

REVIEW 1
Lesson 2: SKILLS
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

**Main skill:*

Writing: practise writing a paragraph about three things that make them proud of their community.

Speaking: practise asking and answering about the kind of workshop they would like to have at their school and report back.

**Sub- skills:*

Listening: practise listening for specific information.

Reading: practise reading for specific information.

b. Languages:

Vocabulary: revise words related to local community, city life and healthy living for teens

Grammar: revise phrasal verbs, double comparatives, and modal verbs in first conditional sentences), question words before to-infinitives, modal verbs in first conditional sentences.

2. Competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work

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)

- Grade 9 textbook, Review 1 – Skills - Computer connected to the Internet
- Projector / TV - *hoclieu.vn*

III. Procedure

Activity 1: Warm up- Chatting(5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit.
Input	
Procedure	<ul style="list-style-type: none"> - Ask Ss to talk about what they think about workshop - Call on some Ss to give their ideas. - Give comments and leads Ss to the new lesson.
Outcome	Expected answer: a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience

Activity 2: Reading (9 minutes)


Goal	The activity aims at helping Ss practise reading for specific information.
Input	<p>Reading</p> <p>1 Read parts of the notices about different workshops for teens. Tick (✓) the appropriate box(es) to show which workshop has the following features.</p>
Procedure	<ul style="list-style-type: none"> - Have Ss read the short texts quickly and tick the appropriate boxes. - Then ask Ss to compare their answers with a partner before giving T the answers. - Have Ss explain their answers. Confirm the correct answers.
Outcome	

Key:			
	A	B	C
1. Teens will practise doing things, using the new skills.	✓		✓
2. Teens can work with professional people.	✓	✓	✓
3. It deals with teens' daily problems.		✓	
4. Teens can improve their skills based on the feedback from professionals.			✓
5. Teens will present their product.	✓		

Activity 3 : Speaking (8 minutes)

Goal	The activity aims at helping Ss practise asking and answering about the kind of workshop they would like to have at their school and report back.	
Input	<p>Speaking</p> <p>2 Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.</p> <ol style="list-style-type: none"> 1. What kind of workshop would you like to have at your school? Why? 2. What can students do at the workshop? 3. What can they learn from the workshop? 4. Who do you think should be invited to lead the workshop? 	
Procedure	<ul style="list-style-type: none"> - Ask Ss if there are any workshops they have attended in and outside school. - Have Ss work in groups to ask and answer about the kind of workshop they would like to have at their school. Remind them to take notes of their answers. - Ask groups to report their answers to the class. - Have Ss vote for the best ideas. 	
Outcome	<p>Suggested answer:</p> <p>We would like to have a DIY workshop at our school because we want to know how to make new things from used items such as plastic bottles or old clothes. At the workshop, we can practise making useful things from these items. By doing this, we can learn about the green lifestyle and ways to save our environment. We think we should invite Ms Mai Huong, our form teacher, to lead the workshop because she knows many creative ways to reuse old things.</p>	

Activity 4 : Listening (8 minutes)

Goal	The activity aims at providing Ss with more practice on listening for specific information.	
Input	<p>Listening</p> <p>3 Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words. </p> <ol style="list-style-type: none"> 1. Demi used to live in London for _____ with her parents. 2. At weekends, they usually visited attractions and _____. 	
Procedure	<ul style="list-style-type: none"> - Have Ss read the incomplete sentences. - Play the recording for the first time. Ask Ss to listen and complete the sentences. - Ask for their answers and write them on the board. - Play the recording a second time for Ss to check their answers. - Check Ss' answers. - Play the recording the last time if necessary, stopping at places where Ss got the wrong answers. 	
Outcome	<p>Key: 1. three years 2. famous parks 3. most beautiful 4. sail round 5. museum</p> <p>Audio script - Track 20:</p> <p>Hello, I'm Demi, a student from the Netherlands. I used to live with my parents in London for three years before we moved back to Giethoorn Village in the Netherlands. Our life in London was quite interesting. There are many attractions such as the London Eye, Buckingham Palace, etc., so at weekends we could visit them. We also went to famous parks like Hyde Park to enjoy</p>	

	the nature. However, in this city, we experienced traffic jams and air pollution. Then we moved back to our Giethoorn Village. At first I was a little bit sad but now I really love the life here. We live in one of the most beautiful villages in the world. Our village is special because we can only sail around, walk, or cycle. The place I like best is the museum because there I can learn how people lived more than 100 years ago. I also love the fresh air and the people here.
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Activity 5 : Writing (10 minutes)

Goal	The activity aims at helping Ss write a paragraph about three things that make them proud of their community.
Input	<p>Writing</p> <p>4 Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.</p> <ol style="list-style-type: none"> 1. What are the three things that make you proud of your community? 2. Why does each of them make you feel proud?
Procedure	<ul style="list-style-type: none"> - Ask Ss to discuss and answer the questions in pairs. - Then have them write their paragraph individually. - Ask one or two Ss to write their paragraphs on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to give feedback at home.
Outcome	<p>Suggested answer:</p> <p>I feel proud of three things in my community. Firstly, it is spacious. There are not many people living in my community, and the streets and roads are wide. Therefore, I do not feel confined here. Secondly, my community has enough facilities for its people. Near my house there are two small parks with sports facilities for people of all ages. Also, there are good schools, hospitals, and supermarkets nearby. Thirdly, the people here are very friendly and helpful. Neighbours greet each other whenever they meet. They are also willing to help each other in difficult situations. In short I am proud of and love living in my community.</p>

a. Wrap-up(3 minutes)

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework(2 minutes)

- Do exercises in the workbook.
- Prepare for Unit 4 – Getting started