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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 08/9/2023* | *9B:09/9/2023* | *9C: 09./9/2023* | *9D: 09/9/2023* |

**Period:** 1

**REVISION**

**I./. OBJECTIVE:** - By the end of the lesson S will be able to remember main contents of English 8 and know how to learn English 9.

**1. Knowledge**

**2. Skills:** Practicing skills

**3. Attitude:** - Students know how to learn English in right way.

- Ss are interested in doing exercises.

**4. Competences**:

- Co-operation

- Self- study

- Using language to do exercises

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV./PROCEDURE:**

**1. Warm up:**

- free talk about summer activities

**2. Revision:**

**2.1. Present perfect:**

***a, Use:*** Thì hiện tại hoànthànhdiễn tả hành động:

- bắt đầu từ quá khứ, kéo dài đến hiện tại và có thể tiếp tục ở tương lai.

- đã xảy ra trong quá khứ nhưng không rõ thời gian.

- vừamớixảy ra.

- đã xảy ra và đã chấm dứt nhưng kết quả còn để lại hoặc liên quan đến hiện tại.

- chưa bao giờ xảyra.

- lặp lại nhiều lần trong quá khứ.

- dùng trong câubìnhphẩm.

***b, Form:*** S + have/ has + P II...............

S + have/ has + not+ P II...............

Have/ has + S + P II.........?

***c, Sign:***

- since/ for/ just/ already/ recently= lately/ ever/ never...before/ not...yet/ once/ twice/ three times..../ so far= up to now= up to the present= until now/ first time/ second time....

**4. Present perfect progressive:**

***a, Use:***Thì hiện tại hoàn thành tiếp diễn diễn tả hành động:

- bắt đầu từ quá khứ, kéo dài liêntục đến hiện tại.

- vừa mới kết thúc nhưng kết quả còn để lại hoặc liên quan đến hiện tại.

***b, Form:*** S + have/ has + been + V-ing...............

S + have/ has + not+ been + V-ing...............

Have/ has + S + been + V-ing................?

***c, Sign:***

- since/ for/

**2.2. Past simple:**

***a, Use:***Thì quá khứ đơn diễn tả hành động:

- đã xảy ra và đã chấm dứt biết rõ thời gian.

***b, Form:*** S + V-ed...............

S + did + not+ V...............

Did + S + V.........?

***c, Sign:***

- yesterday

- last + N

- ago/ then

**2.3. Past progressive:**

***a, Use:***Thì quá khứ tiếp diễn diễn tả hành động:

- đang xảy ra tại một thời điểm cụ thể trong quá khứ.

- đã xảy ra và kéo dài một thời gian ở quá khứ.

- đang xảy ra ở quá khứ thì hành động khác xen vào.

- hai hành độngxảy ra song song cùng một lúc

***b, Form:*** S + was/ were + V-ing...............

S + was/ were + V-ing...............

Was/ were + S + V-ing.................?

***c, Sign:***

- at that time, then

- when

- while...........

**2.4. Past perfect:**

***a, Use:***Thì quá khứ hoàn thành diễn tả hành động:

- xảy ra trước một thời gian quá khứ hoặc trước một hành động khác.

***b, Form:*** S + had + P II...............

S + had not + P II...............

Had + S + P II.................?

**2.5. Past perfect progressive:**

***a, Use:***Thì quá khứ hoàn thành tiếp diễn diễn tả hành động:

- xảy ra trong quá khứ và kéo dài liên tục cho đến khi hành động quá khứ thứ hai xảy ra, hành động nàycó khoảng thời gian đi kèm. Hành động thứ hai được chia ở thì quá khứ đơn.

***b, Form:*** S + had been + V-ing...............

S + had + not + been + V-ing...............

Had + S + been + V-ing.................?

**3.Further practice:**

**4. Production:**

- Review all the knowledge in English 8

- Prepare:**Unit 1: Getting started + listen and read.**

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 09/9/2023* | *9B:09/9/2023* | *9C: 11/9/2023* | *9D: 11/9/2023* |

**Period:** 2

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 1: Getting started**

**I./. OBJECTIVE:** By the end of the lesson, students will be able to:

- listen and read for specific information about Nick's, Phuc's and Mi's visit to Bat Trang traditional craft village

- practice reading and doing some exercises with the lexical items related to traditional craft village

**1. Knowledge:**

- Vocab: traditional crafts items

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Students know how to learn English in right way and are interested in doing exercises.

- Ss are interested in and proud of the traditional crafts

**4. Competences**:- Co-operation- Self- study- Using language to talk about traditional craft villages

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may not be familiar with many difficult Environment activities.

**-**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and students ‘ activities** | **Contents** |
| **1. Warm up : Matching (5’-IW)**  - Teacher shows all the pictures in 2 p7.  ? Look at the pictures.  - Tell Ss that in the box are some traditional handicrafts of different regions in Vietnam.  ? Work in groups and match these handicrafts with the pictures.  ? giving your answers to class | **Key:**  A. paintings B. drums  C. marble sculptures D. pottery  E. silk F. lacquerware  G. conical hats H. lanterns. |
| **I. BEFORE LISTEN AND READ**  ***1. New words (5’-IW)***  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: R.O.R  **2. Set the scenes:*(3’-IW)***  ? Look at the picture on page 6  ? Who and what can you see in the picture?  ? Where are they?  ? What do you know about Bat Trang?  - Ss answer the questions as a class  *- We are going to listen and read a dialogue about* Nick, Phuc and Mi's visit to Bat Trang.  - Play the recording twice. | **I. New words**   |  |  |  | | --- | --- | --- | | - **take** over | (v): | tiếp quản | | - arti**san** | (n): | thợ làm nghề thủ công | | **- me**morable | (adj): | đáng nhớ |   - Repeat in chorus and individually  - Copy all the words  - Answer the questions individually.  **\* Suggested answers**  - Nick, Phong and Mi  - a lot of pieces of pottery  - in Bat Trang traditional craft village |
| **II. WHILE READING**  ***1. Ex a/7: Find a word or phrase (5’-PW)***  ? Listen and read then do **1a P7**  ? Work independently to find the words with the given meanings in the dialogue.  ? Read out the lines in the dialogue that contain the words.  ? Share the answers  - Quickly write the correct answers on the board.  ? Study the Watch out box.  - **"As far as I know"** is an expression. It is used to say that you think you know something but you cannot be completely sure, especially because you do not know all the facts.  ***2. Ex b/7: Answer the questions (7’-PW)***  - Have Ss read the questions to make sure they understand them.  ? Answer the questions without reading the dialogue again.  - Ss exchange their answers with a classmate.  ? Check your answers by reading the dialogue again.  - Ask for Ss' answers..  **3. Ex 2:** **Find words/ phrases in the box to describe the photos:(5’-IW)**  *T: Now, look at the pictures. In the box are some traditional handicrafts of different regions in Viet Nam. In pairs, you’ll match these handicrafts with the pictures*  **Pair work:**  Ss compare their answers in pairs before giving their answers to T | **II. Listen and read**  ***1a. Find a word or phrase***  Key**:**  1. craft 2. set up 3. take over 4. artisans  5. attraction 6. specific region 7. remind 8. look round  ***1.b. Answer the questions***  Key:  1. They are at Phong's grandparents' workshop in Bat Trang.  2. It is 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. Find words/ phrases in the box to describe the photos:**  A. paintings B. drums  C. marble sculptures D. pottery  E. silk F. lacquer ware  G. conical hats H. lanterns |
| **III. AFTER READING**  ***1. Complete the sentences /3 P7 (5’-PW)***  ? Complete the sentences with the words/phrases in 2.  - The complete sentences will give Ss information about the places where the handicrafts are made.  - Call on two Ss to write their answers on the board. Confirm the correct answers.  - If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly, call out the place where this handicraft is made.  ***2. Quiz 4 P7 (5’-PW)***  ? Work in pairs to do the quiz.  - The pair which has the answers the fastest is invited to read out their answers.  - Elicit feedback from other pairs. Confirm the correct answers.  ***b : Work in groups (***If time allows)  ? Ss work in groups to write a similar quiz about places of interest. | **III. Practice (20'')**  ***1. Complete the sentences (3 P7)***  1. conical hat 2. lanterns  3. silk 4. paintings  5. Pottery 6. marble sculptures  ***2. Quiz (4 P7)***  1. park 2. museum  3. zoo 4. beach  5. beauty spot |
| **IV. WRAPPING UP (3')**  ? Recall some information about Bat Trang traditional craft village.  ? Are there any craft villages in your neighbourhood?  ? What products do the artisans make? | - Answer individually |
| **V. HOME ASSIGNMENT (2')**  ? Write sentences with the new words.  ? Do Ex B1,2 , 3, 4P4 (Workbook) |  |

FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 12/9/2023* | *9B:12/9/2023* | *9C: 12/9/2023* | *9D: 12/9/2023* |

**Period:** 3

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 2: A closer look 1**

**I./. OBJECTIVE:** 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

- say sentences with correct stress on content words

**1. Knowledge:** - Grammar: present simple, verb form

- Vocabulary: traditional crafts

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Students know how to learn English in right way.

- Ss are interested in doing exercises and are interested in making handicrafts

**4. Competences**:

- Co-operation- Self- study- Using language to talk about traditional craft villages

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

**-** Students may have difficulty in distinguishing the stressed words in sentences.

# -Teacher should download pronunciation power [*https://www.thoughtco.com/practice-stress-and-intonation*](https://www.thoughtco.com/practice-stress-and-intonation) to help Ss pronounce correctly.

**IV./.PROCEDURE:**

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| **Teacher and students ‘ activities** | **CONTENT AND BOARD DISPLAY** |
| **I- Warm up (5'):**  Ask Ss to call out some traditional crafts they remember from the previous lesson. Tell them that in this lesson they are going to learn some verbs that are used to talk about producing or creating a craft. These will help them use the language correctly when they talk about the making of traditional crafts in a specific region. | - Listen to the teacher  .  - Work in groups  - Write on the board. |
| **II. NEW LESON**  **1. Vocabulary (IW- 5')**  \* New word  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  - cast: shape hot liquid metal, etc. by pouring it into a container.  - mould: shape a soft substance into a particular form or object by pressing it or by putting it into mould  \* Checking vocab: R.O.R  ***a)*** ***Write the verbs in the box under the picture. One of them should be used twice(IW- 5’)***  - Ss work individual to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed. The two verbs cast and mould are quiet difficult, so make that Ss understand them:  Now have Ss look at their answers on the board and say if these are correct. | **1. Vocabulary**   |  |  |  | | --- | --- | --- | | **Cast** | (v): | đúc | | emb**roi**der | (v): | thêu | | **mould** | (v): | Đổ khuôn, tạo khuôn | | weave | (v): | Đan (rổ, rá), dệt |   Knit (v): đan (len)  **Key**:  A. cast  B. carve  C.embroider  D.weave  E. mould  F. weave  G.knit  Repeat in chorus and individually  - Copy all the words |
| **b) Match the verb in column A with the groups of noun in column B (PW- 5’)**  a. The purpose of this exercise is to help Ss understand more deeply and use the verbs correctly to talk about producing and creating crafts. Ss work in pair to do the exercise. Check the answers as a class. If time allows, haceSs make sentences.  b. This activity will help Ss to manipulate the verbs as they are not all regular.  Have Ss do the activity, then call two Ss to write their answers on the board. Elicit feedback from other Ss. Confirm the correct answers. | **Key**: 1.b 2.d 3.e 4.a 5.f 6.c  Key:  2. cast; cast 3.wove; woven 4.embroidered; embroidered  5. knitted; knitted 6. moulded; moulded |
| ***c) Complete the table(2 P8) (GW- 5’)***  Organise a competition for this activity:  - Ss works in groups of five or six. Set a time limit of five minutes. Ss in each group 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. Others tick the similar words they have and add more if they can. (It time allows, T may ask ss to explain why they think the places are entertaining, cultural, educational or historical) | **Suggested answer:**  - Entertaining: cinema, department store, restaurant, café, theater, opera house, club….  - Cultural: opera house, museum, craft village, historical building, theater, market….  - Educational: library, museum, theater….  - Historical: building, temple, shopping district, market, beauty spot…. |
| ***d) Complete the passage (IV- 5’)***  Ask Ss to do the exercise individually. Check their answer as a class and confirm the correct ones | - Do the task individually   |  | | --- | | **Key:**  1. historical 2. attraction 3. exercise  4. traditional 5. Culture 6.handicraft | |
| **2. Pronunciation (10'')**  **Stress on content words in sentences (IW/ WC)**  Tell Ss that they are going to learn about sentence stress. Explain that in spoken English, we use sentence stress to show our listeners which parts of our sentences are the most important. These are the parts that carry the most meaning.  **5 a** Have Ss read the five sentences and underline the words they think are stressed. Elicit answers from Ss. Do not confirm the correct answers. Now ask Ss to read the four questions and make sure they understand them. Ask Ss to listen to the speaker read the sentences and at the same time check whether their answers are correct. Tell 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.  **b** Call some Ss to give the answers and give feedback. Play the recording again for Ss to repeat the sentences.  - Have Ss read the information in the box to remember the content of the lesson. | **Audio script:**   1. The **craft villagelies** on the **river bank**. 2. This **painting** is **embroidered**. 3. **What** is this **region famous** for? 4. **Drums aren’t made** in my **village.** 5. A **famous artisan carved** this **table beautifully**.   **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   1. They are : nouns, verbs, adjectives, adverbs, wh-question words, and negative auxiliaries. 2. Sentence 1: the, on, the   Sentence 2: this, is  Sentence 3: is , this, for  Sentence 4: in, my  Sentence 5: a, this   1. They are: articles, prepositions, pronouns, and possessive adjectives. |
| **6 a**Ss do this exercise individually and compare their answers with a classmate.  **b** Play the recording for Ss to check their answers and practice reading the sentences. Call some Ss to give the answers and read the sentences. Give correction if needed. | ***Audio script and Key:***   1. The Art 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. |
| **III. WRAPPING UP (IW-3')**  - Retell the whole lesson | - Answer teacher's questions. |
| **IV. HOME ASSIGNMENT(2')**  ? Write sentences with the new words.  ? Do Ex A1, 2,B1, 2 (workbook) |  |

* FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 15/9/2023* | *9B:13/9/2023* | *9C: 13/9/2023* | *9D: 13/9/2023* |

**Period:** 4

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 3: A closer look 2**

**I./. OBJECTIVE:** By the end of the lesson, students will be able to :

- write complex sentences with different dependent clauses

- use some common phrasal verbs correctly and appropriately

**1. Knowledge:** - Grammar:complex sentences ,common phrasalverbs

- Vocabulary related to traditional crafts.

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

-Ss are interested in using complex sentences ,common phrasal verbs in commmunication.

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

- Creativeness: Discuss about traditional crafts in Viet Nam.

- Using language to talk about traditional crafts in Viet Nam

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in using some common phrasal verbs.

**-** Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

|  |  |
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| **Teacher and students ‘ activities** | **Contents** |
| **I.Warm up (IW/ 5'):**  Fre talk abouttraditional crafts | **UNIT 1: LOCAL ENVIRONMENT**  **Lesson 3: CLOSER LOOK 2 (P. 11)** |
| **II. Grammar 1**  **1. Complex sentences:**  **a) Review (IW/PW15')**  - Elicit from Ss what they still remember about complex sentences.  - Have them make sentences with although, when, so that and because.  - Give feedback and quickly write the sentences on the board. Underline the dependent clause with these subordinators. Tell Ss that today they are going to focus on these dependent clauses.  Now ask Ss to read the information in the yellow box. When Ss have reading, ask them to name the dependent clauses on the board.  - Ss do individually as teacher requires  **b).** Ss do this exercise individually. Elicit Ss’ answers. Confirm the correct ones.  - Ss write the complex sentences individually and then compare them with a partner.  - Have two Ss write their sentences on the board. Each student writes two or three sentences. Ask other Ss to give feedback. Confirm the correct answers. | **I. Grammar**  **1. Complex sentences: review**  Ex 1/9 : underline the dependent...  **key**:   1. When people talk about traditional paintings -> DT 2. So that she could buy some bai tho conical hats -> DP 3. Although this museum is small -> DC 4. Because we have space to skate board -> DR 5. Before they make the drumheads -> DT   **Ex 2/10**  **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 Chuong village. |
| **2. Phrase verb (IW/PW/20’)**  a) set the scene  - T asks Ss to read the sentences taken from the conversation in GETTING STARTED, paying attention to the two verb phrases. Have them answer the two questions orally as a class.  - Ss explain the underlined words in the dialogue  Key:  *- Set up : start something ( a business, an organization, etc. )*  *- Take over: take control of something ( a business, an organisation, etc. )*  *No, the individual words in the verb phrase do not help with comprehension. This is why they are sometimes considered difficult*.  - Have Ss read the information in the yellow 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 do this exercise individually, and then compare their answers with a classmate  **b) Ex4/10*Match the phrasal verbs with their meaning***  - Ss do this exercise individually, and then compare their answers with a classmate. Check Ss’ answers and confirm the correct ones.  **c) Ex5/10 *Complete each sentences using the correct form of a phrasal verbs in 4. You don't need to use all the verbs***  - T elicits the answers and give correction.  - Ss read the sentences and complete them individually, then compare their answers with a classmate.  **d) Ex6 /10*Complete the 2nd sentence so that it has a similar meaning to the first sentence, using the words given.***  Have Ss quickly read the provided sentences. Make sure they understand the meaning of each sentence. Tell Ss that all the phrasal verbs used in this exercise have been presented in this lesson. Ss write the sentences individually and then compare their answers with a classmate. Call on two Ss to write their sentences on the board. Other Ss and T give feedback. | **2. Phrase 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  ***Examples:***  - Get up ( get out of bed )  - Find out ( get information )  - Bring out ( publish/ launch )  - Look through ( read )  ***- Note: a verb can go with two particles.***  - Look forward to ( be thinking with pleasure about something to come )  - Run out of ( have no more of )    **a) Ex4/10**  **Key: 1.**c 2. g 3. f 4. a 5. h  6. b 7. e 8. d  **c) Ex5/10**  **Key**: 1. Face up to 2. Turned down 3. Passed down 4. Live on 5. Close down 6. Did…come back  **d) Ex6 /10**  **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! |
| **III. Wrapping up (IW-3')**  1.**Ex 1: Choose the best answer**  - Answer teacher's questions.  - Take note  ? Retell complex sentences and phrasal verbs | 1. Thanks ………television people can get the latest information.   A. to B. with C. by D. for   1. I have been looking .................. my dog for two days but I haven't found it yet.   A. into B. after C. for D. at   1. There’s nothing good on TV. Why don’t you turn it \_\_\_\_\_\_\_\_\_?   A. off B. down C. at D. on   1. The final examination will be held \_\_\_\_\_ July 10th.   A. in B. on C. at D. to   1. Her parents saw her \_\_\_\_ at the railway station.   A. up B. for C. in D. off |
| **IV. Home assignment (2')**  ? Learn by heart all the new words and structures  ? Do B3, 4, 5, 6 (Work book) |  |

FEEDBACK:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 16/9/2023* | *9B:16/9/2023* | *9C: 18/9/2023* | *9D: 18/9/2023* |

**Period:** 5

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 4: Communication**

**I./. OBJECTIVE:** By the end of the lesson, Ss will be able to arrange a visit a place of interest in the region.

**1. Knowledge:** - Vocabulary: vocabulary related to visiting a place of interest like: team-building; set off, turn up, picnic food/ drink/ activities…

- Grammar: planned future tenses

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Ss are interested in making arrangements for a picnic

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

-Ss are interested in outdoor activities and places of interest

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about future plan for a picnic

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in finding the word *team-building.*

*-* Teacher should encourage sts to add to the finding the word *team-building* they know that are used online.

**IV./.PROCEDURE:**

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| --- | --- |
| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP:** ***(IW/WC -7’)***  **Brainstorming:** The whole class  - Tell Ss that in this lesson they will have the opportunity to organize a day trip to a place of interest and ask some questions:  ? What should we pay attention to a plan for a day out? | **\* Brainstorming:**      - Place  - Mean of transport  - Time to set off  - Food and drinks  - Activities  - Time to come back.  **UNIT 1: LOCAL ENVIRONMENT**  **Lesson 4: Communication (P. 11)** |
| **II. NEW LESSON**  **I. Vocabulary (IW/5’)**  - Refer Ss to any words in the “Extra vocabulary” that Ss don’t yet know and ask Ss to try to guess what the meaning is, and how that may relate to planning a day out.  **1. Ex 1: (IW/10’)**   * *Set the scene:*   *Nick, Duong, and Mai are planning a day out to a place of interest for their class.*   * Ask Ss to guess and fill in the table. * Play the disc twice, ask Ss to listen and fill in the gaps from 1 to 10. * ss share the answer with the partner. * Get feedback * Ask Ss to listen once more to check.   **2. Ex 2/11 (GW/PW - 10’)**  **Discuss the plan for this day out.**  - Ask Ss to work in groups of 5 or 6 to make note in the table.  - Give groups.  Ask Ss 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  Share the answer with the partner.  - Give answers to the teacher.  - Listen once more to check.   * Present before class in groups   Give comment to other groups | **I. Vocabulary**  - team- building(adj): xây dựng đội  - turn up(ph.v) : xuất hiện  - set off(ph.v): khởi hành  **II. PRACTICE**  **1. Ex 1:** ***Nick, Duong, and Mai are planning a day out to a place of interest for their class. Listen to the conversation and complete their plan by filling each blank with no more than three words.***  - Answer 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. P.M  **2. Ex 2/11**  **Imagine that your class is going to a place of interest in your area. Work in group to discuss the plan for this day out. Make note in the table.**   |  |  |  | | --- | --- | --- | |  | Details | Who to prepare | | Place |  |  | | Means of transport |  |  | | Time to set up |  |  | | Food |  |  | | Drinks |  |  | | Activities |  |  | | Time to come back |  |  | |
| **III. WRAPPING UP:(IW/GW-10’)\_**  **1. Present the plan to class.**  - Ask Ss to present in groups before class.  - Ask other groups to give comment.  - Teacher gives comment and choose the best representation. |  |
| **IV. Home assigment: (3m)**  - Redo all the ex.  - Do exercise ….. (Workbook) |  |

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 19/9/2023* | *9B:19/9/2023* | *9C: 19/9/2023* | *9D: 19/9/2023* |

**Period:** 6

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 5: Skills 1**

**I./. OBJECTIVE:** By the end of the lesson, ss will be able to:

- Read and get general and specific information about a traditional craft village.

- Listen and get specific information about places of interest in an area.

**1. Knowledge:** - Vocab: vocabulary related to local traditional crafts like: paintings, pottery, drumb, silk, lanterns, conical hats…

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Be proud of and love the traditional crafts and local places of interest

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Creativeness: talk about benefits and challenges of traditional craft villages

- Using language to talk about traditional craft villages

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in talking about general and specific information about the craft villages.

*-* Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

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| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Chatting:  Have you ever been to traditional craft village?  Can you name some traditional craft village in Vietnam?  Is there traditional craft village in your city?  What is your craft village ? | **UNIT 1: LOCAL ENVIRONMENT**  **Lesson 5: Skills 1 (P. 11)** |
| **II. NEW LESSON**  **I/. Vocabulary (IW-7’)**  - T elicits vocabulary  - S guess the meaning  **II. Reading**  **1. Ex 1: Look at pictures then give similarities and differences: (PW/5’)**  - Ask Ss to work in pairs, one look at Picture A, and the other look at picture B**.**  - Ask each other questions to find out the similarities and differences between two pictures.  - Ss work in pair to find out the differences, and similarities | **I. Vocabulary**  take part in (ph.v): tham gia  p**o**em (n)-p**o**et(n)-po**e**tic (adj): bài thơ, nhà thơ, tính thơ ca  authent**i**city(n): thật  pr**o**cess(n): quy trình, quá trình  rely on (ph.v): dựa vào  l**a**yer(n): lớp, tầng- Work in pairs.  **II. Reading**  **1.** **Ex 1: Look at pictures then give similarities and differences:**  **Suggested answers:**   * Similarities: conical hat, string * Differences:   ***Picture A***: light green, pictures between layers, blue string, look lighter  ***Picture B***: white, no decoration, pink string, look heavier. |
| **2. Ex 2: Mi visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.**  ***Read and match the titles with the paragraphs.(IW/PW 5’)***  - Ask Ss to read what Mi has prepare and match the tittles with the paragraphs.  -Work individually and match.  - Share with the partner.  **3. Ex 3: Read the text again and answer the questions. (PW- 8’)**  - Ask Ss to work individually then share with the partner  - Work individually then share with the partner  - Answer;  - Get feedback  - Help Ss to correct the answers. | **2. Ex 2: Mi visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.**  ***Read and match the titles with the paragraphs.***  Answer:  1 - C  2 - A  3 – B  **3. Ex 3: Read the text again and answer the questions.**  1. Because it is the 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. |
| **III. SPEAKING (PW/GW- 8’)**  1. **Ex 4: Read the following ideas. Are they about the traditional crafts (B) or challenges that artisans may face (C). Write B or C**  - Ss Work individually then share with the partner.  - T Gets feedback  - Help Ss to correct the answers.    **2. Ex 5: Imagine that your group is responsible for promoting the traditional crafts in your area. Propose an action plan to deal with the challenges. (GW)**  -Ask Ss to work in groups to work out an action plan to deal with the challenges mentioned from other above. It’s an open activity, so there is no right or wrong answer as long as Ss can explain their points.  - Set a time limit of about 10 minutes for this activity.  - More around to provide help and comments.  - Invite some groups to present their plan. T and other Ss give feedback and ask any questions. | **Ex 4: Read the following ideas. Are they about the traditional crafts (B) or challenges that artisans may face (C). Write B or C**  - Answer:  1. providing environment 1. B  2. losing authenticity 2. C  3. providing additional income 3. B  4. Relying too much on tourism 4. C  5. treating waste and pollution 5. C  6. preserving cultural heritage. 6. B  **Ex 5: Imagine that your group is responsible for promoting the traditional crafts in your area.**  - Make a plan to promote the traditional crafts in your area. |
| **III. WRAPPING UP (GW-5’)**  **1.** Vote for the best plan.  - If the classroom has space, T may organize an exhibition of ideas. Give each group a big piece of paper. Ss discuss and write their action plan on the paper. After 10 minutes, ask them to stick their plan on the wall around the classroom. Ss visit at least two groups and listen to their presentations. When the time is up, ask some Ss to report on what they have heard to the class and say which action plan they prefer and why. |  |
| **IV. HOME ASSIGNMENT (2’)**  1. Review this lesson  2. Do exercises ……. (Workbook) |  |

FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 22/9/2023* | *9B:20/9/2023* | *9C: 20/9/2023* | *9D: 20/9/2023* |

**Period:** 7

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 6: Skills 2**

**I./. OBJECTIVE:** By the end of the lesson, Ss will be able to listen for specific information and write an email to give information about places of interest in an area and things to do there.

**1. Knowledge:** vocabulary to describing a place of interest

- Grammar: present simple

**2. Skills:** Practicing skills

**3. Attitude: -** Love and protect places of interest**-** Positive about local environment.

- Students know how to learn English in right way & to be interested in doing exercises.

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

- Creativeness: write an email to give information about places of interest in an area and things to do there.

- Using language to write an email

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

-Students may have difficulty in organizing the ideas to write an email.

**-**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP: (GW- 5’)**  Face to face: famous places of interest in Ha Noi  S1. Hoan Kiem lake  S2. Ho Chi Minh’s Mausoleum  S3. Thu Le Park  S4. Bat Trang pottery village  ........................... | 5 ss come to the board and play the game.  **UNIT 1: LOCAL ENVIRONMENT**  **Lesson 6: Skills 2 (P. 13)** |
| **II. NEW LESSON**  **I. listening**  ***1. Describe what you can see in each picture.(IW/5’)***  *T: Before listening, please look at the pictures and describe what you can see in each of them.*  - Elicit answers from different Ss.  - Ask them if they know the name of each place.  - Quickly write these names on the board. Play the recording for Ss to check their answers.  ***2. Listen and decide if the statements True or False: (IW-5’)***  - Play the recording again for Ss to decide if the sentences are true or false.  - Play the recording one more time.  - Have Ss compare their answers in pairs before giving T the answers.  - Ask for Ss' answers and write them on the board.  ***3. Listen and comlpetethe table(IW/5’)***  - T Play the recording - Ss Listen to the recording again, Ss complete the table giving.  Ask two Ss to write their answers on the board.  - Have Ss compare their answers with other pairs before giving T the answers. | ***1. Describe what you can see in each picture.***  *Key:*  A. Ha Noi Botanical Garden  B. BatTrang pottery village  C. Viet Nam National Museum of History  ***2. Listen and decide if the statements True or False:***  1.T  2.T  3.F (His friend’s relatives own it.)  4.F (They also come from other countries.)  5.T  ***3. Listen and complete the table.***   1. artifacts 2. exploring Vietnamese culture 3. make things 4. paint on ceramics 5. the hill 6. books 7. pigeons |
| **II. Writing**  In this writing part, Ss are asked to write an email to give an Australian pen friend some information about the places of interest in their hometown/city and the activities they can do there.  **1. Ex 4: If a visitor has a day to spend in your city. Where/ What can the go/ do there? (GW/5’)**  **-**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. Remind Ss that these places of interest should be most typical and worth visiting.  - T moves around to give comments as there may not be enough time for checking with the whole class  **2. Ex 5: Imagine that your Australian pen friend is coming to Vietnam and will spend a day in your city. She has asked for your advice on the places of interest they should go to and the thing they can do there.**  **Write an email to give him/her some information about the trip to your home city. (GW/10’)**  **-**Ss write the email, using the notes they have made. Ss may also 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. | **II. Writing**  **1. Ex 4: If a visitor has a day to spend in your city. Where/ What can the go/ do there?**   |  |  | | --- | --- | | **Places** | **Activities** | | **Place 1** |  | | **Place 2** |  | | **Place 3** |  |   **2. Ex 5: Imagine that your Australian pen friend is coming to Vietnam and will spend a day in your city. She has asked for your advice on the places of interest they should go to and the thing they can do there.**  **Write an email to give him/her some information about the trip to your home city.** |
| **III. WRAPPING UP (IW/7’)**  - T may collect some Ss’work to mark or correct grammar mistake | Sample writing:  *Dear Mira,*  *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 Viet Nam National Museum of History. You like history, so it’s a must-see place. There’s an extensive collection of artefacts 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 have a look at the Old Quarter. Wander around the old streets and some ancient housed 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,*  *Thuc Anh* |
| **IV. HOME ASSIGNMENT (IW/3’)**  - Complete the writing  - Do exercises in the workbook. |  |

FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Preparing date:* | *Teaching date:* | | | |
| *25/8/2023* | *9A: 23/9/2023* | *9B:23/9/2023* | *9C: 25/9/2023* | *9D: 25/9/2023* |

**Period:** 8

**UNIT 1: LOCAL ENVIRONMENT**

**Lesson 7: Looking back and project**

**I./. OBJECTIVE:** By the end of the lesson, Ss will be able to revise the vocab. , grammar they've learnt in Unit 1 make the presentation about their places of interest or a local product confidently

**1. Knowledge;** - Vocabulary: vocabulary relating to places of interest...

- Grammar: complex sentences, phrasalverbs

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about local environment.

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

-Students are not confident to present and promote their activities before the class.

**-**Teacher should prepare the lesson carefully and give the Ss clear instructions and encourage students to be calm to take part in the project part.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| **T's and Ss’ activities** | **Contents** |
| **I. WARM UP: (GW-5’)**  Brainstorming:  Divide the class into 2 groups to play the games.  -- ss works in groups to write all handicrafts they know into a piece of paper.(2 minutes)  - go to the board and write  the group with more correct words wins the game.  1 | ***Write some traditional handicrafts in the word web below.***  1. paintings 2. Pottery 3. Drums 4. Silk 5. lanterns 6. Conical 7. Lacquerware 8. Marble sculptures  ..... |
| **II. NEW LESSON**  **I. Vocabulary.**  ***1. Complete the second sentence in ech pair by putting the correct form of a verb from the box into each blank.(IW- 7’)***  - Ss do this exercise individually, then compare their answers with a partner.  - T Elicits the answers from Ss.  ***2. Ex 3:Complete the passage wth the words/ phrases from the box.(IW- 7’)***  - Ss do this exercise individually. Have some Ss read out their answers.  - T Confirms the correct ones.  **II. Grammar**  **1. Ex** 4 ***(IW- 7’)***  - Ss complete the sentences with their own ideas.  - T Calls on two Ss to write their answers on the board. Other Ss give feedback.  Check their answers.  **2. Ex5: *(IW- 7’)***  Ss write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments.  Correct the sentences if needed.  **III.Communication (3’)**  - Have 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.  Finished! | **I. Vocabulary.**  ***1. Ex 2/14: Complete the second sentence in ech pair by putting the correct form of a verb from the box into each blank***.  **Key**:  1. cast 2. Embroidering 3. Wove  4. knitted 5. Carved 6. Moulded  3. ***Complete the passage wth the words/ phrases from the box.***  **Key:**  1. zoo 2. Looking forward to 3. Looked 4. Team-building  5. lunch 6. Museum 7. Craft 8. Interest  **II. Grammar.**  ***1. Complete the complex sentences with your own ideas***.  1. ……… there aren’t many people know how to weave.  2. …….. it’s wide and fresh. They can relax there.  3. ……. The crafts remind people a specific region.  4. …….. the spring is coming.  5. ……… we can see a great film.  ***2. Rewrite each sentence so that it contains the phrasal verb in brackets.***  **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. |
| **III. WRAPPING UP**  **1.Project: (GW/7’)**  **Talking: What make you proud of your area?** | **IV. Project presentation.**  **What make you proud of your area?**  **-**give the presentation to the class in the group.  - the others vote for the best. |
| **IV. HOME ASSIGNMENT (IW-2’)**  Complete the Looking back into the notebook. |  |

FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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