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| Date of preparing: 25/9/2024Date of teaching: 26/9/2024Period 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:
 1. Knowledge:**

 **a. Vocabulary:**

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

 **b. 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. Qualities:**

 - Be friendlier and willing to help the local community;

 - Actively participate in class activities.

 - Develop self-study skills.

**II. TEACHING AIDS:**

 - Grade 9 text book; TV...

 - Computer connected to the Internet.

 - Hoclieu.vn

**III. PROCEDURE:**

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| **Teacher’s and Student’s activities** |  **Content** |
|  **1. WARM UP (3’- 5’)****\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.** |
| **+** Teacherasks 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. | **- T\_Ss.**+ Studentslisten and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 1. PRESENTATION (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.** |
| **Teacher’s & 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. | \*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. |
| **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.- Students work independently to do the activity.- 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.  | **\* 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.** |
| **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.- Students work in pairs to do the quiz.- 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?*** | **\* 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 . **===========================================** |
| Date of preparing: 26/9/2024Date of teaching: 27/9/2024 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:**

**1. Knowledge:**

 **a. Vocabulary:**

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

 **b. 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. Qualities:**

 - Be friendlier and willing to help the local community;

 - Actively participate in class activities.

 - Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV.....

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP** (3’- 5’) |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.** |
| **Teacher’s and Student’s activities** | **Content** |
| **+** Teacher asks Ss some questions about the previous lessons. + Studentslisten and learn how to do the tasks.**-** 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. **-** Open the book and write the tittle of the lesson. | **\* Game: Jumble words****1.** *congested road* **2.** *underground***3***. itchy eye***4.** *downtown***5.** *traffic jam* **6***. construction site* |
| **ACTIVITY 1: PRESENTATION ( 12’- 15’)** |
| **\* 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.  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the words / phrases with their explanations** |
| + 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.* |

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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. |
| **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***  | ***\* 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.**=============================================** |

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| Date of planning: 30/9/2024Date of teaching: 1/10/2024Period 11:  |  **UNIT 2: CITY LIFE****Lesson 2: A CLOSER LOOK 2**  |

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

**1. Knowledge:**

 **a. Vocabulary:**

- Gain vocabulary to talk about life in the city

- Offering help and responding;

 **b. Grammar:**

- Recognise and use double comparatives and some phrasal verbs;

**2. Competence:**

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

- Access and consolidate information from a variety of sources.

**3. Qualities:**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.** |
| **Teacher’s & Student’s activities** | **Content** |
| **-** Teacherasks 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 **Option 1: Think!**- Show Ss a picture of two bowls of spicy noodles. The second bowl of noodles has more chillis than the first one. - Ask Ss which bowl of noodles they prefer. - Put a tick below the first bowl and two ticks below the second bowl and tell them that the number of ticks shows T’s preference. Elicit from Ss a sentence with comparative structure (*I like the second bowl more than the first bowl).*- Tell Ss that today they are learning another structure of comparison of adjectives. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. **-** Ss 0pen the book and write the tittle of the lesson. | Chilli-Garlic-Noodles-2-1Chili-Garlic-Noodles-8-1440x2160 |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** |
| **\* Objectives:** **- To present the new structure of double comparatives.****- To help Ss use the grammar point correctly with attention to form and meaning.**  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Choose the correct option to complete each sentence.**  |
| - T shows another picture of a bowl of spicy noodles which has even more chillies than the second bowl. - Put three ticks below this picture.- Write the sentence "*The hotter the noodles are, the more delicious they get*." Underline "the hotter" and "the more delicious". Check if they understand the sentence.- Tell Ss that they can use "the" with comparative adjectives to emphasise that one thing depends on another.- Draw their attention to the form: - Remind them that there must be “the” before the comparative form of adjective.- Go through the ***Remember!*** box with Ss. Use the given examples to reinforce the grammar point. - Ask Ss to look at Task **1**. Do the first sentence with the class as an example.- Tell Ss to complete Task **1** individually, then check their answers with another pair.- Invite some Ss to share their answers. Confirm the correct answers. Explain or elicit explanations from Ss. | **\*Grammar: Double comparatives****Form: The comparative** + S + V**, the comparative +** S + V.Short adj: adj + **er**Long adj: **more/less** + adj**Example:****- The nearer** we got to the suburb, **the less busy** the road was.**- The more developed** the city is, **the more crowded** it becomes.***\* Suggested answers:*****1**. later **2.** more comfortable**3**. the higher**4**. more famous **5**. the more difficult |
| TASK 2: **Find a mistake in the underlined parts in each sentence below and correct it.**   |
| - Tell Ss to find a mistake in each sentence and correct it. Tell them to read the sentence carefully and pay attention to the meaning of each sentence.- Ask Ss to do this exercise in pairs. - Invite one or two Ss to write the mistakes and their corrections on the board. - Check answers. Ask Ss to explain the meaning of each sentence after correcting the mistake.- Reinforce the structure once more by reminding Ss of common mistakes: missing "the", incorrect use of comparatives, wrong order of subject and verb in the clause, etc. | ***\* Key:*** 1. B (The hottest => The hotter) 2. C (tired => more tired) 3. A (modern more modern)4. D (more polluted => the more polluted)5. B (more ugly => uglier)  |
| **ACTIVITY 2: PHRASAL VERBS (2)** |
| **Objectives:** **- To present five phrasal verbs.****- To help Ss practise using phrasal verbs learnt in 3 in sentences.** |
| TASK 3**: Match a phrasal verb in column A with a suitable word / phrase in column B.**  |
| **Teacher’s & Student’s activities** | **Content** |
| - Ask Ss to recall the phrasal verbs in *Unit 1*. Tell them that they will learn five more phrasal verbs in this lesson.- Ask Ss to do Activity 3 individually. Tell them that they can guess if they are not sure.- Check the answers as a class. Write the correct matches on the board. - Elicit the meaning of each phrasal verb (*get around ~ move from place to place / go to a lot of different places; carry out ~ conduct; come down with ~ catch (a disease); hang out with ~ spend time a lot of time with sb; cut down on ~ reduce*). - Check Ss’ comprehension by asking them some questions, tell them to translate the phrases into Vietnamese, or play *Slap the board* game. | \* ***Answer key:*****1**. d **2**. c **3**. e **4**. b **5**. a |
| TASK 4: **Complete each sentence with a phrasal verb in 3. You can change the form of the verb when necessary** |
| - Tell Ss that they will work in pairs and complete Task 4.- Set a time limit for them. Then call on one or two Ss to write the answers on the board.- Check the answers. Elicit explanations from Ss.***\* Teacher corrects for students as a whole class.***  | **\**Answer key:*****1.** coming down with**2**. cut down on **3**. get around**4**. hang out with **5**. carrying out |
| EXTRA ACTIVITY: - Have Ss play a quick game such as “Find someone who…”. Ask them to copy the following table into their notebooks. Then, tell them to ask their classmates to find at least one person who says “Yes” to each statement. The person who finishes their table first will say **Bingo** and become the winner of the game. (See Teacher’s book) |
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| **Find someone who...** | **Name** | **More information** |
| **1.** likes getting around by public transport. |  |  |
| **2.** carried out a project last week. |  |  |
| **3.** came down with a flu or a cold last year. |  |  |
| **4.** often hangs out with friends in their free time. |  |  |
| **5.** wants to cut down on the amount of water they use daily. |  |  |

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| **ACTIVITY 3. PRODUCTION/ FURTHER PRACTICE (8’)** |
| **\* Objectives: To give Ss speaking practice with double comparatives.** |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 5: **Work in pairs. Tell each other whether you agree or disagree with the following ideas.**  |
| - Go through the three sentences in **5** to make sure Ss understand them.- Ask Ss to work in pairs. Each person chooses a sentence and says whether they agree or disagree with it. Encourage them to provide an example, a reason and / or an explanation for their viewpoint.- Invite some Ss to share their opinions in front of class. Others listen and give feedback***\* Teacher gives corrections and feedbacks.*** | ***\* Suggested outcomes:***  |
|  **5. HOME WORK (2’)** - Do more exercises in workbook.- Prepare new lesson: Lesson: COMMUNICATION.==============================================  |

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| Date of planning: 02/10/2024Date of teaching: 03/10/2024 Period 12: | **UNIT 2: CITY LIFE****Lesson 4: COMMUNICATION**  |

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

**1. Knowledge:**

 **a. Vocabulary:**

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

 **b. Grammar:**

- To teach “double comparatives”.

- To Learn how to form 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. Qualities:**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)**  |
| **\* Objectives:****- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.** |
| **Teacher’s Student’s activities** | **Content** |
| - T shows pictures of means of transport (bicycle, tram, sky train, car, bus). Ask Ss what means of transport they know, and what might be common means of transport in cities.- Tell Ss that in this lesson, they will read and talk about transport in the city. Introduce the objectives of the lesson (Ss will learn how to offer help and respond, and how to talk about their favourite means of transport.). Write the objectives in the left corner of the board. | **+ Look and answer.** |
| **ACTIVITY 1. PRESENTATION (12’- 15’)** |
| **EVERYDAY ENGLISH****Offering help and responding** **\* Objectives:** **- To introduce ways of offering help and responding;****- To help Ss practise offering help and responding.**  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1+ 2: **Listen and read the conversations below. Pay attention to the highlighted parts.**   |
| - Teacher uses different techniques to teach vocab (situation, realia, translation.)- Teacher does the checking vocabulary.**-** T elicits the dialogues.- Tell Ss a situation: "Duong's best friend is going to Singapore to study there. Duong's dad knows that Duong wants to go to the airport to see him off. What will Duong's dad do?"- Encourage Ss to make some guesses. Possible guesses might be Duong's dad will take him to the airport; Duong's dad will catch a taxi for him to the airport, etc.- Write on the board: "Lean take you to the airport if you like.' Tell Ss that Duong's dad says this sentence to offer to help him.- Play the recording for Ss to listen and read the conversations between Duong and his dad, and between Minh and Hoang. Ask Ss to pay attention to the highlighted language. Tell them that these are two common ways to offer help.- Ask Ss what Duong and Hoang say to accept the offers.Have Ss read aloud the conversations as a class first, then practise them in pairs. Call on some pairs to act out the conversations in front of the class. *\* Teacher checks students’ understanding by asking some checking questions.*  |

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| **\* Vocabulary:** |

**1.** rush hour (n) /ˈrʌʃ aʊə/ giờ cao điểm**2.** tram (n) /træm/ xe điện**1**. **Duong's dad**: I can take you to the airport if you like. **Duong:** Thanks, Dad.**2.** **Minh:** Would you like me to give you a ride home? **Hoang:** Thank you. That's so kind of you. |
| TASK 2: **Work in groups. Make similar conversations with the following situations**  |
| **Teacher’s & Student’s activities** | **Content** |
| - Ask Ss to work in pairs to make similar conversations, using the language they have learnt.- Move around to observe and provide help. - Call on some pairs to practise in front of the class. - Comment on their performance. | ***Suggested dialogues:*****Situation 1:****You:** I can show you how to use the library smart card if you like. **Friend**: Thanks. That’s so kind of you. **2. You**: Would you like me to write a note for Ms Hoa? **Friend**: Thank you. That’s so kind of you. |
|  **Transition from *Everyday English* to *Transport in the city*.**- Choose two strong Ss (A & B) in the class. Tell them to imagine B is new to the city and he/she doesn’t know how to use the public transport system. Tell A to offer help to B and B to respond to A’s offer. - Tell Ss they are going to read the opinions of some students about their favourite means of transport in the city.  |
| **ACTIVITY 2: Transport in the city** |
| **\* Objectives:** **- To provide Ss with information about three means of transport in the city;****- To give Ss an example of a structure for their talk.****- To help Ss plan their talk about their familiar means of transport.** |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3: **Work in pairs. Read the descriptions of three teenagers about their favourite means of transport. Then complete the table below.**  |
| - Have Ss work in pairs. Assign one description for each pair to read and complete the gaps in the table. - Invite some pairs to share their answers. Confirm the correct answers.- Put three pairs who read different descriptions together. In their group, they tell each other about the description of the transport that they have read. ***\*\* Cultural notes for teachers:*****1) The Bangkok Mass Transit System,** commonly known as BTS Skytrain, started to operate in 1999. It covers a length of more than 70 kilometres in the city and serves about 108 million passenger trips each year. | ***Key:*****1**. traffic jams **2**. sky train**3**. crowded **4**. tram **5**. discount**2) Tram** is a major form of public transport in Melbourne, Australia. It started to operate in 1885. As of May 2017, the tram system covers a length of 250 kilometres. It serves more than 206 million passenger trips each year.  |
| TASK 4: **Make notes about a means of transport you are using.**  |
| - Tell Ss to make notes about the means of transport they are using, following the given outline. They can look at the table in Activity **3** for an example.- Monitor and provide support when needed.- When they finish their outline, tell them to talk to a friend using the notes they have prepared. - Ss to work individually. |  |
| **ACTIVITY 3. PRODUCTION (8’)**  |
| **\* Objectives: To provide Ss with a chance to talk about their familiar means of transport.** |
| **Teacher’s & Student’s activities** | **Content** |
| ACTIVITY 5: **Work in groups. Talk to your friends about the means of transport that you use. Use your notes in 4.**  |
| - Form new groups of four students. In their group, Ss take turns to talk, using their notes in 4.- Monitor and provide support when needed. - Comment on Ss’ talks. | **\* Suggested talk***I go to school by bus every day. It is convenient because there are bus stops near my house and my school. The bus is clean and on time. It is very crowded at rush hour, but it has air conditioning, so it is cool. That’s why I choose to use it.* |
| EXTRA ACTIVITY- Ask Ss which of the three means of transportation in the reading text they have used or would like to use. Give them a little time to think of how they felt when they used them and/or why they would like to use them. - Have Ss share their thoughts with a partner.- Put Ss in groups of three or four. Have them share their thoughts with other group members. Encourage them to ask questions for further details and answers. |

 **5. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS 1.

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| Date of planning: 03/10/2024Date of teaching: 04/10/2024 Period 13: | **UNIT 2: CITY LIFE****Lesson 5: SKILLS 1**  |

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

**1. Knowledge:**

 **a. Vocabulary:** Gaining vocabulary to talk about life in the city

 **b. 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. Qualities:**

- Understand more about city problems and their solutions.

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)**  |
| **\* Objectives:****- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.**  |
| **Teacher’s & Student’s activities** | **Content** |
| - T makes 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. |  |
| **ACTIVITY 1: READING (12’- 15’)** |
| **\* 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.**  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Work in pairs. Match the words / phrases with their pictures.**  |
| **-** Teacher uses different techniques to teach vocab (situation, realia, translation.)- 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. | \*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. | **\* 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. | \* ***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). |
| **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.  |  |
| 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* | ***\*\* 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. HOME WORK (2’)** - Do more exercises in workbook.- Prepare new lesson: Lesson 6: SKILLS 2.==========================================

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| Date of planning: 07/10/2024Date of teaching: 08/10/2024 Period 14:  | **UNIT 2: CITY LIFE** **Lesson 5: SKILLS 2**  |

**I. OBJECTIVES: By the end of this lesson, Ss will be able to:****1. Knowledge:**  **a. Vocabulary:** Gain vocabulary to talk about life in the city  **b. 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. Qualities:**  - Be encouraged to express opinion about city life - Actively participate in class activities.  - Develop self-study skills.**II. TEACHING AIDS:** - Grade 9 text book; TV- Computer connected to the Internet.- Hoclieu.vn **III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.**  |
| **Teacher’s & Student’s activities** | **Content** |
| *\** **Option 1: Think!**- T shows 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. | **\* Picture** Da-Nang**\* Questions:**- Which city do you want to live in? Why? |
| **ACTIVITY 1: PRE-LISTENING (12’- 15’)** |
| **\* Objectives: To prepare Ss for the listening text.**  |
| **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.**  |
| - 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. |

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| **ACTIVITY 2: WHILE LISTENING (15’)** |
| **\* Objectives:** **- 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.** |
| **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.  | \* 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.** |
| **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.  | **+** *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. HOME WORK (2’)** - Do more exercises in workbook.- Prepare new lesson: Lesson 7: LOOKING BACK. ==================================================== |

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| Date of planning: 09/10/2024Date of teaching: 10/10/2024Period 15: | **UNIT 2: CITY LIFE** **Lesson 7: LOOKING BACK & PROJECT**  |

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

**1. Knowledge:**

 **a. Vocabulary:** Gain vocabulary to talk about life in the city
 **b. 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. Qualities:**

- Be encouraged to express opinion about city life

- Be encouraged to attend school activities

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 9 text book; TV

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP (3’- 5’)**  |
| **\* Objectives:** **- To create an active atmosphere in the class before the lesson;****- To lead into the new lesson.** |
| **Teacher’s & Student’s activities** | **Content** |
| - 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. | **\* Brainstorming***Suggested answers:*lively, suburbs, skyscraper, bustling, ….. |
| **ACTIVITY 1. PRESENTATION (12’- 15’)**  |
|  **\* Objectives:** **- 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.** |
| **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. | \****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. | ***\* 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.** |
| **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. | **\* 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 nearer4. came up with → came down with5. 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  |
| **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. HOME WORK (2’)**

- Do more exercises in workbook.

- Prepare new lesson: Unit 3: HEALTHY LIVING FOR TEENS.

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