|  |  |
| --- | --- |
| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid 69 : UNIT 9 : CITIES OF THE WORLD**  **Lesson 1: GETTING STARTED**  ***What a nice photos!*** |

**THIS UNIT INCLUDES:**

|  |  |
| --- | --- |
| **Vocabulary**  - Cities and landmarks  **Pronunciation:**  - Sounds: / *әu* / and / *au* /  **Grammar**  - Possessive adjectives.  - Possessive pronouns. | **Skills:**  - Reading about a holiday postcard.  - Talking about a city  - Listening to a description of a city.  - Writing a holiday postcard  **Everyday English**  Expressing exclaimations with *What.* |

**I. OBJECTIVES: \* By the end of this unit, students will be able to:**

- use the words related to cities and landmarks;

- pronounce the sounds / *әu* / and / *au* / correctly;

- use possessive adjectives and possessive pronouns;

- express exclamations with *What;*

- read for general and specific information about a holiday postcard;

- talk about a city;

- listen for specific information about a description of a city;

- write a holiday postcard.

**1. Knowledge:**

- To introduce topic of the lesson *Cities of the world*. To teach listening and reading.

+ Vocabulary: use the words related to cities and landmarks *.*To pronounce the final sounds / *әu* / and / *au* / correctly;

+ Grammar:- use possesive adjectives.

- use possesive pronouns

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Mai and Tom about cities and landmarks.

**3. Quality/ behavior :** The loveof learning English. The loveof the cities and beautiful spots. Having serious attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (3’- 5’)** | |
| **Aims:**   * **To create an active atmosphere in the class before the lesson;** * **To lead into the new unit.**   **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Output:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title *My house* on the board. | **+ Greeting**  **+ Brainstorming**  **- T\_ Ss**  London  Paris  - **(Ss)** listen and learn how to do it .  - Open their book and write . |
| **2. PRESENTATION (12’)** | |
| ACTIVITY 1:  **Aim: To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to become familiar with the vocab.; new grammar points.  **\* Output:** Reading and finding out new words; Ss become familiar with thenew language items.  **\* Organisation :** Teacher’s guide… | |
| **1. Listen and read.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  \* Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture. Ask them some questions like: *What do you think Mai and Tom are talking about? What city can you recognise from the photos? What is it famous for?* etc.  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.  - Invite some pairs of Ss to read the dialogue aloud.  - Have Ss say the words in the text that they have underlined. Quickly write the words on one part of the board.  - Comment on Ss'answers. | **1. Listen and read.**   |  |  | | --- | --- | |  |  |   **- T\_ Ss**  **\* Vocabulary**  - landmark (n) công trình thu hút khách du lich  - vacation (n) kì nghỉ (hè)  - holiday (n)…  - Answer the teacher’s questions.  - Find out the words related to the topic. |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss identify the location of the cities mentioned in the conversation on a map.**  **\* Content:** Write the names of the cities mentioned in the conversation on a map.  **\* Output:** Ss can write the correct location of the cities mentioned in the conversation on a map.  **\* Organisation :** Teacher’s guide… | |
| **2. Write the names of the cities in the correct place**  - Ask Ss if they know which country each city is in. If needed, help Ss by writing the names of the countries and the cities on the board.  - Have Ss look at the map and do the task.  - Check their answers as a class.  - Allow them to share their answers before discussing them in groups or as aclass.  - T gives the correct answers. | **2. Write the names of the cities in the correct place**  **- T\_ Ss**  - Follow the teacher’s instructions    - Give the answers and check. |
| ACTIVITY 3:  Aim: To help Ss focus on the use of adjectives to describe cities.  **\* Content:** Read and match.  **\* Output:** Ss read again the conversation and do the matching.  **\* Organisation :** Teacher’s guide… | |
| **3. Read the conversation again and match the cities with the adjectives describing them.**  - Ask Ss to work independently. Ask them to look back at the conversation and find where the names of the cities appear and what adjectives are used to describe them. Underline them.  - Ss share their answers and discuss.  - Check their answers as a class.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - T gives correct answer | **3. Read the conversation again and match the cities with the adjectives describing them**  **- T\_ Ss**  - Learn how to do it. Share the answers  - Copy them  **Key:** **1**. c, d **2**. a **3**. b, e |
| ACTIVITY 4:  **Aim:** **To help Ss visualise some landmarks of the cities mentioned in the conversation.**  **\* Content:** Match some landmarks of the cities mentioned in the conversation.  **\* Output:** Ss can match the cities with the landmarks correctly.  **\* Organisation :** Teacher’s guide… | |
| **4. Match the cities with their landmarks**  - Ask Ss to find the word landmark in the conversation and ask them what it is.  ( **Tom:...** *Can you see Big Ben?*  **Mai:** *Yeah... on the River Thames. It's a landmark of London.)*  - Write the word landmark on the board and ask if they can guess the meaning of the word. ( Emphasise: a place / object that is famous in a city. Tourists want to see.)  - Have Ss do the matching.  - Allow them to discuss in pairs or groups.  - Check the answers as a class. | **4. Match the cities with their landmarks**   |  |  | | --- | --- | |  |  |  |  |  | | --- | --- | |  |  |   - Ss do themselves. Give the answers  **Key: 1**. c **2**. d **3.** a **4.** b |
| **4. PRODUCTION/ FURTHER PRACTICE (8 ’)** | |
| ACTIVITY 5:  **Aim: To give Ss a fun time revising what they have learnt so far in the lesson.**  **\* Content:** Play game.What city is it? **to revising what they have learnt so far.**  **\* Output:** Us understand more information about cities in Viet Nam and in the world.  **\* Organisation :** Teacher’s guide… | |
| **5. GAME: What city is it?**  - Demonstrate by calling three Ss to read the example.  - Then allow Ss some time to work in groups.  - Go round and offer help If needed. Encourage Ss to talk about other cities they know.  Note: The only city that is not in the conversation is Hue. Have Ss talk about what they know about Hue without help since this city is a popular holiday city inViet Nam.  - Invite some Ss to talk one of the cities in front of the class. | **5. GAME: What city is it?**  **- T\_ Ss**  - Ask and answer  **Suggested answers:**  **Hue:** beautiful, old city  **London:** the red telephone box, Big Ben, double-decker buses  **Sydney:** Sydney Opera House, beautiful / clean beaches  **New York**: Times Square, the Statue of Liberty |
| **5. WRAP-UP & HOME WORK (2’)**  \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  - If there is a visualizer in the classroom, show the dialogue, highlight the key words related to the topic.  It would be helpful if T also highlights in the dialogue possessive adjectives and possessive pronouns at the end, and tells Ss that they will learn these language points in the following lessons.  **\* HOME WORK**  - Read again the conversation on page 26  - Do more exercises in workbook.  - Prepare new lessons | |

**=====================**