Week: Date of preparation:

Period: Date of teaching:

**Unit 9: CITIES OF THE WORLD**

## Lesson 1: GETTING STARTED

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to continents, countries and cities.

b. Grammar: The present perfect, superlatives of long adjectivies.

2. Skills: Listening, reading, writing and speaking.

3. Attitude: Students will feel excited about information about cities and landmarks.

**II. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To have new words about the continients in the world.  To give the names of some places in Vietnam and around the world.  **Production**  To produce and achieve the information about the cities in Vietnam and around the world. | **A. Warm up**  - T divides the class into two groups and say the rulers of the game.  - Ss take part in the game.  - T control the game.  - T gives the feedback.  - T asks Ss to look at the pictures and answer the questions.  What are they?  Do you know which cities they are?  - T lead - in the new lesson.  **B. Presentation**  **Vocabulary**  - T asks Ss to listen and read and take notes on some new words.  - T shows the meaning of these words.  - Ss look at the text again and practice the text in pairs.  - T listens and controls the class.  **C. Practice**  **\* The dialogue.**  - T sets the scene.  - T plays the record.  - Ss listen and follow the text to check the prediction.  - Ss work in pairs to practice the dialogue.  - T calls 2 pairs to practice and give feedback.  **\* Read the conversation again. Then write True/ False.**  - Ss look at exercise 2.  - T gets Ss reread the dialogue and do exercise 2 individually.  - T allow Ss to share answers before discussing as a class.  - Ss to support their answers.  **\* Name the continents.**  - T gives Ss to 6 flashcards and ask Ss to work in pairs to label the names of the continents on the map.  Asia, Europe, Africa, North America, South America, Australia, Antarctica.  - Ss look at the map.  - T control the class.  - T check the whole class.  - Ss answer the questions:  How many continents are there in the world?  What are they?  - Ss look at the pictures and names the continents.  - Ss translatate these names in Vietnamese.  - Ss match the words in the blue box to the namesof the places individually.  - T check and give comment.  **\* Match the words in the blue box to the names of the places.**  - T write ‘Asia, Viet nam, Hue, Ha Noi, Thong Nhat Palace’ on the board.  ? Which is the continent?  ? Which is the country/ city/ capital?  ? Which is the place of interest?  **D. Production**  **\* Game: “Around the world”**  - T ask Ss play a game “ Around the world”.  - T divides Ss into 2groups.  - Each group chooses one countries and each member in this group to give questions about this countries.  The other listens and give answers.  Which continent is it in?  What is its capital?  What are its major cities? What is it famous for?  - If each answer is correct, group gets 1 point.  - If any group getting the most answers is the winner.  - T control the game.  - T give comment. | Game:**Network**  - Make a network of countries in the world.  countries in the world  Rules:  - Sit in two groups  - Each member in each group to go on the board and write down a network of every types in 3 minutes.  - If any group having the most correct answers is the winner.  **I. New words:**  1. exciting(a) [ik’saitiη]: lý thú  2. clean(a) [kli:n]:sạch  3. bad(a) [bæd] : xấu  4. beautiful(a) [‘bju:tiful]:đẹp  5. modern(a) [‘mɔdən]:hiện đại  6. eggs-shaped(a)[eg-∫eipt]: hình bầu dục  **II. 1. Listen and read.**  “What are they?  Do you know which cities they are ?”  **2. Read the conversation again. Then write True/ False.**  **Key:**  1. F (They are looking at photos on the computer.)  2. F (Tom has been to most of the cities.)  3. T  4. F (There are modern buildings in London as well.)  5. F (Tom has never been to New York. The photo is from his brother.)  **3. Name the continents.**  **Labelling**  **Key:**  1. Asia  2. Europe  3. Africa  4. North America  5. South America  6. Australia  7. Antarctica  **4. Match the words in the blue box to the names of the places.**  **Key:**  a. Continent: Asia,Africa  b. Country: Sweden, the USA  c. City: Nha Trang  Amsterdam, Liverpool, Ha Noi  d. capital: Amsterdam, Ha Noi  e. Place of interest: Ben Thanh market, the Louvre.  **5. Game: “Around the world”**   * Which continent is it in? * What is its capital? * What are its major cities? What is it famous for? |

**3. Homework (2 minutes)**

- Revise all the new words related to the cities in “Getting started”.

- Practice the conversation.

- Prepare the next lesson: A closer look 1.

**\* Feedback**

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**Unit 9: CITIES OF THE WORLD**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The adjectives related to continents, countries and cities.

b. Grammar: Superlatives of long adjectivies.

c. Pronunciation : How to pronounce /əʊ/ and /ai/.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: students will be able to give information about cities and landmarks.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /əʊ/ and /ai/  To know how to use Superlative of the long adjectives.  **Practice**  To understand the meaning of the adjectives and their opposites  To know which adjectives to describe somethings suitably.  To distinguish  /əʊ/ and /ai/  To practice the  Superlative of the long adjectives.  **Production**  To produce and achieve the information about the fact  by using superlative of long adjectives. | **A. Warm - up**  - T asks Ss some questions.   * Do you remember about Mai and Tom? * Which cities did Mai and Tom talk about at the begining of the unit? * How did Tom describe the three cities? * What did he talk about? * Which adjectives did he use?   - Ss answer.  - T gives comments.  **B. Presentation**  **\* Vocabulary**  T asks Ss to listen and read and take notes on some new words.  - T shows the meaning of these words.  - Ss look at the text again and practice the text in pairs.  - T listens and controls the class.  **\* Pronounciation**  - Model the two sounds with cold and sky.  - T lets Ss see how the sounds are formed.  - T asks Ss to give words that have these two sounds.  **\* Grammar**  **-**T elicits the form, use and meaning of superlative of long adjectives.  - T asks Ss to make examples.  **B. Practice**  **\* Match the words in A with their opposites in B. Some words may have more than one opposite.**  - Ss read all the words and work in groups to do matching in 1.  - Ss go to the board and match.  - T asks others to check.  - Ss read the words again.  - T gives feedback.  - Ss use the adjectives to describe the three cities that Mai and Tom talked about.  **\* Created word webs.**  - T asks Ss to look all the words and guide Ss how to do exercise.  Which words can you use to describe “city” ?  Food?  People?  Building?  Weather?  - T gets Ss to work in groups.  - Each group picks up one of these topics and go abroad to make word webs.  - If the group having the most suitable words is the winner.  - After that, T asks others to add more.  - T gives feedback.  - T points out that some adjectives can’t go with particular nouns. We can not say:  Ex: long/ short city  Rainy people  **\* Listen and write the words you hear in the appropriate column. Then read the words aloud.**  - T asks practise the /əʊ/ and /ai/sound together in 3.  - T plays the recording and ask Ss to listen and fill in the suitable column.  - T plays the recording again and has Ss give the answer.  **\* Listen and repeat.**  - T asks Ss to listen and repeat.  **\* Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/ her answer?**  - T asks Ss to work individually to complete the fact sheet, using one of the pictures provided.  - Ss work in pairs compare the answer.  - T asks them to discuss whether they agree with each other’s answers (if they don’t agree the answers, encourage them to give reasons.  **D. Production**  **\* Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?**  - T asks Ss to make questions and answer questions about the fact using superlative of long adjectives.  - T encourages Ss to expand the fact sheet by adding information like:  **Ex:** The most famous woman in Britain  The most well-known novel/ movie.  The most famous footballer/ actor/ actress.  The most popular sports,… | **Chatting**  **Ask and answer the questions:**  **I. 1. New words**   1. dangerous 2. dry 3. historic 4. cheap   **Ex:**  - The beaches in Sydney are clean and beautiful.  - London has bad weather.  **2. Pronounciation**  **/əʊ/ and /ai/**  **3. Grammar**  **Superlative of the long adjectives.**  **Form: S + tobe + THE MOST + long adjective +(N).**  The red bag is **the most expensive** than the black bag  Hoa is **the most beautiful** in her class  **II. Practice**  **1. Match the words in A with their opposites in B. Some words may have more than one opposite.**  **Key:**  1. old – new  2. dangerous – safe  3. quiet – noisy  4. dry – wet  5. boring – exciting  6. clean – dirty  7. historic – modern  8. cheap – expensive  9. cold – hot  **2. Created word webs.**   * **City:** beautiful,peaceful, exciting, modern, big, poluuted, safe,…. * **People:** nice, friendly, unfriendly, open, noisy, interesting,… * **Food:** delicious, awful, good, tasty,…. * **Weather:** bad, rainy, hot, cold, wet,… * **Building:** old, modern, tall, new,…   **3. Listen and write the words you hear in the appropriate column. Then read the words aloud.**   |  |  | | --- | --- | | **/əʊ/** | **/ai/** | | Cold  Snow  Old  Clothes  Hold | Sky  Exciting  High  Fine  Flight |   **4. Listen and repeat.**  **5. Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/ her answer?**  **\* Key:**  1. London  2. Oxford University  3. Shakespear  4. fish and chips  5. tea  5. watching TV  **6. Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?** |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Revise how to pronounce /əʊ/ and /ai/ and use superlatives of long adjectives to make sentences about the places in the world.

- Prepare the next lesson. A closer look 2

**\* Feedback**

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**Unit 9: CITIES OF THE WORLD**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “cities of the world”, continents, countries and cities.

b. Grammar: The present perfect.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be able to read about continents, countries and cities.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use the present perfect tense.  **Practice**  To practice  the present perfect.  **Production**  To produce and achieve how to use the present perfect. | **A. Warm - up**  Check vocabulary in A closer look 1.  - T asks Ss to go to the board and write the adjectives.  - T checks and has them repeat these words.  **B. Presentation**  **\* The present perfect tense.**  - T uses the Grammar box to help you explain that present perfect is used to show that one has had or has never had this experience.  - T provides the form of the present perfect.  - T notices the past particple.  **C. Practice**  **\* Listen again to part of the conversation.**  - T asks Ss to recall what Tom told Mai about in the conversation in Getting started.  - T asks Ss to underline all the verbs in the present perfect tense.  **\* Put the verbs in the brackets in to the present perfect.**  - T asks Ss to look for the original verb of the past participles in the conversation.  - T notices the use of “never” and “ever”.  - T has Ss play a game: Write the list of verbs on the board. Divided Ss into two groups and get them to the board and write the past participles of the verbs.  - T checks and gives mark for each team  - T has them repeat the verbs.  **\* Put the verbs in the brackets in the correct form.**  - T asks Ss to read all the sentences and work in pairs to do exercise.  - T asks Ss to give the answer.  **\* Look at Tom’s webpage. Tell a partner what has he done this week.**  - Ask ss to look at the picture and answer  *? Can you tell me what he does in the picture?*  **D. Production**  **\* Class survey**  - T asks Ss to tell what Tom has done this week  - Ss give the answer  - T uses all the question in 5 to ask ss to find out one thing that everyone has done and one thing no one has done | **Check the old lesson:**  Write the adjectives in A closer look 1.  **I. Grammar**  **The present perfect tense.**  **Use :** We use the present perfect to describe our experiences  **Formation:** S + has/have + past participle  **Ex:**  **(+)** I have seen that movie ten times  She has watched TV for 30 minutes  (-) I haven’t seen that movie  She hasn’t watched TV  (?) Have you ever seen that movie?  Has she gone to HN?  **II. Practice**  **1. Listen again to part of the conversation.**  **Pay attention to the present perfect.**  **\* GRAMMAR:**  Go watch  See be  Do take  Speak start  Write eat  read have  Visit take  **2. Put the verbs in the brackets in to the present perfect.**  **Key:**  1. has been  2. has been  3. has visited  4. has been  5. hasn’t been  **3. Put the verbs in the brackets in the correct form.**  **Key:**  1. have you seen….I have seen…  2. go  3. have never been  4. clean  5. takes  6. has eaten  **4. Look at Tom’s webpage. Tell a partner what has he done this week.**  **Key:**  1. He has read a book.  2. He has eaten “pho”.  3. He has played football.  4. He has got an A+.  5. He has washed his dog.  **5. Class survey** |

**3. Homework (2 minutes)**

- Revise the present perfect.

- Prepare the next lesson: Communication.

**\* Feedback**

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**Lesson 4: COMMUNICATION**

**I. Objectives:**By the end of the lesson, student can be able to identify landmarks in cities around the world and compare features of cities around the world; know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “Cities of the world”.

b. Grammar: Comparision of adjectives.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested inidentifying landmarks in cities around the world and compare features of cities around the world.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Practice**  To know the names of some famous landmarks.  To know interesting information of some famous landmarks.  To check information already known.  To communicate about a country, or a landmark. | **A. Warm up: Matching**  - T asks Ss to play “Matching”.  **B. Practice**  **\* Match the words in the box with the landmarks. Which cities are they in? What do you know about them?**  - T asks students to work in pairs and match.  **-** T asks Ss to look at part 2. Then introduce new words.  - Ss read new words.  - Ss work in pairs and match words with the meaning.  **\* Read about the landmarks. Can you guess which landmark from 1 they are?**  - T asks Ss to read the texts in the book and guess which landmark from 1 they are.  **\* Write true (T) or false (F).**  - T has Ss some ss read and give answers.  - Ss read the texts again and then do exercise: *write true or false.*  - T asks some students to give answers.  **\* Think of a city, a country, or a landmark. Give clues.**  - T asks Ss to ask and answer.  ( each group thinks of a city, a country, or a landmark and give clues to other guess. Example:  A: It’s a city. It’s very hot and crowded.  B: Is it Tokyo?  A: No, it’s not. It’s in South America. The people there love football.  B: Is it Rio de Janeiro?  A: Yes, it is!  - Listen and give feedback. | **Key:**   |  |  | | --- | --- | | **A** | **B** | | Design  Symbol  Landmark  Creature  UNESCO World Heritage | Thiết kế  Biểu tượng  Danh thắng  Sinh vật  Di sản VHTG |   **Activity 1. Match the words in the box with the landmarks. Which cities are they in? What do you know about them?**  **Key:**  a. Merlion [mə:liən]  b. Big Ben  c. The Temple of Literature  d. Sydney Opera House  e. Eiffel Tower[`tauə]  **Activity 2. Read about the landmarks. Can you guess which landmark from 1 they are?**  - describe [dis'kraib](v):miêu tả  - head[hed](n): cái đầu  **Key:**  1. Big Ben  2. Sydney Opera House  3. Temple of Literature  4. Eiffel  5. Merlion  **Activity 3. Write true (T) or false (F).**  **Key:**  1. F (The Bell in the tower is the largest bell ever made in England).  2. F (It was designed by a Danish architect)  3. T  4. F (It is the most visited land mark in the world)  5. T  6. F (It has a lion’s head and a fish’s body)  **Activity 4. Think of a city, a country, or a landmark. Give clues.**  Example:  A: It’s a city. It’s very hot and crowded.  B: Is it Tokyo?  A: No, it’s not. It’s in South America. The people there love football.  B: Is it Rio de Janeiro?  A: Yes, it is! |

**3. Homework (2 minutes)**

- Learn the extra vocabulary.

- Prepare the next lesson: Skills 1.

**\* Feedback**

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**Unit 9: CITIES OF THE WORLD**

**Lesson 5: SKILLS 1**

**I. Objectives:**By the end of this lesson, students can be able toread for specific and general information in texts, including postcards, use the present perfect to talk about experiences and know, use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “cities of the world”.

b . Grammar: Present tenses, past simple.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will be interested in specific and general information in texts, including postcards, use the present perfect to talk about experiences.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  To have new words in order to understand the text .  **While - reading**  To comprehen the content of the reading text.  **Post - reading**  To understand the steps to have a postcard.  **Speaking**  To share information of a city visited before. | **A. Warm - up: Kim’s game**   * T divides the class into 2 groups. * T shows the pictures of cities of the world: * Ss in two groups to skim and write down in 1 minute. * T asks students in 2 groups to write down answers on the board. * T looks at the pictures and checks.   - T gives comment.  **B. Reading**  **1. Pre - reading**  **T sets the scene:**  - T asks Ss to look at the postcard in 1 in the book.  - Ss answer some questions.  1. What is the picture on the postcard of ?  2. What do you think is written on this postcard?  3. What is the purpose of writing and sending postcards while you are on holiday?  **\* Vocabulary:**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **2. While - reading**  **\* Read the postcard and answer the questions.**  - T asks Ss to look at the questions in 2 and underline the key words in the questions.  - T asks Ss to read the paragraph and answer the questions.  - T checks and corrects.  **3. Post - reading**  **\* Read the text again and match the heading with the numbers.**  - T asks Ss to read the texts again and then do exercise 3.  - Ss match the heading with the text.  - T calls their attention to how a postcard is organized.  - T checks and corrects.  **C. Speaking**  **\* Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.**  - T asks Ss to look at the questions in 4 and choose one city they have learnt and then answer.  - Ss work in groups Ss can not use full sentence.  - T has them practise in a class.  **\* In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner’s city in the space below.**  - T asks Ss to use the notes to work in pairs and tell each other about the city they choose in 5.  - T makes sure they speak in full sentences. | **Rules:**   * Divide the class into 2 groups. * Ask students in two groups to skim and write down in 1 minute. * Write down answers on the board. * Look at the pictures and check.   **Reading**  Love from Sweden.  **1. Look at the postcard.**  **Key*:***  *1. The photo is of Stockholm, Sweden.*  *2. The sender writer about his/ her stay in the city.*  *3. We send postcards to tell our family or friends that we are having a good time, but we still miss them amd want to send some photos of the place where we are so that, although they cannot be with us there they can still see how beautiful it is*.  **Vocabulary:**  - perfect ['pə:fikt](a): hoàn toàn, đầy đủ  - palace ['pælis](n): cung điện  - amazing [ə'meiziη](a): ngạc nhiên  - rent [rent](v): thuê  - discover [dis'kʌvə](v): khám phá  - postcard ['poustkɑ:d](n): bưu thiếp  **2. Read the postcard and answer the questions.**  **Key:**  1. Mai is in Stockholm.  2. She is there with her family (mum, Dad and her brother Phuc)  3. The weather has been perfect. It is sunny.  4. Mai is staying in a hotel.  5. She has visited the Royal palace and had ‘fika’ in a café in the Old Town.  6. ‘Fika’ (a Sweden word) means a leisure break when one drinks tea/ coffee and perhaps has some biscuits with friends and family.  7. She will cycle to discover the city.  8. Mai is feeling happy. She used the words such as “fantastic”, “perfect”, “amazing”, “too beautiful for words”.  **3. Read the text again and match the heading with the numbers.**  **Key:**  1. i 2. c 3. h 4. b 5. d  6. g 7. f 8. e 9. A  **Speaking**  **4. Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.**  **5. In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner’s city in the space below.** |

**3. Homework (2 minutes)**

- Practice more.

- Prepare the next lesson. Skills 2.

**\* Feedback**

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**Unit 9: CITIES OF THE WORLD**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen for specific details including facts and figures; write a holiday postcard.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “cities of the world”.

b . Grammar: Present tenses, past simple.

2. Skills: Listening and writing.

3. Formation of behavior: Students will be interested in listening for specific details including facts and figures; write a holiday postcard.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehen the content of the listening text.  **Post - listening**  To check information of the listening text  **Writing**  **Pre-writing**  To brain - storm about the information.  **While - writing**  To write a postcard  **Post - writing**  To give a writing of a post card | **A. Listening**  **1. Pre - listening**  **\* Look at the pictures. What do you see?**  T asks Ss to look at the pictures in 1 and tell what they see.  *? What do you see in picture 1?*  *? Do you know about Nobel and the Nobel Prize?*  *? Can you talk this in Vietnamese?*  **\* Vocabulary:**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **2. While - listening**  **\* Listen and write True or False?**  - T asks Ss to read all the sentences in 2 and guess T or F.  - T explains the new wordss  - T asks Ss to listen to the stereo again and answer true or false.  - T has Ss correct the false sentences.  - T checks and corrects.  **3. Post - listening**  **\* Listen again to the talk and fill in the gaps.**  - T asks Ss to read all the sentences in 3.  - T explains to Ss that this time they need to listen for the exact details in the recording.  - Ss identify the kind of information they have to find out: years, amount of money, number of people, date.  - T plays the recording  - Ss listen to the stereo again and give the answer.  - T checks and corrects.  **B. Writing**  **1. Pre - writing**  **\* Rearrange the words to make sentences.**  - T writes 5 Ws and 1H on the board.  - Ss give examples.  Ex: How is the Stockholm?  What is the weather like?  - Ss read all the words in 4 and put them in the correct order to make sentences.  **2. While - writing**  **\* Write a postcard . Use the notes about the city you have chosen in speaking 4, page 28.**  - Ss use the notes they have made in Speaking 4 to write a postcard to their family or friends:  - T asks Ss some questions.  *Have you ever been to Ha Long bay?*  *If you have never been to , let imagine and write a post card*  *Follow these questions*  *Who do you write the post card for?*  *When did you arrive.*  **3. Post - writing**  - T asks Ss to show the writing of a post card and check mistakes if having. | **Listening**  **1. Look at the pictures. What do you see?**  ***\* Vocabulary:***  - award[ə'wɔ:d]  (v): thưởng, tặng  (n): phần thưởng  **-** prize [praiz] (n): giải, giải thưởng  - present ['preznt] (a): hiện diện  [pri'zent](v): đặt ra  - cover ['kʌvə] (v): che, phủ, bao gồm  - prizewinner (n): người được giải  - diploma [di'ploumə](n): văn bằng, chứng chỉ, bằng TN  - medal ['medl] (n): huân chương  - crown [kraun] (n):vòng hoa, mũ niệm  **2. Listen and write True or False?**  **Key:**  1. T  2. F (The oldest, not the biggest, part of Stockholm is the Old Town)  3. F (Today, the Old Town is a place with cafes, restaurants, shops and museum)  4. F (All Nobel prizes, exept for the Nobel Peace Prize, are awarded in Stockholm)  5. F (It is presented by the Swedish ['swi:di∫] King)Vua Thụy Điển.  **3. Listen again to the talk and fill in the gaps.**  **Key:**  1. 14  2. 700  3. 3,000  4. 10 December  5. 10 million  **Writing**  **4. Rearrange the words to make sentences.**  **Key:**  1. Stockholm is fantastic!  2. We’re in Da Lat!  3. We’re having a good time here!  4. I love Disneyland!  5. You must come!  6. I wish you were here!  **5. Write a postcard . Use the notes about the city you have chosen in speaking 4, page 28.**  **- A writing of a post card** . |

**3. Homework (2 minutes)**

- Design a post card to give your pen friend.

- Prepare the next lesson: Looking back and project.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**Unit 9: CITIES OF THE WORLD**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of this lesson, students can review what they have learnt during the lesson.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “cities of the world”.

b . Grammar: Present tenses, past simple.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm up**  To motivate Ss and lead to the new lesson.  **Practice**  **Vocabulary**  To revise vocabulary  **Grammar**  To revise present perfect  To revise the superlative of long adjective to complete the fact sheet about Vietnam  To write a short paragraph about Viet Nam  **Communication**  To practice communicating | **A. Warm up**  **-** Tasks Ss some free questions.  - Ss go to the board and complete the sentences.  1. She ( watch) Tv for haft an hour  2. They ( not go) to HCM city yet  3. You ever ( play ) that game?  **B. Practice**  **Vocabulary**  **\* Choose the best options.**  - T asks Ss to read all the sentences and choose the best answer.  **Grammar**  **\* Put the verb in the brackets into the present perfect.**  - T asks Ss to read the dialogue in  pairs then put the verb in the brackets into the present perfect.  **\* In pairs, complete this fact sheet about Viet Nam.**  - T asks Ss some questions about Viet Nam.  *Do you like our country?*  *Which is the biggest city in Viet Nam?*  *Which is the oldest university in Viet Nam?*  *Who is the most popular Vietnamese writer?*  *What is the most popular food in Viet Nam?*  *What is the most popular drink in Viet Nam?*  *What is the most common activity in Viet Nam?*  **\* Using the information from your fact sheet , write a short paragraph (7-8 sentences) about Viet Nam.**  **-** T asks Ss to use the information from 3 to write a short paragraph about Viet Nam.  - T control.  - Someone report.  - T gives feedback.  **Communication**  **\* Game: Yes I have.**   * Divide the class into pairs. * Ask students in pairs to answer on the board. * Looks at the pictures and checks.   - Gives comment. | **Check the old lesson.**  1. She has watched Tv for haft an hour.  2. They have not gone to HCM city yet  3. Have you ever played that game?  **Vocabulary**  **Activity 1. Choose the best options.**  Key:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | a,b | a,c | a,c | a,b | b,c |   **Grammar**  **Activity 2. Put the verb in the brackets into the present perfect.**  **Key:**  1. Have…..eaten….  2. Have……been ….?  3. have been….  4. have been  5. Have….visited…..?  6. have seen  **Activity 3. In pairs, complete this fact sheet about Viet Nam.**  **Key:**  COUNTRY: VIET NAM  Biggest city: HCM city  Oldest university: Quoc Tu Giam, Thang Long – Ha Noi (1076)  Most popular Vietnamese writer: Nguyen Du, Nam Cao  Most popular food: spring roll(nem), noodles(phở)  Most popular drink: tea, coffee  Most common activity: watching TV, football  **Activity 4. Using the information from your fact sheet , write a short paragraph (7-8 sentences) about Viet Nam.**  **Communication**  **Activity 5. Game: Yes I have.** |

**3. Homework (2 minutes)**

- Review unit 9.

**\*t Feedback**

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