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| ***Date of planning***: 19/ 9 / 2024***Date of teaching*:** 20/9/2024**WEEK: 3** |  **Period 9: 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 gain the following items:
1. Knowledge:**

- Gain an overview about the topic *City life.*

- Use the words related to city life;

- To practice listening and reading skills.

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Gain vocabulary to talk about life in the city
- pronounce the diphthong sounds **/aʊ/, /əʊ/,** and **/eə /** correctly in words and sentences;

*\* New words: traffic jam, get stuck, pick… up , be packed with , underground, reliable, congestion, congested, construction site, feel stressed, attractive, shopping mall, pricey, itchy*

+ offering help and responding;

**\* Grammar:**

- Comparisons of adjectives (review). To teach “double comparatives”.

- Recognise and use double comparatives and some phrasal verbs;

**2. Competence:**

**-** Students will be able to practice listening, speaking, reading and writing skills.

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book ;Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.***\* Content:* - Think!+ To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes*: Students can answer some questions of the teacher about some cities. Having a chance to speak English. *\* Organization :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **+ Content** |
| **+ Greeting** **+** Teacher **(T)** asks Ss some questions about the previous lessons, - T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class… - T encourages Ss to talk in English as much as possible\* 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.Otherwise,! can:+ Show pictures of famous cities in Viet Nam and in the world very quickly.+ Hide the pictures and ask Ss to name the cities. Show all pictures again to check. Ask Ss if they have been to any of these listed cities and if they want to live there.+ Tell Ss that this unit is about city life, and they will learn about both the 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 displaying 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. | **+ Greeting** **- T\_Ss.**+ Students **(Ss)** listen and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** - **To set the context for the introductory dialogue;****- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.***\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… *\* Expected outcomes*: Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Student’s activities ; Content** |
| **1. Listen and read :/ Page 18**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures- eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.- Ask Ss to look at the pictures on pages 18-19 and answer the questions below:*1. What do you see in each picture?**2. Are the things in the pictures common in your home town?*\* Elicit the answers from Ss. Possible answers for Question 1 are traffic jam / traffic congestion, a construction site/some construction workers, the cinema.- Ask Ss to read the first part of the exchange in the introductory conversation. 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 conversation. 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. | **- T\_Ss**

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\*Vocabulary:**1.** traffic jam (n) /ˈtræf.ɪk ˌdʒæm/ kẹt xe **2.** congested (adj) /kənˈdʒes.tɪd/ tắc đường **3**. construction site (n) /kənˈstrʌk.ʃn saɪt/ công trường xây dựng**4.** grand (adj) /ɡrænd/ hoành tráng**5.** pricey (adj) /ˈpraɪ.si/ đắt đỏ **6.** underground (n) /ˌʌndəˈɡraʊnd/ hệ thống tàu điện ngầm**7.** unreliable (adj) /ˌʌn.rɪˈlaɪə.bəl/ không đáng tin **8**. itchy (adj) /ˈɪtʃi/ ngứa, gây ngứa **9.** downtown (n) /ˌdaʊnˈtaʊn/ khu trung tâm thành phố, thị trấn |
| **ACTIVITY 2. PRACTICE ( 15’)**  |
| **\* Objectives:** **+ To help Ss understand the conversation.** **+ To introduce some vocabulary items related to the topic.**+ To remind Ss of some more words / phrases related to the topic.*\* Content:* - 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*\* Expected outcomes*: Students understand the conversation and topic of the lesson and can complete the tasks successfully. *\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Read the conversation again and tick T (True) or F (False).**  |
| - Ask Ss to read the statements and choose either True or False for what they remember after their listening and reading.- Elicit the answers from Ss. Write their answers on the board.- Tell them to read the conversation again to check their answers.- Confirm the correct answers.  | **- T\_Ss****- Work individually.**- Students work independently to do the activity.**\* Key:** **1. T 2. F 3. T 4. F 5. T**  |
| TASK 3: **Match the words/phrases with their pictures.**   |
| - Ask Ss to look at the pictures and guess the words and phrases that describe them.- Flave Ss work individually to match words and 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 words and 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. Give comments. | **- T\_ Ss**- **Ss to work individually.**\* Key: **1**. b **2**. c **3.** a **4**. e **5**. d  |
| TASK 4: **Choose the correct answer A, B, C, or D**  |
| - Go over the choices for 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 and explain (or ask Ss to explain) them. | **- T\_ Ss.** **- Work in pairs.****\* Key:** **1**. A **2.** C **3.** B **4.** C **5.** D  |
| **ACTIVITY 3 : PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** **- To help Ss identify some common differences between living in a city and in a village.***\* Content:*Task 5: Complete a quiz to guess which type of life suits more, city life or village life.*\* Expected outcomes*: Students can know which type of life suits them more, city life or village life. *\* Organisation :Teacher’s guide* |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Quiz: A lifestyle survey: City life or Village life?**   |
| - Set a time limit of 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 more 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 comparison about *accommodation, means of transport, facilities, neighbourhood, and outdoor activities****\* What are some other places in a neighbourhood you know?*** | - Students work in pairs to do the quiz.**\* Key:**- Mostly A: City life suits you more.- Mostly B: Village life suits you more. |
| **\* WRAP-UP** - Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.- Ask Ss to say aloud some words and phrases they remember from the lesson.- If there is a projector in the classroom, then show the conversation and highlight some words / phrases related to the topic. Highlight the words that contain the diphthong sounds /au/, /au/, and /ea/ such as slow, around, there and tell Ss to say them out loud. Alternatively, - T can open the interactive version of Unit 2 - **Getting Started** on hoclieu.vn and have these key language items highlighted on the screen. **+ PROJECT PREPARATION***- Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.*Ask Ss to open their books to the last page of Unit 2, the Project section, look at the pictures and say what the topic of the project is (A city in the future).Explain the project requirements: In groups, Ss will have to discuss with each other about the features of a city they want to live in in the future, using the ideas given in the table. They then agree upon a kind of product to demonstrate their answer. The suggested product is a poster presentation, but Ss are free to make any other products, e.g. a model, a short movie, or a PowerPoint presentation to present their plan. Their poster should include pictures, drawings and / or photos to illustrate the features of the future city. The poster should be well-organised so that readers see key points on it.- Guide them to use the table in the book to organise their plan. Encourage them to provide as much detailed information as possible. For example: Population: 9 million people (a crowded city / a cosmopolitan).Tell them to Include the following information: \* Name of the future city- The population of the future city - The types of house people will live in - The means of transportation that people will use -The kinds of school and number of schools in the city -The kinds and / or places of entertainment in the city- If they find it difficult to come up with ideas for the plan, show them some photos or videos from science fiction films about future cities.- Put Ss into groups and have them choose their group leader. Have them discuss and decide on their product. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.- Help Ss set a deadline for each task and support them throughout the process.- In each of the next lessons, spend a few minutes checking Ss'progress, helping them with any topic- related or functional language they need, e.g. *crowded, skyscrapers, tree house, well-organised public transport, computer games, et*c., and solving any other . **(See TEACHER’S BOOK )  5. HOME WORK (2’)** - Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 1 . **===========================================** |