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| ***Date of planning***: 06.10.2024***Date of teaching*:** 07.10.2024**WEEK: …** |  **Period 14: UNIT 2: CITY LIFE** **Lesson 5: SKILLS 2/ Listening and writing**  |

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

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

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

**\* Vocabulary:**

- Gain vocabulary to talk about life in the city
+ Offering help and responding;

**\* Grammar:**

- Recognise and use double comparatives and some phrasal verbs;

**2. Competence:**

- Develop communication skills and creativity

- Be cooperative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Be encouraged to express opinion about city life

- 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.**-** Think! **;**  Game: Pass the ball*\* Expected outcomes*: Having a chance to speak English. Students can answer the questions related to school. *\* 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…* \*\* Show photos or a video of a modern and beautiful city. Ask Ss if they like the city and why.*\** **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.**\* 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.+ Lead to the new lesson: Listening and Writing lesson about advantages and disadvantages of city life.Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting** + Students **(Ss)** listen and learn how to do the tasks. **\* Picture** Da-Nang**\* Questions:**- Which city do you want to live in? Why?**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1 : PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **A. LISTENING****\* Pre-listening****\* Objectives:****- To prepare Ss for the listening text.***\* Content:*- Task 1: Work in pairs. Tick (√) the things that you want in your hometown. Add more ideas if you have any.*\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Tick (√) the things that you want in your home town. Add more ideas if you have any.**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have - Have Ss answer the questions in the book.- Elicit answers from ss. This is an open activity, so accept all answers provided they make sense.+ - 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. | **- T\_Ss** ***Suggested answers:***Students’ own answers.

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| **ACTIVITY 2 : WHILE LISTENING ( 15’)** |
| **\* Objectives:** **2+3 . To help Ss develop the skill of listening for specific information.** **- To help Ss develop the skill of listening for main ideas and specific information.***\* Content:* - 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.*\* Expected outcomes*: To Improve the skill . Ss can listen for general and specific information to do the learning tasks.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| 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. | **- T\_Ss****\* *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.  |  **- T\_ Ss**\* Key: **1. A 2. A 3. B 4. C** |
| **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?*

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|  | **What does each person like about life in their city?** | **What does each person dislike about life in their city?** |
| **Tom** | It has good parks, libraries and cinemas. |  The traffic is getting worse. The buses are quite old and uncomfortable. |
| **Elena** | There is a shopping mall. | The shopping mall is very costly. It lacks free sports facilities. |
| **Chi** | It's really convenient. There are food stalls at almost all street corners. | Many teens like street food and are too lazy to cook on own. |

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|  **ACTIVITY 3 : WRITING** |
| **\* Objectives:** **+ To brainstorm ideas and make an outline for Ss' writing.***\* 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**.** *\* Expected outcomes*: Students can use learned vocabulary and grammar to write a paragraph about what they like or dislike about living in a city*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| 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.  | **- T\_ Ss.** **+** *Students’ notes* |
| 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.  |
| \* EXTRA ACTIVITY**-** 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  |
|  **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 7 : LOOKING BACK. ==================================================== |