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| ***Date of planning***: 30.9.2024***Date of teaching*:** 01.10.2024 |  **Period 10: UNIT 2: CITY LIFE** **Lesson 2: A CLOSER LOOK 1**  |

**I. OBJECTIVES:** **\* By the end of this lesson, Ss will be able to gain the following items:**

**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

**\* 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;

+ offering help and responding;

*\* New words: sky train, concrete jungle, metro, public amenities, packed with , bustle (cảnh náo nhiệt ) , crime rates.*

**\* 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 .

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

**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:* 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*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting** ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* **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.  | **+ Greeting** + Students **(Ss)** listen and learn how to do the tasks.***\* Words:*****1.** *congested road* **2.** *underground***3***. itchy eye***4.** *downtown***5.** *traffic jam* **6***. construction site***-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)****A. VOCABULARY** |
| **\* Objectives:** - To teach some vocabulary about community helpers and their responsibilities.- To help Ss practise some adjectives that describe city life.- To help Ss use the words and phrases learnt in 1 and 2 in context.***\* Content:*** To provide students with vocabulary;- To revise some vocabulary related to City Life.- 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.*\* Expected outcomes*: Students can identify some vocabulary about City life and use them in different contexts.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the words / phrases with their explanations** |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ T may focus on presenting the words.+ To present each word, follow the steps:+ Show the picture and elicit the word.+ Read aloud the word several times and ask Ss to repeat.+ Invite some Ss to read the word aloud.+ Write the word on the board and highlight its phonological features (e.g. show the location of the main stress).+ Teacher do the “Rub out and remember” checking technique.+ Prepare some pictures (or show on slides some pictures) of the following things: a crowded city centre area {downtown), a lot of buildings (concrete jungle), a sky train, a metro, some public facilities like a park, playground, bike path {public amenities).Have Ss look at each picture and name what they see. Then, confirm or tell them the words / phrases for each picture.+ Read aloud each word and phrase several times for Ss to repeat. Then write the words and phrases on the board and mark the location of the main stress.+ Have Ss read aloud the words and phrases. Correct their pronunciation when needed.- 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 and 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.* | **- T\_Ss**

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\*Vocabulary**1.** concrete jungle (n) /ˌkɒŋkriːt ˈdʒʌŋɡl/ rừng bê tông (dùng để miêu tả một khu vực có nhiều nhà cao tầng)**2**. metro (n) /ˈmetrəʊ/ hệ thống tàu điện ngầm**3.** public amenities /ˈpʌblɪkəˈmiːnətiz/những tiện ích công cộng.**4.** commuter (n) /kəˈmjuː.t̬ɚ/ người đi làm**5.** pickpocketing (n) /ˈpɪkˌpɑː.kɪ.t̬ɪŋ/ móc túi**6**. suburb (n) /ˈsʌb.ɝːb/ ngoại ô**7**. bustling (adj) /ˈbʌs.lɪŋ/ hối hả, nhộn nhịp, náo nhiệt.**8.** liveable (adj) /ˈlɪvəbl/ (nơi, địa điểm) đáng sống**\* *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**  |
| + Go over the four adjectives under each sentence. - 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. | **+ T\_Ss**  **\* 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** |
| + AskSs to say the meaning of the words and phrases in the box.- Tell them to work in pairs and choose the appropriate words and phrases 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 buses,* is a type of public transport.+ Ask Ss who they agree with, John or Jenny, and explain why.Example answer:*+ 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.**+ agree with Jenny. City life is terrible. Cities are often too crowded. They don't have much green space. They are not liveable.*+ With a stronger class, ask Ss to choose one or two words / phrases and make sentences with them. | **\* Answer key:****1.** metro **2.** public amenities**3.** liveable **4**. downtown **5**. concrete jungles **6**. safe |
| **ACTIVITY 2: PRONUNCIATION: ( 8’)** **aʊ/, /əʊ/,** and **/eə/** |
| \* Objectives: + **To help Ss revise the words with diphthong sounds** aʊ/, /əʊ/, and /eə/+ To Kelp Ss identify words with diphthong sounds aʊ/, /əʊ/, and /eə/in sentences and say them correctly.***\**** *Content:*- Task 4: Put the words in the correct column. Then listen and check.- 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. *\* Expected outcomes*: - Students can pronounce the diphthong sounds **/**aʊ**/, /**əʊ**/,** and **/**eə**/** in words and in sentences correctly.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Put the words in the correct column. Then listen and check.**  |
| + Draw a table with three columns: /au/, /au/, /ea/ on the board.+ Have Ss read the given words in the textbook in silence. - Write down the first word in the list with the sound /au/, /au/, and /ea/ 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.+ Have the class say the words again in chorus, and then invite some Ss to say them individually. + Invite some Ss to say some words they know that have diphthong sounds aʊ/, /əʊ/, and /eə/ ***\* Teacher gives corrections and feedbacks to students’ pronunciation***  | **- T\_ Ss.** ***\* Key + audio script – Track 9:***

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| **/au/** | **/au/** | **/ea/** |
| crowded | locate | square |
| outdoor | overseas | repair |
| council | coastal | airport |

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| 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.**  |
| + Write the sentences on the board or show them on a projector screen.- Tell Ss that they need to circle the words with /au/, underline those with /au/, and put a tick next to those with /ea/. 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.  | **\* Key:****/aʊ/:** downtown, crowded, now, around **/əʊ/:** go, coastal, old, phone, hope, show **/eə/:** chairman, square 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. WRAP-UP & HOME WORK (2’)**+ 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.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 2.**=============================================** |