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| **Week 3**  **Period: 9** | **Date of planning : 16/9 /2025**  **Date of teaching : 26/9/2025** |

**UNIT 2: CITY LIFE**

**Lesson 1: Getting started – How is your city?**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *City life*

- Gain vocabulary to talk about life in the city

**2. Competences**

**General competences:**

Develop communication skills in English through listening, speaking, reading and writing. Enhance problem–solving, collaboration and teamwork in pair/group activities.

Foster the ability to use language in real-life situations about city life.

**Specific competences**

Gain awareness of features of city life in Vietnam and other countries.

Respect cultural diversity in urban environments.

**3. Personal qualities**

- Show positive attitude and motivation in exploring new knowledge about city life.

- Actively participate in class

- Develop self-study skills

**\*Disabled Ss:** - Gain an overview about the topic *City life*

- Gain vocabulary to talk about life in the city

**II. MATERIALS**

- Grade 9 textbook, Unit 2, Getting started

- Computer connected to the Internet

- Projector / TV

- *Loudspeaker*

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To lead into the unit.

**\*Disabled Ss:** - To activate students’ knowledge on the topic of the unit.

- To lead into the unit.

**b. Content:**

**-** Think!

- City Debate

**c. Expected outcomes:**

**-** Students can answer some questions of the teacher about some cities

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Before Ss open their books, ask Ss to name some big cities in Viet Nam and in the world. Ask some of them to tell the class what they know about those cities (population, traffic, tourist attractions, etc.). Ask them if they want to live there. Write their ideas on the board.  - If Ss are living in a town or city, ask them to describe it (population, traffic, tourist attractions, etc.). Ask them if they like or dislike living there.  - Tell Ss that this unit is about city life, and in this unit, they will learn about both pros and cons of living in a city. Write the unit title on the board. Ask Ss to open their books and start the lesson.  - Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objective off when the class finishes with them.  - Teacher sets the context for the listening and reading text: Write the title on the board *A special day*. Explain the meaning of *special* and ask students to guess what the conversation might be about.  - Listen and follow the instructions.  - Answer the questions. | ***Questions:***  1/ Can you name some big cities in Viet Nam and in the world?  2/ Can you describe something you know about these cities?  *(population, traffic, tourist attractions, ….)*  3/ Do you want to live there?  4/ Can you describe where you live? Is it a city or town?  5/ Do you like living there?  ***Suggested answers:***  Students’ own answers. |
| **Option 2: City Debate**  - Divide the class into Advantages team and Disadvantages team.  - Give them time (2 minutes) to research and prepare arguments supporting their assigned stance before engaging in a structured debate.  - They have two minutes to debate. After that, T gives feedback and leads into the new lesson: City Life.  - Listen and follow directions.  **\*Disabled Ss:** work in group | - Debate about city advantages and disadvantages. |

**2. ACTIVITY 2: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with vocabulary;

- To help students be well-prepared for the listening and reading tasks.

**\*Disabled Ss:**- To provide students with vocabulary;

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words about city.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations.  - Students guess the meaning of words.  **\*Disabled Ss:**- write in notebook | ***New words:***  *1. traffic jam (n)*  *2. congested (adj)*  *3. construction site (n)*  *4. grand (adj)*  *5. pricey (adj)*  *6. underground (n)*  *7. unreliable (adj)*  *8. itchy (adj)*  *9. downtown (n)* |

**3. ACTIVITY 3: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about *How is your city?;*

- To help Ss learn words and phrases related to *How is your city?*;

- To help Ss use the words in context.

**\*Disabled Ss:**- To help Ss read for specific information about *How is your city?;*

- To help Ss learn words and phrases related to *How is your city?*;

- To help Ss use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and tick T (True) or F (False).

- Task 3: Match the words/ phrases with their pictures.

- Task 4: Choose the correct answer A, B, C, or D

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | |
| - Ask Ss to look at the pictures on page 18 and answer the questions below:  - Elicit answers from Ss.  - Ask Ss to read the first exchange in the introductory dialogue. Elicit from Ss that Trang and Ben are living in different cities, and Ben is in London.  - Tell Ss that they will listen to and read the dialogue. Play the recording twice for Ss to listen and read along. The second time, have Ss underline the words that are related to the topic of the unit.  - 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 *City life.*  - Quickly write the words on one part of the board. Comment on Ss’ answers.  - Look at the pictures and answer the questions.  - Listen to the recording.  - Underline the words that are related to the topic.  - Read the conversation aloud.  - Find the words in the text that are related to the topic.  **\*Disabled Ss:**- listen carefully | **Questions:**  1. *What do you see in each picture?*  *2. Are the things in the pictures common in your hometown?*  **Possible answers:**  *traffic jam / traffic congestion, …..*  The dialogue on page 19. |
| **Task 2: Read the conversation again and tick T (True) or F (False).** (7 mins) | |
| - Tell Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements.  - Have Ss compare their answers in pairs before checking as the whole class.  - Call on some Ss to give the answers.  - Work independently to do the activity.  - Compare the answers in pairs.  **\*Disabled Ss:**- work independently to find the answers | ***Answer key:***  1. T  2. F  3. T  4. F  5. T |
| **Task 3:** **Match the words/phrases with their pictures.** (7 mins) | |
| - Ask Ss to look at the pictures and guess the words and phrases that describe them.  - Have Ss work individually to match the phrases with the appropriate pictures.  - Have them compare their answers with a partner.  - Invite some Ss to go to the board and write their answers.  - Confirm the correct answers.  - Have some Ss practise saying the phrases again.  - For a stronger class, have Ss work in groups. Each group makes sentences with the words/phrases. Then they read aloud these sentences.  - Look at the pictures and guess.  - Work individually to do exercise.  - Compare the answers in pairs.  - Write the answers on the board.  - Check the answers.  - Practise saying the words and phrases.  - Make sentences with the words/ phrases.  **\*Disabled Ss:**- look at the pictures and guess the words and phrases that describe them | ***Answer key:***  1. b  2. c  3. a  4. e  5. d |
| **Task 4:**  **Choose the correct answer A, B, C, or D** (7 mins) | |
| - Go over the choices in each question and make sure Ss understand them.  - Ask Ss to complete the task with a partner.  - Check answers as a class. Confirm the correct answers. Explain or ask Ss to explain the correct choices.  - Complete the task in pairs.  - Check the answers.  **\*Disabled Ss:**- complete the task with a partner | ***Answer key:***  1. A  2. C  3. B  4. C  5. D |

**4. ACTIVITY 4: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss identify some common differences between living in a city and in a village;

- To check students’ vocabulary and improve group work skills.

**\*Disabled Ss:**- To help Ss identify some common differences between living in a city and in a village;

- To check students’ vocabulary and improve group work skills.

**b. Content:**

- Task 5: Complete a quiz to guess which type of life suits more, city life or village life.

**c. Expected outcomes:**

- Students can know which type of life suits them more, city life or village life.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Quiz: A lifestyle survey: City life or Village life?** (10 mins) | |
| - Set a time limit (3-4 minutes) for Ss to do this activity individually.  - Have Ss compare their choices with their friends. They can ask each other to guess which type of life suits them more, city life or village life.  - Tell Ss that in general, options A in all sentences describe common things in a city while options B are more often related to life in a village.  - Take a show of hands to see which option is most popular.  - Draw a table with *City life* in one column and *Village life* in the other column. Ask Ss to add more ideas to each column.  - For a stronger class, ask Ss to work in groups and talk about the differences between living in the city and living in the countryside. They may make comparisons about *accommodation, means of transport, facilities, neighbourhood* and *outdoor activities.*  - Do the activity individually.  - Compare their choices in pairs.  - Listen.  - Listen and raise hands.  - Add ideas about *City life* and *Village life.*  *-* Talk about the differences between living in the city and living in the countryside by making comparisons about *accommodation, means of transport, facilities, neighbourhood* and *outdoor activities.*  **\*Disabled Ss:**- Do the activity individually. | * *Mostly A: City life suits you more.* * *Mostly B: Village life suits you more.*   Students’ own answers. |

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

- Prepare the next lesson: Unit 2. A closer look 1

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| **Week 4**  **Period: 10** | **Date of planning : 16/9 /2025**  **Date of teaching : 29/9/ 2025** |

**UNIT 2: CITY LIFE**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic City life

- Pronounce the diphthong sounds /aʊ/, /əʊ/, and /eə/ in words and sentences correctly

**2. Competences**

**General competences**

Communicate effectively in English (listen, speak, read, write).

**C**ooperatively and responsibly in pair/group activities.

**Specific competences**

Recognize cultural aspects of cities in Vietnam and abroad.

Respect differences in lifestyle and traditions

**3. Personal qualities**

- Contribute ideas and complete tasks on time.

- Show interest and curiosity in practicing vocabulary and pronunciation.

- Actively participate in class and school activities

- Develop self-study skills

**\*Disabled Ss:**- Use the lexical items related to the topic City life

- Pronounce the diphthong sounds /aʊ/, /əʊ/, and /eə/ in words and sentences correctly

**II. MATERIALS**

- Grade 9 textbook, Unit 2, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *Loudspeaker*

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**\*Disabled Ss:**- To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Jumble words

- Game: Emoji quiz

**c. Expected outcomes:**

**-** Students can recall some phrases about activities in their free time.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1:**  **Game: Jumble words**  **-** Jumble the letters in some words about the city that Ss learnt in Getting started.  - Have Ss compete in teams to unscramble them. Lead into the lesson.  - Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off as the class finishes with them.  - Work in teams and follow the teacher's instructions to play the game. | ***Words:***  *1. congested road*  *2. underground*  *3. itchy eye*  *4.. downtown*  *5. traffic jam*  *6. construction site* |
| **Option 2:**  **Game: Emoji Quiz**  **-** Divide class into teams.  - Each round, one student from each team stands up.  - You will show some emojis one by one.  - Their goal is to try to guess the secret word from the emojis and make a sentence using that word.  - Once a student answers correctly, he /she gets a point for their team.  - The team with the most points at the end of the game wins.  - Work in teams and follow the teacher's instruction to play the game.  **\*Disabled Ss:**- play game | ***Words:***  1. bus driver  2. underground  3. itchy eye  4. downtown  5. traffic jam  6. construction site |

**2. ACTIVITY 2: PRESENTATION - VOCABULARY** (5 mins)

**a. Objectives:**

- To provide Ss new vocabulary;

- To revise some vocabulary related to *City life*.

**\*Disabled Ss:**- To provide Ss new vocabulary;

- To revise some vocabulary related to *City life*.

- **b. Content:**

-Vocabulary pre-teaching

**c. Expected outcomes:**

-Ss can identify some vocabulary about *City life* and use them in different contexts.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | |
| - Introduce the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the words.  - Guess the meaning of words.  **\*Disabled Ss:**- Guess the meaning of words | ***New words:***  *1. concrete jungle (n)*  *2. metro (n)*  *3. public amenities*  *4. commuter (n)*  *5. pickpocketing (n)*  *6. suburb (n)*  *7. bustling (adj)*  *8. liveable (adj)* |
| **3. ACTIVITY 3: PRACTICE** (15 mins)  **a. Objectives:**  - To provide students new vocabulary;  - To revise some vocabulary related to City Life.  **\*Disabled Ss:**- To provide students new vocabulary;  - To revise some vocabulary related to City Life.  **b. Content:**  **-** Vocabulary pre-teaching  - Task 1: Match the words / phrases with their explanations.  - Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  - Task 3: Complete the texts, using the words and phrases from the box.  **c. Expected outcomes:**  **-** Students can identify some vocabulary about City life and use them in different contexts.  **d. Organisation:**   |  |  | | --- | --- | | **TEACHER’S &** **STUDENTS’**  **ACTIVITIES** | **CONTENTS** |   **Task 1: Match the words / phrases with their explanations.** (5 mins) | |
| - Tell Ss to work in pairs and match the words / phrases with their explanations.  - Check and confirm the correct answers.  - Have the whole class read aloud the words/phrases again.  **EXTRA ACTIVITY:**  Put Ss in teams and let each team choose 4 members to join the game. The members of each team stand in a line. As soon as they hear a word / phrase, they need to run quickly to the board and write that word / phrase on the board. The team with the most number of correct answers will be the winner.  - Work in pairs to do task 1 p.20  - Listen and check the answers..  - Work in teams to play games.  **\*Disabled Ss:**- play game | ***Answer key:***  1. c  2. b  3. e  4. a  5. d |
| **Task 2: Choose the correct answer A, B, C, or D to complete each sentence** (5 mins) | |
| - Go over the four adjectives under each sentence with Ss. Elicit their meanings.  - Tell Ss to do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.  - Have them compare their answers with a partner.  - Invite some Ss to give the answers and confirm the correct ones. Explain the options that might be challenging to Ss.  - Do exercise individually.  - Compare the answers in pairs.  **\*Disabled Ss:**- Do exercise individually. | ***Answer key:***  1. A  2. D  3. B  4. A  5. C |
| **Task 3: Complete the texts, using the words and phrases from the box.** (5 mins) | |
| - Ask Ss to say the meaning of the words / phrases in the box.  - Tell them to work in pairs and choose the appropriate words to complete the texts.  - Invite two Ss to write their answers on the board.  - Confirm the correct answers. Ask Ss to explain their choices. For example, blank 1 should be *metro* because the sentence mentions *public transport*, and *metro*, like bus, is a type of public transport.  - Ask Ss who they agree with, John or Jenny, and explain why.  - Check and give feedback.  - With a stronger class, ask Ss to choose one or two words / phrases and make sentences with them  - Say the meaning of the words / phrases.  - Work in pairs to do the exercise.  - Write answers on the board.  - Listen and follow instructions.  **\*Disabled Ss:**- Listen and follow instructions | ***Answer key:***  1. metro  2. public amenities  3. liveable  4. downtown  5. concrete jungles  6. safe  (Example answer:  *+ I agree with John. I think that life in the city is great. There are many good public amenities. The public transport system is convenient, too.*  *+ I agree with Jenny. City life is terrible. Cities are often too crowded. They don’t have much green space. They are not liveable*.) |

**4. ACTIVITY 4: PRODUCTION (PRONUNCIATION)** (15 mins)

**a. Objectives:**

- To help students identify how to pronounce the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/;**

- To help students practise pronouncing these sounds correctly in words and in sentences.

**\*Disabled Ss:**- To help students identify how to pronounce the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/;**

- To help students practise pronouncing these sounds correctly in words and in sentences.

**b. Content:**

- Task 4: Put the words in the correct column. Then listen and check.

- Task 5: Read, then listen, check, and practise the sentences with **/**aʊ**/, /**əʊ**/,** and **/**eə**/**

**c. Expected outcomes:**

- Students can pronounce the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/** in words and in sentences correctly.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Put the words in the correct column. Then listen and check. (7 mins)** | |
| - Review the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/** to students.  - Draw a table with three columns: **/**aʊ**/, /**əʊ**/, /**eə**/** on the board.  - Have Ss read out the given words in the textbook in silence. Write down the first word in the list with the sound **/**aʊ**/, /**əʊ**/,** and **/**eə**/** in the appropriate column.  - Tell Ss to do the same with the other words. Then play the recording for them to listen and check.  - Have Ss read aloud the words by column. Correct pronunciation mistakes if any.  - Remind Ss of the common spelling for each sound (e.g. “*ow*” is often pronounced /aʊ/). Also, notice them that there are exceptions.  - Have the class say the words again in chorus, and then invite some Ss to say them.  - Invite some Ss to say some words they know that have diphthong sounds /aʊ/, /əʊ/, and /eə/.  - Listen and follow the instruction.  - Read out the given words.  - Write down the first word in the right column.  - Listen and do exercise 4.  - Read aloud the words  - Listen  - Say the words.  - Give some words that have diphthong sounds /aʊ/, /əʊ/, and /eə/.  **\*Disabled Ss:**- Listen and do exercise 4 | *Script: Listen and check*  **Key** |
| **Task 5: Read the sentences. Circle the words with /aʊ/, underline those with /əʊ/, and put a tick (√) next to those with /eə/. Then listen, check, and practise the sentences. (7 mins)** | |
| - Write the sentences on the board or show them on a projector screen.  - Tell Ss that they need to circle the words with /aʊ/, underline those with /əʊ/, and put a tick next to those with /eə/. Do sentence 1 with the whole class as an example.  - Set a time limit for Ss to do this exercise individually. Then, they compare their answers in pairs.  - Play the recording for Ss to check. Show them the correct answers.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.  - Listen and follow instructions.  - Do exercise individually.  - Compare their answers in pairs.  - Listen and check.  - Practise.  **\*Disabled Ss:**- practise the sentences in pairs | ***Key:***  1. They go shopping downtown.  2. The chairman **(√)** comes from a coastal city.  3. Buses in the old days were not as crowded as they are now.  4. She gets around the city easily thanks to the apps on her phone.  5. I hope we arrive at the city square **(√)** in time for the fashion show. |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask one or two students to tell the class what they have learnt. Draw students’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

**b. Homework**

- Do exercises in the workbook.

- Find three more words that have the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/**

- Prepare the next lesson: Unit 2. A closer look 2

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| **Week 4**  **Period: 11** | **Date of planning : 16/9 /2025**  **Date of teaching : 02/10/2025** |

**UNIT 2: CITY LIFE**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Recognise and use double comparatives and some phrasal verbs.

**2. Competences**

**General competences**

Communicate in English through practicing comparative structures in speaking and writing. Collaborate effectively in pairs/groups when doing grammar exercises and role-play activities.

**Specific competences**

Ask and answer questions to compare two cities (e.g., *Which city is noisier, Hanoi or Hue?*).

Express personal opinions about advantages and disadvantages of cities using comparatives.

**3. Personal qualities**

Do grammar tasks carefully and help group members when needed

Make interesting and unusual comparisons (e.g., Da Nang is more peaceful than New York in the morning).

Show curiosity and enjoyment when exploring differences between cities.

**\*Disabled Ss:**- Recognise and use double comparatives and some phrasal verbs

**II. MATERIALS**

- Grade 9 textbook, Unit 2, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge related to the targeted grammar of double comparative;

- To enhance students’ skills of cooperating with teammates.

**\*Disabled Ss:**- - To activate students’ prior knowledge related to the targeted grammar of double comparative;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Think!

- Comparative Chain game.

**c. Expected outcomes:**

- Students can answer teacher’s questions using double comparatives.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Show Ss a picture of two bowls of spicy noodles. The second bowl of noodles has more chillis than the first one.  - Ask Ss which bowl of noodles they prefer.  - Put a tick below the first bowl and two ticks below the second bowl and tell them that the number of ticks shows T’s preference. Elicit from Ss a sentence with comparative structure (*I like the second bowl more than the first bowl*).  - Tell Ss that today they are learning another structure of comparison of adjectives.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  - Look and answer. | ***Pictures:***  Chilli-Garlic-Noodles-2-1Chili-Garlic-Noodles-8-1440x2160 |
| **Option 2: Comparative Chain game.**  **-** Divide the class into teams.  - Start with a category such as “transportation,” “food,” or “entertainment.”  - The first team names something related to the category, such as “underground train.”  - The next team must name something that is **comparative** to the previous item, such as “bus” or “taxi.” Then they use the comparative to form a statement.  **E.g. The bus is slower than the underground train.**  - If a team cannot think of anything, they are out of the game.  - The last team remaining wins.  - Listen and play games in teams.  **\*Disabled Ss:**- Listen and play games in teams. | - Comparative Chain game.  ***Answer keys:***  Students’ own answers. |

**2. ACTIVITY 2: PRESENTATION - DOUBLE COMPARATIVES** (15 mins)

**a. Objectives:**

- To help students get to know about double comparatives.

**\*Disabled Ss:**To help students get to know about double comparatives.

- **b. Content:**

**-** Grammar explanation

- Task 1: Choose the correct option to complete each sentence.

- Task 2: Find a mistake in the underlined parts in each sentence below and correct it.

**c. Expected outcomes:**

- Students know how to use double comparatives.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Double Comparatives**  **Task 1: Choose the correct option to complete each sentence.** (3 mins) | |
| - Write the sentence on the board:  “The more expensive the rent in the city is, the fewer people can afford to live there”.  - Underline “the more expensive” and “the fewer”. Check if they understand the sentence.  - Tell Ss that they can use “the” with comparative adjectives to emphasise that one thing depends on another.  - Draw their attention to the form: *The + comparative adjective 1 + clause 1, the + comparative adjective 2 + clause 2*. Remind them that there must be “the” before the comparative form of adjective.  - Go through the **Remember!** box with Ss. Use the given examples to reinforce the grammar point.  - Ask Ss to look at Task 1. Do the first sentence with the class as an example.  - Tell Ss to complete Task 1 individually, then check their answers with another pair.  - Invite some Ss to share their answers. Confirm the correct answers. Explain or elicit explanations from Ss.  - Look and listen.  - Read the **Remember!** box carefully and listen to the teacher.  - Look at Task 1 and do the first sentence.  - Do Task 1 individually.  **\*Disabled Ss:** Do Task 1 individually. | ***Key:***  1. later  2. more comfortable  3. the higher  4. more famous 5. the more difficult |
| **Task 2: Find a mistake in the underlined parts in each sentence below and correct it.** (5 mins) | |
| - Tell Ss to find a mistake in each sentence and correct it. Tell them to read the sentence carefully and pay attention to the meaning of each sentence.  - Ask Ss to do this exercise in pairs.  - Invite one or two Ss to write the mistakes and their corrections on the board.  - Listen and follow instructions.  - Do Task 2 in pairs  - Listen and check.  **\*Disabled Ss:** Listen and check. | ***Key:***  1. B (The hotter)  2. C (more tired)  3. A (more modern)  4. D (the more polluted)  5. B (uglier) |

**3. ACTIVITY 3: PRACTICE - PHRASAL VERBS** (20 mins)

**a. Objectives:**

- To present five phrasal verbs;

- To help Ss practise using phrasal verbs learnt in Activity 3 in sentences.

**\*Disabled Ss:**- To present five phrasal verbs;

- To help Ss practise using phrasal verbs learnt in Activity 3 in sentences.

**b. Content:**

- Task 3: Match a phrasal verb in column A with a suitable word / phrase in column B.

- Task 4: Complete each sentence with a phrasal verb in **3**. You can change the form of the verb when necessary.

**c. Expected outcomes:**

- Students understand some phrasal verbs.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Match a phrasal verb in column A with a suitable word / phrase in column B.** (5 mins) | |
| - Ask Ss to recall the phrasal verbs in *Unit 1*. Tell them that they will learn five more phrasal verbs in this lesson.  - Ask Ss to do Activity 3 individually. Tell them that they can guess if they are not sure.  - Check the answers as a class. Write the correct matches on the board.  - Elicit the meaning of each phrasal verb (*get around ~ move from place to place / go to a lot of different places; carry out ~ conduct; come down with ~ catch (a disease); hang out with ~ spend time a lot of time with sb; cut down on ~ reduce*).  - Check Ss’ comprehension by asking them some questions, tell them to translate the phrases into Vietnamese, or play *Slap the board* game.  - Listen and answer.  - Do task 3 individually.  - Listen and check.  - Play games.  **\*Disabled Ss:**- play game | ***Answer key:***  1. D 2. C  3. E 4. B 5. A |
| **Task 4: Complete each sentence with a phrasal verb in 3. You can change the form of the verb when necessary.** (7 mins) | |
| - Tell Ss that they will work in pairs and complete Task 4.  - Set a time limit for them. Then call on one or two Ss to write the answers on the board.  - Check the answers. Elicit explanations from Ss.  - Do the task in pairs. | **Answer key:**  1. coming down with  2. cut down on  3. get around  4. hang out with  5. carrying out |
| **EXTRA ACTIVITY** | |
| - Have Ss play a quick game such as “Find someone who…”. Ask them to copy the following table into their notebooks. Then, tell them to ask their classmates to find at least one person who says “Yes” to each statement. The person who finishes their table first will say Bingo and become the winner of the game.  - Listen and play games. |  |

**4. ACTIVITY 4. PRODUCTION** (15 mins)

**a. Objectives:**

- To give Ss speaking practice with the comparison of adjectives.

**\*Disabled Ss:**- To give Ss speaking practice with the comparison of adjectives.

**b. Content:**

- Task 5: Work in pairs. Tell each other whether you agree or disagree with the following ideas.

**c. Expected outcomes:**

- Students can apply the grammar they have learnt in practical situations.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Tell each other whether you agree or disagree with the following ideas.** (8 mins) | |
| - Go through the three sentences in **5** to make sure Ss understand them.  - Ask Ss to work in pairs. Each person chooses a sentence and says whether they agree or disagree with it. Encourage them to provide an example, a reason and / or an explanation for their viewpoint.  - Invite some Ss to share their opinions in front of class. Others listen and give feedback  - Listen and answer.  - Work in pairs.  **\*Disabled Ss:**- Work in pairs. | ***Suggested answers:*** |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

- Make 5 sentences by using double comparatives and phrasal verbs that you have learnt.

- Prepare the next lesson: Unit 2. Communication

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| **Week: 5**  **Period: 12** | **Date of planning :16/9 /2025**  **Date of teaching : 3/10 /2025** |

**UNIT 2: CITY LIFE**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Offer help and respond to an offer;

- Talk about means of transport that they use.

**2. Competences**

**General competences**

Develop the ability to communicate in English through discussions about city life.

Strengthen cooperation and active participation in pair/group conversations.

**Specific competences**

Ask and answer questions about advantages and disadvantages of living in a city.

Share personal experiences and preferences about city life in conversations.

Show respect when listening and responding to others’ viewpoints.

**3. Personal qualities**

Express opinions clearly and politely in English.

Give original and personal opinions about urban life.

**II. MATERIALS**

- Grade 9 textbook, Unit 2, Communication

- Computer connected to the Internet

- Projector / TV

- *Loudspeaker*

**\*Disabled Ss:** - Offer help and respond to an offer;

- Talk about means of transport that they use.

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic;

- To enhance students’ skills of cooperating with team mates.

**\*Disabled Ss:** - To introduce the topic;

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

**-** Look and answer

- Charades

**c. Expected outcomes:**

- Students can use their background knowledge to answer the questions.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Look and answer.**  - Show pictures of means of transport (bicycle, tram, sky train, car, bus). Ask Ss what means of transport they know, and what might be common means of transport in the city.  - Tell Ss that in this lesson, they will read and talk about transport in the city. Introduce the objectives of the lesson (*Ss will learn how to offer help and respond; and how to talk about their favourite means of transport).* Write the objectives in the left corner of the board.  - Listen and follow the instruction. | ***Pictures of means of transport.*** |
| **Option 2: Charades**  - Divide the class into two teams.  - Write down some means of transport on slips of paper and put them in a bag/hat/box.  - One student from each team takes turns to pick a slip and act out the word without speaking. The other students from their team have to guess what it is within a time limit (e.g. one minute). If they guess correctly, they get a point. If not, the other team can steal the point by guessing correctly. The team with the most points at the end wins.  - Listen and play games in teams  **\*Disabled Ss:** Listen and play games in teams | ***Words:***  ***- metro***  ***- bus***  ***- car***  ***- tram***  ***- cyclo***  ***- motorbike***  ***- walk***  ***- bike*** |

**2. ACTIVITY 2: PRESENTATION - EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways of offering help and responding.

**\*Disabled Ss:**To introduce ways of offering help and responding.

**b. Content:**

- Vocabulary pre-teaching

- Task 1: Listen and read the conversations below. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Make similar conversations with the following situations.

**c. Expected outcomes:**

- Students can use the structures to offer help and respond.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (3 mins) | |
| - Introduce the vocabulary by:  + giving a situation;  + giving an explanation  - Listen to the explanation of the words.  - Write the new words in their notebooks. | ***New words:***  1. rush hour (n)  2. tram (n) |
| **Task 1: Listen and read the conversations below. Pay attention to the highlighted parts.** (5 mins) | |
| - Tell Ss a situation: “Duong’s best friend is going to Singapore to study there. Duong’s dad knows that Duong wants to go to the airport to see him off. What will Duong’s dad do?”  - Encourage Ss to make some guesses. Possible guesses might be *Duong’s dad will take him to the airport; Duong’s dad will catch a taxi for him to the airport, etc.*  - Write on the board: “I can take you to the airport if you like.” Tell Ss that Duong’s dad says this sentence to offer to help him.  - Play the recording for Ss to listen and read the conversations between Duong’s dad and Duong, and between Minh and Hoang. Ask Ss to pay attention to the highlighted language. Tell them that these are two common ways to offer help.  - Ask Ss what Duong and Hoang say to accept the offers.  - Have Ss read aloud the conversations as a class first, then practise them in pairs. Call on some pairs to act the conversations in front of the class.  - Answer questions.  - Listen.  - Listen and read the conversations.  - Read aloud the conversation.  - Practise in pairs to act the conversations.  **\*Disabled Ss:** Listen and read the conversations. | ***Audio script:***  **1 Listen and read the conversations below. Pay attention to the highlighted parts.** |
| **Task 2: Work in groups. Make similar conversations with the following situations.** (7 mins) | |
| - Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  - Work in pairs to make similar dialogues. | ***Suggested dialogues:***  **Situation 1:**  You: I can show you how to use the library smart card if you like.  Friend: Thanks. That’s so kind of you.  **Conversation 2**  **You**: Would you like me to write a note for Ms Hoa?  **Friend**: Thank you. That’s so kind of you. |
| **Transition from *Everyday English* to *Transport in the city*.**  - Choose two strong Ss (A & B) in the class. Tell them to imagine B is new to the city and he/she doesn’t know how to use the public transport system. Tell A to offer help to B and B to respond to A’s offer.  - Tell Ss they are going to read the opinions of some students about their favourite means of transport in the city.  - Listen and follow the instruction. | ***Possible offers may include***  *to get to the train station, to buy a bus ticket, to use the sky train system.* |

**3. ACTIVITY 3: PRACTICE - TRANSPORT IN THE CITY** (20 mins)

**a. Objectives:**

- To provide students with information about three means of transport in the city;

- To give students an example of the structure for their talk;

- To help students plan their talk about their familiar means of transport;

- To provide students with a chance to talk about their familiar means of transport.

**\*Disabled Ss:** - To provide students with information about three means of transport in the city;

- To give students an example of the structure for their talk;

- To help students plan their talk about their familiar means of transport;

- To provide students with a chance to talk about their familiar means of transport.

**b. Content:**

- Task 3: Work in pairs. Read the descriptions of three teenagers about their favourite

means of transport. Then complete the table below.

- Task 4: Make notes about a means of transport you are using.

- Task 5: Work in groups. Talk to your friends about the means of transport that you

use. Use your notes in 4.

**c. Expected outcomes:**

- Students get some information about means of transport.

- Students can talk about their familiar means of transport.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Work in pairs. Read the descriptions of three teenagers about their favourite means of transport. Then complete the table below.** (5 mins) | |
| - Have Ss work in pairs. Assign one description for each pair to read and complete the gaps in the table.  - Invite some pairs to share their answers. Confirm the correct answers.  - Put three pairs who read different descriptions together. In their group, they tell each other about the description of the transport that they have read.  - Work in pairs to read and complete the table.  - Share their answers.  - Share descriptions of the transport that they have read in groups.  **\*Disabled Ss:** work in pairs | ***Key:***  *1. traffic jams*  *2. sky train*  *3. crowded*  *4. tram*  *5. discount*  ***Cultural notes for teachers:***  ***The Bangkok Mass Transit System,*** *commonly known as BTS Skytrain, started to operate in 1999. It covers a length of more than 70 kilometres in the city and serves about 108 million passenger trips each year.*  ***Tram*** *is a major form of public transport in Melbourne, Australia. It started to operate in 1885. As of May 2017, the tram system covers a length of 250 kilometres. It serves more than 206 million passenger trips each year.* |
| **Task 4:** **Make notes about a means of transport you are using.** (7 mins) | |
| - Tell Ss to make notes about the means of transport they are using, following the given outline. They can look at the table in Activity 3 for an example.  - Monitor and provide support when needed.  - When they finish their outline, tell them to talk to a friend using the notes they have prepared.  - Make notes about the means of transport they are using.  - Talk to their friends using the notes they have prepared.  **\*Disabled Ss:** Make notes about the means of transport they are using | ***Suggested answers:***  *Means of transport: bus*  *Advantages: near house and school, clean, on time, air conditioning*  *Drawbacks: crowded at rush hour* |
| **Task 5: Work in groups. Talk to your friends about the means of transport that you use. Use your notes in 4.** (8 mins) | |
| - Form new groups of four students. In their group, Ss take turns to talk, using their notes in 4.  - Monitor and provide support when needed.  - Comment on Ss’ talks.  **4. ACTIVITY 4. PRODUCTION** (15 mins)  **EXTRA ACTIVITY**   1. **Objectives:**   - To help studentshave chanceto work in groups.  - To help students practice speaking and be confident in front of large people.  **\*Disabled Ss:** - To help studentshave chanceto work in groups.  - To help students practice speaking and be confident in front of large people.  **b. Content:**  - Thoughts of a means of transportation.  **c. Expected outcomes:**  - Students can give their own opinion ofa means of transportation.  **d. Organisation:**  - Ask Ss which of the three means of transportation in the reading text they have used or would like to use. Give them a little time to think of how they felt when they used them and/or why they would like to use them.  - Have Ss share their thoughts with a partner.  - Put Ss in groups of three or four. Have them share their thoughts with other group members. Encourage them to ask questions for further details and answers.  - Talk, using notes in **4** in groups.  - Choose one means of transportation in the reading text.  - Think how they felt when they used and why they would like to use them.  - Work in groups to share their ideas. | **Suggested talk**  I go to school by bus every day. It is convenient because there are bus stops near my house and my school. The bus is clean and on time. It is very crowded at rush hour, but it has air conditioning, so it is cool. That’s why I choose to use it. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare the next lesson: Unit 2. Skills 1

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| **Week: 5**  **Period: 13** | **Date of planning : 16/9 /2025**  **Date of teaching : 6/10 / 2025** |

**UNIT 2: CITY LIFE**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for main idea and specific information in an article about a competition to find solutions to city problems

- Talk about city problems and their solutions

**2. Competences**

**General competences**

Develop integrated language skills (reading and speaking) in real-life contexts.

Work actively and cooperatively in pair/group activities.

**Specific competences**

Use vocabulary about city features (*pollution, transport, recreation, safety*).

Apply comparative and descriptive structures when talking about cities.

Use supporting details or examples to explain and defend opinions.

**3. Personal qualities**

**-** Complete reading tasks carefully and share results with group members.

- Understand more about city problems and their solutions

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 2, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**\*Disabled Ss:**

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

**\*Disabled Ss:** To help Ss understand and activate their knowledge of the topic.

**b. Content:**

- Mind map

- Survey

**c. Expected outcomes:**

- Students gain knowledge about their school.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Mind map**  - Make a mind map with “City problems” in the centre. Ask Ss to list some problems of living in the city. Write their ideas in the mind map and keep it there throughout the lesson.  - Tell Ss that they are going to read and speak about some problems of city life and their solutions.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  - Listen and follow the teacher's instruction. | **Mind map:**  City problems |
| **Option 2: Survey**  - Ask the students to conduct a survey among their classmates about city problems.  - You can give them some questions to ask.  - You can also ask them to make a chart or a graph to show the results of their survey and present it to the class.  - Listen and follow the instruction.  **\*Disabled Ss:** Listen and follow the instruction. | **Questions:**  “What is the biggest problem in your city?”  “How does it affect you or your family?”  “What do you think is the best solution to it?” |

**2. ACTIVITY 2: PRESENTATION - READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text.

- To improve Ss’ skill of reading for details (scanning).

**\*Disabled Ss:**- To help Ss learn new vocabulary in the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Vocabulary teaching

- Task 1: Work in pairs. Match the words / phrases with their pictures.

- Task 2: Read part of an announcement about the Teenovator competition. Match the topics in the competition with their winners. There is one extra topic.

- Task 3: Read the announcement again. Choose the correct answer.

**c. Expected outcomes:**

- Students identify some new words and how to use the target vocabulary.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary teaching** (5 mins) | |
| - Ask Ss to get the meaning of the words in context.  - Say the meaning of the words. | ***New words:***  *1. leftover (n)*  *2. biogas (n)* |
| **Task 1: Work in pairs. Match the words / phrases with their pictures.** (3 mins) | |
| - Have Ss work in pairs and match the given words/phrases with the pictures.  - Check the answers as a class.  - Tell Ss to find these words and phrases in the reading text and highlight them.  - Do exercise in pairs  - Listen and check.  **\*Disabled Ss:** Do exercise in pairs | ***Keys:***  1. a  2. c  3. b  4. d |
| **Task 2: Read the passages again and complete the sentences.** (5 mins) | |
| - Tell Ss that they are going to read part of an announcement about the winners of the *Teenovator* competition. Ask them to skim the announcement and name the winners *(Central School, Bookworm Team, Helena Wilson).*  - Ask Ss to skim the text again and underline the city problem that each winner has found (*Central School – (the more) food people throw away, Bookworm Team – city library is not teen-friendly, Helena Wilson – too many vehicles around the school gates).*  - Ask Ss if these problems are solved, how the city will be like *(less food waste, teen-friendly library, safety in front of school gates).*  - Tell Ss that they will now match a topic in the competition with the winner. Let Ss do the exercise individually.  - Check answers as a class.  - Skim the announcement and name the winners.  - Skim again and underline the city problem.  - Listen and answer.  - Match the topic in the competition with the winner.  - Listen and check.  **\*Disabled Ss:** Listen and answer. | ***Keys:***  1. C 2. B 3. A |
| **Task 3: Read the announcement again. Choose the correct answer.** (7 mins) | |
| - Have Ss review how to do this multiple-choice exercise.  - Briefly tell them the steps: Read the questions, underline the keywords in each question, locate the keywords in the text and find the information to answer the question.  - Ask Ss to repeat the steps if necessary.  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite a student to write their answers on the board. Have other Ss explain their answers. Confirm the correct answers.  **Transition from *Reading* to *Speaking***  **-** To connect the reading and the speaking parts, expand the mind map in Warm up. Ask Ss to add more ideas about city problems and solutions from the article to the mind map.  - Listen and follow the instruction.  - Repeat the steps.  - Do exercise individually.  - Listen and check. | ***Keys:***  1. A 2. D 3. B 4. C  5. A  **Suggested information to add to the mind map:**  Problem 1: food waste  + Solution: *a farm comes and takes leftovers at school canteens. They process them into biogas.*  Problem 2: not teen-friendly city library  + Solution: *design lively learning spaces; add teen’s favourite desserts in the cafeteria’s menu.*  *Problem 3: too many vehicles around school gates*  + Solution: *not allow cars at school gates at special hours; no motorbike parking on the pavement near school gates* |

**3. ACTIVITY 3: PRACTICE - SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about city problems and solutions;

- To practise public speaking.

**\*Disabled Ss:** - To help students use what they have learnt so far to talk about city problems and solutions;

- To practise public speaking.

**b. Content:**

- Task 4: Make a list of city problems and some solutions to them.

- Task 5: Work in pairs. Talk to your friends about the city problems and suggest solutions to them. You can use the ideas in **4**.

**c. Expected outcomes:**

**-** Students can talk about the city problems and suggest solutions to them in front of other people.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| **Task 4: Make a list of city problems and some solutions to them.** (7 mins) | |
| - Ask Ss to work in pairs and add as many details of problems of city life and solutions in the mind map as possible. Alternatively, Ss can use problems given in the textbook and think of solutions to them.  - Ask pairs to share their answers with the class.  - Work in pairs to add details of problems of city life and solutions in the mind map.  - Listen and check.  **\*Disabled Ss:** - Listen and check. |  |
| **Task 5: Work in pairs. Talk to your friends about the city problems and suggest solutions to them. You can use the ideas in 4.** (8 mins) | |
| - Elicit from Ss some useful structures for starting a talk and introducing problems and solutions.  - Have Ss work in groups. Tell them that they will talk to each other about problems of city life and solutions. They could use their notes when talking.  - Remind them that they can use the given template in the book in their talk.  - Set a time limit for pair work. Go around, monitor and support when necessary.  - Invite some Ss to share their discussion to the class.  - Ask other pairs to listen and give comments. Comment on Ss’ answers.  **\*Disabled Ss:** work in groups  **4. ACTIVITY 4. PRODUCTION** (15 mins)  **EXTRA ACTIVITY**  **a. Objectives:**  - To help studentshave chanceto work in groups.  - To help students practice speaking and be confident in front of large people.  **\*Disabled Ss:**- To help studentshave chanceto work in groups.  - To help students practice speaking and be confident in front of large people.  **b. Content:**  - Thoughts of city problems.  **c. Expected outcomes:**  - Student can give their own opinion oftwo city problems  **d. Organisation:**  - Have Ss work in five groups and assign one of the following roles to each group: The local authority, the school board, the local television channel, the local newspaper, and the student association.  - Choose two city problems, e.g. food waste and crowded traffic in front of school gates. Have groups think of solutions to these problems from the perspectives of their assigned roles.  - After a certain time, organise a meeting among representatives of the groups. Have them present their solutions to the whole class and come up with an action plan to solve the problems.  - Listen and practise.  - Talk about problems of city life and solutions in groups by using their notes.  - Share their discussion with the class.  - Listen and give comments.  - Work in groups.  - Find solutions to city problems & Present their solutions.  **\*Disabled Ss:**- work in group | ***Suggested answer:***  We think that there are several problems in our city. First, some streets are dirty. Many people put rubbish on the pavements or near the walls. Second, the city looks like a concrete jungle. It lacks green space and the air is not fresh. To solve these problems, the city authority should instruct people to throw rubbish properly. Another solution is to plant more trees even on the roof of high buildings. By doing so, the city can be a more liveable place. |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

**b. Homework**

- Do exercises in the workbook.

- Prepare the next lesson: Unit 2. Skills 2

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| **Week: 5**  **Period: 14** | **Date of planning : 16/9 /2025**  **Date of teaching : 9/10 / 2025** |

**UNIT 2: CITY LIFE**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for specific information in an interview about life in the city  
- Write a paragraph on what they like or dislike about city life

**2. Competences**

**General competences:**

Develop listening and writing skills through real-life topics about city life.

Cooperate effectively and responsibly in pair/group activities.

**Specific competences:**

Listen for specific information about city life and summarize main points.

Write a short passage expressing personal opinions about living in a city

**3. Personal qualities**

**-** Show interest and motivation when practicing listening and writing skills.

- Be encouraged to express opinion about city life

- Actively join in class activities

**\*Disabled Ss:**- Listen for specific information in an interview about life in the city  
- Write a paragraph on what they like or dislike about city life

- **II. MATERIALS**

- Grade 9 textbook, Unit 2, Skills 2

- Computer connected to the Internet

- Projector / TV

- *loudspeaker*

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**\*Disabled Ss:**- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Think!

- Game: Pass the ball

**c. Expected outcomes:**

- Students can answer the questions related to school.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Show photos or a video of a modern and beautiful city. Ask Ss if they like that city and why.  - Lead to the new lesson: Listening and Writing lesson on advantages and disadvantages of city life.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  - Look and show ideas. | Da-Nang***Pictures:*** |
| **Option 2: Pass the ball**  - Give two balls to two different Ss.  - When the music starts, Ss pass the balls to Ss next to them.  - When the music stops, the two Ss have a ball must stand up to tell about beautiful city that they want to live in.  - Listen and play games.  **\*Disabled Ss:**- Listen and play games. | **Questions:**  - Which city do you want to live in? Why? |

**2. ACTIVITY 2: PRESENTATION - LISTENING** (17 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information about city life

**\*Disabled Ss:**- To help Ss develop their skill of listening for specific information about city life

**b. Content:**

- Task 1: Work in pairs. Tick (√) the things that you want in your hometown. Add more ideas if you have any.

- Task 2: Listen to an interview with three teenagers about life in their cities. Decide if the statements are true (T) or false (F).

- Task 3: Listen again. Choose the correct answer A, B, or C.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Tick (√) the things that you want in your home town. Add more ideas if you have any.** | |
| - Tell Ss to look at the given phrases and ask them to tick the things they want in a city.  - Invite answers from Ss.  - Tell Ss that these phrases will appear in the listening, so they should pay attention to them.  - Listen and follow.  **\*Disabled Ss:**- Listen and follow. | ***Suggested answers:***  Students’ own answers. |
| **Task 2: Listen to an interview with three teenagers about life in their cities. Decide if the statements are true (T) or false (F)** | |
| - Tell Ss that they are going to listen to three teenagers talking about what they like and dislike about their city.  - Have Ss look at the statements. Elicit from them the keywords in each statement. Remind them that they need to listen attentively.  - Play the recording and ask Ss to listen and decide if the information is true or false according to the recording.  - Ask one or two Ss to go to the board and write their answers. Have other Ss work in pairs to compare their answers.  - Confirm the correct answers. Play part of the recording again when needed.  - Listen to the instruction.  - Find keywords.  - Listen and do the exercise.  - Check answers in pairs.  - Show the answers.  - Listen and check answers.  **\*Disabled Ss:**- Listen and do the exercise | ***Answer key:***  1. T  2. F  3. F  4. T |
| **Task 3: Listen again. Choose the correct answer A, B, or C.** | |
| - Tell Ss that they are going to listen to the speakers again and choose the correct answer.  - Have Ss read the questions and underline the keywords in each question. Elicit from Ss that Question 1 helps practise listening for gist.  - Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers with each other.  - Check the answers to **3** with the whole class. Ask Ss to explain their choices. Confirm the correct answers.  **Transition from *Listening* to *Writing***  Ask Ss to work in pairs and recall information about Tom, Elena and Chi. Note down the answers to the questions.  - *What does each person like about life in their city?*  *- What does each person dislike about life in their city?*  - Listen to the instruction.  - Find keywords.  - Listen and do the exercise.  - Check answers in pairs.  - Listen and check answers.  - Work in pairs. Note down the answers. | ***Answer key:***  1. A 2. A 3. B 4. C  ***Suggested answers:*** |

**3. ACTIVITY 3: PRACTICE - WRITING** (21 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph about what they like or dislike about living in a city.

**\*Disabled Ss:**To help Ss practise writing a paragraph about what they like or dislike about living in a city.

- **b. Content:**

- Task 4: Work in pairs. Put the phrases from the box in the correct column.

- Task 5: Write a paragraph (about 100 words) about what you like or dislike about living in a city. You can use the ideas in **4** or your own ideas**.**

**c. Expected outcomes:**

**-** Students can use learned vocabulary and grammar to write a paragraph about what they like or dislike about living in a city.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Put the phrases from the box in the correct column.** | |
| - Have Ss work in pairs to put the phrases in the correct column.  - Have some Ss present their answers or write their answers on the board. Confirm the correct answers.  - Work in pairs to do the exercise.  - Present their answers.  **\*Disabled Ss:** work in pairs | ***Answer key:*** |
| **Task 5: Write a paragraph (about 100 words) about what you like or dislike about living in a city. You can use the ideas in 4 or your own ideas.**   |  |  | | --- | --- | | - Tell Ss to look at the outline in **5**. Tell them that they should follow this structure when writing this paragraph.  - Ask Ss to write their paragraph individually based on the table in **4**. Remind them that they do not need to use all suggested ideas, and that they can add their own ideas.  - When Ss have finished, if time permits, check one writing in class. Otherwise, collect some writings to correct at home. | ***Sample paragraph:***  *I love city life. First, it is very convenient to live in the city. The public transport system reaches almost all areas of the city, so it is easy for me to get around. In addition, there are many shops that sell all kinds of goods, so I can buy almost everything I need. Second, the city often has many good schools and hospitals. Therefore, people here can enjoy quality education and healthcare. Finally, city life is exciting. There are many entertainment places for me and my friends. For example, we can hang out at shopping malls, watch movies at the cinema, and visit beautiful parks downtown. In conclusion, I find the city a liveable place for me.* | | |

**4. ACTIVITY 4. PRODUCTION**

**EXTRA ACTIVITY**

**a. Objectives:**

- To help studentshave chanceto work in groups

- To help students practice and improve wrting skills.

**\*Disabled Ss:**- To help studentshave chanceto work in groups

- To help students practice and improve wrting skills

**b. Content:**

- Thoughts of city life.

**c. Expected outcomes:**

- Student can give their own opinion ofcity life.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **-** Prepare a handout of the sample writing but remove supporting sentences. The handout may contain information like this “I love city life. First, it is very convenient to live in the city. Second, the city often has many good schools and hospitals. Finally, city life is exciting. In conclusion, I find the city a liveable place for me.”  - Put Ss in groups of four or five. Tell them that they are going to complete a paragraph by adding supporting sentences to it. When the teacher says “Move”, they have to stop writing even if they are in the middle of a sentence. Then they give their paper to the person next to them and this person will continue writing where they stopped.  - After a certain time, collect Ss’ work and give feedback to some of them with the whole class. Alternatively, Ss can swap their work and do peer feedback before whole-class feedback.  - Listen.  - Write a paragraph by using table in **4.**  **\*Disabled Ss:**- Write a paragraph |  |

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

- Prepare the next lesson: Unit 2. Looking back & Project

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| --- | --- |
| **Week 5**  **Period 15** | **Date of planning : 16/09 / 2025**  **Date of teaching : 10/10 / 2025** |

**UNIT 2: CITY LIFE**

**Lesson 7: Looking back & Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 2

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Competences**

**General competences**

Review and consolidate knowledge from the whole unit through practice.

Develop teamwork and presentation skills in project-based learning.

**Specific competences**

Revise and apply vocabulary, pronunciation, and grammar points from Unit 2.

Use language accurately in project presentations about city life.

Show respect and appreciation for diversity when sharing project ideas.

**3. Personal qualities**

- Complete review tasks and contribute actively to the project

- Design interesting and original project products about city life.

- Show enthusiasm for teamwork and pride in learning outcomes.

**II. MATERIALS**

- Grade 9 textbook, Unit 2, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**\*Disabled Ss:** Review the vocabulary and grammar of Unit 2

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**III. PROCEDURES**

**1. ACTIVITY 1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**\*Disabled Ss:** To create an active atmosphere in the class before the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many school things as possible.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns to write as many words about *City* as possible in 2 minutes.  - The group having more correct answers is the winner.  - Work in teams to play the games.  **\*Disabled Ss:** play the games | ***Suggested answers:***  lively, suburbs, skyscraper, bustling, ….. |

**2. ACTIVITY 2: PRESENTATION - VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 2.

**\*Disabled Ss:** To help Ss review the vocabulary of Unit 2.

**b. Content:**

- Task 1: Choose the correct answer to complete each sentence below.

- Task 2: Fill in each gap with a word from the box to complete the passage.

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation:**

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| **TEACHER’S & STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Choose the correct answer to complete each sentence below.** (5 mins) | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers.  - Do the activity individually.  - Compare answers in pairs.  **\*Disabled Ss:** do this activity individually | ***Answer key:***  *1. suburbs*  *2. metro*  *3. concrete jungle*  *4. lively*  *5. bustling* |
| **Task 2: Fill in each gap with a word from the box to complete the passage.** (5 mins) | |
| - Have Ss read the passage and complete the blanks with the given words.  - Ask them to share their answers with a classmate.  - Invite some Ss to write the answers on the board. Confirm the correct answers.  - Ask Ss if they like or dislike Mia’s town.  - Do the task individually.  - Exchange their textbook to check the answers.  - Express one’s own opinion.  **\*Disabled Ss:** Do the task individually | ***Answer key:***   1. peaceful 2. safe 2. congestion 4. itchy   5. liveable |

**3. ACTIVITY 3: PRACTICE - GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the double comparatives and some phrasal verbs.

**\*Disabled Ss:** To help Ss revise the double comparatives and some phrasal verbs.

**b. Content:**

- Task 3: Complete the sentences with the particles in the box.

- Task 4: Find a grammar mistake in each sentence and correct it.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (phrasal verbs and double comparatives).

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete the sentences with the particles in the box.** (5 mins) | |
| - Ask Ss to list phrasal verbs they have learnt in the unit.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.  - Listen and review phrasal verbs.  - Do the exercise individually.  - Exchange their textbooks and give feedback to each other.  **\*Disabled Ss:** do this exercise individually | ***Answer key:***  *1. away*  *2. out*  *3. down on*  *4. out*  *5. down with* |
| **Task 4: Find a grammar mistake in each sentence and correct it.** (5 mins) | |
| - Recall the structure of double comparatives Ss learnt in this unit.  - Tell them that they need to identify a grammar mistake in each sentence and correct it.  - HaveSs do this exercise individually then compare their answers with a partner.  - Invite some Ss to read their answers aloud. Confirm the answer keys.  - Listen and review double comparatives.  - Complete the task and discuss the answers.  **\*Disabled Ss:** do this exercise individually | ***Answer key:***  1. more difficult → the more difficult  2. get up → get around\*  3. Nearer → The nearer  4. came up with → came down with  5. more slow → slower  *\*****Note:***  *go around = turn round in a circle*  *go around (to) = visit sb / a place that is near*  *get around = to go to a lot of different places* |

**4. ACTIVITY 4: PRODUCTION - PROJECT** (18 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork;

- To improve their speaking and presentation skills.

**\*Disabled Ss:** - To help Ss improve their creativity and teamwork;

- To improve their speaking and presentation skills.

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about a city in the future.

**d. Organisation:**

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| **TEACHER’S &**  **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **A city in the future**  - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation of future city.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any.  **-** The presenters should complete their self-assessment checklists after completing their presentation. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  **-** Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **Note:** Assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their report to the class.  **NOW I CAN …** Ask Ss to complete the self-assessment table. Identify any diﬀiculties, weak areas, and provide further practice.  -Work in groups to prepare for the presentation.  - Tick appropriate items while listening to their friends in the checklist.  - Present  - Listen  - Complete the self assessment table.  **\*Disabled Ss:** work in their groups | ***Suggested outcome:***  Students’ posters & presentations |

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson.

- Prepare the next lesson: Unit 3. Getting started