|  |  |
| --- | --- |
| ***Date of planning***: 05.10.2024***Date of teaching*:** 06.10.2024 **WEEK: 5** |  **Period 13: UNIT 2: CITY LIFE** **Lesson 5: SKILLS 1/ Reading and speaking**  |

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

**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

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

**\* Vocabulary:**

- Gaining vocabulary to talk about life in the city
+ offering help and responding;

**\* Grammar:**

- To teach “double comparatives”.

- Recognise and use double comparatives and some phrasal verbs;

**2. Competence:**

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

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Understand more about city problems and their solutions.

- 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:**

|  |
| --- |
| **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.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** ***+*** *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***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. | **+ Greeting** **1: Mind map**+ 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’)** |
| **A. READING****\* Pre-reading****\* Objectives:** **+ To activate Ss' vocabulary of the topic of the reading text.****+ To help Ss develop the skill of reading for gist.****+ To help Ss develop the skill of reading for specific information.***\* 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.*\* Expected outcomes*: Ss identify some new words and how to use the target vocabulary. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Match the words / phrases with their pictures.**  |
| **\* 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.- 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. | **- T\_Ss** \*Vocabulary**1.** leftover (n) /ˈleftəʊvə/ thức ăn thừa**2.** biogas (n) /ˈbaɪ.əʊˌɡæs/ khí sinh học***\* Keys:*****1.** a **2**. c **3**. b **4**. d |
| TASK 2: **Read the passages again and complete the sentences.**   |
| - 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. | **- T\_Ss****\* Key:** **1. C 2. B 3. A** |
| TASK 3: **Read the announcement again. Choose the correct answer.**   |
| - 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. |  **- T\_ Ss**\* ***Keys:*** **1. A 2. D 3. B**  **4. C 5. A** |
| **\* 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.**\* 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 |
| **ACTIVITY 2: SPEAKING ( 12’- 14’)** |
| **\* Objectives:** **- To help Ss prepare ideas to talk about city problems and solutions.**- To help Ss practise talking about city problems and solutions;- To help Ss practise speaking in front of other people (public speaking).*\* 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**. *\* Expected outcomes*: **-** Students can talk about the city problems and suggest solutions to them in front of other people. *\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4: **Make a list of city problems and some solutions to them.**   |
| - 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.  | **- T\_ Ss.**  |
| 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.**  |
| - 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.*\* Teacher gives corrections and feedback* | **- Ss \_ Ss*****\*\* 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.*  |
| **EXTRA ACTIVITY**- Have Ss work in five groups and assign one of the following roles toeach 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.  |
|  **4. WRAP-UP & HOME WORK (2’)** - Ask Ss to 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.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 6 : A SKILLS \_2.==========================================  |