Week: Date of preparation:

Period: Date of teaching:

**HƯỚNG DẪN HỌC/KIỂM TRA**

**1. ĐẶC ĐIỂM CHƯƠNG TRÌNH ANH 9MỚI**

Chương trình môn tiếng Anh cấp THCS nhằm hình thành và phát triển cho học sinh những kiến thức, kĩ năng cơ bản về Tiếng Anh. Sau khi hoàn thành cấp học THCS với chương trình mới này, HS đạt được cấp độ A2 theo khung tham chiếu Châu Âu.

Tiếng Anh 9 là cuốn sách thứ bảy trong bộ sách 10 cuốn được bộ giáo dục biên soạn theo chương trình 10 năm

Sách Tiếng Anh 9 gồm 12 đơn vị, mỗi đơn vị được thực hiện 7 tiết. Mỗi đơn vị được biên soạn theo một chủ điểm nhất định và chủ điểm đó gần gũi, sát thực với mục đích, nhu cầu, sở thích và đời sống hàng ngày của học sinh.

Trong khi học – Học sinh cần chú ý theo hướng dẫn của thầy cô để đạt những yêu cầu sau:

1. Kiến thức:

- Nắm được kiến thức cơ bản tối thiểu và tương đối hệ thống về Tiếng Anh thực hành hịện đại, phù hợp với lứa tuổi.

- Có sự hiểu biết ban đầu về văn hóa của một số nước sử dụng Tiếng Anh.

2. Kỹ năng:

- Kỹ năng nghe: Nghe hiểu Tiếng Anh sử dụng trong lớp học và hiểu các chủ điểm giao tiếp bằng Tiếng Anh trong và ngoài lớp học .

- Kỹ năng nói: Thực hiện được các yêu cầu giao tiếp hàng ngày bằng Tiếng Anh, có thể diễn đạt các nội dung giao tiếp đơn giản hàng ngày có liên quan đến các chủ điểm và nội dung ngôn ngữ đã học trong chương trình.

- Kỹ năng đọc: Đọc hiểu nội dung chính và thực hiện tốt các thủ thuật nhằm giải quyết được các bài tập liên quan đến nội dung của đoạn văn ngắn, đơn giản về các chủ điểm đã học trong chương trình.

- Kỹ năng viết: Viết có hướng dẫn các đoạn văn về mô tả hoặc các báo cáo tường thuật về các hoạt động của cá nhân hoặc lớp học trong khuôn khổ chủ điểm của chương trình và viết phục vụ các nhu cầu giao tiếp cá nhân và xã hội ở mức độ đơn giản.

3. Thái độ tình cảm:

- Có thái độ tình cảm đúng đắn đối với Đất nước, Con người, Nền văn hoá và ngôn ngữ đang học nhờ đó phát triển tình cảm tốt đẹp đối với ngôn ngữ và văn hóa dân tộc.

- Xây dựng và phát triển ý thức cũng như năng lực làm việc trong cộng đồng thông qua các hoạt động rèn luyện ngôn ngữ.

- Bước đầu có nhu cầu và biết cách tự học để nắm và sử dụng tiếng nước ngoài trong học tập và đời sống.

2. PHƯƠNG PHÁP HỌC

* Tại trường:
* Tập chung nghe giảng, nghiêm túc làm theo các yêu cầu của thầy, cô.
* Hăng hái phát biểu ý kiến xây dựng bài.
* Luyện tập nói tiếng Anh với thầy, với bạn bè, tận dụng mọi cơ hội có thể để tập nói tiếng Anh. Nói đúng trọng âm, ngữ điệu.
* Nắm vững các vấn đề ngữ pháp đã học, các cấu trúc câu. Ghi chép đầy đủ, chính xác.
* Tại nhà:
* Ôn lại bài học ngay khi có tiết học ở lớp.
* Dựa vào các cấu trúc và các ngữ liệu đã học để luyện nói tiếng Anh cùng bạn.
* Làm đầy đủ bài tập trong sách bài tập. Tìm đọc thêm các loại sách tham khảo nếu có thể.
* Thường xuyên học, củng cố và mở rộng vốn từ của mình.
* Viết từ mới và mẫu câu hay vào sổ tay học tập của mình.

**3. GIỚI THIỆU SÁCH GIÁO KHOA**

Sách giáo khoa Tiếng Anh 9 được thiết kế với kênh hình và kênh tiếng phong phú. Mỗi đơn vị bài học được chia thành 7 phần thích hợp cho việc rèn luyện các kỹ năng nghe, nói, đọc, viết, ngữ pháp, ngữ âm và từ vựng.

* Phần 1: Getting started: Giới thiệu từ vựng và ngữ pháp.
* Phần 2: A closer look 1: Luyện từ vựng và ngữ âm.
* Phần 3: A closer look 2: Học ngữ pháp
* Phần 4: Communication: Thực hành nói tiếng Anh.
* Phần 5: Skills 1: Luyện kỹ năng đọc, nói
* Phần 6: Skills 2: Luyện kỹ năng viết, nghe.
* Phần 7: Looking back&Project: Luyện tập, củng cố các kiến thức đã học.

**4. KIỂM TRA ĐẦU NĂM**

**I. Complete the sentences with the correct form of the verbs in brackets.**

1. Minh, you are late. The film (start) \_\_\_\_\_\_\_\_\_\_\_\_ ten minutes ago.

2. Children sometimes (play) \_\_\_\_\_\_\_\_\_\_\_\_ adult sports like golf.

3. I (be) \_\_\_\_\_\_\_\_\_\_\_\_to Australia twice with my family.

4. My mother (buy) \_\_\_\_\_\_\_\_\_\_\_\_ a pair of sports shoes for my last birthday.

5. Next week, we (plant) \_\_\_\_\_\_\_\_\_\_\_\_ the vegetables in the school garden.

6. If we recycle more, we (help) \_\_\_\_\_\_\_\_\_\_\_\_ our earth.

7. We (save) \_\_\_\_\_\_\_\_\_\_\_ a lot of trees from deforestation recently.

8. They (not/ visit) \_\_\_\_\_\_\_\_\_\_\_\_\_ HCM City for a long time.

9. Nga (play) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ badminton three times a week.

10. Hurry up! Your friends (wait) \_\_\_\_\_\_\_\_\_\_\_\_\_ for you outside.

**II. Change into passive.**

1. They often invite me to join their trips to their home village.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. They will build a new bridge in front of my house next year.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Mr. Smith taught us English two years ago.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. They didn’t look after the children properly.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Tourists cannot take photos in this area.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Change into reported speech (2.5 pts)**

1. “I want my room to look nice at the festival”

→ Hoa said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. “We are going to the rice-cooking contest”

→ Mr Robinson said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. “Will you help me to hang this picture, Nam?” said Mai .

→ Mai asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. “You have to take at least two bottles of water.”

→ Tam’s father said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. “I will clean all the class windows.”

→ Mr Trung said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Homework (2 minutes)**

- Prepare the next lesson: Unit 1 Getting started.

**6. Feedback**

............................................................................................................................................................................................................................................................................................................................................................................................................................................

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 aids:**

- Projector, textbook, pictures, CD, computer.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **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

**\* Feedback**

............................................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to some traditional crafts; some verbs that are used to talk about producing or creating a craft to talk about the making of traditional crafts in a specific region.

b. Phonetics: How to put correct stress on content words.

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

3. Formation of behavior: Students will be interested in vocabulary related to “local environment”.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to put stress on content words correctly.  **Practice**  To know more words related to “local environment”.  .  To distinguish  how to put stress on content words.  **Production**  To revise more words related to  Local environment. | **A. Warm - up**  - T asks Ss to look at the words on page 8 in 20 seconds and try to remember as many words as possible.  - T divides the class into two teams.  - T gets feedback.  **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**.  **\* Pronunciation**  - T explains the content words.  - T asks Ss to pay attention to content words.  - T asks them to put stress on content words in a sentence.  - Ss practice.  **C. Practice**  **Vocabulary**  **\* Write the verbs in the box.**  - Ss work individually to do this exercise and then compare their answers with a classmate.  - T elicits the answers from Ss and quickly write them on the board.  \* **Match the verbs in column A with the groups of nouns in column B.**  - Ss work in pairs to do the exercise. - T checks the answers as a class.  - If time allows, T asks Ss make sentences.  \* **Write the correct verb forms for these verbs.**  - Ss do individually, and then T calls two Ss to write their answers on the board.  - T elicits feedback from other Ss.  - T confirms the correct answers.  **\* Complete the passage by filling each blank with a suitable word from the box.**  - Ss individually do the exercise.  - T checks their answers as a class and confirms the correct ones.  **PRONUNCIATION**  **\* Listen to the speaker read the following sentences and answer the questions.**  - T asks Ss to read the four questions and make sure they understand them. - Ss listen to the speaker read the sentences and at the same time check whether their answers are correct.  - T tells them that this is actually the first question and other questions can be answered after listening.  - Ss discuss their answers to the four questions in pairs.  - Ss give answers and T confirms the answers.  **\* Listen, check and repeat.**  **\* Underlinethecontentwordsinthesentences.Practice reading the sentences aloud.**  **\* Listen, check and repeat.**  - T plays the recording for Ss to check their answers and practice reading the sentences.  - T calls some Ss to give the answers and read the sentences.  - T gives correction if needed.  **D. Production**  **\* Complete the word web.**  - T organizes a competition for this activity.  - Ss work in groups of five or six. T sets a time limit of five minutes.  - T may prepare some large pieces of paper for the groups to write their answers on. Ss write down as many places of interest in the word web as possible. The group with the most places is the winner. The winning group presents their words/phrases. Other groups tick the similar words/phrases they have and add more if they can. If time allows, T may ask Ss to explain why they think the places are entertaining, cultural, educational, or historical. | **Game: Kim's game**  Ss name as many “craft villages” as possible.  **I.**  **1. Vocabulary**   1. cast (v): đúc (đồng). 2. carve (v): khắc, tạc, chạm, đục. 3. embroider (v): thêu. 4. weave (v): đan (rổ, rá), dệt (vải). 5. mould (v): đổ khuôn, tạo khuôn. 6. knit (v): đan (len, sợi …).   **2. Pronunciation**  **Stress on content words.**  **II. Practice**  **Vocabulary**  **1. Write the verbs in the box.**  ***Key:***  A. cast  B. carve  C. embroider  D. weave  E. mould  F. weave  G. knit  **2a. Match the verbs in column A with the groups of nouns in column B.**  ***Key:***  1. b  2. d  3. e  4. a  5. f  6. c  **2b. Write the correct verb forms for these verbs.**  **Key:**  2. cast; cast  3. wove; woven  4. embroidered; embroidered  5. knitted; knitted  6. moulded; moulded  **4. Complete the passage by filling each blank with a suitable word from the box.**  ***Key****:*  1. historical  2. attraction  3. exercise  4. traditional  5. culture  6. handicrafts  **PRONUNCIATION**  Stress on content words in sentences.  **5a.Listen to the speaker read the following sentences and answers the questions.**  ***Key:***  1. Sentence 1: craft, village, lies, river, bank; Sentence 2: painting, embroidered; Sentence 3: what, region, famous; Sentence 4: drums, aren't, made, village; Sentence 5: famous, artisan, carved, table, beautifully  2. They are: nouns, verbs, adjectives, adverbs, wh-question words, and negative auxiliaries.  3. Sentence 1: the, on, the; Sentence 2: this, is; Sentence 3: is, this, for; Sentence 4: in, my; Sentence 5: a, this  4. They are: articles, prepositions, pronouns, and possessive adjectives.  **5b. Now listen, check and repeat.**  **6a.Underlinethecontentwordsinthesentences.Practice reading the sentences aloud.**  **6b. Now listen, check and repeat.**  Give correction if needed.  1. The Arts Museum is a popular place of interest in my city.  2. This cinema attracts lots of youngsters.  3. The artisansmouldclay to maketraditionalpots.  4. Where do you like going at weekends?  5. We shouldn't destroyhistorical buildings.  **3. Completethe word web.**  **Suggested answers:**  **Entertaining:** cinema, department store, restaurant, café, theatre, opera house, club, park, zoo...  **Cultural:** opera house, museum, craft village, historical building, theatre, market, craft village...  **Educational:** library, museum, theatre...  **Historical:** building, temple, shopping district, market, beauty spot, craft village... |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**\* Feedback**

............................................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

* Write complex sentences with different dependent clauses.
* Use some common phrasal verbs correctly and appropriately.

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

3. Formation of behavior: Students will be aware of using structural points correctly.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To review complex sentences and how to make a phrasal verb.  **Practice**  To practice  making complex sentences.  To use phrasal verb in order to complete sentences.  **Production**  To produce sentences using phrasal verbs. | **A. Warm - up**  - T asks Ss to make a list of conjunction.  **B. Presentation**  **\* Complex sentences review.**  **\* A phrasal verb.**  - T asks Ss to read the grammar box, and then explains through the examples given in the box.  - To check Ss’ understanding of the usage, T asks Ss to make other example sentences.  - T draws Ss’attention to the **Look out! Box.**  **C. Practice**  **\* Underline the dependent clause in each sentence below. Saywhether it isa dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).**  - Ss do this exercise individually.  - T elicits Ss’ answers. T confirms the correct ones.  **\* Make a complex sentence from each pairof sentences. Use the subordinator provided andmakesanynecessarychanges.**  - Sswritethecomplexsentencesindividuallyandthencomparethemwithapartner.  - TwoSswrite theirsentencesontheboard.  - T asksotherSstogivefeedback.  - T confirms the correctanswers.  **\* Match the phrasal verbs in A with their meaning inB.**  Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.  **\* Complete each sentence using the correct formofaphrasalverbin4.Youdon’tneedto usealltheverbs.**  - Ss do the task individually.  - Ss compare in pairs.  - T checks as a class.  **D. Production.**  **\* Complete the second sentence so that it has a similar meaning to the ﬁrst sentence, using the wordgiven.**  - Ss write the sentences individually and then compare their answers with a classmate.  - Ss write their sentences on the board.  - Other Ss and T give feedback. | **Brainstorm:**  **Make a list of conjunction.**  **I. Grammar**  **1.Complex sentences.**  - There are diﬀerent types of dependent clause.  \* A dependent clause of concession.  \* A dependent clause of purpose.  \* A dependent clause of reason.  \* A dependent clause of time.  **2. A phrasal verb.**  A phrasal verb is a verb combined with a particle such as *back, in, on, oﬀ, through, up*, etc. When a particle is added to the verb, the phrasal verb usually has a special meaning.  (3) **Read this part of the conversation from GETTING STARTED. Pay attention to the underlinedpartandanswerthequestions.**  **II. Practice**  **1. Underline the dependent clause in each sentence below. Saywhether it isa dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).**  ***Key:***  1. DT  2. DP  3. DC  4. DR  5. DT  **2.Make a complex sentence from each pairof sentences. Use the subordinator provided andmakesanynecessarychanges.**  ***Key:***  1. The villagers are trying to learn English in order that they can communicate with foreign customers.  2. After we had eaten lunch, we went to Non Nuoc marble village to buy some souvenirs.  3. Even though this hand-embroidered picture was expensive, we bought it.  4.This department store is an attraction in my city because the products are of good quality.  5.This is called a Chuong conical hat since it was made in Chuong village.  **4. Match the phrasal verbs in A with their meaning inB.**  ***Key:***  1. c  2. g  3. f  4.a  5. h  6. b  7. e  8. d  **5. Complete each sentence using the correct formofaphrasalverbin4.Youdon’tneedto usealltheverbs.**  ***Key:***  1. face up down  2. turned down  3. passed down  4. live on  5. close down  6. did - come back  **6. Complete the second sentence so that it has a similar meaning to the ﬁrst sentence, using the wordgiven.**  ***Key:***  1. Where did you find out about Disneyland Resort?  2. When did you get up this morning?  3. I'll look through this leaflet to see what activities are organized at this attraction.  4. They're going to bring out a guidebook to different beauty spots in Viet Nam.  5. I'm looking forward to the weekend! |

**3. Homework (2 minutes)**

**-** Do exercise B1, 2, 3 (Workbook), learn more about phrasal verbs.

- Prepare the next lesson: Communication.

**\* Feedback**

.............................................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, student can be able toorganize a day trip to a place of interest.

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 planning a trip to a place of interest.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To listen information about a trip to a interesting place.  To present a plan for a trip to a place of interest. | **A. Warm up:**  - T asks Ss in two big groups to list different activities during a trip.  **\* Extra vocabulary:**  - T elicits new words from Ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually &corrects their pronunciation.  - T corrects & asks Ss to copy the words/  →**Check – vocabulary:** “Slap the board.  **B. Practice**  **\* Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversationandcompletetheirplanbyﬁllingeachblankwithnomorethanthreewords.**  - Ss read through the table.  - T plays the recording once or twicefor Ss to complete the table.  - T elicits the answers and quickly write them on the board.  - T plays the recording one more time for Ss to check their answers. - - T confirms the correct ones.  **\* Imaginethatyourclassisgoingtoaplaceofinterestinyourarea. Work in groups to discuss the plan for this day out. Make notes in the table**  - Ss work in groups to do this activity.  - Ss draw the table and make notes. Set a time limit of about 15 minutes for this activity.  - T asksSs to do the following things:  + choose a place of interest to visit.  +decide what to do and make notes. +decide who will present what to the class.  + rehearse what to say.  - T moves around to observe and give help if necessary.  **\* Presentyourplantotheclass.Whichgrouphasthebestplan?**  - Groups present their plan to the class.  - Other groups and T give feedback. - All class vote for the best plan. | **Network**  **Activities during a trip.**  **Extra vocabulary:**  1. turn up (v): xuất hiện.  2. set off (v): khởi hành.  3. team-building(adj): xây dựng đội ngũ.  4. means of transport: phương tiện đi lại.  5. tug of war (n): kéo co.  **Activity 1. Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversationandcompletetheirplanbyﬁllingeachblankwithnomorethanthreewords.**  ***Key:***  1. Green Park  2. bus  3. 8 a.m  4. own lunch  5. supermarket  6. team-building  7. quizzes  8. painting village  9. make  10. 5p.m  **Activity 2. Imaginethatyourclassisgoingtoaplaceofinterestinyourarea. Work in groups to discuss the plan for this day out. Make notes in the table**  E.g. Which place of interest do you plan to visit?  How do you go there?  What time do you set off?  What food and drink do you bring along?  What do you do there?  What time do you intend to come back?  **Activity3. Presentyourplantotheclass.Whichgrouphasthebestplan?**Ss’ presentation. |

**3. Homework (2 minutes)**

- Do exercise C (Workbook).

- Prepare next lesson: Lesson 5 Skills1.

**\* Feedback**

..............................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for general and specific information about traditional craft village and discuss local traditional crafts, their benefits and challenges

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: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading about traditional craft village in Viet Nam.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  **Speaking**  **Pre- speaking**  **While - speaking**  To discuss local traditional crafts, their benefits and challenges | **A. Warm - up:**  - T gives questions and Ss answers.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **\* Mi visited Tay Ho village in Hue last month. She has decided to present what she knows aboutthisplacetotheclass.Read what she has prepared and match the titles with the paragraphs**  - T asks Ss to read the titles in the box quickly.  - T helps Ss to understand the meaning of each title.  - Ss read the paragraphs and match them with the titles.  - T asks them to compare their answers with a classmate. T elicits their answers.  **2. While - reading**  **\*Readthetextagainandanswerthequestions.**  - Ss read the passage again to answer the questions.  - Ss can underline parts of the text that help them with the answers.  - Ss compare their answers before giving the answers.  - T asks them to give evidence when giving the answers.  **C. Speaking**  **1. Pre - speaking**  **\* Read the following ideas. Are they about the beneﬁts of traditional crafts (B) or challenges thatartisans may face(C).WriteBorC.**  - T asks Ss to read the ideas. Explain any points they are not sure about.  - T may also have to give Ss the meaning of some words such as authenticity (the quality of being real or true) or preserve (protect). - T elicits Ss' opinions as a class.  - Ss to add some more benefits and challenges.  **2. While - speaking**  **\* Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.**  -Ss work in groups to work out an action plan to deal with the challenges mentioned above.  - T sets a time limit of about 10 minutes for this activity.  - T moves around to provide help and comments.  - Some groups present their plan.  - T and other Ss give feedback and ask any questions. Vote for the best plan. | **Discussion**  **(1) OnelooksatPictureA,andthe otherlooksatPictureBonpage15.Askeach otherquestionstoﬁndoutthesimilaritiesand diﬀerences between yourpictures.**  ***Key:***  Similarities: conical hat, string  Differences:  PictureA: light green, pictures between layers, blue string, look lighter  PictureB: white, no decoration, pink string, look heavier  **Reading**  **New words:**  **1.** present: trình bày/giới thiệu**.**  2. stage (n): giai đoạn.  **3.** layer (n): lớp (lá)**.**  **4.** challenge (n): thử thách**.**  **5.** authenticity (n): độ tin cậy/thật**.**  **6.** preserve (v): bảo tồn, giữ gìn.  **2. Mi visited Tay Ho village in Hue last month. She has decided to present what she knows aboutthisplacetotheclass.**  **Read what she has prepared and match the titles with the paragraphs.**  ***Key:***   1. C 2. A 3. B   **3. Readthetextagainandanswerthequestions.**  ***Key:***  1. Because it is a birthplace of the conical hat in Hue.  2. It’s 12 km from Hue City.  3. It’s going to the forest to collect leaves.  4. They’re very thin.  5. It has poems and paintings of Hue between the two layers.  6. Everybody can, young or old.  **Speaking**  **4. Read the following ideas. Are they about the beneﬁts of traditional crafts (B) or challenges thatartisans may face(C).WriteBorC.**  ***Key:***  1. B  2. C  3. B  4. C  5. C  6. B  ***Other benefits***: creating national/ regional pride, helping develop tourism, helping improve local infrastructure and services creating cohesion between craft families and communities  ***Other challenges***: limited designs, natural resources running out, competition from other countries  **5. Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.**  ***Ss’ presentation.*** |

**3. Homework (2 minutes)**

- Learn by heart all the new words

- Do Ex D (WB)

- Prepare next lesson: Lesson 6 Skills 2.

**\* Feedback**

...........................................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen for specific information about places of interest in an area and write an email to give information about places of interest in an area and things to do there.

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 and writing.

3. Formation of behavior: Students will feel interested inwriting an email to give information about places of interest in an area and things to do there.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| Warm - up  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehen the content of the listening text.  **Writing**  **Pre-writing**  To take notes some ideas.  **While - writing**  To write an email to give information about places of interest in an area and things to do there. | **A. Warm - up**  - T gives questions and Ss answer.  **A. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocabulary (situation, realia)  \* Checking vocabulary: Slap the board.  **- T asks Ss to get ideas about the topic.**  **\* Describewhatyouseeineachpicture.Doyou knowwhatplacestheyare?**  - T asks Ss to look at the picture and describe what they see in each of them.  - Ss tell the name of each place, write on the board.  - Ss listen to check their answer.  - T gives feedback.  **2. While - listening**  **\* Listen to what these students say and decide if the statements are true (T) or false(F).**  - T plays the recording again for Ss to decide if the sentences are true or false.  - T plays the recording one more time if they meet any difficulty doing this.  - Ss compare their answers in pairs before giving T the answers.  - T asks for Ss' answers and writes them on the board.  - T corrects.  **\* Listen again and complete the table**. **Usenomorethanthreewordsforeachblank.**  - Ss complete the table by filling each blank with no more than three words.  - Ss compare their answers with a classmate before giving T the answers.  - T asks two Ss to write their answers on the board.  - T corrects and gives comment.  **B. Writing**  **1.Pre-writing**  **\* If a visitor has a day to spend in your hometown/city, where will you advise him/her to go? What can they do there? Work in pairs, discuss and take notes of your ideas.**  - Ss work in pairs and discuss the places of interest in their hometown/city that can be visited in one day and the activities that can be done there.  - T reminds Ss that these places of interest should be most typical and worth visiting.  - T should move around to, give comments as there may not be enough time for checking with the whole class.  **2. While-writing**  **\* Imagine that your Australian pen friend is coming to Viet Nam and will spend a day inyourhometown/city.He/Shehasasked for your advice on the places ofinterestthey should go to and the things they can dothere. Write an email to give him/her some information.**  - Ss write the email, using the notes they have made.  - Ss write this in groups on big pieces of paper.  - Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class.  - T collects some Ss' work to mark at home or ask them to rewrite the email as homework. | **Chatting**  What do you think about computers?  Class work  **Listening**  **New words.**  1. explore (v): thám hiểm/ khám phá.  2. botanical garden (n): vườn bách thảo.  3. artefact (n): đồ tạo tác, hình giả tạo, giả tượng.  4. ceramics (n): gốm, sứ.  5. Pigeon (n): chim bồ câu.  **\* Describewhatyouseeineachpicture.Doyou knowwhatplacestheyare?**  ***Key:***  A. Ha Noi Botanical Garden.  B. Bat Trang pottery village.  C. Viet Nam National Museum of History.  **2. Listen to what these students say and decide if the statements are true (T) or false(F).**  ***Key:***   1. T 2. T 3. F   (His friend’s relatives own it.)   1. F   (They also come from other countries.)   1. T   **3. Listen again and complete the table**. **Usenomorethanthreewordsforeachblank.**  ***Key:***   1. artifacts 2. exploring Vietnamese culture 3. make things 4. paint on ceramics 5. the hill 6. books 7. pigeons 8. watching   **Writing**  **4. If a visitor has a day to spend in your hometown/city, where will you advise him/her to go? What can they do there? Work in pairs, discuss and take notes of your ideas.**  **5.Imagine that your Australian pen friend is coming to Viet Nam and will spend a day inyourhometown/city.He/Shehasasked for your advice on the places ofinterestthey should go to and the things they can dothere. Write an email to give him/her some information.**  Dear Mary,  It's great to know that you're coming to Viet Nam. What a pity you can only spend one day in Ha Noi.  There are so many interesting places in the city, but I think within one day you should be able to visit three places. The first place I suggest is VietNam National Museum of History. You like history, so it's a must-see place. There's an extensive collection ofartefacts tracing Viet Nam's history. They’re arranged chronologically from primitive life to modern times. The second place is Hoan Kiem Lake. It's one of the symbols of Ha Noi. There you can enjoy the beautiful scenery and visit Ngoc Son Temple. You can also havea lookat the Old Quarter. Wander around the old streets and some ancient houses to explore Vietnamese culture. Conveniently, these places are close to one another, so we can walk around easily.  Tell me when you're coming, so I can show you around these places.  Look forward to seeing you soon!  Best wishes,  Le |

**3. Homework (2 minutes)**

* Prepare for the next lesson: Looking back & Project.
* Do Ex E1, 2 (WB)

**\* Feedback**

...........................................................................................................................................................................................................................................................................................................................................................................................................................................

Week: Date of preparation:

Period: Date of teaching:

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:**By the end of this lesson, students can revise and make the use of all the target knowledge in unit 1.

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: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

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

- Greet.

- Check attendance.

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

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “local environment”.  .  **Grammar**  To revise complex sentences and phrasal verbs.  **Communication**  To practice communicating | **Practice**  **Vocabulary**  **\* Write some traditional handicrafts in the word webbelow.**  - Ss complete this exercise individually or in pa.irs  - T asks once they have finished they should be able to explain their answers as well.  - T accepts different answers if Ss can explain their decisions logically.  **\* Complete the second sentence in each pair byputtingthecorrectformofaverbfromthe boxintoeachblank.**  - Ss complete this task individually.  - T lets Ss to give their keys before the class.  - T asks one S write the keys on the board.  **\* Complete the passage with the words/ phrases from thebox.**  - Ss do this exercise individually.  - Some Ss read out their answers.  - T confirms the correct ones.  **2. Grammar**  **\* Fill the gaps with the correct form of the verbs.**  - Ss complete the sentences with their own ideas.  - T calls on two Ss to write their answers on the board.  - Other Ss give feedback.  - T checks their answers.  **\* Rewriteeachsentencesothatitcontainsthe phrasal verb in brackets. You may have to changetheformoftheverb.**  - Ss write the sentences individually.  - Two Ss write the sentences on the board.  - T asks other Ss to give comments. - T corrects the sentences if needed.  **3. Communication**  **\* Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guesswhatplacehe/sheisthinkingabout.**  - Ss work in groups to play the game.  - One student is the group secretary.  - Group members take turns to think of a place of interest in their area. Other Ss ask Yes/No questions to guess the place.  - The secretary writes down all the places of interest they have guessed. Finally, the secretary reports on the places. | **Vocabulary**  **1. Write some traditional handicrafts in the word webbelow.**  ***Key:***  1. paintings  2. pottery  3. drums  4. marble sculptures  5. silk  6 lacquerware  7. lanterns  8. conical hats  **2. Complete the second sentence in each pair byputtingthecorrectformofaverbfromthe boxintoeachblank.**  ***Key:***  1. cast  2. embroidering  3. wove  4. knitted  5. carved  6. moulded  **3.Complete the passage with the words/ phrases from thebox.**  ***Key:***  1. zoo  2. looking forward to  3. looked  4. team-building  5. lunch  6. museum  7. craft  8. interest  **Grammar**  **4. Complete the complex sentences with your ownideas.**  **Ss’ answers.**  **5. Rewriteeachsentencesothatitcontainsthe phrasal verb in brackets. You may have to changetheformoftheverb.**  ***Key:***  1. I don't remember exactly when my parents set up this workshop.  2. We have to try harder so that our handicrafts can keep up with theirs.  3. What time will you set off for Da Lat?  4. We arranged to meet in front of the lantern shop at 8 o'clock, but she never turned up.  5. The artisans in my village can live on basket weaving.  **Communication**  **6. Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guesswhatplacehe/sheisthinkingabout.** |

**3. Homework (2 minutes)**

- Prepare: Unit 2: Getting started.

**\* Feedback**

...........................................................................................................................................................................................................................................................................................................................................................................................................................................