pottery themselves there.  5. It’s in Hue.  6. Because the handicrafts remind them of a specific region.  **2. Write the name of each traditional handicraft in the box under the picture.**  ***Key:***  A. paintings  B. drums  C. marble sculptures  D. pottery  E. silk  F. lacqureware  G. conical hats  H. lanterns  **3. Complete the sentences with the words/ phrases from 2 to show where in VN the handicrafts are made.**  ***Key:***  1. conical hat  2. lanterns  3. silk  4. painting  5. pottery  6. marble sculptures  **4a. Work in pairs to do the quiz.**  ***Key:***  1. park  2. museum  3. zoo  4. beach  5. beauty spot  **b. Work in groups. Write a similar quiz about places of interest.** |

**3. Homework (2 minutes)**

- Learn by heart vocabulary and practice the conversation.

- Prepare: A closer look 1

**V. Feedback**

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