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| ***Date of planning***: 06.10.2024  ***Date of teaching*:** 07.10.2024 | **Period 15: UNIT 2: CITY LIFE**  **Lesson 7: LOOKING BACK & PROJECT** |

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

**1. Knowledge:**

- This lesson recycles the language from previous sections and links it with the unit topic. To help Ss do exercises to consolidate and apply what they have learnt in the unit. Teacher can evaluate the students’ performance and provide further practice if necessary.

- Review the vocabulary and grammar of Unit 2. To practice doing exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

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

**\* Vocabulary:**

- Gain vocabulary to talk about life in the city  
**\* 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

- Be encouraged to attend school 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.  *\* 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…*  **\* Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns to write as many words about City as possible in 2 minutes.  - The group having more correct answers is the winner. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **\* Brainstorming**  *\* Suggested answers:*  lively, suburbs, skyscraper, bustling, …..  **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  **1. To help Ss revise the vocabulary items they have learnt in the unit.**  **-To help Ss revise the vocabulary items they have learnt in the unit and use them in a text.**  *\* Content:*  - Task 1: Write a word or phrase for each description below.  - Task 2: ﻿ Circle the correct word or phrase to complete each sentence.  *\* Expected outcomes:*  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**: Choose the correct answer to complete each sentence below.** | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. | **- T\_Ss**  \****Answer key:***  **1.** suburbs  **2**. metro  **3.** concrete jungle  **4.** lively  **5.** bustling |
| TASK 2 **: Fill in each gap with a word from the box to complete the passage.** | |
| - Have Ss read the passage and complete the blanks with the given words.  - Ask them to share their answers with a classmate.  - Invite some Ss to write the answers on the board. Confirm the correct answers.  - Ask Ss if they like or dislike Mia’s town. | **- T\_Ss**  ***\* Answer key:***  **1.** peaceful **2**. safe  **3**. congestion **4**. itchy  **5**. liveable |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  + **To help Ss revise some phrasal verbs at the sentence level.**  + **To help Ss revise double comparatives and phrasal verbs.**  *\* Content:*  - Task 3: Complete the sentences with the particles in the box.  - Task 4: Find a grammar mistake in each sentence and correct it.  *\* Expected outcomes:*- Recall the uses of the grammar that they have learnt in this unit (phrasal verbs and double comparatives).  *\* Organization:* Teacher’s instructions. | |
| **Teacher’s &Student’s activities** | **Content** |
| TASK 3**: Complete the sentences with the particles in the box.** | |
| - Ask Ss to list phrasal verbs they have learnt in the unit.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board. | **- T\_ Ss**  **\* Answer key:**  **1.** away  **2**. out  **3.** down on  **4.** out  **5**. down with |
| TASK 4**: Find a grammar mistake in each sentence and correct it.** | |
| - Recall the structure of double comparatives Ss learnt in this unit.  - Tell them that they need to identify a grammar mistake in each sentence and correct it.  - HaveSs do this exercise individually then compare their answers with a partner.  - Invite some Ss to read their answers aloud. Confirm the answer keys. | **- T\_ Ss.**  **\* *Answer key:***  1. more difficult → the more difficult  2. get up → get around.  3. Nearer → The nearer  4. came up with → came down with  5. more slow → slower  *\*****Note:***  *go around = turn round in a circle*  *go around (to) = visit sb / a place that is near*  *get around = to go to a lot of different places* |
| **ACTIVITY 3. PRODUCTION/ PROJECT ( 8’)** | |
| **\* Objectives:**  - To help Ss improve their creativity and teamwork;  - To improve their speaking and presentation skills.  **- To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation**  *\* Content:*Poster presentation  **-** Ss to work in groups to do the project. *Ss’ presentations.*  - Ask Ss to organise their report into a presentation.  *\* Expected outcomes:* Students are able to present their posters about a city in the future.  *\* Organization:* | |
| **Teacher’s & Student’s activities** | **Content** |
| **\* \* A city in the future**  - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation of future city.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any.  - The presenters should complete their self-assessment checklists after completing their presentation. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  - Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **Note:** Assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their report to the class.  **\* FEEDBACK FORM FOR SURVEY**.(See teacher’s book) | |

**5. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Unit 2: LIFE IN THE CITY.

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