

Period : 1
Week: 1
Date : 5/9/2024

UNIT 1: LOCAL COMMUNITY
Lesson 1: Getting started – I really love where I live now.
Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

Main skill:

Speaking: tell everyone about their local community

Sub- skills:

Reading: read for specific information about the local community.

Listening: listen for specific information about local community

Writing: outline some vocabulary and grammar items related to the topic

b. Languages:

Vocabulary: Vocabulary related to the topic of local community.

Grammar: Question words before to-infinitives

Phrasal verbs

2. Competence

Students can tell everyone about their local community and outline some vocabulary and grammar items related to the topic

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities.

II. Teaching aids (& materials)

Student book TA 9, ppt file, pictures of local community.


III. Procedure

Activity 1: Setting the scene (5 minutes)


Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit.
Input	Before Ss open their books, T asks some Ss about their neighbourhood: + Where do you live? + What are your neighbours like? + What do you like about your neighbourhood?
Procedure	-Summarise Ss'answers and ask them what another name for a neighbourhood is. -Elicit the phrase local community. Tell Ss that a local community includes all the people living in a particular area or is the place where people live. Write the unit title on the board Local Community. -Share with Ss the objectives of the lesson and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers:

	<ul style="list-style-type: none"> - in the countryside, in Dong Thap - friendly, kind, quiet, respectful... - good schools, quiet streets, parks and green spaces, variety of shops and restaurants friendly neighbors, peaceful atmosphere, beautiful scenery
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Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	<ol style="list-style-type: none"> 1. suburb (n): ngoại ô 2. facilities (n) : cơ sở vật chất 3. community (n) : cộng đồng 4. get on with (v): có mối quan hệ tốt với 5. remind sb of (v): gợi nhắc 6. stuff (n): đồ đạc, thứ 7. encourage (v): motivate: khuyến khích 8. health check-ups: kiểm tra sức khỏe 9. craft village (n): làng nghề 10. advice (n) : lời khuyên 
Procedure	<ul style="list-style-type: none"> - follow steps of teaching new vocabulary - use “ https://yourhomework.net/vocabulary/lesson/000000028438” to check vocabulary
Outcome	<ol style="list-style-type: none"> 1. Ss have certain vocabulary for the listening and reading tasks. 2. Ten new words

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	
Procedure	<ul style="list-style-type: none"> - Ask Ss to look at the pictures on pages 8-9 and answer the questions below: <ol style="list-style-type: none"> 1. <i>What do you see in each picture?</i> 2. <i>What would life in the place in the pictures be like?</i> - Elicit answers from Ss. - Introduce the two characters: Mi and Ann. Explain that they are friends, and they meet each other after a long time. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud. - Have Ss say the words in the text that they think are related to the topic Local community. - Quickly write the words on one part of the board. Comment on Ss' answers.
Outcome	<ol style="list-style-type: none"> 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. 2. Expected answer: trees, a lot of modern houses, peaceful, clean, beautiful...

Activity 4 : Reading the dialogue(5 minutes)

Goal	The activity aims at helping Ss understand the conversation..
Input	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>2 Read the conversation again. Fill in each blank with no more than TWO words from the conversation.</p> </div> <div> <p>3. There is a _____ near Mi's house.</p> <p>4. Mi thinks she will get on with her new _____.</p> <p>5. People in Ann's community gave her family _____ on where to buy stuff.</p> </div> </div>

	<ol style="list-style-type: none"> 1. Mi's family moved to a new house in a suburb _____. 2. Her new neighbourhood is bigger with wider streets and _____.
Procedure	<ul style="list-style-type: none"> - First, ask Ss to read the sentences and fill in the blanks without reading the conversation again. - Elicit the answers from Ss. Quickly write these answers on the board. - Now have them read the conversation again to check their answers. - Allow them to share answers with a partner before discussing the answers as a class. - Ask Ss for their answers again, referring to the answers that have been written on the board before. Confirm the correct answers.
Outcome	<ol style="list-style-type: none"> 1. Ss understand the conversation 2. Key: 1. last month 2. fewer people 3.craft village 4. neighbours 5. useful advice

Activity 5 : Introducing vocabulary (5 minutes)


Goal	The activity aims at helping Ss guess the meaning of some vocabulary items in the conversation.
Input	3 Match each word or phrase with its definition.
Procedure	<ul style="list-style-type: none"> - Ask Ss to read the words and phrases in the first column and locate them in the conversation. - Ask them to read around each word or phrase to guess its meaning. For example, Ss can guess the meaning of suburb by reading the sentence where the word appears in line 4 of the conversation. Model the skill with this word. - Have Ss work individually to match the words and phrases with their definitions. - Have them compare their answers with a partner. - Invite some Ss to share their answers. - Confirm the correct answers. - Have Ss practise saying the words and phrases.
Outcome	<ol style="list-style-type: none"> 1. Ss master some vocabulary items related to the topic 2. – Key 1.d 2.e 3.a 4.C 5. b

Activity 6 : Practise using the vocabulary in context (5 minutes)

Goal	The activity aims at helping Ss practise using the vocabulary learnt in 3.
Input	4 Complete each sentence with a word or phrase from 3.
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs and fill in each blank with a word or phrase from 3. - Ask for Ss' answers and confirm the correct ones. - For a more able class, have Ss work in groups. Each group makes sentences with the words / phrases. Then they read aloud these sentences.
Outcome	1. suburb 2. get on with 3. Facilities 4.remind ... of 5. community

Activity 7 : Introducing to Ss some places of interest in a community (5 minutes)

Goal	The activity aims at introducing to Ss some places of interest in a community..
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Input	
Procedure	<ul style="list-style-type: none"> - Set a time limit of 3 - 5 minutes for Ss to take the quiz in pairs. Invite some pairs to share their answers with the class. Confirm the correct answers. - Ask Ss to work in groups and brainstorm all the places of interest in a community that they know. After 3 minutes, they are invited to share their answers with the whole class. The group with the most correct answers wins.
Outcome	<p>Expected answer:</p> <p>1. stadium 2. hospital 3. playground 4. school 5. museum</p>

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector/ TV in the classroom, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the sentences with question words before to-infinitives (We didn't know where to buy stuff for our house.) and the phrasal verbs (get on, remind... of) together with the words with the sounds /ae/, /a:/, and /e/. Tell Ss that they will learn these language points in the upcoming lessons.

Rút kinh nghiệm sau tiết dạy :

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Duyệt của Tổ trưởng

Giáo viên soạn

Phạm Thị Tuyết Hoa

Phạm Thị Tuyết Hoa